

## **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
LDTCC	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	Technical and Vocational Education Training
UNESCO	United Nations Education Science and Culture Organization
UPE	Universal Primary Education

<b>Contents.....</b>	<b>Page</b>
List of Acronyms .....	i
Table of Contents.....	ii
List of Tables.....	v
List of Figure.....	vii
LIST OF ACRONYMS.....	i
Table 3.9: Registered Primary Schools Apparent and Net Intake Rates and Gender Parity Indices by Sex, 2000-2014.....	19 vi
Table 6: 3: Enrolment and Percentage Change from 2011/2012 to 2012/2013.....	62
.....	viii
Table 6.4: Enrolment by Sex, Institution and Programme, 2012/2013.....	62
.....	viii
Figure 6.2: Students in Tertiary Institutions by Sex and Sponsor, 2012/2013 .....	x
.....	64 .....
Figure 6.3: New Entrants in Tertiary Institutions by Sex, 2012/2013.....	65 .....
.....	x
Figure 6.4: Total Number of Students who Registered for End of Programme Examinations by result end, 2012/2013.....	66 x
Figure 6.5: Staff by Age and Classification, 2012/2013.....	70
.....	x
Figure 6.6: Distribution of Staff Members by Terms of Employment and Classification, 2012/2013.....	70 ..
.....	x
Chapter 1: Background.....	1
1.0 Introduction.....	1
1.1.1 The Education System.....	1
1.2 Data Source and Quality .....	2
1.2.1 Source .....	2
1.2.2 Quality .....	3
Chapter 2: Early Childhood Care and Development (ECCD) Education .....	4
2.0 Introduction.....	4
2.1 Enrolment in Reception Classes .....	4
Table 2.1: Number of Reception Classes and Enrolment, 2008-2015 .....	5
<b>2.2 Enrolment in ECCD (reception classes included).....</b>	<b>5</b>
2.2.1 Accessibility of Education in ECCD .....	7
2.2.1.1 New Entrants in ECCD.....	7
2.3 Disability in ECCD Schools .....	7
2.4 Orphan-hood in ECCD Schools .....	8
Chapter 3: Primary School Education .....	11
3.0 Introduction.....	11
<b>3.1 Enrolment in Registered Primary Schools .....</b>	<b>Error! Bookmark not defined.</b>
<b>Table 3.3: Enrolment in Registered Primary Schools by District, Sex and Year, 2013- 2015 .....</b>	<b>Error! Bookmark not defined.</b>
<b>3.1.1 Accessibility of Education .....</b>	<b>Error! Bookmark not defined.</b>

<b>3.1.1.1 New Entrants in Registered Primary Schools ...</b>	<b>Error! Bookmark not defined.</b>
3.1.1.2 Registered Primary Schools Apparent Intake Rates (AIR) and Net Intake Rates (NIR) .....	<b>Error! Bookmark not defined.</b>
Table 3.9: Registered Primary Schools Apparent and Net Intake Rates and Gender Parity Indices by Sex, 2000-2015 .....	<b>Error! Bookmark not defined.</b>
3.1.2 Gender Parity Index in Registered Primary Schools.....	<b>Error! Bookmark not defined.</b>
3.1.3 Coverage of Participation in Primary Education .....	<b>Error! Bookmark not defined.</b>
Table 3.11: Pupils Enrolled in Registered Primary Schools by District, 2015....	<b>Error! Bookmark not defined.</b>
<b>3.2 Disability in Registered Primary Schools .....</b>	<b>Error! Bookmark not defined.</b>
3.4 Inputs for Primary Education .....	<b>Error! Bookmark not defined.</b>
3.4.1 Primary Schools.....	<b>Error! Bookmark not defined.</b>
Table 3.16: Registered Primary School Enrolment, Number of Schools, Number of Teachers and Percentage Change in Enrolment, 2006-2015 ....	<b>Error! Bookmark not defined.</b>
3.4.2 Teachers in Registered Primary Schools.....	<b>Error! Bookmark not defined.</b>
Table 3.20: Enrolment, Number of Teachers and Pupil to Teacher Ratios in Registered Primary Schools by District and Sex, 2015 .....	<b>Error! Bookmark not defined.</b>
<b>3.5 Efficiency and Quality of Education .....</b>	<b>Error! Bookmark not defined.</b>
<b>3.5.1 Repeaters in Registered Primary Schools.</b>	<b>Error! Bookmark not defined.</b>
3.5.2 Primary School Leaving Examination (PSLE) Results .	<b>Error! Bookmark not defined.</b>
Table 3.27: Primary School Leaving Examination Results (PSLE), 2006 - 2015	<b>Error! Bookmark not defined.</b>
3.5.3 Transition Rates from Standard 7 to Form A	<b>Error! Bookmark not defined.</b>
3.5.4 Cohort Analysis .....	<b>Error! Bookmark not defined.</b>
Table 3.29: Crude and Net Cohort Survival Rates in Primary Schools, 2009-2015 .....	<b>Error! Bookmark not defined.</b>
Chapter 4: Secondary School Education .....	35
4.0 Introduction.....	35
4.1 Enrolment in Registered Secondary Schools.....	35
4.2 Trend Analysis of Registered Secondary Schools Enrolment.....	38
4.3 New Entrants in Registered Secondary Schools.....	38
4.4 Coverage of Participation in Secondary Education.....	39
4.4.1 Gross and Net Enrolment Rates, Pupils to Teacher Ratios and the Gender Parity Indices for Registered Secondary Schools .....	39
Table 4.5: Secondary School Enrolment Rates, Gender Parity Indices and Pupil Teacher Ratios, 2003-2016 .....	40
4.5 Enrolment of Students with Special Educational Needs in Registered Secondary Schools .....	41

4.6 Orphans in Registered Secondary Schools .....	43
4.7 Inputs for Secondary Education .....	44
4.7.1 Secondary Schools.....	44
4.7.2 Secondary Schools Teachers.....	47
4.8 Efficiency and Quality of Education in Registered Secondary Schools .....	49
4.8.1 Repeaters in Registered Secondary Schools .....	49
4.8.2 Transition Rates from Form C to Form D .....	51
Table 4.20: Transition Rates from Form C to Form D, 2002 – 2015.....	51
4.8.3 Examination Results .....	51
4.8.3.1 Junior Certificate Examinations.....	51
Table 4.21: Junior Certificate Examination Results, 2004-2015.....	52
4.8.3.2 Lesotho General Certificate in Secondary Education (LGCSE) .....	52
Chapter 5: Technical and Vocational Education Training .....	54
5.0 Introduction.....	54
5.1 Enrolment.....	54
5.2 Teaching Staff.....	57
Chapter 6: Tertiary Education.....	59
3.3 New Entrants .....	59
3.4 Admission rates at Tertiary institutions.....	61
3.5 Enrolments at Tertiary Institutions.....	62
<b>6.2 Enrolment by Type of Institution</b> .....	62
3.6 Enrolment by age .....	64
3.7 Enrolment by Type of Programme and Qualifications .....	68
3.8 Enrolment by Field of Study .....	70
3.9 Enrolment of students with disability .....	72
4.0 INBOUND AND OUTBOUND MOBILITY OF STUDENTS.....	73
4.1 Inbound Mobility/Enrolment by Country of Origin .....	74
4.2 Outbound Mobility/Basotho Students studying abroad.....	76
5.0 SPONSORSHIPS .....	79
6.0 GRADUATES AT HIGHER EDUCATION INSTITUTIONS .....	81
8.1 Staff by Institution and Classification .....	84
8.2 Staff by Country of Origin.....	87
8.3 Terms of Employment of Staff.....	88
8.4 Staff by qualifications .....	90
8.4 Capacity building of Staff.....	94
8.5 Staff Attrition Rates .....	96
9.6 Research Funding.....	99
10.2 Income patterns of institutions.....	99
10.4 Expenditure Patterns of Institutions .....	101
10.5 Annual Budget Allocation by Government to HEIs .....	101
Chapter 7: Non Formal Education .....	104
7.0 Introduction .....	104
7.1 Enrolment .....	104
7.2 Special Educational Needs .....	106
7.3 Orphan-Hood .....	107
7.4 Teaching Staff.....	107
ANNEX I: Technical Notes.....	110
ANNEX II: SUMMARY INDICATORS .....	111
1. Primary Education Level .....	111

2. Secondary Education Level .....	112
ANNEX III: Population projections.....	113

**LIST OF TABLES**

**Page**

Table 2.1: Number of Reception Classes and Enrolment, 2007-2014..... 5

Table 2.2: Number of Reception Classes and Enrolment by District, 2012-2014.....6

Table 2.3: ECCD Enrolment by District, Age and Sex, 2014.....7

Table 2.4(i): ECCD schools Gross and Net Enrolment Rates (NER) and (GER) by Sex, 2014.....7

Table 2.4(ii): ECCD New Entrants by District and Sex, 2014.....8

Table 2.5: ECCD enrolment of children with special educational needs or disability by District, Age and Sex, 2014.....8

Table 2.6: ECCD Enrolment of disabled pupils by Type of disability, Age and Sex, 2014.....9

Table 2.7: ECCD Orphans by District, Age and Sex, 2014.....9

Table 2.8: ECCD Orphans by District, Age and Sex, 2014.....10

Table 2.9: ECCD Teachers by District and Sex, 2014.....10

Table 2.10: Number of ECCD Schools by district and Agency, 2014.....11

Table 3.1: Enrolment in Registered Primary Schools by Age, Grade and Sex, 2014.....12

Table 3.2: Enrolment in Registered Primary Schools by Grade, Sex and Year, 2010-2014.....13

Table 3.3: Enrolment in Registered Primary Schools by District, Sex and Year, 2012-2014.....13

Table 3.4: Enrolment in Registered Primary Schools by District, Urban and Rural and Sex, 2014.....14

Table 3.5: Enrolment in Registered Primary Schools by District, Zone and Sex, 2014.....14

Table 3.6: Enrolment in Registered Public and Private Schools by District and Sex, 2014.....15

Table 3.7: Enrolment in Registered Primary Schools by District, Agency and Sex, 2014 .....16

Table 3.8: New Entrants in Primary Schools by District and Sex, 2014.....18

Table 3.9: Registered Primary Schools Apparent and Net Intake Rates and Gender Parity Indices by Sex, 2000-2014.....19

Table 3.10: Registered Primary Schools Gross and Net Enrolment Rates and Pupils Teacher Ratios, 2000-2014.....20

Table 3.11: Pupils Enrolled in Registered Primary Schools by District, 2014.....21

Table 3.12: Enrolment of Pupils with Special Educational Needs in registered Primary by type of disability, Grade, 2014.....21

Table 3.13: Enrolment of Pupils with Special Needs in Registered Primary Schools by Age, Grade and Sex, 2014.....22

Table 3.14: Enrolment of Orphans in Registered Primary Schools by Type grade and Sex, 2014.....22

Table 3.15: Orphans in Registered Primary Schools by Age, Grade and Sex, 2014.....23

Table 3.16: Registered Primary School Enrolment, Number of Schools, Number of Teachers and Percentage Change in Enrolment, 2005-2014.....26

Table 3.17: Registered Primary Schools by District and Ecological Zones, 2014.....26

Table 3.18: Number and Percentage Distribution of Registered Public and Private Schools by District, 2014.....	27
Table 3.19: Number and Percentage Distribution of Registered Primary Schools by Residence, and District, 2014.....	27
Table 3.20: Enrolment, Number of Teachers and Pupil to Teacher Ratios in Registered Primary Schools by District and Sex, 2014.....	28
Table 3.21: Number of Teachers in Registered Primary Schools by Rank, Agency and Sex, 2014.....	29
Table 3.22: Teachers in Registered Primary Schools by District, Agency and Sex, 2014.....	30
Table 3.23: Enrolment of Repeaters in Registered Primary Schools by Age, Grade and Sex, 2014.....	32
Table 3.24: Enrolment of Repeaters in Registered Primary School by District, Zone and Sex, 2014.....	32
Table 3.25: Repetition Rates in Registered Primary Schools by Grade and Sex, 2008 – 2013.....	33
Table 3.26: Primary Schools Promotion, Repetition and Dropout Rates by Grade, 2011- 2013.....	33
Table 3.27: Primary School Leaving Examination Results (PSLE), 2005 – 2014.....	34
Table 3.28: Transition Rates from Standard 7 to Form A, 2001- 2014.....	35
Table 3.29: Crude and Net Cohort Survival Rates in Primary Schools, 2007- 2014.....	36
Table 4.1: Distribution of Enrolment in Registered Lower and Upper Secondary Schools by Age, Form and Sex, 2014.....	37
Table 4.2: Distribution of Enrolment in Registered Public and Private Secondary Schools by District and Sex, 2014.....	38
Table 4.3: Distribution of Enrolment in Registered Secondary Schools by District, Ecological Zone and Sex, 2014.....	39
Table 4.4: Number and Percentage distribution of Secondary School Students in Registered Schools by District, Sex and Percentage Distribution, 2012- 2014.....	39
Table 4.5: Secondary School Enrolment Rates, Gender Parity Indices and Pupil Teacher Ratios, 2002-2014.....	41
Table 4.6: Lower and Upper Secondary School NER's by Sex, 2013- 2014.....	42
Table 4.7: Number of Students with Special Educational Needs in Registered Secondary Schools by District, Urban and Rural Residence and Sex, 2014.....	42
Table 4.8: Number of Students with Special Educational Needs in Registered Secondary Schools by Disability Type, Form and Sex, 2014.....	43
Table 4.9: Students with Special Educational Needs in Registered Secondary Schools by Age, Form and Sex, 2014.....	43
Table 4.10: Orphans in Registered Secondary Schools by Type, Form and Sex, 2014.....	44
Table 4.11: Orphans in Registered Secondary Schools by District, Urban and Rural and Sex, 2014.....	45
Table 4.12: Orphans in Registered Secondary Schools by Age, Form and Sex, 2014.....	45
Table 4.13: Number of Registered Secondary Schools by District, Public and Private, 2014.....	46
Table 4.14: Number of Registered Secondary Schools by District, Urban and Rural, 2014.....	46
Table 4.15: Number of Teachers in Registered Secondary Schools by District and Sex, 2014.....	48

Table 4.16: Teachers in Public and Private Registered Secondary Schools by District and Sex, 2014.....	49
Table 4.17: Repeaters in Registered Secondary Schools by District, Zone and Sex, 2014.....	49
Table 4.18: Repeaters in Registered Secondary Schools by District, Urban and Rural and Sex, 2014.....	50
Table 4.19: Repeaters in Registered Secondary Schools by Age, Form and Sex, 2014.....	50
Table 4.20: Transition Rates from Form C to Form D, 2002 – 2013.....	51
Table 4.21: Junior Certificate Examination Results, 2004-2014.....	52
Table 4.22: LGCSE Examination Results, 2014.....	52
Table 5.1: Enrolment in Registered Technical and Vocational Schools by Age and Sex, 2014.....	54
Table 5.2: Enrolment in TVET Institutions by level of education and Sex, 2014.....	55
Table 5.3: Enrolment in Registered Technical and Vocational Schools by District, Agency and Sex, 2014.....	55
Table 5.4: Repeaters in Registered Technical and Vocational Schools by District and Sex, 2014.....	56
Table 5.5: Students Who Left School in Registered Technical and Vocational Schools by Reason and Sex, 2014.....	56
Table 5.6: Students Who Left School in Technical and Vocational Institutions by District, Agency and Sex, 2014.....	57
Table 5.7: Teachers in Registered Technical and Vocational Schools by Teacher's Rank and Sex, 2014.....	57
Table 5.8: Teachers in Technical and Vocational Institutions by District, Agency and Sex, 2014.....	59
Table 6.1: Enrolment by Type of Institution, 2012/2013.....	61
Table 6.2: Enrolment in Tertiary level by Institution and Sex, 2012/2013.....	61
Table 6.3: Enrolment and Percentage Change from 2011/2012 to 2012/2013.....	62
Table 6.4: Enrolment by Sex, Institution and Programme, 2012/2013.....	62
Table 6.5: Enrolment in Tertiary by Mode of Delivery and Qualification being pursued 2012/2013.....	63
Table 6.6: Enrolment in Tertiary by Institution and Mode of delivery, 2012/2013.....	64
Table 6.7: Students who registered for End of Programme Examinations by Field of Study and Result End, 2012/2013.....	68
Table 6.8: Staff Members by Institution and Classification, 2012/2013.....	69
Table 6.9: Staff by Institution and Nationality, 2012/2013.....	70
Table 6.10: Staff by Qualification and Classification, 2012/2013.....	72
Table 6.11: Distribution of Staff Members by Institution and Classification of Staff, 2012/2013.....	72
Table 6.12: Staff who Left the Institutions by Reasons for Leaving, 2011/2012.....	74
Table 7.1: Enrolment in Non Formal Education by Age, Level and Sex, 2014.....	76

Table 7.2: Enrolment in Non Formal Education by District, Level and Sex, 2014.....	77
Table 7.3: Non Formal Education Learners with Special Educational Needs by District, Level and Sex, 2014.....	77
Table 7.4: Orphans in Non Formal Education by Age, Level and Sex, 2014.....	78
Table 7.5 Teachers in Non Formal Education by District, Level and Sex, 2014 .....	79
Table 7.6: Non Formal Education Teachers in Literacy and Numeracy by District, Qualification and Sex, 2013.....	79
Table 7.7: Number of Learning Posts/Centers in Non Formal Education by District and Level, 2014.....	80

**LIST OF FIGURES****PAGE**

Figure 3.1: Enrolment of New Entrants in Registered Primary Schools by Age and Sex, 2014.....	17
Figure 3.2: Percentage Distribution of Orphans by Age and Sex, 2014 .....	24
Figure 3.3: Percentage Share of Registered Primary Schools and Agency, 2014 .....	25
Figure 4.1: Number of New Entrants in Form A and D by Age and Sex, 2014 .....	40
Figure 4.2: Percentage Share of Registered Secondary Schools by Ecological Zones, 2014.....	47
Figure 4.3: Percentage share of Registered Secondary Schools by Agency, 2014 .....	47
Figure 6.1: Enrolment by Field of Study and Sex, 2012/2013.....	64
Figure 6.2: Students in Tertiary Institutions by Sex and Sponsor, 2012/2013 .....	64
Figure 6.3: New Entrants in Tertiary Institutions by Sex, 2012/2013.....	65
Figure 6.4: Total Number of Students who Registered for End of Programme Examinations by result end, 2012/2013.....	66
Figure 6.5: Staff by Age and Classification, 2012/2013.....	70
Figure 6.6: Distribution of Staff Members by Terms of Employment and Classification, 2012/2013.....	70
Figure 6.7: Staff Who Left the institution in the Previous Year by Institution and Classification, 2011/2012.....	72

# **Chapter 1: Background**

## **1.0 Introduction**

Education Management Information System (EMIS) office or Education statistics office under planning unit in the Ministry of Education and Training is mandated 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.

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, enrolment projection, studies of educational effectiveness, and other quantitative system analysis and monitoring and evaluation.

Thus, Education Management Information System (EMIS) office produces this report on annual basis.

### **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 currently called LGCSE forms the entry requirement for higher and tertiary programs. The difference between COSC and LGCSE is that LGCSE is a locally prepared while COSC was internationally prepared. 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 mind-sets and creativity.

### **1.1.2 Agency or School Ownership**

The centres, schools or institutions are owned either solely by government, solely by private companies or jointly by government and private companies, churches or communities. These centres, schools or institutions are considered 'public' if they are solely owned by government, or they are owned jointly by government and private companies or churches, or owned solely by churches and privately owned but the government has a stake in them. For instance, even if a school is church owned, and government either pays their teachers' salaries or student school fees school or institution is considered public. 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, centres and institutions. This collected information includes schools' physical location, type of ownership, general enrolment information, enrolment of repeaters, and orphans, teacher's profiles, school fees and general facilities such as buildings, classrooms and equipment. The questionnaire collects similar information for all levels of education with minor differences depending on the level's needs.

Apart from information collected from individual schools, centres or institutions, other information is acquired from secondary data within the Ministry of Education and Training; sources include Examinations Council, secondary school bursaries and annual budget plans. Further, information on tertiary bursaries and students studying abroad is gathered from other government departments such as 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' embassies 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 2015, 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, 2014 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, 1,477 in 2014 and 1478 in 2015. It should be noted that these are the schools that were operational and responded in the first two quarters of 2015 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 at the time.

The number of registered secondary schools was 326 in 2011, 321 in 2012, and 337 in 2013 while in 2014 they increased to 339. In 2015 the number of registered secondary schools was 341. 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 centres; reception classes are centres attached to some of the existing primary schools. ECCD centres 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 centres and/or home bases which result in inadequate coverage of these centres. 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 2008 to 2016. Enrolment increased from 3 930 in 2008 to 6 714 in 2009 as a result of the new ECCD centres that were being attached to existing primary schools. Thereafter enrolment dropped up until in 2013 where it was 5 324 due to very few or no new centres that were being attached to primary schools. However, since 2014, improvement in enrolment was observed as it rose to 6 178 after which it began to decline. Observed in the table again was that the number of schools gradually increased from 2008 to 2015 where a slight fall was noticed.

**Table 2.1: Number of Reception Classes and Enrolment, 2008-2016**

Year	Enrolment	No. of Schools	New Schools
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
2015	5772	243	3
2016	5832	241	0

Table 2.2 compares enrolment with the number of reception classes by district from 2014 to 2016. It was observed that enrolment rose in 6 districts out of ten from 2015 to 2016 with the highest increase was in Mokhotlong 9.2 percent followed by Leribe and Mafeteng that shared 8.7 percent. The highest decrease was in mohale's Hoek with 9.3 percent, trailed by Quthing and Thaba Tseka with 7.9 percent and 3.4 percent respectively. In general, enrolment decreased by 6.7 from 2014 to 2015 and increased by 1.0 percent from 2015 to 2016. The number of reception classes increased by 1.3 percent from 2014 to 2015 and decreased by 0.8 percent from 2015 to 2016.

**Table 2.2: Enrolment and Number of Reception Classes by District, 2014 - 2016**

District	Enrolment			No. of schools		
	2014	2015	2016	2014	2015	2016
Botha-Bothe	557	532	542	18	19	19
Leribe	745	633	688	28	28	28
Berea	717	723	712	27	28	27
Maseru	991	923	939	34	35	34
Mafeteng	641	623	677	30	30	30
Mohale's Hoek	585	560	508	27	27	27
Quthing	409	376	346	19	19	19
Qacha's Nek	406	361	365	18	18	18
Mokhotlong	422	391	427	15	15	15
Thaba-Tseka	705	650	628	24	24	24
<b>Total</b>	<b>6178</b>	<b>5772</b>	<b>5832</b>	<b>240</b>	<b>243</b>	<b>241</b>

## 2.2 Enrolment in ECCD (reception classes included)

Table 2.3 shows total enrolment in ECCD centres in 2016 disaggregated by district, age and sex. Enrolment in ECCD centres increased from 53 530 in 2015 to 53 793 in 2016 which implies an increase by 0.49 percent. The table reveals that total enrolment increased with age, for instance, from less than 3 years (5 549) up to age 5 years (14 260), but declined to 10 613 at age greater than 5 years. The distribution of ECCD enrolment by district indicates that Maseru was in the lead with 15 030 (27.9 percent) pupils, followed by Leribe with 10 428(19.4 percent) and the least number of pupils were in Quthing with 2 142 (4.0 percent). Comparison by sex and district shows that enrolment of girls exceeded that of boys in all the districts except in Quthing where the number of boys exceeded that of girls while on

overall, girls constituted 27 422(51 percent) and boys added up to 26 371(49 percent).

**Table 2.3: ECCD Enrolment by District, Age and sex, 2016**

DISTRICT	AGE<3		AGE 3		AGE 4		AGE 5		AGE>5		Total	%
	M	F	M	F	M	F	M	F	M	F		
BUTHA-BUTHE	129	152	253	309	418	444	453	474	332	397	3361	6.2
LERIBE	474	510	866	864	1329	1359	1251	1283	1213	1279	10428	19.4
BEREA	248	222	423	450	567	630	664	658	503	501	4866	9.0
MASERU	905	938	1344	1415	2045	2006	1818	1842	1340	1377	15030	27.9
MAFETENG	223	221	308	333	629	640	594	615	448	438	4449	8.3
MOHALES HOEK	177	203	392	414	604	595	619	686	382	344	4416	8.2
QUTHING	85	96	174	165	244	274	298	267	277	262	2142	4.0
QACHAS NEK	117	125	162	197	304	337	329	403	223	196	2393	4.4
MOKHOTLONG	184	168	225	231	302	298	345	368	131	133	2385	4.4
THABA-TSEKA	162	210	274	374	539	634	625	668	420	417	4323	8.0
<b>Total</b>	2704	2845	4421	4752	6981	7217	6996	7264	5269	5344	53793	100

### ECCD Schools Gross and Net Enrolment Rates

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 enrol in ECCD centres. 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 from 2015 to 2016. In 2015, the overall GER was 33.0 percent which was made up of 32.3 percent of males and 33.7 percent of females. The general GER has increased to 42.16 percent in 2016 and was formed by 41.33 and 42.99 males and females percentages respectively. On the other hand total NER in 2016 was 29.49 percent and both males and females made up percentages of 28.83 and 30.15 orderly.

**Table 2.4(i): ECCD Schools Gross Enrolment Rate and Net Enrolment Rate by Sex, 2015-2016**

Year	Gross Enrolment Rate (GER)			Net Enrolment Rate (NER)		
	Males	Females	Total	Males	Females	Total
2015	32.3	33.7	33.0	23.0	24.0	23.5
2016	41.33	42.99	42.16	28.83	30.15	29.49

## 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 centres.

### 2.2.1.1 New Entrants in ECCD

Table 2.4(ii) illustrates ECCD new entrants by district and sex for the year 2016. There were 25 052 new entrants in 2016, out of this number 12 345(49.3 percent) were boys and 12 707(50.7 percent) were girls. It was observed that the general pattern of new entrants by district is almost similar to the general pattern of the total enrolment. For instance, Maseru accounted for 6 749(26.9 percent), followed by Leribe with 4 198(16.8 percent) and the least were Quthing and Qacha's Nek that shared 4.6 percent each.

**Table 2.4(ii): ECCD New Entrants by District and Sex, 2016**

<b>DISTRICT</b>	<b>M</b>	<b>F</b>	<b>Total</b>	<b>Percentage</b>
BUTHA-BUTHE	729	831	1560	6.2
LERIBE	2074	2124	4198	16.8
BEREA	939	943	1882	7.5
MASERU	3357	3392	6749	26.9
MAFETENG	1221	1175	2396	9.6
MOHALES HOEK	1048	1170	2218	8.9
QUTHING	561	593	1154	4.6
QACHAS NEK	569	593	1162	4.6
MOKHOTLONG	653	589	1242	5.0
THABA-TSEKA	1194	1297	2491	9.9
<b>Total</b>	<b>12345</b>	<b>12707</b>	<b>25052</b>	<b>100.0</b>

## 2.3 Disability in ECCD Schools

Table 2.5 shows that out of the total enrolment of 53 793 pupils in ECCD centres in 2016, 937(1.7 percent) pupils had some form disability. Furthermore, sex comparison shows that 512 (57.3 percent) were boys and 382 which is 42.7 percent were girls.

Among the districts, there were more boys with special educational needs than their girl counterparts in each district. The Table further shows that Leribe had the highest number of pupils with some form of disability of 246(26 percent); it was followed by Maseru with 166(18 percent) and then Berea with 117(12 percent).

**Table 2.5: ECCD enrolment of children with special educational needs or disability by District, Age and Sex, 2016**

DISTRICT	AGE<3		AGE 3		AGE 4		AGE 5		AGE>5		Total
	M	F	M	F	M	F	M	F	M	F	
BUTHA-BUTHE	2	0	1	2	10	1	15	14	12	5	62
LERIBE	12	12	20	12	38	26	31	26	39	30	246
BEREA	4	1	7	8	10	9	19	13	25	21	117
MASERU	8	8	18	9	22	17	22	20	25	17	166
MAFETENG	2	2	2	4	6	13	7	14	8	5	63
MOHALES HOEK	4	1	4	2	13	7	13	11	5	8	68
QUTHING	1	0	0	1	4	1	0	1	5	2	15
QACHAS NEK	0	4	4	7	8	6	9	8	9	4	59
MOKHOTLONG	3	1	3	1	15	1	5	5	5	5	44
THABA-TSEKA	3	1	6	7	9	7	19	21	14	10	97
<b>Total</b>	39	30	65	53	135	88	140	133	147	107	937

Table 2.6 displays enrolment of children with special education by type of disability, age and sex for the year 2016. When disaggregating enrolment of pupils with special education by type of disability, majority of children with special education had physical disability accounting for 383(41 percent). This percentage was followed by the one for intellectual disability which constituted 179(19 percent) of the disabled pupils. Intellectual disability includes forms of learning difficulty, epilepsy and mental retardation.

**Table 2.6: ECCD Enrolment of Children With Special Education by Type of Disability, Age and Sex, 2016**

DISABILITY TYPE	AGE<3		AGE 3		AGE 4		AGE 5		AGE>5		Total
	M	F	M	F	M	F	M	F	M	F	
Physical Disability	13	14	27	32	56	40	54	55	48	44	383
Visual Impairment	4	5	6	6	9	9	9	15	15	11	89
Hearing Impairment	7	1	10	3	14	7	22	16	19	9	108
Intellectual Disability	6	3	6	6	32	10	36	22	32	26	179
OTHER	9	7	16	6	24	22	19	25	33	17	178
<b>Total</b>	39	30	65	53	135	88	140	133	147	107	937

## 2.4 Orphan-hood in ECCD Schools

Out of the total enrolment in ECCD centres, 3 224 were pupils that had either lost one or both of their parents in 2016. As shown in Table 2.7, paternal orphans constituted about 65.4 percent of these orphans, whereas maternal and double orphans accounted for 20.5 and 14.1 percent respectively.

**Table 2.7: ECCD Orphans by Type, Age and Sex, 2016**

ORPHAN TYPE	AGE<3		AGE 3		AGE 4		AGE 5		AGE>5		Total
	M	F	M	F	M	F	M	F	M	F	
Paternal	76	64	123	166	223	251	337	361	265	243	2109
Maternal	13	20	36	51	67	100	76	121	104	72	660
Double	7	14	14	26	41	57	64	81	77	74	455
<b>Total</b>	96	98	173	243	331	408	477	563	446	389	3224

Enrolment of orphans by district in Table 2.8 reveals that, Maseru had the higher percentage of orphans in ECCD centres as it was represented by 809(25.1 percent). It was followed by Leribe and Thaba Tseka with 15.8 and 11.0 percent respectively. Quthing was the least with 4.6 percent orphans' country wide.

**Table 2.8: ECCD Orphans by District, Age and Sex, 2016**

DISTRICT	AGE<3		AGE 3		AGE 4		AGE 5		AGE>5		Total
	M	F	M	F	M	F	M	F	M	F	
BUTHA-BUTHE	8	6	3	12	16	24	34	39	27	22	191
LERIBE	9	12	31	43	56	71	56	87	70	74	509
BEREA	5	1	9	14	22	28	39	35	40	30	223
MASERU	28	35	56	77	76	101	105	104	110	117	809
MAFETENG	8	5	12	13	28	28	43	44	42	27	250
MOHALES HOEK	9	11	15	21	43	37	53	80	42	42	353
QUTHING	2	2	7	9	11	22	16	16	35	28	148
QACHAS NEK	5	9	6	16	20	23	24	32	16	11	162
MOKHOTLONG	10	6	13	20	20	35	38	55	16	12	225
THABA-TSEKA	12	11	21	18	39	39	69	71	48	26	354
<b>Total</b>	96	98	173	243	331	408	477	563	446	389	3224

The number of teachers in ECCD centres during the year 2016 was 2 914. Table 2.9 shows that there were more female teachers with 2 852(98 percent) than their male counterparts with 62(2 Percent). A similar trend is observed for districts whereby Maseru was leading with 25.4 percent of teachers in this level of education. It was seconded by Leribe with 20.6 percent and then Berea with 9.4 percent.

**Table 2.9: ECCD Teachers by District and Sex, 2016**

DISTRICT	M	F	Total	%
BUTHA-BUTHE	3	193	196	6.7
LERIBE	20	580	600	20.6
BEREA	2	272	274	9.4
MASERU	25	716	741	25.4
MAFETENG	5	254	259	8.9
MOHALES HOEK	1	232	233	8.0
QUTHING	1	113	114	3.9
QACHAS NEK	2	139	141	4.8
MOKHOTLONG	0	140	140	4.8
THABA-TSEKA	3	213	216	7.4
<b>Total</b>	62	2852	2914	100.0

Table 2.10 illustrates the distribution of pre-schools by district and agency in 2016. Maseru led with the highest number of 473(21 percent) ECCD schools in 2016. Leribe seconded with 412(18 percent) ECCD schools, and then Mafeteng, Berea and Mohale's Hoek became the third, fourth and fifth highest districts with ECCD schools with 229(10 percent), 220(10 percent) and 215(9 percent) respectively.

Among these schools, 1 606(70 percent) were owned by community, followed private with 362(16 percent) schools and then government with 103(5 percent) ECCD schools.

**Table 2.10: Number of ECCD Schools by district and Agency, 2016**

<b>DISTRICT</b>	<b>GVT</b>	<b>COMM</b>	<b>LEC</b>	<b>RCM</b>	<b>ACL</b>	<b>AME</b>	<b>OTHER</b>	<b>PRIVATE</b>	<b>Total</b>
BUTHA-BUTHE	15	131	3	4	3	0	5	5	166
LERIBE	10	329	5	14	3	0	20	31	412
BEREA	8	141	4	7	1	1	9	49	220
MASERU	11	194	8	10	2	2	15	231	473
MAFETENG	15	176	11	7	1	2	8	9	229
MOHALES HOEK	12	166	7	7	3	0	7	13	215
QUTHING	8	77	5	3	2	1	6	11	113
QACHAS NEK	8	105	2	7	1	0	1	3	127
MOKHOTLONG	6	108	0	3	0	0	2	2	121
THABA-TSEKA	10	179	4	5	0	0	5	8	211
<b>Total</b>	<b>103</b>	<b>1606</b>	<b>49</b>	<b>67</b>	<b>16</b>	<b>6</b>	<b>78</b>	<b>362</b>	<b>2287</b>

## 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

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.

Table 3.1 below shows enrolment in registered primary schools by age, grade and sex in 2016. It is observed from the table that the total enrolment at this level was 360756 in 2016. Out of this number, 51.1 percent of them were males enrolled at this level whereas females constituted 48.9 percent.

The table further shows that 15.9 percent was enrolment for grade 6 which was followed by grade 1 and grade 5 with 15.7 and 14.9 percent enrolment respectively. The lowest enrolment was in grade 7, estimated at 12.0 percent.

It is also observed that there were also more males than females enrolled in all grades at this level except for grade 7 where the number of females enrolled exceeds the number of males. The majority of pupils registered in primary schools ranged from the age of 6 to 13 years.

**Table 3.1: Enrolment in Registered Primary Schools by Age, Grade and Sex, 2016**

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	2366	2345	0	0	0	0	0	0	0	0	0	0	0	0	4711
6	15944	15344	781	921	0	0	0	0	0	0	0	0	0	0	32990
7	8624	6792	10625	11891	902	1081	0	0	0	0	0	0	0	0	39915
8	2225	1364	8600	7643	8507	10476	920	1265	0	0	0	0	0	0	41000
9	640	336	3242	2232	8060	7701	6629	8642	705	1310	0	0	0	0	39497
10	260	120	1195	660	4264	2843	8230	8108	5618	8268	672	1383	0	0	41621
11	100	40	456	228	1921	972	5764	3748	7413	8123	4644	7383	635	1307	42734
12	38	9	197	83	919	402	3331	1647	6037	4262	6539	8130	2889	5393	39876
13	13	3	72	27	384	150	1556	671	3862	2109	5891	5303	3998	6233	30272
14	4	2	43	12	143	57	681	290	2136	984	4939	3265	4063	4649	21268
15	6	4	14	4	69	25	323	110	1157	496	3171	1721	3365	3005	13470
16	3	4	7	2	34	5	100	41	534	215	1987	875	2602	1892	8301
17	3	4	1	1	9	1	26	13	132	93	616	337	1238	747	3221
18	2	2	1	2	2	1	11	4	55	34	226	120	471	253	1184
19	2	1	1	1	1	0	2	1	9	8	71	39	155	63	354
20	5	0	1	1	0	0	0	1	4	1	17	17	53	29	129
>20	22	0	11	2	12	0	7	5	26	6	26	15	50	31	213
Total	30257	26370	25247	23710	25227	23714	27580	24546	27688	25909	28799	28588	19519	23602	360756

Table 3.2 shows the distribution of enrolment in registered primary schools by grade, sex and year starting from 2012 up to 2016. 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, 2012-2016**

Grade	2012		2013		2014		2015		2016	
	M	F	M	F	M	F	M	F	M	F
1	36438	31033	31816	27762	29218	26082	29839	26555	30257	26370
2	32229	27976	30595	26524	27079	24574	24739	23120	25247	23710
3	30265	26462	30298	26797	29624	26132	26435	23937	25227	23714
4	29931	26958	30216	26784	33945	28962	29491	26071	27580	24546
5	25713	26078	25242	25544	26440	25867	32365	28981	27688	25909
6	21860	24962	21801	24423	21961	24583	23452	24977	28799	28588
7	18413	23372	18082	23585	18339	23242	18411	23264	19519	23602
<b>Total</b>	<b>194,849</b>	<b>186,841</b>	<b>188,050</b>	<b>181,419</b>	<b>186,606</b>	<b>179,442</b>	<b>184,732</b>	<b>176,905</b>	<b>184,317</b>	<b>176,439</b>
<b>Sex Ratio (F/M)</b>	<b>0.95523</b>		<b>0.9589</b>		<b>0.9647</b>		<b>0.9576</b>		<b>0.9573</b>	
<b>TOTAL</b>	<b>385,437</b>		<b>381,690</b>		<b>369,469</b>		<b>361,637</b>		<b>360,756</b>	

Table 3.3 shows enrolment in registered primary schools by district, sex and years from 2014 to 2016. The highest number of pupils were enrolled in Maseru with 82,940 (23.0 percent), followed by Leribe with 55,548 pupils (15.4 percent) and the least were in Qacha's Nek with 14,574 (4.0 percent). The table further reveals that during these three years period, the total enrolment has been declining from 366,048 in 2014 to 360,756 in 2016.

For all the districts, enrolment in primary schools declined between 2014 and 2016, except for Botha-Bothe and while enrolment in Leribe increased only between 2014 and 2015.

**Table 3.3: Enrolment in Registered Primary Schools by District, Sex and Year, 2014- 2016**

District	2014			2015			2016		
	M	F	Total	M	F	Total	M	F	Total
Botha-Bothe	11436	10823	22259	11479	10808	22287	11776	11159	22935
Leribe	28910	27005	55915	28975	26945	55920	28859	26689	55548
Berea	23265	21336	44601	23029	20915	43944	22929	20726	43655
Maseru	42407	40080	82487	42098	39752	81850	42493	40447	82940
Mafeteng	19296	17806	37102	18943	17208	36151	18627	16956	35583
Mohale's Hoek	16333	16010	32343	16058	15799	31857	15904	15446	31350
Quthing	11228	10846	22074	11089	10675	21764	10940	10477	21417
Qacha's Nek	7870	7510	15380	7631	7284	14915	7445	7129	14574
Mokhotlong	10997	11886	22883	10961	11751	22712	10907	11770	22677
Thaba-Tseka	14864	16140	31004	14469	15768	30237	14437	15640	30077
<b>Total</b>	<b>186606</b>	<b>179442</b>	<b>366048</b>	<b>184732</b>	<b>176905</b>	<b>361637</b>	<b>184317</b>	<b>176439</b>	<b>360756</b>

Table 3.4 shows enrolment in registered primary schools by district, geographical location and sex of learners. In general, it is shown that majority of primary school

pupils (73.9 percent) were in the rural areas whereas, less than half of this percentage was in the urban areas.

The table further shows that both in the urban and rural areas for most of the districts the number of boys enrolled in registered primary schools was higher than the one for their female counterparts with an exception of Mokhotlong and Thaba-Tseka.

**Table 3.4: Enrolment in Registered Primary Schools by District, Geographical Location and Sex, 2016**

DISTRICT	URBAN			RURAL			Total
	M	F	Total	M	F	Total	
Botha-Bothe	4092	4009	8101	7684	7150	14834	22935
Leribe	5842	5444	11286	23017	21245	44262	55548
Berea	2936	2867	5803	19993	17859	37852	43655
Maseru	19545	19072	38617	22948	21375	44323	82940
Mafeteng	4800	4431	9231	13827	12525	26352	35583
Mohale's Hoek	3101	2987	6088	12803	12459	25262	31350
Quthing	1932	1742	3674	9008	8735	17743	21417
Qacha's Nek	1607	1573	3180	5838	5556	11394	14574
Mokhotlong	2126	2282	4408	8781	9488	18269	22677
Thaba-Tseka	1850	2054	3904	12587	13586	26173	30077
<b>Total</b>	<b>47831</b>	<b>46461</b>	<b>94292</b>	<b>136486</b>	<b>129978</b>	<b>266464</b>	<b>360756</b>

Table 3.5 shows enrolment in registered primary schools by district, ecological zone and sex in 2016. It is observed from the table that enrolment was high in the Lowlands with 54.2 percent; followed by the Mountains enrolment with 23.8 percent and the least enrolment was in Senqu river valley with 10.2 percent.

Furthermore, the table shows that more males than females were enrolled in the Lowlands and Foothills. In the mountain areas, majority of districts had higher enrolment among females in 2016 as illustrated in table below except for Qacha's Nek where females were less than their male counterparts.

**Table 3.5: Enrolment in Registered Primary Schools by District, Zone and Sex, 2016**

DISTRICT	LOWLANDS		FOOTHILLS		MOUNTAIN		SENQU RIVER VALLEY		TOTAL
	M	F	M	F	M	F	M	F	
Botha-Bothe	7098	6735	3382	3128	1296	1296	0	0	22935
Leribe	21054	19191	4662	4344	3143	3154	0	0	55548
Berea	19062	17099	3750	3479	117	148	0	0	43655
Maseru	32630	30984	6566	6098	3297	3365	0	0	82940
Mafeteng	14913	13485	3714	3471	0	0	0	0	35583
Mohale's Hoek	6926	6378	46	39	2906	3006	6026	6023	31350
Quthing	0	0	0	0	3228	3391	7712	7086	21417
Qacha's Nek	0	0	0	0	3065	2942	4380	4187	14574
Mokhotlong	0	0	0	0	10907	11770	0	0	22677
Thaba-Tseka	0	0	0	0	13795	14899	642	741	30077
<b>Total</b>	<b>101683</b>	<b>93872</b>	<b>22120</b>	<b>20559</b>	<b>41754</b>	<b>43971</b>	<b>18760</b>	<b>18037</b>	<b>360756</b>

Table 3.6 illustrates enrolment of primary school learners in public and private 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 98.0 percent of pupils were enrolled in public schools while only 2.0 percent was enrolled in private schools. Amongst all districts, the number of males enrolled in public primary schools was higher than the enrolment for females, except for Mokhotlong and Thaba-Tseka where the number of females enrolled in public primary schools outnumbered that of males.

The table further shows that within the private schools, some districts such as Mohale's Hoek, Quthing, Qacha's Nek, Mokhotlong and Thaba-Tseka did not have the private primary schools in 2016. Enrolment of males in private primary schools was slightly higher than that of females in Berea and Botha-Bothe while enrolment of females was slightly higher than that of males in Leribe, Mafeteng and Maseru.

**Table 3.6: Enrolment in Registered Public and Private Schools by District and Sex, 2016**

DISTRICT	PUBLIC			PRIVATE			TOTAL
	M	F	T	M	F	T	
Botha-Bothe	11552	10936	22488	224	223	447	22935
Leribe	28236	26057	54293	623	632	1255	55548
Berea	22457	20264	42721	472	462	934	43655
Maseru	40570	38425	78995	1923	2022	3945	82940
Mafeteng	18315	16640	34955	312	316	628	35583
Mohale's Hoek	15904	15446	31350	0	0	0	31350
Quthing	10940	10477	21417	0	0	0	21417
Qacha's Nek	7445	7129	14574	0	0	0	14574
Mokhotlong	10907	11770	22677	0	0	0	22677
Thaba-Tseka	14437	15640	30077	0	0	0	30077
<b>Total</b>	180763	172784	353547	3554	3655	7209	360756

Table 3.7 illustrates enrolment in registered primary schools by district, agency and sex in 2016. It is observed from the table that enrolment was highest in LEC primary schools with 119,252 pupils; followed by RCM with 116,691 pupils and least number of pupils was in AME with 3,717 pupils. In disaggregating enrolment by agency and sex, a similar pattern in the previous analysis by sex is observed where enrolment of males dominated the enrolment for females in all the agencies in this case except for other churches schools and private schools where females were more than their male counterparts.

**Table 3.7: Enrolment in Registered Primary Schools by District, Agency and Sex, 2016**

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	604	617	1248	1238	4292	3912	2959	2801	1764	1530	200	215	485	623	224	223	22935
Leribe	2063	1884	1748	1574	9124	8270	8189	7662	5239	4709	286	274	1587	1684	623	632	55548
Berea	3190	2813	533	559	7000	6263	8606	7591	2127	2028	0	0	1001	1010	472	462	43655
Maseru	4363	3939	4240	4310	12692	11500	12973	12462	3635	3542	327	278	2340	2394	1923	2022	82940
Mafeteng	1751	1577	544	568	7631	6822	5490	4849	1898	1787	357	374	644	663	312	316	35583
Mohale's Hoek	1803	1515	526	550	5851	5596	4951	5091	1494	1438	157	104	1122	1152	0	0	31350
Quthing	1099	1166	0	0	5183	4871	3146	2914	1433	1458	0	0	79	68	0	0	21417
Qacha's Nek	1043	1019	0	0	2932	2798	2558	2416	844	839	68	57	0	0	0	0	14574
Mokhotlong	1128	1067	0	0	3575	3838	4308	4809	1162	1224	504	516	230	316	0	0	22677
Thaba-Tseka	2634	2996	988	1093	3390	3712	6267	6649	891	896	0	0	267	294	0	0	30077
<b>Total</b>	19678	18593	9827	9892	61670	57582	59447	57244	20487	19451	1899	1818	7755	8204	3554	3655	360756

### 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

Figure 3.1 below shows the enrolment of new entrants in registered primary schools by age and sex. History has shown that since the year 2009, the number of new entrants for boys has been higher than that of their female counterparts. This is also observed in the year 2016 where the percentage of new male enrollees stood at 52.8 percent and females were 47.2 percent. 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, 2016**

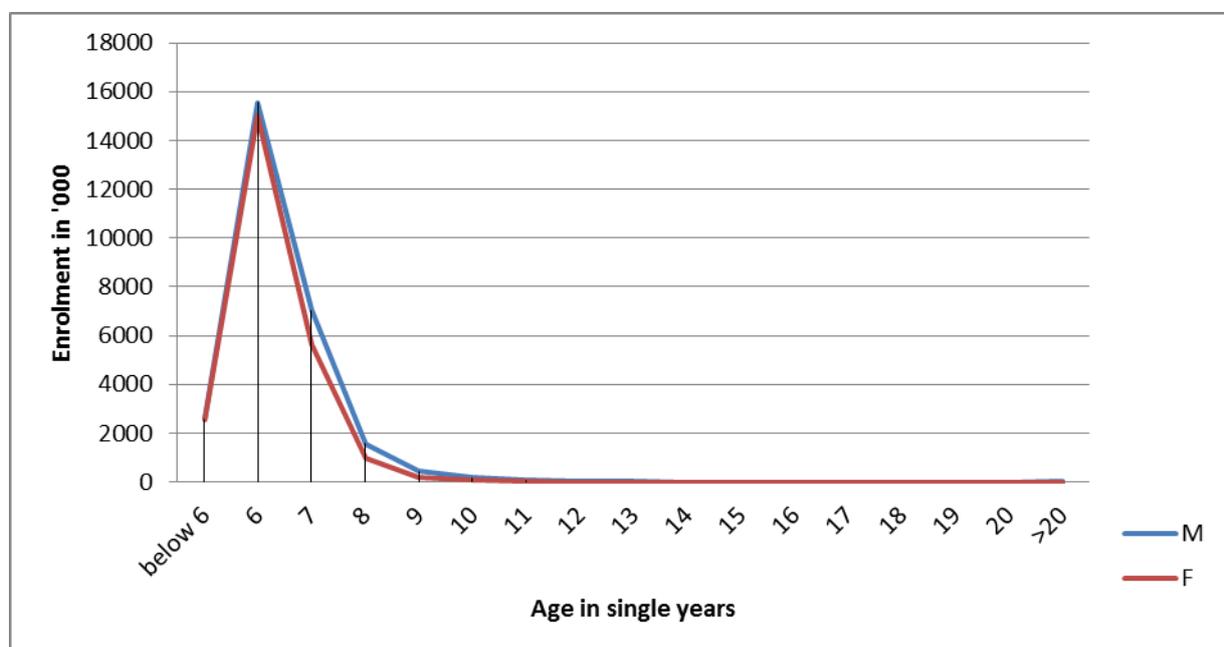


Table (3.8) shows the enrolment of new pupils in registered primary schools by district and sex in 2016. It is shown in the table that enrolment of new entrants has a similar pattern to that of the total enrolment in registered primary schools as it is observed that even for the new entrants, Maseru was leading with 23.0 percent of new entrants. It was followed by Leribe with 15.3 percent; then Berea and Mafeteng with 12.6 and 9.3 percent.

**Table 3.8: New Entrants in Primary Schools by District and Sex, 2016**

District	Male	Male (%)	Female	Female (%)	Total
BOTHA-BOTHE	1567	5.7	1552	6.3	3119
LERIBE	4241	15.4	3749	15.3	7990
BEREA	3533	12.9	3038	12.4	6571
MASERU	6198	22.5	5764	23.5	11962
MAFETENG	2604	9.5	2223	9.0	4827
MOHALE'S HOEK	2524	9.2	2186	8.9	4710
QUTHING	1561	5.7	1381	5.6	2942
QACHA'S NEK	1033	3.8	880	3.6	1913
MOKHOTLONG	1835	6.7	1634	6.6	3469
THABA-TSEKA	2393	8.7	2167	8.8	4560
<b>Total</b>	27489	100.0	24574	100.0	52063

### 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 2016 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 but subsequently decreased in the following years. 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. In 2015, AIR increased to 104.4 and further rose to 131 in 2016.

Net Intake Rate (NIR) on the other hand, has been steady increasing since 2013 to date ranging between 53.3 and 72.3 percent. Unlike AIR which has been in favour of boys, NIR demonstrates that girls of primary school going age had more access than boys to primary education for most of the years from 2000 to 2016.

**Table 3.9: Registered Primary Schools Apparent and Net Intake Rates and Gender Parity Indices by Sex, 2000-2016**

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
2015	111.1	99.7	104.4	0.90	59.5	58.2	58.8	0.98
2016	139	123	131	0.88	73.4	71.3	72.3	0.97

### 3.1.2 Gender Parity Index in Registered Primary Schools

Gender Parity Index (GPI) measures equality between boys and girls at any school level, we therefore consider GPI at primary school level in this chapter. A value of one (1) indicates enrolment equality between males and females, while a value of more than one (1) signifies more females than males in the selected age group and a value less than one (1) indicates more males than females. The GPI associated with AIR in Table 3.9 above reveals that overall, more males than females have access to primary education.

However, when the appropriate school going age is considered, NIR indicates that for most of the years under review, generally more females than males have had access to primary schooling; which is consistent with the fact that some males attend school at older ages as they become herd boys before they start going to school 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 2016.

### 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 case. A high GER shows that, there is a high degree of participation. Therefore, a GER of 100 percent indicates that a country is able to accommodate all of its school-age population into school although in practical terms this is not an easy task to achieve.

The overall coverage of participation of eligible population in the education system is 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 2010 to 2015, 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. However, Table 3.10 also displays improvement in both GER and NER in 2016.

Sex comparison reveals that from 2007 to 2016 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 complete dominance over that of males, reaching its peak in 2016 at 89.8 percent during the period under review. This highest NER score comes after twelve years as the peak record was noted as 88.1 percent in 2003.

Provision of quality basic education is one of the strategic goals of the 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 then 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 approximately 33 pupils in 2013 to 2016.

**Table 3.10: Registered Primary Schools Gross and Net Enrolment Rates and Pupils Teacher Ratios, 2000-2016**

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
2015	101.0	98.5	0.98	99.8	74.4	77.2	1.04	75.8	33.1
2016	119	113	0.95	116	89	89.8	1.01	89.4	33.8

Table 3.11 summarizes pupil teacher ratios (PTR) for 2016 by districts. It is observed from the table that the pupil teacher ratio for registered primary schools in general was estimated at 33.8 pupils per teacher. It ranged from 29.9 in Qacha's Nek to 39.5 pupils per teacher in Mokhotlong.

**Table 3.11: Pupils Enrolled in Registered Primary Schools by District, 2016**

District	Enrolment			Teachers			PTR
	M	F	Total	M	F	Total	Total
BOTHA-BOTHE	11776	11159	22935	162	544	706	32.5
LERIBE	28859	26689	55548	359	1320	1679	33.1
BEREA	22929	20726	43655	287	999	1286	33.9
MASERU	42493	40447	82940	545	1791	2336	35.5
MAFETENG	18627	16956	35583	321	809	1130	31.5
MOHALE'S HOEK	15904	15446	31350	274	753	1027	30.5
QUTHING	10940	10477	21417	173	508	681	31.4
QACHA'S NEK	7445	7129	14574	130	357	487	29.9
MOKHOTLONG	10907	11770	22677	165	409	574	39.5
THABA-TSEKA	14437	15640	30077	253	528	781	38.5
Total	184317	176439	360756	2669	8018	10687	33.8

### 3.2 Disability in Registered Primary Schools

Out of the total enrolment of 360,756 in registered primary schools in 2016, about 18,232 were pupils with the special educational needs. This implies that 5.1 percent of them had some form of disability in 2016.

Table 3.12 below shows enrolment of pupils with special educational needs in registered primary schools by type of disability, grade and sex in 2016. It can be seen from the table that intellectual disability accounted for 55.1 percent of the pupils with disability, followed by visual impairment with 20.6 percent and the form of disability with less pupils is physical disability with 5.9 percent. 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, 2016**

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	
Physical Disability	120	91	93	69	75	60	93	63	72	56	92	96	51	49	1080
Visual Impairment	205	153	241	160	272	175	353	269	422	299	394	319	230	266	3758
Hearing Impairment	126	74	97	69	123	105	186	163	180	230	208	204	105	142	2012
Intellectual Disability	624	390	692	420	883	530	1183	632	1164	708	1112	715	580	409	10042
Other	134	65	125	64	122	70	118	82	123	73	112	94	94	64	1340
<b>Total</b>	<b>1209</b>	<b>773</b>	<b>1248</b>	<b>782</b>	<b>1475</b>	<b>940</b>	<b>1933</b>	<b>1209</b>	<b>1961</b>	<b>1366</b>	<b>1918</b>	<b>1428</b>	<b>1060</b>	<b>930</b>	<b>18232</b>

Table 3.13 shows enrolment of pupils with special educational needs by age, grade and sex in 2016. There were more learners with disability around the ages of 10, 11

and 12. The number of pupils with special needs was increasing from grade 1 to grade 6 and decreases from grade 6 to grade 7. Of the 18,232 pupils with disability, the highest number of pupils with disability was in grade 6 with 18.4 percent while the least number of learners with special needs were in grade 1 with 10.9 percent.

**Table 3.13: Enrolment of Pupils with Special Needs in Registered Primary Schools by Age, Grade and Sex, 2016**

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	38	36	0	0	0	0	0	0	0	0	0	0	0	0	74
6	558	363	31	14	0	0	0	0	0	0	0	0	0	0	966
7	329	188	411	275	35	27	0	0	0	0	0	0	0	0	1265
8	156	87	424	280	417	307	50	41	0	0	0	0	0	0	1762
9	42	32	198	96	427	264	381	345	41	48	0	0	0	0	1874
10	41	26	97	51	273	160	520	324	346	317	41	58	0	0	2254
11	25	17	39	27	154	73	395	195	471	328	211	232	28	46	2241
12	5	5	24	21	68	46	272	119	379	246	330	291	107	140	2053
13	0	4	9	9	43	25	141	69	308	170	330	238	144	175	1665
14	5	1	8	3	16	10	89	53	201	104	354	207	166	153	1370
15	4	4	5	0	23	17	48	33	100	62	257	140	195	127	1015
16	2	3	0	1	8	6	25	17	68	40	188	116	160	116	750
17	3	3	2	2	6	2	6	5	21	22	91	66	116	82	427
18	1	3	0	1	2	3	5	2	14	12	47	36	81	43	250
19	0	1	0	1	0	0	1	0	6	3	27	17	24	17	97
20	0	0	0	0	0	0	0	1	5	5	22	11	15	15	74
>20	0	0	0	1	3	0	0	5	1	9	20	16	24	16	95
<b>Total</b>	1209	773	1248	782	1475	940	1933	1209	1961	1366	1918	1428	1060	930	18232

### 3.3 Orphan-hood in Registered Primary Schools

Out of the total enrolment of 360,756 in 2016, there were 89,466 pupils enrolled in registered primary schools who had either lost one or both parents through death.

Table 3.14 shows enrolment of orphans in registered primary schools by type of orphan-hood, grade and sex in 2016. It is observed from the table that the percentage of paternal orphans was leading with 59.2 percent of all the orphans in registered primary schools; then followed maternal orphans with 21.4 percent and double orphans with 19.4 percent. 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, 2016**

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	2898	2325	2834	2619	3402	3020	4213	3598	4623	4265	5174	5255	3960	4802	52988
Maternal	1006	886	1021	923	1126	1125	1468	1213	1723	1591	1969	1948	1390	1726	19115
Double	644	558	669	551	871	691	1239	985	1677	1324	2093	2052	1821	2188	17363
<b>Total</b>	4548	3769	4524	4093	5399	4836	6920	5796	8023	7180	9236	9255	7171	8716	89466

**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

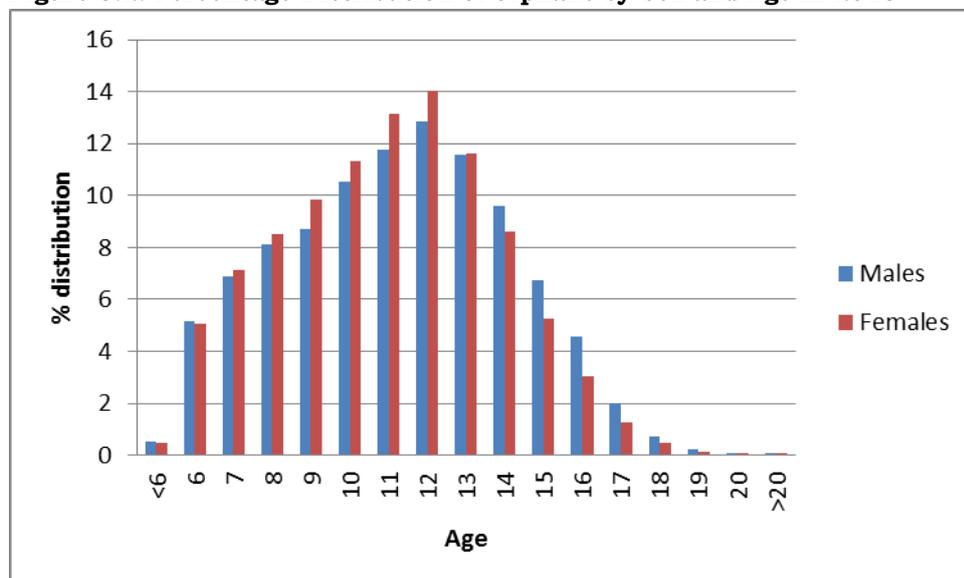
lower grades (1 to 5), than female orphans while the number of female orphans outnumbered that of males in the higher grades. It is also shown that there were a fewer number of orphans in the lower grades and more orphans in the upper grades. This has been the observation for the previous five years.

**Table 3.15: Orphans in Registered Primary Schools by Age, Grade and Sex, 2016**

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	244	207	0	0	0	0	0	0	0	0	0	0	0	0	451
6	2263	2099	95	115	0	0	0	0	0	0	0	0	0	0	4572
7	1323	1020	1672	1932	148	151	0	0	0	0	0	0	0	0	6246
8	456	298	1556	1280	1579	1958	134	175	0	0	0	0	0	0	7436
9	162	91	673	511	1617	1537	1401	1875	142	274	0	0	0	0	8283
10	65	41	294	162	1017	684	1929	1806	1352	1947	161	294	0	0	9752
11	19	9	115	50	524	294	1575	1059	1895	2145	1133	1897	130	279	11124
12	5	1	68	28	266	121	998	528	1783	1324	1918	2532	839	1596	12007
13	4	0	26	9	125	54	472	211	1373	766	1988	1877	1302	2144	10351
14	3	0	13	3	65	22	236	85	773	397	1791	1293	1508	1965	8154
15	4	1	3	1	31	8	115	36	430	194	1143	725	1366	1336	5393
16	0	0	5	0	17	5	38	12	192	91	725	382	1107	843	3417
17	0	0	2	0	6	0	14	5	54	27	259	152	580	365	1464
18	0	2	1	1	1	2	5	3	19	10	72	61	228	121	526
19	0	0	0	0	1	0	2	0	6	0	26	26	70	37	168
20	0	0	0	0	0	0	0	1	2	1	9	8	24	18	63
>20	0	0	1	1	2	0	1	0	2	4	11	8	17	12	59
Total	4548	3769	4524	4093	5399	4836	6920	5796	8023	7180	9236	9255	7171	8716	89466

Figure 3.2 presents the percentage distribution of orphans in registered primary school by age and sex in 2016. It is observed from the figure that majority of orphans were at ages 10 to 13 for both sexes. It can also be seen that for both sexes, the number of orphans has been increasing from age less than 6 to 12 years of age, then declines from age 13.

**Figure 3.2: Percentage Distribution of orphans by Sex and Age in 2016**



### 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 belonged 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 2016. It is observed from the figure that RCM had the majority of the registered primary schools with 34 percent, followed by LEC with 32 percent and schools registered privately were the least with 1 percent. In general, most primary schools were owned by churches.

**Figure 3.3: Percentage Share of Registered Primary Schools and Agency, 2016**

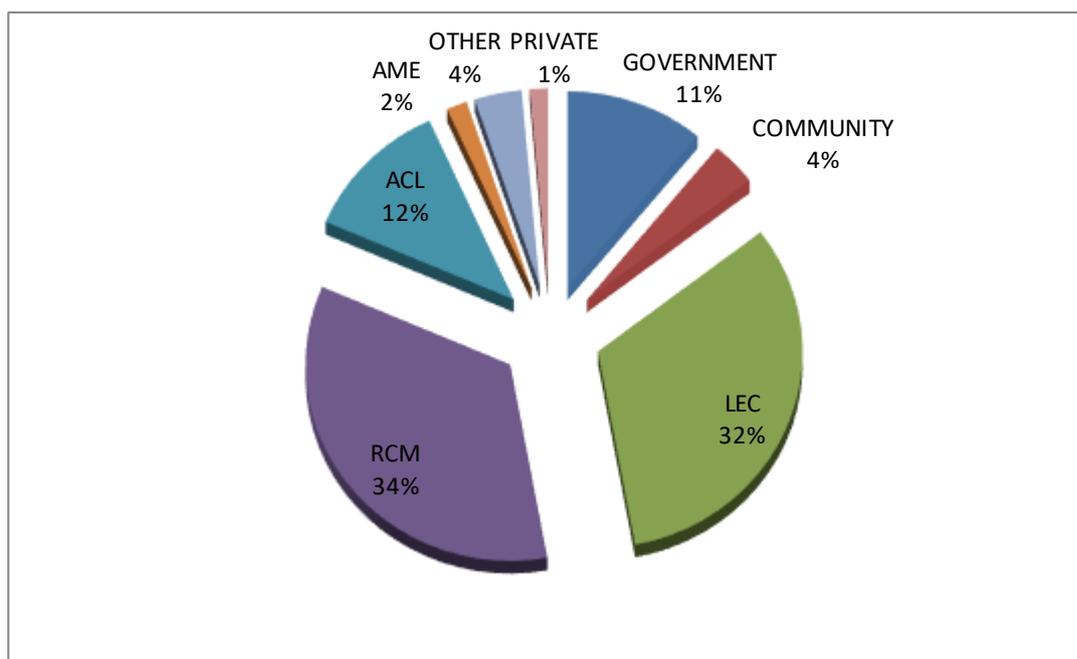


Table 3.16 shows the enrolment in registered primary schools, number of schools, number of teachers and percentage change in enrolment from 2007 to 2016. The table demonstrates that primary school enrolment decreased from 400,934 in 2007 to 360,756 in 2016. The table further indicates that the total number of primary

schools increased continuously from 1,455 in 2006 to 1,473 in 2010. The number of schools fluctuated until it stood at 1,478 in 2016. It should be noted that these are the schools that have responded to the annual survey and were operational during data collection period for these ten years. Some of the schools that were not operational were 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 constituted 24.8 percent of the total enrolment in 2016. 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 that of orphans. For instance, this group of pupils accounted for 5.1 percent in 2016.

**Table 3.16: Registered Primary School Enrolment, Number of Schools, Number of Teachers and Percentage Change in Enrolment, 2007-2016**

<b>Indicators</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Enrolment	400934	396041	389424	388681	385437	381690	369469	366048	361637	360756
% Change in	-5.6	-1.2	-1.7	-0.2	-0.8	-1	-3.2	-0.9	-0.01	-0.2
Enrolment										
Number of schools	1455	1472	1479	1473	1468	1469	1472	1477	1478	1478
Number of teachers	10778	11301	11536	11508	11378	11200	11324	11164	10932	10687
Number of Orphans	111335	121175	121155	120463	116558	122178	115379	110825	94333	89466
Number of Pupils with Special needs	20359	20301	20527	20490	20635	19682	20100	20357	18951	18232

Table 3.17 presents the distribution of schools by district and ecological zone. As a result, it is observed that in general, out of 1,478 registered primary schools in 2016, majority of them which is represented by 42.2percent were in the lowlands; this percentage was followed by the one for mountains with 29.7 percent. The Senqu

river valley and foot hills accounted for 15.8 and 12.5 percent of schools respectively.

It is further observed from the table that within the Lowlands, Maseru had the highest number of schools (154); it was followed by Leribe with 135 and then Mafeteng with 123 while Berea had 114 registered primary schools in this ecological zone. It is further observed that from Quthing to Thaba-Tseka there were no Lowlands or no schools in the Lowlands.

In the Foothills, majority of schools were also in Maseru (64); it was followed by Mafeteng with 35 schools; Leribe with 33; Botha-Bothe with 28 and lastly Berea with 24 schools; whereas; the rest of the districts had no Foothills or no schools in that Ecological zone.

Berea had only one (1) school in the Mountains while Mafeteng had no school in the Mountains or there are no Mountainous areas in that district. Botha-Bothe had 12 schools in the same Ecological zone. On the other hand, Thaba-Tseka and Mokhotlong accounted respectively for 30.4 and 24.1 percent of schools in the Mountains of Lesotho. There are only four districts with the Senqu River Valley; Namely; Mohale’s Hoek; Quthing and Qacha’s Nek and their respective percentages ranged from 3.5 to 39.1.

**Table 3.17: Registered Primary Schools by District and Ecological Zones, 2016**

<b>DISTRICT</b>	<b>LOWLANDS</b>	<b>FOOTHILLS</b>	<b>MOUNTAIN</b>	<b>S R V</b>	<b>Total</b>
BOTHA-BOTHE	43	28	12	0	83
LERIBE	135	33	31	0	199
BEREA	114	24	1	0	139
MASERU	154	64	36	0	254
MAFETENG	123	35	0	0	158
MOHALE’S HOEK	54	1	47	69	171
QUTHING	0	0	35	90	125
QACHA’S NEK	0	0	38	63	101
MOKHOTLONG	0	0	106	0	106
THABA-TSEKA	0	0	134	8	142
<b>Total</b>	623	185	440	230	1478

Table 3.18 presents the number and percentage distribution of registered schools by district and type of institution. It is shown from the table that majority of registered primary schools were public, while private schools were fewer in number. In general out of 1,478 registered primary schools in Lesotho, 98.6 percent were public schools in 2015.

Maseru accounted for more registered public and private primary schools estimated at 16.9 and 38.1 percent respectively. It was followed by Leribe with respectively 13.3 and 23.8 percent; public schools in Mohale’s Hoek followed with 11.7 percent. For private schools alone, Mohale’s Hoek and Berea accounted for equal percentages of 14.3.

**Table 3.18: Number and Percentage Distribution of Registered Schools by District and type of institution, 2016**

District	PUBLIC		PRIVATE		TOTAL
	NO. OF SCHOOLS	PERCENT	NO. OF SCHOOLS	PERCENT	
Botha-Bothe	81	5.6	2	9.5	83
Leribe	194	13.3	5	23.8	199
Berea	136	9.3	3	14.3	139
Maseru	246	16.9	8	38.1	254
Mafeteng	155	10.6	3	14.3	158
Mohale's Hoek	171	11.7	0	0	171
Quthing	125	8.6	0	0	125
Qacha's Nek	101	6.9	0	0	101
Mokhotlong	106	7.3	0	0	106
Thaba-Tseka	142	9.8	0	0	142
<b>Total</b>	<b>1457</b>	<b>100.0</b>	<b>21</b>	<b>100.0</b>	<b>1478</b>

Table 3.19 displays the number and percentage distribution of registered primary schools by residence and district in 2016. It is shown in the table that 85.2 percent of the registered primary schools were in the rural areas.

In the urban areas, Maseru constituted the highest percentage estimated at 28.8 while in the rural areas Maseru and Leribe accounted for about 15.2 percent and 14.1 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, 2016**

Residence District	Urban		Rural		Total
	No. of Schools	Percent	No. of Schools	Percent	
BOTHA-BOTHE	19	8.7	64	5.1	83
LERIBE	22	10.0	177	14.1	199
BEREA	13	5.9	126	10.0	139
MASERU	63	28.8	191	15.2	254
MAFETENG	24	11.0	134	10.6	158
MOHALE'S HOEK	19	8.7	152	12.1	171
QUTHING	19	8.7	106	8.4	125
QACHA'S NEK	9	4.1	92	7.3	101
MOKHOTLONG	17	7.8	89	7.1	106
THABA-TSEKA	14	6.4	128	10.2	142
<b>Total</b>	<b>219</b>	<b>100</b>	<b>1259</b>	<b>100</b>	<b>1478</b>

### 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 10,687 primary school teachers in 2016, 83.2 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 41 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 52 and Mokhotlong with 48 pupils per qualified teacher; then followed Berea and Maseru respectively with 41 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 40 and 39 respectively in Mokhotlong and Thaba-Tseka.

The table further shows that the female teachers outnumbered their male counterparts as they constituted 67.9 percent among unqualified teachers and 75.0 percent among qualified teachers.

**Table 3.20: Enrolment, Number of Teachers and Pupil to Teacher Ratios in Registered Primary Schools by District and Sex, 2016**

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	11776	11159	22935	162	544	706	140	489	629	22	55	77	32	36
Leribe	28859	26689	55548	359	1320	1679	305	1197	1502	54	123	177	33	37
Berea	22929	20726	43655	287	999	1286	222	847	1069	65	152	217	34	41
Maseru	42493	40447	82940	545	1791	2336	458	1545	2003	87	246	333	36	41
Mafeteng	18627	16956	35583	321	809	1130	274	682	956	47	127	174	31	37
Mohale's Hoek	15904	15446	31350	274	753	1027	180	604	784	94	149	243	31	40
Quthing	10940	10477	21417	173	508	681	120	411	531	53	97	150	31	40
Qacha's Nek	7445	7129	14574	130	357	487	92	272	364	38	85	123	30	40
Mokhotlong	10907	11770	22677	165	409	574	129	340	469	36	69	105	40	48
Thaba-Tseka	14437	15640	30077	253	528	781	172	409	581	81	119	200	39	52
Total	184317	176439	360756	2669	8018	10687	2092	6796	8888	577	1222	1799	34	41

Table 3.21 below shows the number of teachers in registered primary schools by rank, agency and sex in 2016. Out of the total 10,687 teachers, 56.2 occupied the rank of Teacher; 15.6 percent were Senior Teachers; 11.8 were Teacher Assistants (1a); while Teacher Assistants (1b) and Associate Teachers accounted for 7.6 percent and 3.9 percent respectively. The table further shows that out of all teachers in registered primary schools, 32.4 percent were in LEC schools; 32.1 percent were in RCM schools; while 11.4 percent were from both Government and ACL schools.

**Table 3.37: Primary school teachers by Rank, Agency and Sex, 2016**

Rank	GOVERNMENT		COMMUNITY		LEC		RCM		ACL		AME		OTHER		PRIVATE		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
1a-Teacher Assistant	36	52	6	25	138	355	143	296	41	92	7	14	12	33	7	3	1260
1b-Teacher Assistant	13	11	4	9	44	81	59	104	13	34	1	5	6	23	4	10	421
1c-Teacher Assistant	4	0	0	0	1	4	0	5	1	0	0	1	10	9	1	1	37
1d-Teacher Assistant	1	2	1	0	4	6	6	12	1	4	1	2	0	3	1	3	47
1e-Teacher Assistant	1	0	1	1	0	0	3	0	0	0	0	0	0	3	1	0	10
1f-Teacher Assistant	1	1	0	0	1	5	3	7	0	1	0	3	0	2	0	0	24
2-Associate Teacher	17	38	3	39	48	217	38	268	13	69	3	13	2	22	2	18	810
3-Teacher	218	531	76	240	470	1410	506	1424	154	529	16	44	58	193	29	105	6003
4-Senior Teacher	64	178	17	91	111	430	111	337	43	169	6	10	6	64	10	22	1669
5-Assistant Specialist Teacher	8	29	1	13	10	80	14	61	8	33	0	3	0	15	2	4	281
6-Specialist Teacher	0	6	2	8	5	28	6	16	2	3	0	1	3	1	0	4	85
7-Senior Specialist Teacher	0	3	4	3	2	8	4	4	0	4	0	1	0	5	0	2	40
Total	363	851	115	429	834	2624	893	2534	276	938	34	97	97	373	57	172	10687

The distribution of teachers in registered primary schools by district, agency and sex is illustrated in Table 3.22. From the table, it is observed that out of 10,687 teachers in registered primary schools, 10,458 which are 97.9 percent of them were in public schools. There were also more female teachers than male teachers in registered primary schools as female teachers in registered public primary schools were represented by 75.0 percent and those in private primary schools also accounted for 75.1 percent.

The table further shows that Maseru district accounted for 21.8 of all primary teachers; it was followed by Leribe with 15.7 and then Berea and Mafeteng with 12.0 and 10.6 percent respectively.

**Table 3.22: Teachers in Registered Primary Schools by District, Agency and Sex, 2016**

District	PUBLIC			PRIVATE			Total
	M	F	Total	M	F	Total	
BUTHA-BUTHE	155	536	691	7	8	15	706
LERIBE	348	1293	1641	11	27	38	1679
BEREA	282	980	1262	5	19	24	1286
MASERU	515	1693	2208	30	98	128	2336
MAFETENG	317	789	1106	4	20	24	1130
MOHALE'S HOEK	274	753	1027	0	0	0	1027
QUTHING	173	508	681	0	0	0	681
QACHA'S NEK	130	357	487	0	0	0	487
MOKHOTLONG	165	409	574	0	0	0	574
THABA-TSEKA	253	528	781	0	0	0	781
Total	2612	7846	10458	57	172	229	10687

### **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 2016. It is revealed that out of the total 360,756 pupils enrolled in registered primary schools in 2016, about 9.2 percent were repeaters. The table also illustrates that generally the percentage of repeaters was 11.9 percent in grade 1, it decline to 9.7 in grade 2. The percentage of increased afterwards from 10.7 in grade 3 to 20.2 percent in grade 5 and then declined to 15.3 percent in grade 7.

The percentage of repeaters was highest (11.8) in age 12 years, and then followed 11.6 in age 11 years. About 11.3 percent of repeaters were in age 13 years. For age 10 and 14, the percentages were 10.2 and 10.8 percent respectively. The table further shows that the male repeaters were higher in all grades except for grade 7, where the opposite was true.

**Table 3.23: Enrolment of Repeaters in Registered Primary Schools by Age, Grade and Sex, 2016**

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	25	22	0	0	0	0	0	0	0	0	0	0	0	0	25	22	47
6	273	176	7	5	0	0	0	0	0	0	0	0	0	0	280	181	461
7	1462	954	182	93	13	10	0	0	0	0	0	0	0	1657	1057	2714	
8	645	341	745	461	167	93	12	11	0	0	0	0	0	1569	906	2475	
9	209	126	644	377	632	456	138	129	5	15	0	0	0	1628	1103	2731	
10	70	33	320	145	784	468	744	528	137	110	12	21	0	2067	1305	3372	
11	36	16	125	46	460	230	1149	577	527	471	76	90	16	2389	1444	3833	
12	14	4	75	23	256	78	799	347	976	533	314	359	39	2473	1434	3907	
13	2	1	19	8	104	37	410	131	792	419	626	595	227	2180	1550	3730	
14	0	0	8	1	52	12	222	96	522	265	732	546	397	1933	1640	3573	
15	0	2	3	1	19	10	81	33	288	131	653	418	524	1568	1193	2761	
16	1	1	1	0	4	4	37	15	148	55	453	254	487	1131	830	1961	
17	2	3	0	0	2	0	9	4	54	25	192	105	305	564	395	959	
18	1	1	0	1	1	0	3	3	7	7	56	35	157	225	124	349	
19	0	0	0	0	0	0	2	0	2	1	18	17	36	58	54	112	
20	0	0	0	0	0	0	0	1	4	0	7	5	21	32	13	45	
>20	0	0	0	0	1	0	0	1	4	1	6	8	12	23	21	44	
Total	2740	1680	2129	1161	2495	1398	3606	1876	3466	2033	3145	2453	2221	2671	19802	13272	33074

The analysis of repeaters by District, Ecological Zone, and Sex is shown in Table 3.24. It is revealed in the table below that the Lowlands and Mountains had the higher number of primary school repeaters represented by 44.1 and 30.0 percent respectively, while the Foothills and Senqu River Valley had the least number of repeaters estimated at 13.1 and 12.8 percent respectively.

Maseru also had the highest number of repeaters represented by 20.3 percent, whereas Botha-Bothe constituted only 4.8 percent of repeaters.

**Table 3.24: Registered Primary School Repeaters by District, Ecological Zone and Sex, 2016**

DISTRICT	LOWLANDS			FOOTHILLS			MOUNTAIN			SENQU RIVER VALLEY			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
BOTHA-BOTHE	617	364	981	274	168	442	109	71	180	0	0	0	1603
LERIBE	1963	1138	3101	444	239	683	216	182	398	0	0	0	4182
BEREA	863	533	1396	380	231	611	0	0	0	0	0	0	2007
MASERU	2721	1681	4402	919	620	1539	434	356	790	0	0	0	6731
MAFETENG	2087	1177	3264	641	420	1061	0	0	0	0	0	0	4325
MOHALE'S HOEK	906	524	1430	0	0	0	452	345	797	830	591	1421	3648
QUTHING	0	0	0	0	0	0	449	398	847	1023	699	1722	2569
QACHA'S NEK	0	0	0	0	0	0	335	208	543	437	294	731	1274
MOKHOTLONG	0	0	0	0	0	0	1212	986	2198	0	0	0	2198
THABA-TSEKA	0	0	0	0	0	0	2316	1860	4176	174	187	361	4537
Total	9157	5417	14574	2658	1678	4336	5523	4406	9929	2464	1771	4235	33074

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 2009. This observation was consistent within the grades, though the repetition rates were higher in the lower grades and gradually declined along the upper grades in 2011 and 2012. Moreover, the table reflects that repetition rates have been steadily declining from the year 2011 (16.5)

to 2014 (8.3), although there was no improvement in 2015 as the repetition rate was recorded as 9.1.

**Table 3.25: Repetition Rates in Registered Primary School by Grade, Year and Sex 2011-2015**

Grade	2011			2012			2013			2014			2015		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	21.6	15.6	18.9	13.9	10.4	12.3	6.4	4.4	5.5	7.7	5.3	6.6	9.2	6.3	7.8
2	20	13.4	16.9	13.5	9	11.4	3.9	2.7	3.4	6.9	4.4	5.7	8.6	5.0	6.9
3	19.3	12.1	16	13.1	8.4	10.9	3.8	2.1	3.0	6.9	4.5	5.8	9.4	5.8	7.7
4	22.6	15.2	19.1	22.5	14.3	18.6	17.4	11.3	14.5	8.3	5.3	6.9	12.2	7.2	9.9
5	19.3	13.6	16.4	17.5	12.7	15.1	16.1	10.9	13.5	14.4	9.0	11.7	10.7	7.0	9.0
6	15.3	12.1	13.6	13.9	10.9	12.3	12.9	10.1	11.4	13.4	10.1	11.7	13.4	9.8	11.6
7	12.2	12.9	12.6	10.8	12.8	12	10.8	11.6	11.2	10.8	11.5	11.2	12.1	11.5	11.7
<b>TOTAL</b>	<b>19.2</b>	<b>13.6</b>	<b>16.5</b>	<b>15.2</b>	<b>11.2</b>	<b>13.2</b>	<b>9.8</b>	<b>7.4</b>	<b>8.7</b>	<b>9.5</b>	<b>7.1</b>	<b>8.3</b>	<b>10.7</b>	<b>7.5</b>	<b>9.1</b>

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 and therefore assesses the scale of loss in a program.

When comparing the promotion, repetition and dropout rates from 2013 to 2015 in Table 3.26, a general improvement is observed in this level of education; promotion rate has minimally increased from 90.4 in 2013 to 90.6 in 2015, while repetition rate increased from 8.7 percent to 9.1 percent; and dropout rate declined from 0.9 to 0.2 percent during the same period.

**Table 3.26: Primary Schools Promotion, Repetition and Dropout Rates by Grade, 2013- 2015**

Grade	2013			2014			2015		
	Prom	Rep	Drop	Prom	Rep	Drop	Prom	Rep	Drop
1	83.5	5.5	11.0	81.2	6.6	12.2	81.0	7.8	11.2
2	94.6	3.4	2.1	91.3	5.7	3.1	94.1	6.9	-1.0
3	95.7	3.0	1.3	91.9	5.8	2.3	92.6	7.7	-0.3
4	79.7	14.5	5.7	87.8	6.9	5.4	86.6	9.9	3.6
5	81.3	13.5	5.2	82.2	11.7	6.1	84.4	9.0	6.6
6	79.8	11.4	8.8	79.5	11.7	8.8	78.9	11.6	9.5
7	84.2	11.2	4.5	84.1	11.2	4.7	84.0	11.7	4.2
<b>Total</b>	<b>90.4</b>	<b>8.7</b>	<b>0.9</b>	<b>90.5</b>	<b>8.7</b>	<b>1.2</b>	<b>90.6</b>	<b>9.1</b>	<b>0.2</b>

### 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 2007 to 2016 and it is observed that pass rates range from 85.8 to 87.4 percent. The highest pass rate was observed in 2013 with 88.1 percent, followed by 2014 with 87.8 and the least pass rate was recorded in 2007 with 83.1 percent. First class pass rates have been under 20 percent while second class rates varied from 23 to 27.3 percent. 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 2011 to 2012 but declined from 2014 to 2015.

**Table 3.27: Primary School Leaving Examination Results (PSLE), 2007 - 2016**

<b>PSLE Results</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Total Sat	42512	41837	41397	41869	40752	39661	39827	39817	40063	40043
Total Passes	35336	36132	35582	36634	35555	34585	35089	34969	35020	33578
%Passed	83.1	86.4	86.0	87.5	87.2	87.2	88.1	87.8	87.4	87.3
First class	5998 (14.1)	7461 (17.8)	6664 (16.1)	5954 (14.2)	6920 (17)	5286 (13.3)	7275 (18.3)	6506 (16.3)	5519 (13.8)	6182 (16.1)
Second class	10048 (23.6)	9663 (23.1)	10762 (26.0)	9877 (23.6)	1107 (27.3)	9489 (23.0)	9863 (24.8)	10844 (27.2)	10384 (25.9)	10162 (26.4)
Third class	19290 (45.4)	19008 (45.4)	18156 (43.9)	20803 (49.7)	7528 (43.0)	19810 (50.0)	17951 (45.1)	17619 (44.2)	19117 (47.7)	17234 (44.8)
Fail	7176 (16.9)	5705 (13.6)	5815 (14.0)	5235 (12.5)	5197 (12.7)	5076 (12.8)	4738 (11.9)	4848 (12.2)	5043 (12.5)	4874 (12.7)

### 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 2016; the lowest transition rate was recorded in 2003 as 61.6 while the highest transition rate has been recorded as 77.3 in 2016. The table also indicates that more males than females proceeded from standard 7 to Form A from 2001 to 2007. The trend reversed direction from 2008 to 2016 whereby more females than males progressed from standard 7 to Form A.

**Table 3.28: Transition Rates from Standard 7 to Form A, 2001-2016**

<b>Year</b>	<b>Transits from Standard 7 to Form A</b>			<b>Transition Rates</b>		
	<b>Males</b>	<b>Females</b>	<b>Total</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
2001	9799	13035	22834	67.0	66.7	66.8
2002	10354	13698	24046	65.3	62.2	63.5
2003	10121	13138	23259	63.6	62.1	61.6
2004	10892	14367	24809	67.5	64.7	66.5
2005	11586	14999	26585	69.6	68.3	68.9
2006	10924	14205	25129	70.3	69.1	69.6
2007	12995	17980	30975	68.3	66.4	67.2
2008	12527	17525	30052	68.0	70.0	69.2
2009	13198	18105	31303	71.7	74.1	73.1
2010	13725	18630	32355	75.3	75.6	75.5
2011	13811	18514	32325	72.5	75.2	74
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
2015	13863	18116	31979	75.6	77.9	76.9
2016	13976	18220	32196	75.9	78.3	77.3

### 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 2010 to 2016; it is therefore observed from this table that the net cohort survival rates have been fluctuating for the years under review. They increased by 5.5 percent between 2010 and 2011 and decreased by 1.2 percent between 2011 and 2012 cohorts. That was followed by an appreciation of 1.9 percent recorded between 2012 and 2013 cohorts. In 2015, the net cohort survival rate was 72.0 percent indicating an increase in net cohort survival rate of 0.2 percent while crude cohort survival rate was 60.1 percent signifying an increment of 2.7 percent from 2014 to 2015. The crude and net cohort survival rates of 61.3 and 72.7 percent in 2016 suggest trivial percentages growth between 2015 and 2016.

**Table 3.29: Crude and Net Cohort Survival Rates in Primary Schools, 2010-2016**

<b>Enrolment/Repeaters</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Total Enrolment	388,681	385,437	381,690	369469	366048	361637	360756
Total Repeaters	77,794	74,833	63,613	50497	32027	30363	33074
Net of Enrolment	310,887	310,604	318,077	318972	334021	331274	327682
<b>Cohort</b>	<b>2004-10</b>	<b>2005-11</b>	<b>2006-12</b>	<b>2007-13</b>	<b>2008-14</b>	<b>2009-15</b>	<b>2010-16</b>
Crude Cohort Survival Rate	53.8	54.6	53.9	54.6	57.4	60.1	61.3
Net Cohort Survival Rate	61.2	66.7	65.5	67.4	71.8	72	72.7

## **Chapter 4: Secondary School Education**

### **4.0 Introduction**

Secondary education is an intermediate level between Primary Level and Technical School College or University. 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**

Table 4.1 below shows enrolment in Lower and Upper Registered Secondary schools by age, level of education and sex. The total enrolment in the lower secondary education (Form A - C) for the year 2016 was 93739 which consist of 39980 boys and 53759 girls. While in the upper secondary education (Form D - E) total enrolment in the same year was 35041 which consist of 15052 boys and 19989 girls. The overall enrolment in 2016 in registered secondary schools was 128780 students. This number consists of 55032 boys and 73748 girls enrolled in all registered secondary schools.

The overall enrolment in 2016 in registered secondary schools was 128780 students, while in 2015 the total enrolment was 128701. This shows an increase in enrolment of 0.06 percent between 2015 and 2016. While between 2014 and 2015 the total enrolment in registered secondary schools increased by 0.18 percent. On the other hand, between 2013 and 2014 the enrolment increased by 1.1 percent. This shows that for the past 4 years enrolment in registered secondary schools has be increasing at a decreasing rate.

The table further shows that enrolment for girls has always been higher than that of their boys' counterparts in all levels of secondary education. For instance, out of 128780 students enrolled in 2016, 73748 were girls while 55032 were boys. Indicating that 57 percent of the total enrolment in registered secondary schools in 2016 were girls while 43 percent were boys. The historic trend also shows that for the past four years there were more girls than boys enrolled in registered secondary schools.

**Table 4.1: Distribution of Enrolment in Lower and Upper Registered Secondary Schools by Age, Level of education and Sex, 2016**

Age	FORMA		FORMB		FORMC		TOTAL			FORMD		FORME		TOTAL			Total
	M	F	M	F	M	F	M	F	T	M	F	M	F	M	F	T	
<13	634	1282	0	0	0	0	634	1282	1916	0	0	0	0	0	0	0	1916
13	2553	5184	465	968	0	0	3018	6152	9170	0	0	0	0	0	0	0	9170
14	3454	5387	1934	3953	338	859	5726	10199	15925	0	0	0	0	0	0	0	15925
15	3289	3855	2818	4807	1415	3091	7522	11753	19275	338	697	0	0	338	697	1035	20310
16	2915	2701	3179	4476	2046	3593	8140	10770	18910	1367	2676	360	598	1727	3274	5001	23911
17	1846	1322	2754	3068	2146	2750	6746	7140	13886	1912	2948	997	1942	2909	4890	7799	21685
18	806	398	1864	1467	1675	1792	4345	3657	8002	1798	2203	1405	2135	3203	4338	7541	15543
19	291	175	821	593	1070	952	2182	1720	3902	1378	1435	1236	1533	2614	2968	5582	9484
20	78	49	320	196	605	400	1003	645	1648	986	850	974	973	1960	1823	3783	5431
21	26	19	118	64	244	146	388	229	617	521	380	675	518	1196	898	2094	2711
22	7	8	34	29	122	56	163	93	256	264	216	350	262	614	478	1092	1348
23	9	2	14	15	42	25	65	42	107	98	94	152	168	250	262	512	619
24	4	8	10	10	16	13	30	31	61	47	49	95	92	142	141	283	344
>24	4	10	7	16	7	20	18	46	64	37	100	62	120	99	220	319	383
<b>Total</b>	<b>15916</b>	<b>20400</b>	<b>14338</b>	<b>19662</b>	<b>9726</b>	<b>13697</b>	<b>39980</b>	<b>53759</b>	<b>93739</b>	<b>8746</b>	<b>11648</b>	<b>6306</b>	<b>8341</b>	<b>15052</b>	<b>19989</b>	<b>35041</b>	<b>128780</b>

Table 4.2 below shows the distribution of secondary enrolment in the district, Agency and Sex in 2016. This shows that there were more students in registered public secondary schools as compared to students enrolled in registered private secondary schools. This shows that 126928 (98.6 percent) of students enrolled in registered public secondary schools as compared to 1852 (1.4 percent) enrolled in registered private secondary schools. In both public and private registered secondary schools the number of girls enrolled is higher than that of boys. There were 72768 girls enrolled in registered public secondary schools compared to 54160 boys. While in private registered secondary schools there were 980 girls and 872 boys.

This also shows that among students who enrolled in registered private secondary schools a larger proportion of students is enrolled in Maseru district with 73.3 percent, while Leribe followed with 12.8 percent. Berea and Butha-Buthe followed with 9.7 percent and 3.5 percent respectively, and Mafeteng had the lowest enrolment with 0.7 percent.

Furthermore, it shows that this registered private secondary schools were mostly found in the northern districts of Lesotho which are Butha-Buthe, Leribe, and Berea. While other private schools were found in Maseru and very few in Mafeteng. Other districts, such as Mohale's Hoek, Quthing, Qacha's Nek, Thaba-Tseka and Mokhotlong did not have registered private secondary schools.

**Table 4.2: Distribution of Enrolment in Registered Public and Private Secondary Schools by District, Public, Private and Sex - 2016**

DISTRICT	PUBLIC			PRIVATE			Total
	M	F	T	M	F	T	
BUTHA-BUTHE	4093	5472	9565	26	39	65	9630
LERIBE	10246	13669	23915	109	128	237	24152
BEREA	7694	9486	17180	93	87	180	17360
MASERU	14616	18469	33085	635	722	1357	34442
MAFETENG	6203	7826	14029	9	4	13	14042
MOHALES HOEK	3346	4652	7998	0	0	0	7998
QUTHING	2731	3587	6318	0	0	0	6318
QACHAS NEK	1781	2793	4574	0	0	0	4574
MOKHOTLONG	1826	3739	5565	0	0	0	5565
THABA-TSEKA	1624	3075	4699	0	0	0	4699
<b>Total</b>	<b>54160</b>	<b>72768</b>	<b>126928</b>	<b>872</b>	<b>980</b>	<b>1852</b>	<b>128780</b>

Table 4.3 shows distribution of enrolment in registered secondary schools in the districts, ecological zones and sex. It shows that registered secondary schools in Maseru district have the highest proportion of enrolment as compared to other districts. The proportion of students who enrolled in registered secondary schools in Maseru district is 26.7 percent, while Leribe and Berea followed with 18.8 percent and 13.5 percent respectively. The districts with the lowest student enrolment in registered secondary schools were Mokhotlong, Thaba-Tseka and Qacha's Nek with 4.3 percent, 3.6 percent respectively.

This table further shows that students enrolment in the lowlands is higher than those in other ecological zones. For instance, the proportion of students enrolled in the lowlands is 72.4 percent of the total enrolment. This is followed by enrolment in the mountainous with 13.3 percent, while the lowest students' enrolment is in the Foothills and Senqu River Valley with 7.6 and 6.7 percent respectively.

**Table 4.3: Distribution of Enrolment in Registered Secondary Schools by District, Ecological Zone and Sex, 2016**

District	LOWLANDS			FOOTHILLS			MOUNTAIN			SRV			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
BUTHA-BUTHE	3366	4306	7672	710	1053	1763	43	152	195	0	0	0	9630
LERIBE	8575	10953	19528	1308	2030	3338	472	814	1286	0	0	0	24152
BEREA	7180	8768	15948	607	805	1412	0	0	0	0	0	0	17360
MASERU	13870	16776	30646	876	1535	2411	505	880	1385	0	0	0	34442
MAFETENG	5913	7284	13197	299	546	845	0	0	0	0	0	0	14042
MOHALES HOEK	2673	3561	6234	0	0	0	80	123	203	593	968	1561	7998
QUTHING	0	0	0	0	0	0	301	664	965	2430	2923	5353	6318
QACHAS NEK	0	0	0	0	0	0	1229	1818	3047	552	975	1527	4574
MOKHOTLONG	0	0	0	0	0	0	1770	3619	5389	56	120	176	5565
THABA-TSEKA	0	0	0	0	0	0	1624	3075	4699	0	0	0	4699
Total	41577	51648	93225	3800	5969	9769	6024	11145	17169	3631	4986	8617	128780

## 4.2 Trend Analysis of Registered Secondary Schools Enrolment

Table 4.4 shows trend enrolment from 2014 to 2016 by district and sex. Although enrolment in secondary education has been generally increasing over years, Table 4.4 depicts a slight difference in the districts percentages from 2014 to 2016. While there was a slight increase of enrolment percentages in some districts, others experienced a small decline in enrolment percentages. As shown in the table, Maseru and Leribe had higher enrolment whereas Qacha's Nek and Thaba-Tseka had the least enrolments resulting to low percentage representations. This pattern has been the same in the past four years including enrolment for 2013 that is not displayed in the table.

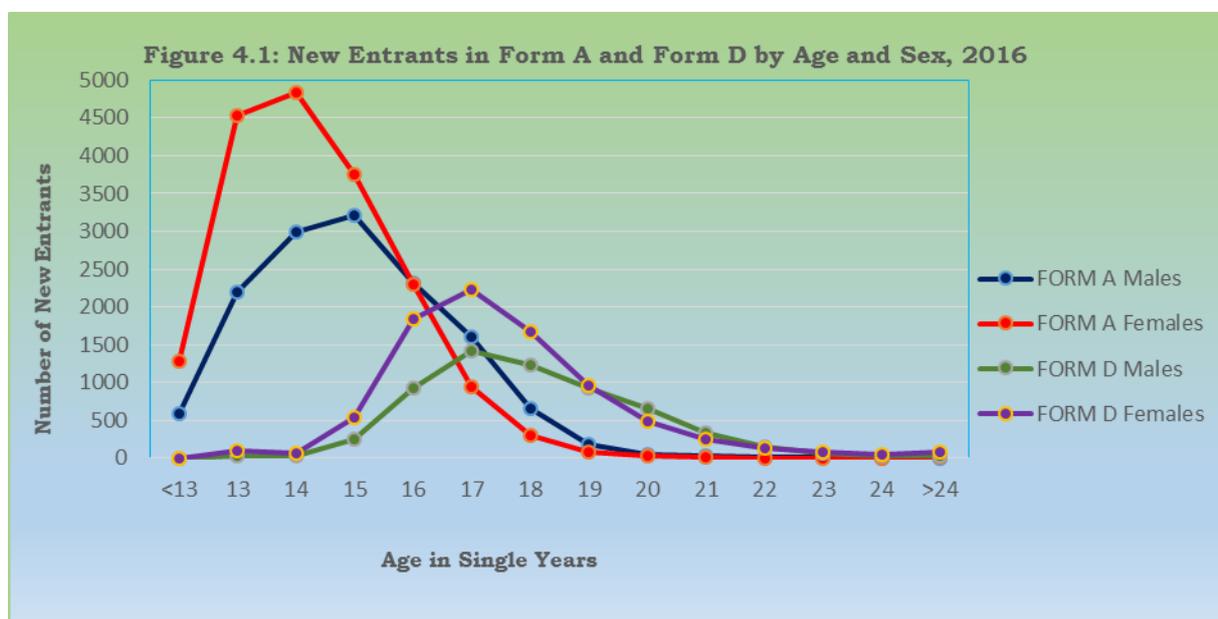
The table further illustrates that enrolment of males had been fluctuating for the period under review whereas females' enrolment had been steadily increasing. The table also shows that female enrolment had been higher than male enrolment in all the districts from 2014 to 2016.

**Table 4.4: Number and Percentage distribution of Students in Registered Secondary Schools by District, Sex and Percentage Distribution, 2014-2016**

District	2014				2015				2016			
	M	F	Total	%	M	F	Total	%	M	F	Total	%
Botha-Bothe	3980	5527	9507	7.4	4057	5518	9575	7.4	4119	5511	9630	7.5
Leribe	10585	13801	24386	19	10455	13610	24065	18.7	10355	13797	24152	18.8
Berea	7933	9628	17561	13.7	7897	9825	17722	13.8	7787	9573	17360	13.5
Maseru	14906	18998	33904	26.4	15000	18850	33850	26.3	15251	19191	34442	26.7
Mafeteng	6149	7738	13887	10.8	6260	7789	14049	10.9	6212	7830	14042	10.9
Mohale's Hoek	3508	4800	8308	6.5	3528	4736	8264	6.4	3346	4652	7998	6.2
Quthing	2545	3620	6165	4.8	2644	3659	6303	4.9	2731	3587	6318	4.9
Qacha's Nek	1773	2752	4525	3.5	1795	2739	4534	3.5	1781	2793	4574	3.6
Mokhotlong	1786	3579	5365	4.2	1840	3768	5608	4.4	1826	3739	5565	4.3
Thaba-Tseka	1716	3149	4865	3.8	1619	3112	4731	3.7	1624	3075	4699	3.6
<b>Total</b>	<b>54881</b>	<b>73592</b>	<b>128473</b>	<b>100</b>	<b>55095</b>	<b>73606</b>	<b>128701</b>	<b>100</b>	<b>55032</b>	<b>73748</b>	<b>128780</b>	<b>100.0</b>

## 4.3 New Entrants in Registered Secondary Schools

Figure 4.1 depicts new entrants in lower secondary (Form A) and upper secondary (Form D) by age and sex. In Form A, the number of new female entrants was higher than that of new male entrants from age below 13 to age 16 years. From age 16 to age 19, the opposite is observed. In Form D, the number of new entrants was dominated by females starting at age 14 to 19 years, subsequently the number of female and male new entrants were almost balanced from age 19 to 24. It also reveals that at lower ages, the difference between the number of male and female new entrants was larger in both lower and upper secondary.



#### 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. Therefore increasing trends reflect 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 gross and net enrolment rates, pupils' teacher ratios and gender parity index for registered secondary schools for the years 2003 to 2015. Compared to the primary level, secondary school ratios remained quite low for the period under review. However, unlike primary schools where rates have been decreasing, rates in secondary schools have been generally increasing over the years, as they increased from 2002 to 2013; it only declined in 2013 and thereafter increased again until it reached 55.8 percent in 2015. However unlike GER that declined in one year, the NER has only been increasing from 2002 to 2015. The total net enrolment rate has been increasing from 22.0 percent in 2002 to 38.7 percent in 2015.

On the other hand, the NER for males and females increased by 1.0 and 1.1 percent respectively from 2014 to 2015. 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 2003 to 2016 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 lowlands or urban areas. However in 2016, there was adjustment noticed as pupil teacher ratio remained similar to the previous year at 24.0 percent.

**Table 4.5: Secondary School Enrolment Rates, Gender Parity Indices and Pupil Teacher Ratios, 2003-2016**

Year	Gross Enrolment Rates				Net Enrolment Rates				PTR
	M	F	T	GPI	M	F	T	GPI	
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
2015	47.3	64.5	55.8	1.4	30.4	47.3	38.7	1.6	24.0
2016	51.9	70.4	61.0	1.4	34.0	52.3	43.1	1.6	24.0

Table 4.6 displays the net enrolment rates for lower and upper secondary schools aggregated by sex. Generally the GER and NER for the lower secondary education are much higher than those in the upper secondary education. For the NER, this implies that there was high degree of participation of the official school age population in lower secondary than upper secondary. The table also denotes the improvement of both GER and NER rates between 2015 and 2016. The 2016 net enrolment rate for upper secondary was 15.1 percent which was higher than that 13.5 percent observed in 2015. On the other hand the NER for the lower Secondary school in 2016 was 35.2 percent which was higher than 31.6 percent that was recorded in 2015. The variation in participation by sex revealed that female's participation of the official school age population was higher than that of males. For instance, in 2016 the lower secondary schools NER for males was observed as 25.7 percent and the one for females was 44.8 percent. In the upper secondary schools it was estimated at 10.8 and 19.4 for males and females respectively.

**Table 4.6 NER and GER for lower and upper Secondary Education, 2015 to 2016**

NER and GER	2015			2016		
	M	F	T	M	F	T
NER Lower Secondary	22.9	40.4	31.6	25.7	44.8	35.2
NER Upper Secondary	9.4	17.7	13.5	10.8	19.4	15.1
NER Overall Secondary	30.4	47.3	38.7	34.0	52.3	43.1
GER Lower Secondary	56.8	77.3	66.9	63.2	85.7	74.4
GER Upper Secondary	32.9	44.9	38.9	35.1	47.5	41.3
GER Overall Secondary	47.3	64.5	55.8	51.9	70.4	61.0

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

Table 4.7 shows the distribution of students enrolled in registered secondary schools with special education by district, urban-rural residence and sex. This shows that 54.3 percent of students with special education were enrolled in registered secondary schools in rural areas while 45.7 percent were enrolled in the urban areas.

It further shows that registered secondary schools with special education in Leribe had the highest number of student who enrolled in 2016 with 26.7 percent, while Maseru district followed with 18.2 percent. The last two districts with the lowest number of students enrolled in registered secondary schools with special education were Thaba-Tseka and Qacha's Nek with 3.2 and 3.1 percent respectively.

**Table 4.7: Number of Students with Special Education in Registered Secondary Schools by District, Urban-Rural and Sex, 2016**

DISTRICT	URBAN			RURAL			TOTAL	%
	M	F	Total	M	F	Total		
BUTHA-BUTHE	70	123	193	40	54	94	287	3.9
LERIBE	315	471	786	432	743	1175	1961	26.7
BEREA	193	168	361	378	521	899	1260	17.2
MASERU	399	512	911	159	266	425	1336	18.2
MAFETENG	62	48	110	241	358	599	709	9.7
MOHALES HOEK	153	266	419	126	205	331	750	10.2
QUTHING	50	128	178	57	89	146	324	4.4
QACHAS NEK	52	51	103	40	87	127	230	3.1
MOKHOTLONG	14	71	85	50	105	155	240	3.3
THABA-TSEKA	100	103	203	12	23	35	238	3.2
TOTAL	1408	1941	3349	1535	2451	3986	7335	100.0

Table 4.8 below shows the distribution of students in registered secondary schools with special education by disability type, level of education and sex. This shows that among the disability type that students have in registered secondary schools in 2016 45.2 percent of them had visual impairment. It was followed by those with Intellectual Disability which constituted 20.5 percent. Students who had Physical Disability constituted the lowest 6.4 percent of all who registered in secondary schools in 2016.

Furthermore, the highest proportion among the students with some form of disabilities in those registered secondary schools were girls in form B with 18.2 percent. It was followed by girls in form A with 15.1 percent, while those in form E constituted 7.6 percent. Generally, in every level of secondary education there were more girls with some form of disability than boys. A higher proportion of boys with disability type were in Form A with 11.2 percent, while the lowest number were in Form E with 5.5 percent.

**Table 4.8: Number of Students With Special Education in Registered Secondary Schools by Disability Type, Level of Education and Sex, 2016**

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	66	81	53	69	39	53	39	28	20	18	466
Visual Impairment	325	506	283	558	251	354	222	371	176	268	3314
Hearing Impairment	156	249	113	245	77	201	88	142	81	116	1468
Intellectual Disability	210	186	181	245	128	143	84	118	91	120	1506
Other	65	86	61	70	73	65	25	66	36	34	581
Total	822	1108	691	1187	568	816	458	725	404	556	7335

Table 4.9 below shows the distribution of students in registered secondary schools with special education (disability) by age, level of education and sex. This table shows that in registered secondary schools in 2016, out of 128780 students who enrolled 7335 (5.7 percent) had some form of disability.

The table further shows that a higher proportion of students with some form of disability were in form A with 26.3 percent of the total disabled. This was followed by those in form B with 25.6 percent. The lowest proportions of students with some form of disability were in form E. This shows that disability decreases as the level of education increases.

**Table 4.9: Students With Special Education(disability) in Registered Secondary Schools by age, Level of Education and Sex, 2016**

Age	FORM A		FORM B		FORM C		FORM D		FORM E		Total
	M	F	M	F	M	F	M	F	M	F	
<13	45	83	0	0	0	0	0	0	0	0	128
13	123	280	24	67	0	0	0	0	0	0	494
14	186	239	94	195	19	55	0	0	0	0	788
15	159	210	155	252	65	153	27	49	0	0	1070
16	121	152	121	277	127	182	75	163	38	81	1337
17	100	91	134	184	113	171	96	157	63	107	1216
18	47	30	84	124	99	113	99	133	83	125	937
19	28	13	50	49	77	65	67	94	87	81	611
20	4	2	16	25	34	39	52	62	62	75	371
21	2	6	6	8	18	23	24	27	27	43	184
22	1	0	1	1	13	1	10	19	21	17	84
23	2	0	2	3	1	7	7	5	5	10	42
24	1	0	0	0	0	3	0	4	8	4	20
>24	3	2	4	2	2	4	1	12	10	13	53
Total	822	1108	691	1187	568	816	458	725	404	556	7335

#### 4.6 Orphans in Registered Secondary Schools

Table 4.10 shows the distribution of orphans in registered secondary schools by Orphan type, level of education and sex. It shows that a higher proportion of students who are orphans are those who have lost their fathers with 53.3 percent. This is followed by students who have lost both parents with 27.5 percent, and those who lost their mothers constituted 19.3 percent.

It further shows that a higher proportion of these students were in Form A with 26.8 percent, while 25.8 percent of orphans were in form B. The lowest number of orphans were in Form E with 12.3 percent.

**Table 4.10: Orphans in Registered Secondary Schools by Type, Level of Education and Sex, 2016**

Orphan Type	FORM A		FORM B		FORM C		FORM D		FORM E		Total
	M	F	M	F	M	F	M	F	M	F	
Paternal	3173	4027	2834	4010	2087	2920	1757	2504	1372	1800	26484
Maternal	1139	1508	1063	1477	755	1027	594	864	498	668	9593
Double	1448	2038	1393	2053	1133	1557	930	1323	764	1019	13658
Total	5760	7573	5290	7540	3975	5504	3281	4691	2634	3487	49735

Table 4.11 presents the number of orphans in registered secondary schools by district, urban-rural and sex. It is observed from the table that Maseru had the highest proportion of orphans (25.4 percent). It was followed by Leribe (17.7 percent), then Berea (14.1 percent) and Mafeteng with 11.4 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. Orphans in the rural areas constituted 64.5 percent while those in the urban areas contributed only 35.5 percent.

**Table 4.11: Orphans in Registered Secondary Schools by District, Urban-Rural and Sex, 2016**

DISTRICT	URBAN			RURAL			Total	%
	M	F	Total	M	F	Total		
BUTHA-BUTHE	638	875	1513	672	998	1670	3183	6.4
LERIBE	1057	1323	2380	2746	3660	6406	8786	17.7
BEREA	625	775	1400	2381	3249	5630	7030	14.1
MASERU	3149	3709	6858	2341	3446	5787	12645	25.4
MAFETENG	507	595	1102	1936	2622	4558	5660	11.4
MOHALES HOEK	608	759	1367	813	1237	2050	3417	6.9
QUTHING	471	633	1104	733	954	1687	2791	5.6
QACHAS NEK	403	560	963	324	577	901	1864	3.7
MOKHOTLONG	56	159	215	805	1612	2417	2632	5.3
THABA-TSEKA	276	458	734	399	594	993	1727	3.5
Total	7790	9846	17636	13150	18949	32099	49735	100.0

Table 4.12 shows the distribution of orphans in registered secondary schools by age, level of education and sex. According to the definition of orphans any

person under the age of 18 years is considered as dependent, and therefore if she/he loses one of both parents due to death is regarded as an orphan. The table shows that out of 128780 students enrolled in 2016, 49735 of them were orphans, which constituted 38.6 percent. Among all orphans enrolled in registered secondary schools in 2016, a larger proportion of them were in form A with 26.8 percent. This was followed by those in form B with 25.8 percent. While those in Form E were the lowest with 12.3 percent.

**Table 4.12: Orphans in Registered Secondary Schools of by Age, Level of education and Sex, 2016**

Age	FORM A		FORM B		FORM C		FORM D		FORM E		Total
	M	F	M	F	M	F	M	F	M	F	
<13	156	323	0	0	0	0	0	0	0	0	479
13	721	1529	87	287	0	0	0	0	0	0	2624
14	1209	2019	629	1351	122	322	0	0	0	0	5652
15	1226	1662	1029	1871	505	1116	123	224	0	0	7756
16	1180	1134	1243	1794	831	1399	463	940	161	260	9405
17	776	588	1086	1260	875	1186	754	1185	398	732	8840
18	315	201	693	632	710	759	712	949	593	860	6424
19	110	70	322	207	468	434	502	641	549	665	3968
20	38	16	115	81	281	173	371	395	406	460	2336
21	18	10	53	33	119	69	181	156	271	240	1150
22	5	10	15	8	39	23	94	107	138	112	551
23	4	2	5	5	16	9	41	38	62	70	252
24	1	2	7	3	8	6	24	17	24	38	130
>24	1	7	6	8	1	8	16	39	32	50	168
Total	5760	7573	5290	7540	3975	5504	3281	4691	2634	3487	49735

## 4.7 Inputs for Secondary Education

### 4.7.1 Secondary Schools

Table 4.13 below shows the distribution of registered secondary schools by districts and school agency. School agency in this case means that the school is either owned by public or private agency. The public schools include those owned by government, churches and the community. While private schools include those owned by individual people.

This shows that most of registered secondary schools in Lesotho are owned by the public, almost 97 percent, while 3 percent of them are owned by the private agency. Most of these public schools are found in Maseru and Leribe with 20.9 and 20.1 percent respectively, while Berea district came third with 12.5 percent. The districts with the lowest public secondary schools were Quthing and Mokhotlong with 4.9 and 4.7 percent respectively.

**Table 4.13: Number of Registered Secondary Schools by District, Public and Private, 2016**

<b>DISTRICT</b>	<b>PUBLIC</b>	<b>PRIVATE</b>	<b>Total</b>	<b>Percent</b>
BUTHA-BUTHE	22	1	23	6.7
LERIBE	66	3	69	20.1
BEREA	41	2	43	12.5
MASERU	69	3	72	20.9
MAFETENG	39	1	40	11.6
MOHALES HOEK	25	0	25	7.3
QUTHING	17	0	17	4.9
QACHAS NEK	20	0	20	5.8
MOKHOTLONG	16	0	16	4.7
THABA-TSEKA	19	0	19	5.5
<b>TOTAL</b>	<b>334</b>	<b>10</b>	<b>344</b>	<b>100.0</b>

Table 4.14 shows the distribution of registered secondary schools in the districts and urban-rural residence. It shows that most of registered secondary schools are in the rural areas as compared to those in the urban areas. It shows that of all registered secondary schools in Lesotho 76.5 percent of them are in the rural areas, while 23.5 percent are in the urban areas.

It further shows that out of the total (81) secondary schools found in the urban areas Maseru district has 30 registered schools which constitutes 37.0 percent. This is followed by schools in Leribe district with 16.0 percent, while Mokhotlong has only one registered secondary school in the urban area.

**Table 4.14: Number of Registered Secondary Schools by District and urban-rural, 2016**

<b>DISTRICT</b>	<b>URBAN</b>	<b>RURAL</b>	<b>Total</b>
BUTHA-BUTHE	9	14	23
LERIBE	13	56	69
BEREA	6	37	43
MASERU	30	42	72
MAFETENG	5	35	40
MOHALES HOEK	4	21	25
QUTHING	4	13	17
QACHAS NEK	5	15	20
MOKHOTLONG	1	15	16
THABA-TSEKA	4	15	19
<b>TOTAL</b>	<b>81</b>	<b>263</b>	<b>344</b>

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 18.0 percent while Foothills and SRV had only 10.0 percent.

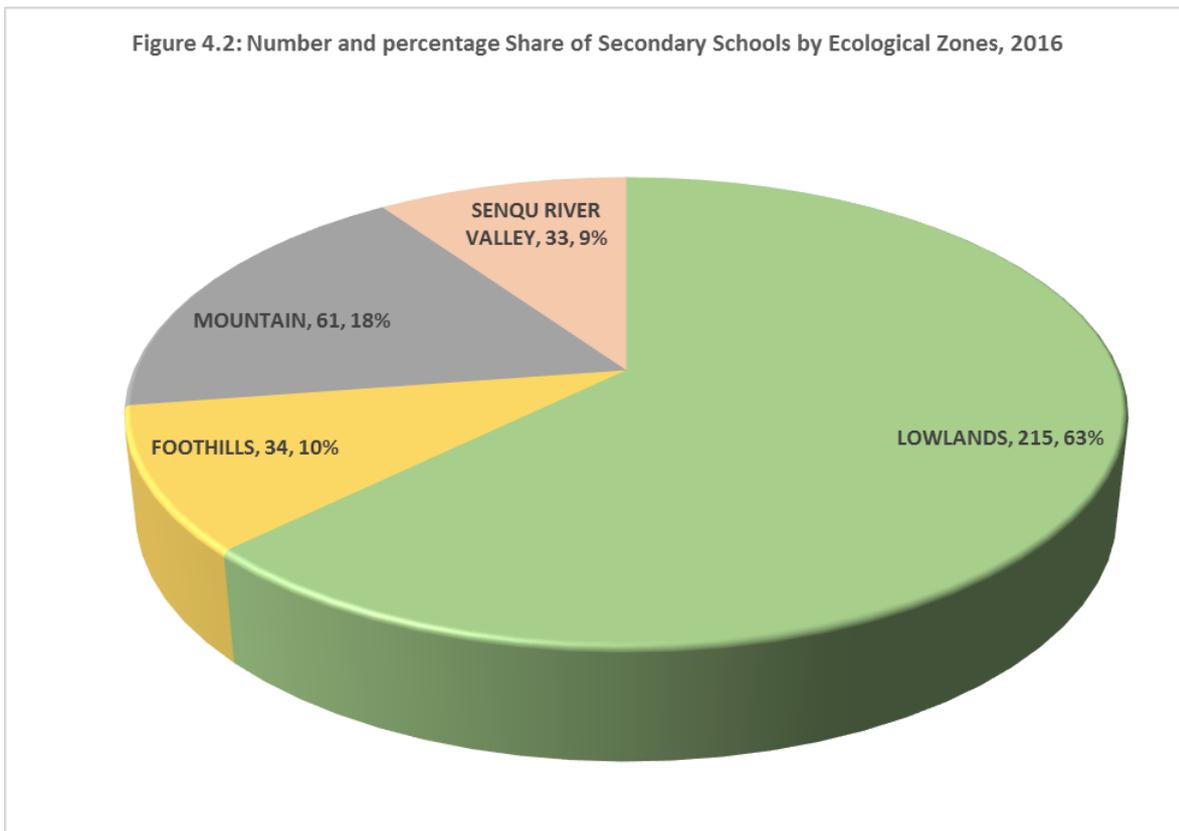
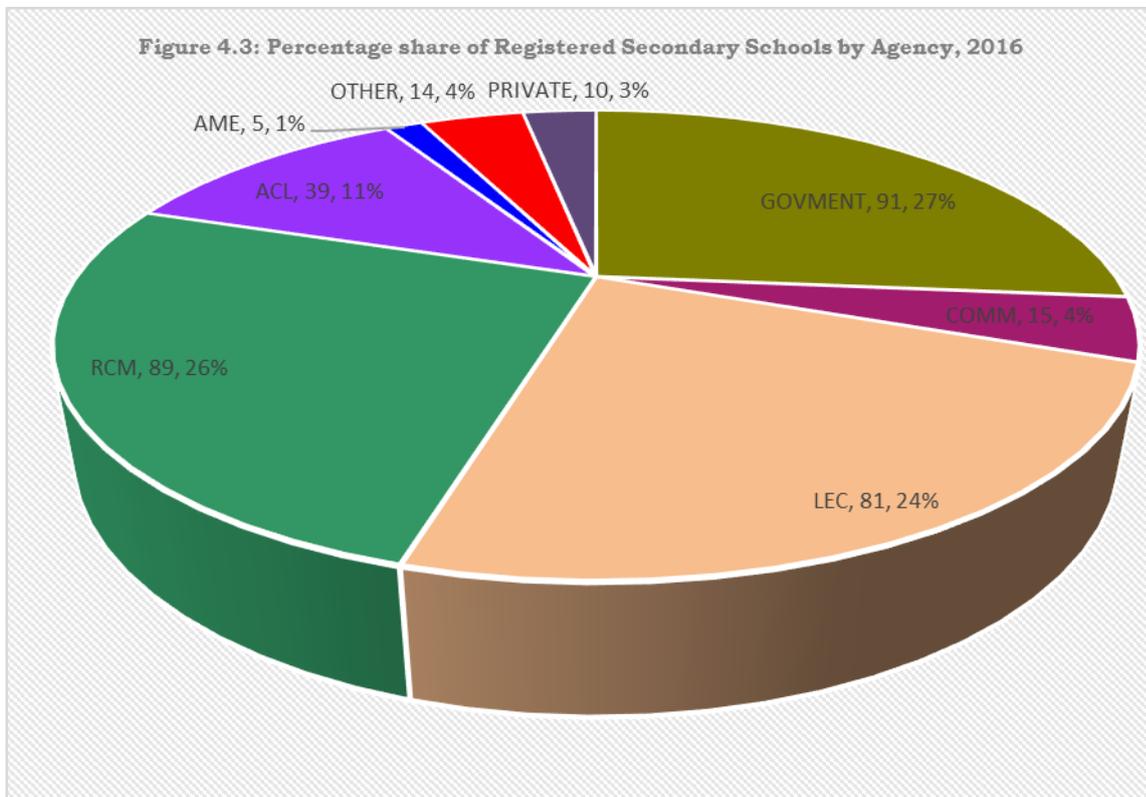


Figure 4.3 presents the distribution of registered secondary schools by agency. It is shown from the figure that majority of schools were owned by Government and RCM with 27.0 percent and 26 percent each. Private and AME schools were the least with only 3.0 percent and 1.0 percent respectively.



#### 4.7.2 Secondary Schools Teachers

This sub-section focuses on teachers at secondary level; these qualified and unqualified teachers in registered schools are compared by district, pupil to teacher ratio, district and sex. There were 5361 teachers in registered secondary schools in 2016. Unqualified teachers refer to teachers without teaching qualifications; these include graduates in other fields of study as well as teachers who have only obtained secondary qualifications like LGCSE and JC.

Table 4.15 indicates that female teachers constituted 55 percent while males represented 45 percent of the total teachers. Out of the total teachers 5041 were qualified, of whom 56 percent were females and 44 percent were males. Of the total teachers from each district, Maseru had the highest percentage of teachers (27 percent); seconded by Leribe (19 percent) then Berea (14 percent).

The pupil teacher ratio (PTR) was 24 pupils per teacher for the entire country and it ranged from 21 to 26 across the districts. In addition, the qualified pupil-teacher ratio (QPTR) was 26 pupils per teacher for the whole country. Leribe and Qacha's Nek had the lowest QPTRs estimated at 24 children per teacher each; this means that there were many qualified teachers compared to enrolment in this districts. Thaba Tseka had the least 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, 2016**

District	Enrolment			Teachers			Qualified			Unqualified			PTR	QPTR
	M	F	Total	M	F	Total	M	F	Total	M	F	Total		
Botha-Bothe	4119	5511	9630	209	199	408	196	193	389	13	6	19	23.6	24.8
Leribe	10355	13797	24152	507	549	1056	473	536	1009	34	13	47	22.9	23.9
Berea	7787	9573	17360	295	392	687	259	358	617	36	34	70	25.3	28.1
Maseru	15251	19191	34442	586	833	1419	548	792	1340	38	41	79	24.3	25.7
Mafeteng	6212	7830	14042	265	334	599	246	317	563	19	17	36	23.4	24.9
Mohale's Hoek	3346	4652	7998	150	185	335	138	179	317	12	6	18	23.9	25.2
Quthing	2731	3587	6318	131	114	245	124	111	235	7	3	10	25.8	26.9
Qacha's Nek	1781	2793	4574	90	125	215	79	114	193	11	11	22	21.3	23.7
Mokhotlong	1826	3739	5565	89	124	213	85	122	207	4	2	6	26.1	26.9
Thaba-Tseka	1624	3075	4699	92	92	184	83	88	171	9	4	13	25.5	27.5
Total	55032	73748	128780	2414	2947	5361	2231	2810	5041	183	137	320	24.0	25.5

Table 4.16 shows the distribution of teachers in registered secondary schools by district, school agency and sex. It shows that most of teachers are teaching in registered secondary schools owned by the public (98.1 percent), while those who work in private registered secondary schools constitutes 1.9 percent.

It also shows that a larger proportion of these teachers were in the district of Maseru with 26.5 percent. This was followed by those who were working in Leribe district with 19.7 percent. The lowest proportion of these teachers were in Mokhotlong and Thaba-Tseka with 4.0 and 3.4 percent respectively.

**Table 4.16: Secondary Teachers in Registered Secondary Schools by District, Public-Private and Sex, 2016**

DISTRICT	PUBLIC		PRIVATE		Total
	M	F	M	F	
BUTHA-BUTHE	202	197	7	2	408
LERIBE	498	539	9	10	1056
BEREA	288	385	7	7	687
MASERU	565	801	21	32	1419
MAFETENG	264	329	1	5	599
MOHALES HOEK	150	185	0	0	335
QUTHING	131	114	0	0	245
QACHAS NEK	90	125	0	0	215
MOKHOTLONG	89	124	0	0	213
THABA-TSEKA	92	92	0	0	184
Total	2369	2891	45	56	5361

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

### 4.8.1 Repeaters in Registered Secondary Schools

Table 4.17 below shows the distribution of repeaters in registered secondary schools by districts, ecological zone and sex. There are four ecological zones in Lesotho, and each district has different ecological zone based on its location, but no district has all these four ecological zones.

It shows that most of students who were repeaters in registered secondary schools were attending schools located in the Lowlands with 72.6 percent. This was followed by those who were in the Mountains with 13.1 percent. The lowest were those in the Foothills and Senqu River Valley with 8.4 and 6.0 percent respectively.

**Table 4.17: Repeaters in Registered Secondary Schools by District, Ecological Zone and Sex, 2016**

DISTRICT	LOWLANDS			FOOTHILLS			MOUNTAINS			SRV			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
BUTHA-BUTHE	591	702	1293	120	157	277	0	4	4	0	0	0	1574
LERIBE	1298	1533	2831	148	245	393	47	89	136	0	0	0	3360
BEREA	1067	1130	2197	89	118	207	0	0	0	0	0	0	2404
MASERU	1524	1601	3125	149	293	442	90	145	235	0	0	0	3802
MAFETENG	955	1232	2187	52	93	145	0	0	0	0	0	0	2332
MOHALES HOEK	472	585	1057	0	0	0	5	9	14	111	150	261	1332
QUTHING	0	0	0	0	0	0	33	59	92	254	311	565	657
QACHAS NEK	0	0	0	0	0	0	145	241	386	60	129	189	575
MOKHOTLONG	0	0	0	0	0	0	239	555	794	7	28	35	829
THABA-TSEKA	0	0	0	0	0	0	221	405	626	0	0	0	626
TOTAL	5907	6783	12690	558	906	1464	780	1507	2287	432	618	1050	17491

Table 4.18 shows the distribution of repeaters in registered secondary schools by districts, urban rural residence and sex. It shows that a higher proportion of the repeaters were in Maseru, Leribe and Berea with 21.7, 19.2 and 13.7 percent respectively. The lowest proportions of repeaters were in Quthing, Thaba-Tseka and Qacha's Nek district with 3.7, 3.6 and 3.3 percent respectively.

It further shows that 66.1 percent of repeaters in registered secondary schools were in the rural areas. While 33.9 percent were in the urban area.

**Table 4.18: Repeaters in Registered Secondary Schools by District, Urban-Rural and Sex, 2016**

DISTRICT	URBAN			RURAL			TOTAL
	M	F	Total	M	F	Total	
BUTHA-BUTHE	362	422	784	349	441	790	1574
LERIBE	478	591	1069	1015	1276	2291	3360
BEREA	235	216	451	921	1032	1953	2404
MASERU	924	901	1825	839	1138	1977	3802
MAFETENG	167	252	419	840	1073	1913	2332
MOHALES HOEK	260	254	514	328	490	818	1332
QUTHING	56	96	152	231	274	505	657
QACHAS NEK	116	198	314	89	172	261	575
MOKHOTLONG	19	77	96	227	506	733	829
THABA-TSEKA	102	199	301	119	206	325	626
TOTAL	2719	3206	5925	4958	6608	11566	17491

Table 4.19 shows the distribution of repeaters in registered secondary schools by age, level of education and sex. It shows that a higher proportion of repeaters in secondary schools were in form B with 39.9 percent, while those in form A followed with 23.6 percent.

It further shows that most of these repeaters were in ages 17, 16 and 18 years with 21.9, 19.2 and 17.7 percent respectively.

**Table 4.19: Repeaters in Registered Secondary Schools by Age, Level of Education and Sex, 2016**

AGE	FORM A		FORM B		FORM C		FORM D		FORM E		TOTAL
	M	F	M	F	M	F	M	F	M	F	
<13	4	5	0	0	0	0	0	0	0	0	9
13	68	139	8	18	0	0	0	0	0	0	233
14	227	417	66	140	6	5	0	0	0	0	861
15	412	561	297	698	23	60	12	27	0	0	2090
16	467	533	644	1106	85	222	74	168	16	36	3351
17	399	344	809	1079	234	377	191	374	12	17	3836
18	232	124	664	614	280	388	264	476	22	28	3092
19	76	36	312	218	266	251	294	397	15	34	1899
20	35	15	120	73	180	141	239	258	30	26	1117
21	12	2	58	20	92	39	146	108	17	25	519
22	2	1	13	6	50	14	72	59	15	9	241
23	5	0	4	4	18	6	26	26	4	11	104
24	0	3	4	3	4	2	23	21	7	5	72
>24	1	0	4	3	4	7	9	29	4	6	67
Total	1940	2180	3003	3982	1242	1512	1350	1943	142	197	17491

#### 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 than males who progressed from Form C to Form D from 2010 to 2013 while more males than females progressed from 2014 to 2015. It also reflects that on overall the gap between male and female transition rates was diminishing in the period under review. The table also reveal that the transition rate had dropped to 71.4 in both 2011 and 2012, and further to 70.6 in 2014 however an appreciation of 73.0 was noticed in 2015.

**Table 4.20: Transition Rates from Form C to Form D, 2002 - 2015**

<b>Year</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
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	74.0
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
2014	71.1	70.2	70.6
2015	76.0	70.9	73.0

#### 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 2006 to 2016. It is shown from the table that the percentages for Merit and first classes had been fluctuating with minimal differences during the period under review. Recently, merit pass declined from 1.9 in 2015 to 1.4 percent in 2016 while first class improved from 6.4 in 2015 to 6.5 in 2016. Second Class Passes increased from 48.1 in the previous year to 49.9 percent in 2016 whereas third class passes dropped down since 2014 to 2016. The number of those who failed slightly decreased from 31.5 in 2014 to 31.1 percent in 2016.

**Table 4.21: Junior Certificate Examination Results, 2006-2016**

<b>Indicators</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Candidates	15081	15717	16056	18774	20766	21010	21414	20894	21688	21678	21314
Total passes	9800	11155	11423	12840	14523	14556	14639	14862	14856	14830	14694
Percentage of passes	65.0	71.0	71.1	68.4	70.0	69.3	68.4	71.1	68.5	68.4	68.9
Number of first class with merit	213	159	233	253	333	352	369	379	306	418	288
Merit percentages	1.4	1.0	1.5	1.3	1.6	1.7	1.7	1.8	1.4	1.9	1.4
Number of first class passes	972	906	997	1451	1524	1582	1706	1567	1412	1384	1388
First class percentages	6.4	5.8	6.2	7.7	7.3	7.5	8.0	7.5	6.5	6.4	6.5
Number of second class passes	7155	8257	8370	9364	10656	10679	10285	10596	10490	10425	10641
Second class percentages	47.4	52.5	52.1	49.9	51.3	50.8	48.0	50.7	48.4	48.1	49.9
Number of third class passes	1460	1833	1823	1772	2010	1943	2279	2320	2648	2603	2377
Third class percentages	9.7	11.7	11.4	9.4	9.7	9.2	10.6	11.1	12.2	12	11.2
Number of failures	5281	4562	4633	5934	6243	6454	6775	6032	6832	6848	6620
Percentages of failures	35.0	29.0	28.9	31.6	30.0	30.7	31.6	28.9	31.5	31.5	31.1

#### **4.8.3.2 Lesotho General Certificate in Secondary Education (LGCSE)**

In 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 displays LGCSE/IGSE Examinations results per district in 2016. The table shows that Maseru was top with 4101(29%) students that sad for the examinations and was trailed by Leribe and Berea with 2720(19%) and 1777(13%) respectively. The table further illustrates that most students passed their subjects with symbol D followed by symbol E and C.

**Table 4.22: LGCSE/IGCSE Examination Results, 2016**

<b>DISTRICT</b>	<b>Total Students</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>U</b>	<b>X</b>	<b>Total</b>	<b>A*-G</b>	<b>%</b>	<b>A*-A</b>	<b>%</b>
BUTHA BUTHE	924	28	105	537	1475	1546	1294	1131	609	392	111	7117	6725	94.49	133	1.87
LERIBE	2720	98	483	1841	4122	4230	3889	3104	1698	1072	177	20537	19465	94.78	581	2.83
BEREA	1777	47	229	1032	2607	2946	2738	2059	1144	560	75	13362	12802	95.81	276	2.07
MASERU	4101	186	729	2660	5569	6110	5715	4583	2790	1672	231	30014	28342	94.43	915	3.05
MAFETENG	1494	69	219	916	2413	2485	2291	1612	813	391	127	11209	10818	96.51	288	2.57
MOHALE'S HOEK	839	37	134	583	1299	1274	1166	926	575	401	56	6395	5994	93.73	171	2.67
QUTHING	800	14	70	333	919	1163	1243	1148	754	497	93	6141	5644	91.91	84	1.37
QACHA'S NEK	505	4	27	211	613	770	812	736	429	198	55	3800	3602	94.79	31	0.82
MOKHOTLONG	546	19	65	325	790	762	824	685	368	158	27	3996	3838	96.05	84	2.1
THABA TSEKA	431	4	50	223	525	631	690	574	279	134	24	3110	2976	95.69	54	1.74
<b>Total</b>	<b>14137</b>	<b>506</b>	<b>2111</b>	<b>8661</b>	<b>20332</b>	<b>21917</b>	<b>20662</b>	<b>16558</b>	<b>9459</b>	<b>5475</b>	<b>976</b>	<b>105681</b>	<b>100206</b>	<b>94.82</b>	<b>2617</b>	<b>2.48</b>

## Chapter 5: Technical and Vocational Education Training

### 5.0 Introduction

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

### 5.1 Enrolment

Table 5.1 reveals enrolment in registered technical and vocational schools by age and sex. It can be seen from the table that enrolment in 2016 increased to 4584 as compared to 2015 where it was recorded as 4410. There were more female learners with 2646(57.7 percent) and their male counterparts accounted for 1938(42.3 percent). Age comparison depicts that although there were more learners aged 23 with 723(15.8 percent), on average most learners at this level were aged between 18 and 25 years.

**Table 5.1: Enrolment in Registered Technical and Vocational Schools by Age and Sex, 2016**

Age	M	F	Total
<14	3	3	6
14	3	0	3
15	3	3	6
16	14	16	30
17	26	53	79
18	94	323	417
19	209	200	409
20	205	325	530
21	154	188	342
22	137	218	355
23	222	501	723
24	141	283	424
25	205	257	462
26	116	104	220
>26	406	172	578
Total	1938	2646	4584

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 Percent	Number of Institutions	Total Percent
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
<b>Total</b>		<b>1,946</b>	<b>2,277</b>	<b>4,223</b>	<b>100</b>	<b>25</b>	<b>100</b>

Table 5.3 displays enrolment in registered technical and vocational schools by district, agency and sex for the year 2016. Unlike in ECCD, primary and secondary school levels, Technical and Vocational schools are not scattered all over the districts within the country as they are in only seven districts. It can be observed from the table that majority of learners were in the districts of Maseru amounting to 2628(57.3) tracked by Leribe and Mohale's Hoek that were represented by 959(20.9) and 484(10.6) respectively. It was also observed that the larger portion of students 1780(38.8 percent) were enrolled in private institutions while 1142(24.9 percent) and 1121(24.5 percent) were enrolled in RCM and government institutions respectively.

**Table 5.3: Enrolment in Registered Technical and Vocational Schools by District, Agency and Sex, 2016**

DISTRICT	GOVMENT		COMM		LEC		RCM		ACL		PRIVATE		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
LERIBE	151	198	0	0	0	0	261	138	11	107	33	60	959
BEREA	0	0	3	18	0	0	0	0	0	0	0	0	21
MASERU	144	441	15	38	0	0	206	97	0	0	684	1003	2628
MOHALES HOEK	0	0	28	16	0	0	46	394	0	0	0	0	484
QUTHING	0	0	0	0	214	39	0	0	0	0	0	0	253
MOKHOTLONG	0	0	0	0	8	44	0	0	0	0	0	0	52
THABA-TSEKA	134	53	0	0	0	0	0	0	0	0	0	0	187
<b>Total</b>	<b>429</b>	<b>692</b>	<b>46</b>	<b>72</b>	<b>222</b>	<b>83</b>	<b>513</b>	<b>629</b>	<b>11</b>	<b>107</b>	<b>717</b>	<b>1063</b>	<b>4584</b>

Table 5.4 shows repeaters in registered technical and vocational schools by district and sex for the year 2016. Out of the total enrolment in this level of education, repeaters constituted 508(11.1 percent) out of whom 275(54.1 percent) were males and 233(45.9 percent) were females. Comparison by agency demonstrates that majority of repeaters were in RCM institutions with 356(70.1 percent) trailed by private with 137(27.0 percent) and lastly LEC institutions with 15(3.0 percent). Maseru had the highest percentage of repeaters which was 84.6 and was followed by Mohale's Hoek with 10.4 percent.

**Table 5.4: Repeaters in Registered Technical and Vocational Schools by District and sex, 2016**

District	LEC		RCM		PRIVATE		Total
	M	F	M	F	M	F	
LERIBE	0	0	0	0	4	6	10
MASERU	0	0	206	97	48	79	430
MOHALES HOEK	0	0	4	49	0	0	53
QUTHING	12	0	0	0	0	0	12
MOKHOTLONG	1	2	0	0	0	0	3
<b>Total</b>	13	2	210	146	52	85	508

Table 5.5 demonstrates the number of students who left school in technical and vocational institutions by district, agency and sex for the year 2016. The table reflects that out of the total enrolment of 4584 students, 778(16.9 percent) of students dropped out in this level of education. Distribution by district shows that Maseru was leading with 707(90.9 percent) number of drop outs; this number was followed by that of Leribe which was 41(5.3 percent) while Mohale’s Hoek had 18(2.3 percent) as number of students who left school.

The table further illustrates that 604(77.6 percent) students who left school were from Government institutions. That was followed by 93(12.0 percent) that were from private institutions then 61(7.8 percent) students that were from RCM institutions. Comparison by sex showed an uneven distribution in favour of females constituting a higher percentage of 72.9.

**Table 5.5: Students Who Left School in Technical and Vocational Institutions by District, Agency and Sex, 2016**

DISTRICT	GOVMENT		COMM		LEC		RCM		PRIVATE		Total
	M	F	M	F	M	F	M	F	M	F	
LERIBE	10	9	0	0	0	0	0	12	4	6	41
BEREA	0	0	3	2	0	0	0	0	0	0	5
MASERU	144	441	4	2	0	0	11	22	32	51	707
MOHALES HOEK	0	0	0	2	0	0	1	15	0	0	18
MOKHOTLONG	0	0	0	0	2	5	0	0	0	0	7
Total	154	450	7	6	2	5	12	49	36	57	778

Table 5.6 presents the number and percentage of students that dropped out of Technical and Vocational institutions by major reason for dropping out and sex. It is observed from the table that a total of 778 students were reported to have left school in 2016. Out of the total number that left school, the highest proportion 647(83.2 percent) dropped out because they were seeking employment while 33(4.2 percent) had no funds and the other 25(3.2 percent) left because of pregnancy.

**Table 5.6: Students Who Left School in Registered Technical and Vocational Schools by Reason and Sex, 2016**

<b>Major Reasons for Leaving</b>	<b>M</b>	<b>F</b>	<b>Total</b>	<b>%</b>
Death	4	9	13	1.7
Dismissed	0	2	2	0.3
Don't like schooling	5	8	13	1.7
Illness	6	10	16	2.1
Herding	1	0	1	0.1
Looking after the sick/old/children	0	2	2	0.3
Marriage	1	15	16	2.1
No founds	12	21	33	4.2
No guardian	1	1	2	0.3
Pregnancy	0	25	25	3.2
Seek Employment	180	467	647	83.2
Transfer	1	0	1	0.1
Other	0	7	7	0.9
<b>Total</b>	<b>211</b>	<b>567</b>	<b>778</b>	<b>100.0</b>

## 5.2 Teaching Staff

Table 5.7 displays teachers in technical and vocational institutions by district, agency and sex for the year 2016. The number of teachers in TVET institutions decreased from 220 in 2014 to 215 in 2015; and further to 198 in 2016. As majority of the students and institutions were in Maseru, the number of teachers at this level also followed the same trend as 70(35.4 percent) was highest for teachers in Maseru. Mohale's Hoek and Leribe had 43(21.7 percent) and 42(21.2 percent) respectively; as depicted in the table. Disaggregation of teachers by agency indicated that majority of teachers were in RCM with 77(38.9 percent) seconded by Private with 50(25.3 percent) while the least was ACL with 10(5.1 percent).

**Table 5.7: Teachers in Registered Technical and Vocational Schools by District, Agency and Sex, 2016**

<b>DISTRICT</b>	<b>GOVERNMENT</b>		<b>COMM</b>		<b>LEC</b>		<b>RCM</b>		<b>ACL</b>		<b>PRIVATE</b>		<b>Total</b>	<b>%</b>
	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>		
LERIBE	1	1	0	0	0	0	15	10	2	8	2	3	42	21.2
BEREA	0	0	4	1	0	0	0	0	0	0	0	0	5	2.5
MASERU	2	3	4	3	0	0	7	6	0	0	26	19	70	35.4
MOHALES HOEK	0	0	3	1	0	0	8	31	0	0	0	0	43	21.7
QUTHING	0	0	0	0	17	2	0	0	0	0	0	0	19	9.6
MOKHOTLONG	0	0	0	0	2	2	0	0	0	0	0	0	4	2.0
THABA-TSEKA	12	3	0	0	0	0	0	0	0	0	0	0	15	7.6
<b>Total</b>	<b>15</b>	<b>7</b>	<b>11</b>	<b>5</b>	<b>19</b>	<b>4</b>	<b>30</b>	<b>47</b>	<b>2</b>	<b>8</b>	<b>28</b>	<b>22</b>	<b>198</b>	<b>100.0</b>

Table 5.8 reflects teachers in registered technical and vocational schools by teacher's rank in 2016. It is shown that out of 198 teachers in 2016, 105(53 percent) were males while 93(47 percent) were females. The table further shows that teachers were largely populated in the lower rank of Teacher Assistant 71(35.9 percent) and assistant specialist Teacher 38(19.2 percent) and that the percentages diminished towards the upper ranks.

**Table 5.8: Teachers in Registered Technical and Vocational Schools by Teacher's Rank and Sex, 2016**

<b>TEACHER'S RANK</b>	<b>M</b>	<b>F</b>	<b>Total</b>
Assistant Specialist Teacher	30	8	38
Associate Teacher	4	7	11
Senior Specialist Teacher	2	1	3
Senior Teacher	13	24	37
Specialist Teacher	8	6	14
Teacher	10	14	24
Teacher Assistant	38	33	71
<b>Total</b>	<b>105</b>	<b>93</b>	<b>198</b>

## **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 4 are private institutions namely, Limkokwing, Paray School of Nursing, Maluti Adventist College (MAN), Scott Hospital School of Nursing (Scott ) Roma School of Nursing (RSN);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).

### **3.3 New Entrants**

Information was collected on the number of students admitted at institutions between 2011/12 and 2013/14<sup>1</sup>. These included only new students who accepted their admission and were considered as “new entrants into tertiary”, irrespective of whether they entered at the beginning or advanced stage of the programme. In 2012, a total of 13, 739 students sat for secondary school leaving examinations out of which 7,616 (55.4%)

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<sup>1</sup> No information was collected on new entrants in 2010/11

passed. Not all students who qualified for admission to tertiary institutions were admitted. This was due to the limited number of places available, coupled with the NMDS quota for students to be sponsored that is usually given to HEIs at the beginning of every year. The quota system was introduced by NMDS in 2010 due to the increase in the fees of institutions and increasing demand for sponsorships.

In 2013/14, the number of new entrants to institutions was estimated at 6086 with 58.5 percent females and 41.5 percent males (see Table 2). The majority were enrolled at in the four (4) largest institutions, namely: NUL, LCE, LUCT and LP with proportions of 25.6 percent, 20.4 percent, 16.7 percent and 13.1 percent respectively.

**Table 2: Admissions/New Entrants by Institution: 2011/12 – 2013/14**

Institution	2011/12			2012/13			2013/14		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>NUL</b>	1423	1087	2510	727	1079	1806	622	933	1555
<b>IDM</b>	78	110	188	55	57	112	83	158	241
<b>RCN</b>	5	16	21	14	39	53	9	30	39
<b>SSN</b>	7	17	24	13	51	64	15	81	96
<b>PSN</b>	0	21	21	14	50	64	14	39	53
<b>MAC</b>	7	26	33	17	46	63	9	57	66
<b>LUCT</b>	567	630	1197	464	498	962	498	518	1016
<b>LCE</b>	269	779	1048	306	532	838	397	847	1244
<b>LAC</b>	59	59	118	80	63	143	90	76	166
<b>LP</b>	878	352	1230	580	272	852	494	301	795
<b>NHTC</b>	72	234	306	71	215	286	45	149	194
<b>CAS</b>	203	284	487	201	297	498	215	256	471
<b>LIPAM</b>	52	144	196	48	149	197	36	114	150
<b>Total</b>	3620	3759	7379	2590	3348	5938	2527	3559	6086
<b>% Total</b>	49.1	50.9	100.0	43.6	56.4	100.0	41.5	58.5	100.0
<b>% Change</b>	-	-	-	-28.5	-10.9	-19.5	-2.4	6.3	2.5

It is shown in Table 2 that the number new entrants at tertiary institutions declined by 19.5 percent from 2011/12 to 2012/13. An overall improvement of 2.5 percent was observed in 2013/14. This was particularly due to increased number of new entrants in six (6) of the institutions, namely Institute of Development Management (IDM), Scott School of Nursing (SSN),

Maluti Adventist College (MAC), LUCT, LCE and LAC. An improvement in the admission of new entrants was largely observed among female students with an increase of 6.3 percent from 2012/13 to 2013/14.

### **3.4 Admission rates at Tertiary institutions**

In order to check the absorptive capacity of institutions, the admission rates were calculated. It measures the number of students admitted at tertiary institutions relative to the number of applications received. However, due to unavailability of data on admissions for other years, admission rates were only calculated for 2012/13 and 2013/14. According to the available data, the number of applications received by HEIs far exceeded the number of students admitted at HEIs in Lesotho. This is confirmed by the lower admission rates as presented in Table 3. The overall admission rates for both years averaged 29.9 percent. In 2013/14, admission rates were lower than 50 percent in all the institutions. CAS was the only exception with 68.2 percent. It was followed by IDM and NUL with 49.6 percent and 46.2 percent respectively. In 2012/13, NUL and CAS had admission rates of 81.9 percent and 54.8 percent respectively. NUL admission rates were higher during that period due to a special arrangement made with Government through NMDS for additional students to be financed. This was due to the fact that NUL admitted more students and therefore a decision had to be made by Government for additional funding for sponsorship.

**Table 3: Admission Rates by Institution: 2012/13 – 2013/14**

Institutions	2012/2013			2013/2014		
	Applicants	Admissions	Admission rates	Applicants	Admissions	Admission rates
<b>NHTC</b>	5515	286	5.2	2360	194	8.2
<b>LCE</b>	5087	838	16.5	4331	1244	28.7
<b>MAC</b>	149	63	42.3	160	66	41.3
<b>PSN</b>	400	64	16.0	383	53	13.8
<b>RCN</b>	180	53	29.4	633	39	6.2
<b>NUL</b>	2206	1806	81.9	3363	1555	46.2
<b>SSN</b>	-	64	-	350	96	27.4
<b>IDM</b>	478	112	23.4	486	241	49.6
<b>LUCT</b>	2007	962	47.9	2560	1016	39.7
<b>LAC</b>	1014	143	14.1	999	166	16.6

<b>CAS</b>	908	498	54.8	691	471	68.2
<b>LP</b>	2814	852	30.3	2044	795	38.9
<b>LIPAM</b>	772	197	25.5	617	150	24.3
<b>Total</b>	21530	5938	27.6	18977	6086	32.1

### **3.5 Enrolments at Tertiary Institutions**

#### **6.2 Enrolment by Type of Institution**

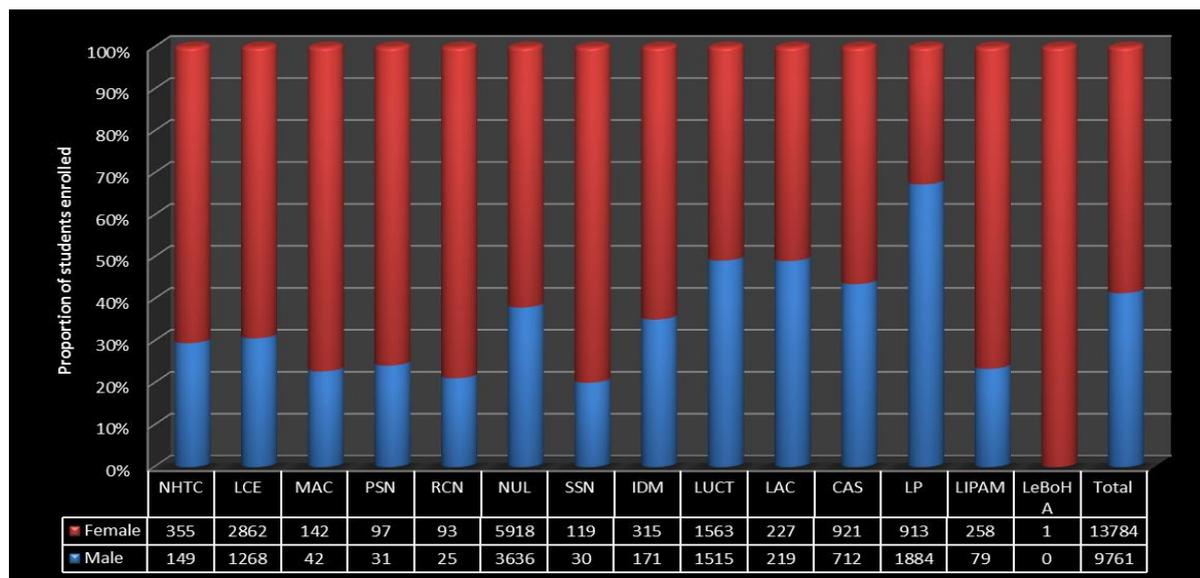
A total of 24,073 students were enrolled at HEIs in Lesotho in the academic year 2012/2013. Out of this number 58.6 percent were females while a 41.4 percent were males. According to the table majority of the students in this level of education, majority were in public institutions such as NUL, LUCT,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

Admission rates into these institutions were low and therefore, the number of new entrants has declined. The total number of students enrolled in all HEIs in 2013/14 was 23,545. This was a decline from 26,580 in 2010/11, 25,507 in 2011/12, 24073 in 2012/13 and 23,545 in 2013/14. The National University of Lesotho (NUL) has been the largest in terms of its enrolments. Enrolments by programme across all institutions indicate that most students were studying towards diploma qualifications followed by those in bachelor's degree programmes. There were 11,535 diploma students and 10,073 degree students in 2013/14. Of great concern is the fact that there are very few postgraduate programmes and students at both master's and doctoral levels. Lesotho's Gross Enrolment Ratios (GERs) between 2010 and 2014 declined from 12.4 percent to 11 percent. In comparison to the Sub-Saharan Africa, Lesotho's ratios were higher. However, compared to Botswana and Mauritius which had 27.5 percent and 38.7 percent respectively in 2014, Lesotho is much lower.

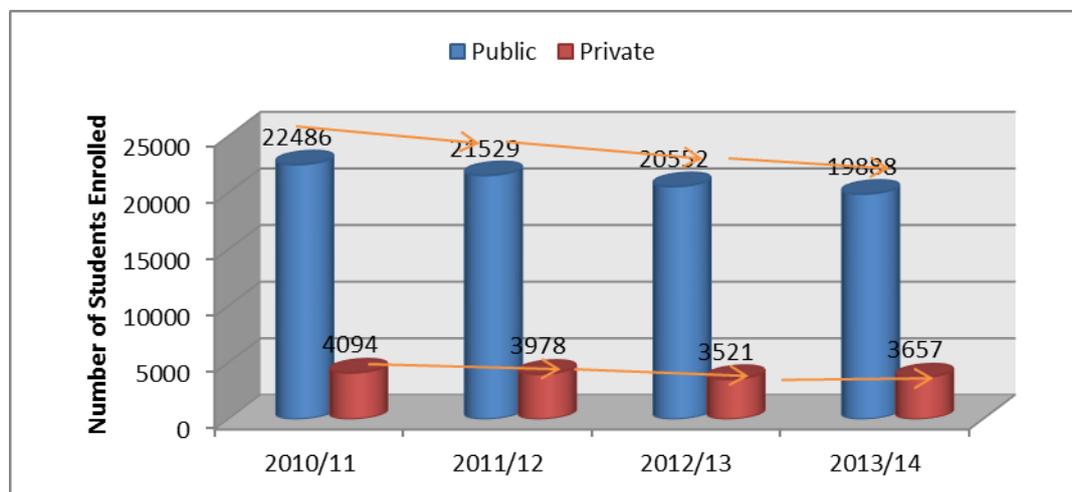
The number of students pursuing tertiary education in Lesotho was estimated at 23,545 in 2013/14, 58.5 percent were females whereas 41.5 percent were males. Similar to the previous years, NUL, LCE, LUCT and LP had the largest number of students enrolled (see Figure 3). More than 80 percent of the students were enrolled in public institutions, mostly NUL, LCE

and LP, as has been the trend since 2010/11. Private institutions enrolled less than 20 percent of the students throughout the years as presented in Figure 4.

**Figure 3: Enrolment by Institution and Gender for 2013/14**



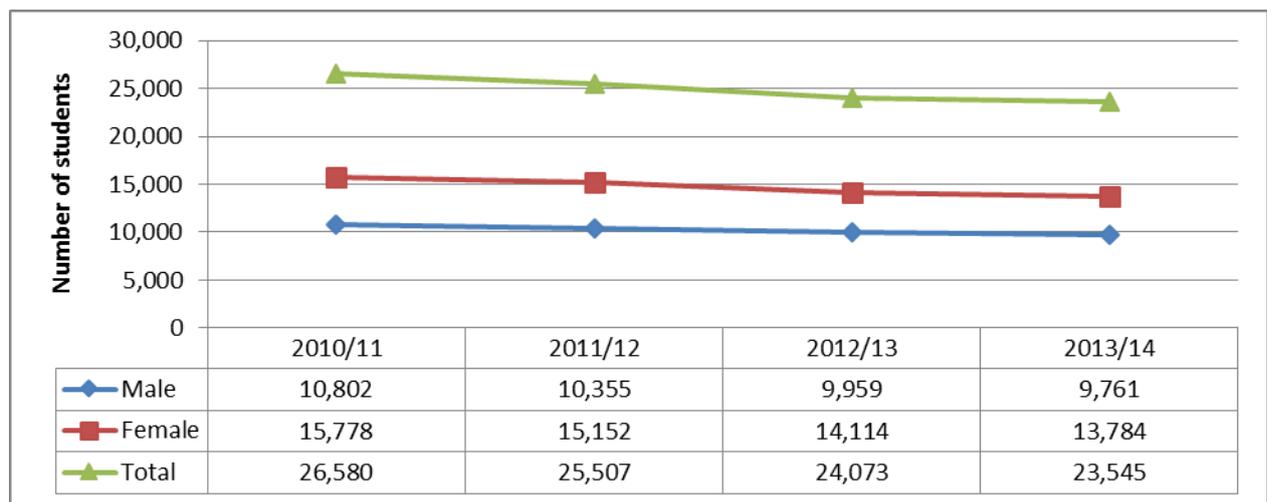
**Figure 4: Enrolment Trends by Type of Institution**



It is hoped that with the establishment of new private institutions, more spaces will be created, hence improving access to HE.

Figure 5 also illustrates the enrolment trends between 2010/11 and 2013/14. It is evident that enrolments continued to decline since 2010/11 when CHE started collecting data from the HEIs. For instance, the 2013/14 enrolment was lower than the number enrolled in the previous year (2012/13) by 2.2 percent. The decline is in spite of the high demand for higher education. Further investigation is necessary to determine reasons for the declining trends.

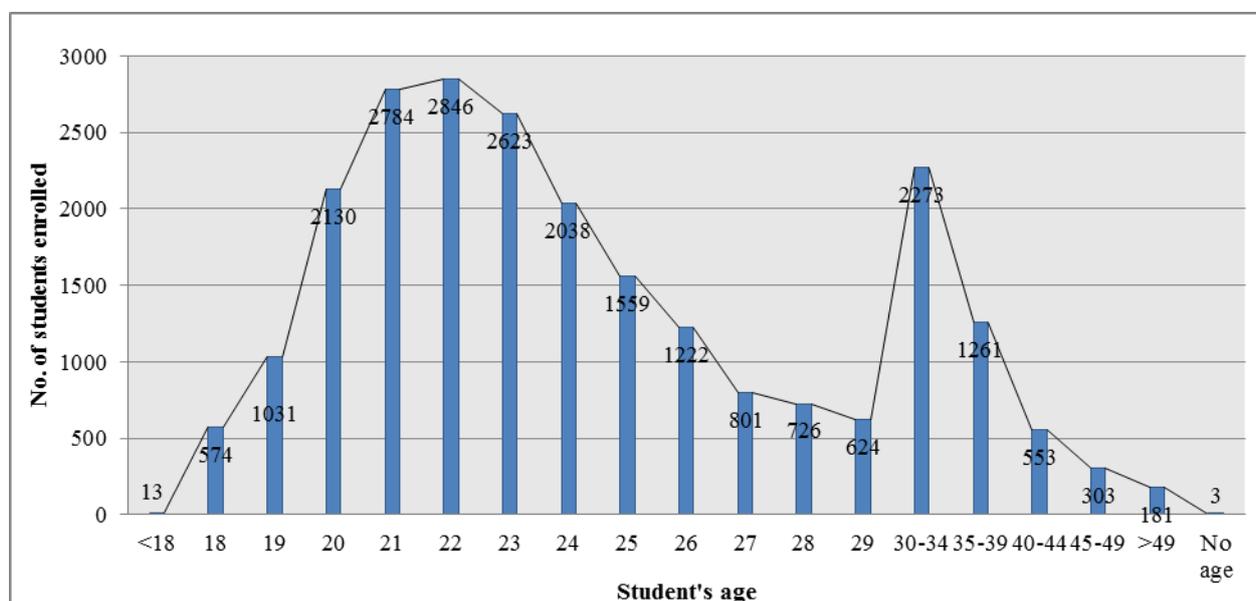
**Figure 5: Enrolments by Gender: 2010/11 to 2013/14**



### 3.6 Enrolment by age

As revealed from the previous reports, most students enter HE between the ages of 20 - 25 years and 30-34 years. This was also the case in 2013/14 as these age groups constituted 59.7 percent and 9.7 percent respectively (see Figure 6). More than half (52.4%) of the 30-34 year olds were enrolled at NUL followed by LCE with 28.1 percent, understandably so as they offered adult part-time programmes. The proportion of LCE and NUL students in part-time undergraduate programmes at this age stood at a high figure of 53.7 percent, but lower as opposed to the 2011/12 figure of 69 percent. The rest were in post graduate and undergraduate full time programmes.

**Figure 6: Enrolment by age for 2013/14**



Trends in enrolments by age were also looked into. Data points for only two years were considered due to differing age groups that were used for other years. Despite the declining trends in enrolments over the years, more and more younger students were enrolled in higher education from 2012/13 to 2013/14. This is evident from Table 5, which shows that the number of students aged 18, 20 - 23 and 25-26 years increased, though by small margins ranging between 0.1 percent and 10.4 percent.

**Table 5: Enrolment by Age: 2012/13 - 2013/14**

Age	2012/13	2013/14	% change
<18	37	13	-64.9
18	520	574	10.4
19	1220	1031	-15.5
20	2081	2130	2.4
21	2609	2784	6.7
22	2764	2846	3.0
23	2526	2623	3.8
24	2091	2038	-2.5
25	1558	1559	0.1
26	1112	1222	9.9
27	930	801	-13.9
28	780	726	-6.9
29	661	624	-5.6
30-34	2428	2273	-6.4
35-39	1438	1261	-12.3
40-44	667	553	-17.1
45-49	390	303	-22.3

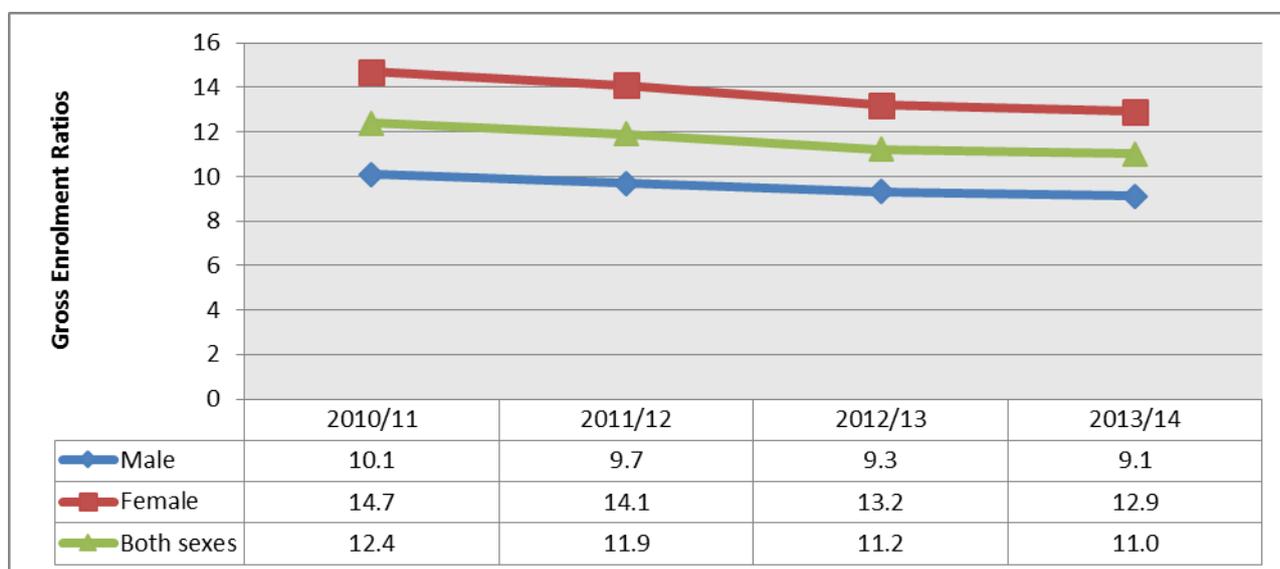
>49	261	181	-30.7
No age	-	3	-
	24073	23545	-2.2

Out of a projected total population of 1,9 million in Lesotho in 2014<sup>2</sup>, a total of 23,545 students were enrolled. This represented 1.2 percent of the population. However, the international standards calculate participation rates of youths by comparing the total number of students aged 18-25 enrolled in higher education institutions relative to the population of youth aged 18-25. The rate was estimated at 4.6 percent of the population of youth in that age group. The rate was still low compared to the total population of the youth. On the other hand, the participation rate of adult students from ages 26- 50 years enrolled in higher education institutions was much lower as it was estimated at 1.5 percent of the population in that age group.

Another indicator that the report has to track relates to participation rates at HEIs measured using the gross enrolment ratio. This refers to the total enrolment in tertiary education, regardless of age, expressed as a percentage of the total population aged between 18 and 22 years following on from secondary school leaving. The ratio was estimated at 11.0 percent for 2013/14. Contrary to other Sub-Saharan countries such as Mozambique (GERs 5.0% females, 7.0% males), Zimbabwe (5.4% females, 6.3% males), Ethiopia (3.7% females, 8.8% males) and Tanzania (2.5% females, 4.9% males), with lower participation rates of women, women in Lesotho are more advantaged in terms of participation in higher education. This is confirmed by the GER of 12.9 percent for females compared to 9.1 percent for males. The GER has been declining since the beginning of the review period as confirmed by (see Figure 7). This is commensurate with the declining trends in enrolments observed in Section 3.5.

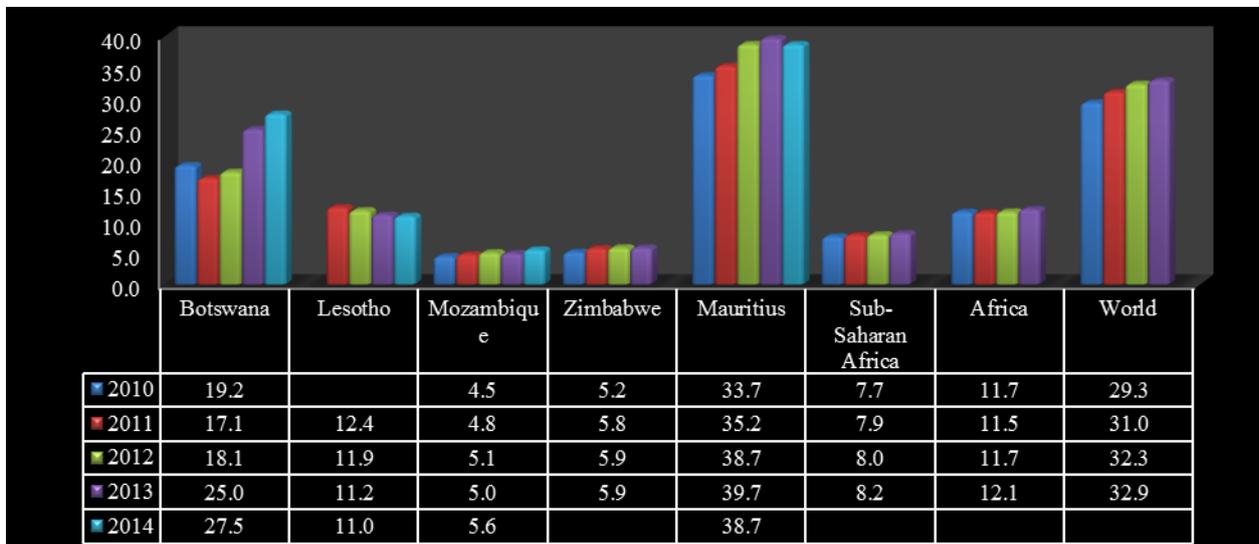
### **Figure 7: Gross Enrolment Ratios: 2010/11 - 2013/14**

<sup>2</sup> Bureau of Statistics



When compared with the rest of the world, Figure 8 shows that Lesotho's GERs over the years have been higher (although declining) than that of Sub-Saharan Africa as was also revealed by the previous State of HE Report. They ranged from 12.4 percent to 11.0 percent between 2010 and 2014 while Sub-Saharan Africa had 7.6 percent to 8.2 percent during that period. However, compared to countries such as Botswana 27.5 percent in 2014 and Mauritius 38.7 percent, Lesotho's GERs are lower. They were however, very close to GERs for the African continent averages which ranged between 11.7 percent and 12.1 percent over the same period. However, they were far below the world GERs averaging 32.0 percent. The declining trends in participation levels by the population eligible for higher education in Lesotho remains a challenge that needs to be addressed to ensure that all eligible people are able to access higher education.

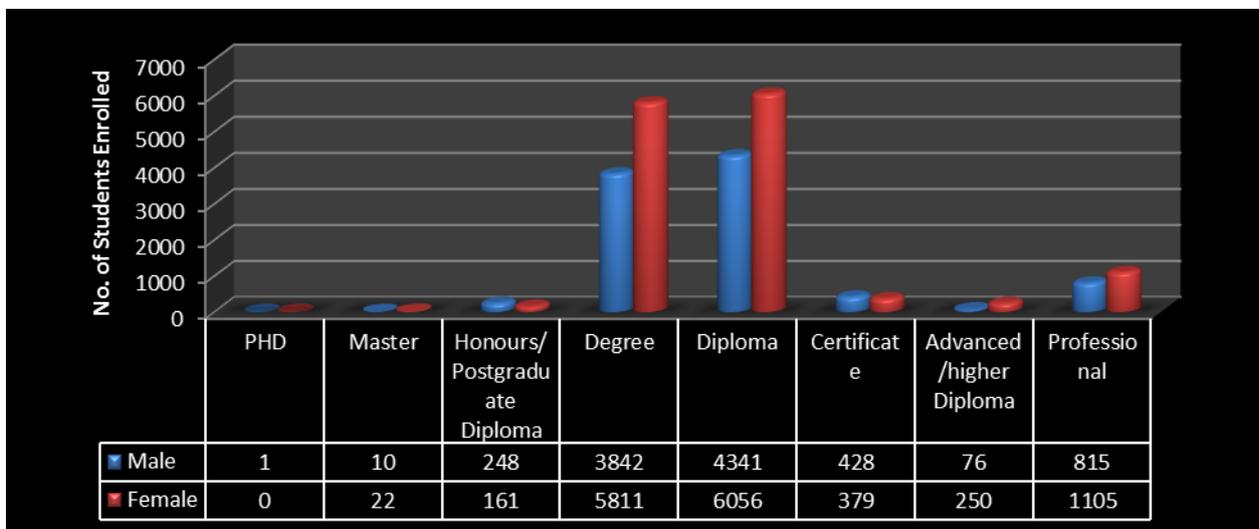
**Figure 8: Tertiary Gross Enrolment Ratios by Country/Region: 2010/11 to 2013/14**



### 3.7 Enrolment by Type of Programme and Qualifications

HEIs in Lesotho offer both undergraduate and post graduate programmes. Most students (90.1%) were enrolled at undergraduate level during 2013/14 as has always been the case in the past. As shown in Figure 9, about half of enrollees (44.2%) were studying towards Diploma qualification followed by degree with 44.7 percent. There were students studying for professional programmes who made up a small proportion of 8.0 percent. These were students studying at CAS and those in procurement and supplies programmes offered by IDM who could not be categorised according to the normal qualifications offered by other institutions as they are not covered by the current qualifications framework. It therefore emphasises the need for revision of the current framework to accommodate such programmes.

**Figure 9: Enrolment by Qualification being studied**



It is worth noting that only 1.8 percent of students were in postgraduate programmes such as honours, masters and PhD. This may be due to the limited number of HEIs offering postgraduate programmes as they were only offered at NUL, CAS and LeBoHA, as presented in Figure 10. It should be noted that only programmes that were running in 2013/14 were included. Also, there were limited options in the number and types of programmes offered in those institutions. This therefore justifies why students go to study outside the country where there are a variety of options.

The implications of not having strong postgraduate programmes in the country are that the country has a weak and limited research base. A closer look at the numbers showed that of the 442 students in postgraduate programmes, 32 were master's degree students and only one was PhD. During the same year, Botswana had 208 PhD students while Mauritius had 280 out of 2442 and 3768 postgraduate students in those countries respectively. This made up 8.5 percent and 7.4 percent of their postgraduate population. The value of having many PhD students is in the fact that they broaden a country's research base and generate new knowledge which leads to innovation and solutions to societal problems, and the fact that postgraduate students tend to assist in teaching and research which provides professors an opportunity of undertake research and mentor young researchers. With this dire shortage at the post graduate research-based programmes, the country is deprived of critical opportunities for growth. Already, Lesotho has a very low research output. It does not have a structure at the national level dedicated to promoting and supporting research, nor does it have consistent and dedicated funding for research. Furthermore, HEIs have low research output and lack physical and human resources as a result of inadequate funding among other things. This does not augur well for the developmental prospects of the country.

**Figure 10: Postgraduate Programmes Offered at HEIs in Lesotho: 2013/14**

CAS	LeBoHA	NUL
<ul style="list-style-type: none"> <li>Chartered Accountancy</li> </ul>	<ul style="list-style-type: none"> <li>Family Medicine Specialty Training Program</li> </ul>	<ul style="list-style-type: none"> <li>Master of Arts in Education</li> <li>Master of Arts in Public Administration</li> <li>Master of Education</li> <li>Master of Education (Adult Education)</li> <li>Master of Science (Economics)</li> <li>Master of Science in Education</li> <li>Master of Science in Sociology</li> <li>PhD in English Language &amp; Linguistics</li> <li>Postgraduate Diploma in Education</li> </ul>

### 3.8 Enrolment by Field of Study

In addition to increasing the number of places available, the higher education policy proposed broadening the range of programme offerings for Basotho who wish to pursue higher education. In 2013/14, there were 138 programmes that were running in institutions. For international comparability, such programmes are categorised according to the United Nations Educational, Scientific and Cultural Organisation (UNESCO) fields of Education as presented in Table 6. It is evident from Table 6 that most programmes offered are in social sciences with 21.0 percent and include accounting programmes, marketing, business related courses, management and others. Engineering and construction followed with 16.7 percent of the total programmes. The other science related programmes account for 24.6 percent and include the nursing programmes offered by SSN, Roma College of Nursing (RCN), MAC, PSN and NHTC categorised as health and welfare programmes, computing, as well as pure sciences.

**Table 6: Fields of Study offered by HEIs in Lesotho**

Fields of Study	Number of Programmes	% Share
Education	18	13.0
Manufacturing and Processing	4	2.9
Computing	9	6.5
Journalism, broadcasting and information	4	2.9
Humanities and Arts	7	5.1
Social Sciences	29	21.0

<b>Sciences</b>	7	5.1
<b>Engineering and Construction</b>	23	16.7
<b>Agriculture</b>	8	5.8
<b>Health and Welfare</b>	18	13.0
<b>Tourism and Services</b>	10	7.2
<b>Law</b>	1	0.7
	138	100.0

The programmes offered by HEIs across the country are supposed to be in line with the country's priority needs. However, a national human resources development policy and plan which are aimed at identifying and addressing the manpower needs of the country have not yet been developed. Most scarce skills are not addressed by programmes offered by the local HEIs as they are specialised fields. Most of the programmes offered locally are at lower levels of diploma and bachelor's degree whereas scarce skills needs are at the higher levels of specialisation. This therefore justifies why some students study in institutions outside the country.

Table 7 presents students by programmes that they were enrolled in during 2013/14. Roughly, 33.7 percent and 30.8 percent were enrolled in social sciences and education-related programmes respectively. Both programmes were dominated by females. Even though there is a need for graduates in science-related fields in the country, the results showed that students in these fields that include computer related programmes, pure sciences and engineering and construction only accounted for 15.7 percent of the student population. These programmes were largely dominated by male students. With the addition of health and welfare programmes in science related fields, the proportion increased to 24.3 percent of the total enrolment.

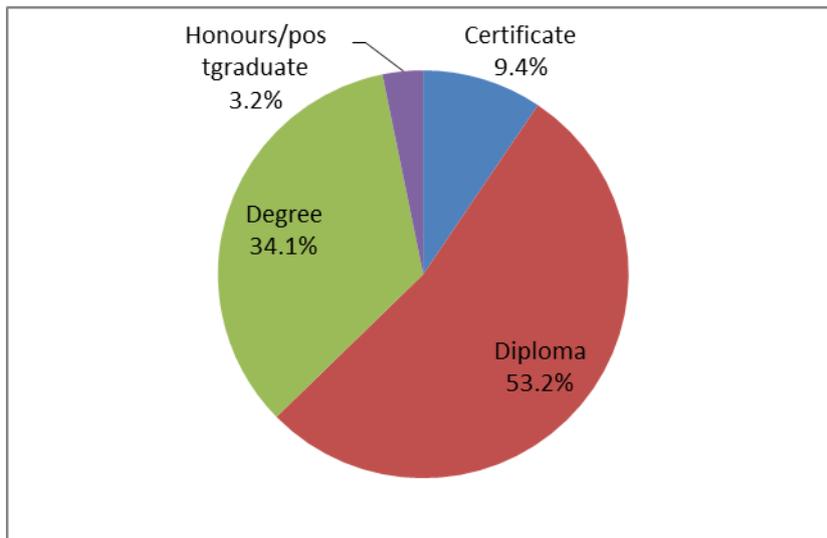
**Table 7: Enrolment by Field of Study: 2013/14**

<b>Fields of Study</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>% Total</b>
<b>Education</b>	2287	4975	7262	30.8
<b>Manufacturing and Processing</b>	51	144	195	0.8
<b>Computing</b>	429	262	691	2.9
<b>Journalism broadcasting and information</b>	155	244	399	1.7
<b>Humanities and Arts</b>	118	127	245	1.0
<b>Social Sciences</b>	3025	4915	7940	33.7
<b>Sciences</b>	356	183	539	2.3
<b>Engineering and Construction</b>	1940	536	2476	10.5

<b>Agriculture</b>	397	245	642	2.7
<b>Health and Welfare</b>	573	1449	2022	8.6
<b>Tourism and Services</b>	310	501	811	3.4
<b>law</b>	120	203	323	1.4
<b>Total</b>	9761	13784	23545	100.0

As shown in Figure 11, students in Science related fields were predominantly enrolled in lower level qualifications as more than half (53.2%) were diploma students followed by degree with 34.1 percent. Not many students were enrolled in higher level qualifications as only 3.2 percent did honours/postgraduate and were mainly in health sciences.

**Figure 11: Proportion of Students in Science Related Fields by Qualification**



### ***3.9 Enrolment of students with disability***

The Higher Education Policy makes reference to some of the international protocols that Lesotho is party to. One such protocol is the United Nations (UN) Convention on the Rights of Persons with Disabilities adopted in 2006. Like other countries, Lesotho has made strides in dealing with issues relating to persons with disability with a civil society organisation, with the LANFOD serving as a platform for them. There is a government department dedicated to social welfare which includes people with disabilities.

This section discusses issues relating to safeguarding the rights of equitable access to HE for people living with disability. It focuses on youth between the ages of 18-30 years as eligible for higher education. The total population of youth with disability was estimated at 3,434 in 2014. A total of 20 students with disability were enrolled in undergraduate programmes at only three institutions, namely: NUL, LCE and LUCT. About 60 percent were males whereas 40 percent were females aged between 20 and age group 30-34 years. They were enrolled in education, science, law, tourism, business management, broadcasting and journalism. Comparing this to the population of students enrolled, they account for 0.08 percent of the students. This is an improvement of 0.04 percent from the previous years where the ratio stood at 0.04 percent. Close to half (40.0%) were visually impaired and a further 35 percent had intellectual disability. The low enrolment may have been attributed to the fact that the key infrastructure within HEIs such as laboratories, libraries, lecture rooms do not generally cater for persons with disabilities. Most teaching and learning physical facilities are not accessible by wheel chair and computers have not been adapted for the blind. Interviews held with LANFOD during the Rapid Assessment revealed a number of barriers for disabled persons to access HE in Lesotho, as presented in Table 8, and suggestions on possible solutions.

#### **4.0 INBOUND AND OUTBOUND MOBILITY OF STUDENTS**

Student mobility between their own countries and foreign countries is an important factor to consider in dealing with higher education. Worldwide, students pursue their studies either within their countries or internationally. Factors which determine student movement internationally include type, level and quality of programmes offered in certain countries; teaching and learning environment; quality of teaching staff and opportunities for research and innovation, among others. Inbound mobility sheds light on where foreign students in a country come from whereas outbound mobility measures students from a specific country studying abroad. The former is encouraged for its economic benefits because international students bring foreign currency. It also has academic and social value. Highly rated institutions have large numbers of foreign students and highly diverse student

populations. The outbound mobility is mostly driven by inadequacies in programme offerings in countries of origin and need for exposure. Lesotho, like other countries, has institutions that have enrolled foreign students. There are Basotho students studying abroad as well.

#### **4.1 Inbound Mobility/Enrolment by Country of Origin**

The SADC Protocol on Education and Training requires that HEIs in the member states reserve at least 5 percent of their admissions to students from other SADC countries<sup>3</sup>. In 2013/14, a total of 23,545 students were enrolled in HEIs in Lesotho, as shown in Table 9. Comparing this to the total population of Lesotho, it makes up roughly 1.2 percent of the population. The results revealed that enrolment of local students occupied the largest share of 99.6 percent. There were only 103 students enrolled from other countries, down from 127 foreign students in 2011/12 and 105 students in 2012/13. This represents only 0.4 percent of the total students enrolled in 2013/14 and is by far below the SADC recommended 5 percent. It is therefore crucial for Lesotho to improve the quality of its HE system so that it can be able to compete and attract a larger share of mobile students and achieve its international obligations like other Sub-Saharan African countries. This includes Botswana and Mauritius which were able to attract a slightly larger share of 988 and 1546 international students, equivalent to 1.6 percent and 3.8 percent of their student population respectively in 2013/14.

**Table 9: Students Enrolled at HEIs in Lesotho by Institution and Country of Origin: 2013/14**

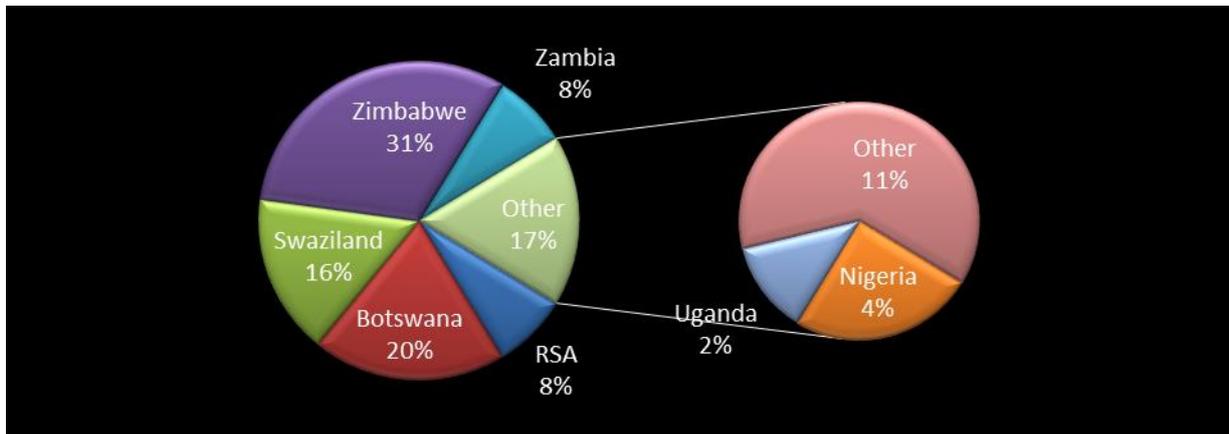
<b>Institution</b>	<b>Lesotho</b>	<b>RSA</b>	<b>Botswana</b>	<b>Swaziland</b>	<b>Zimbabwe</b>	<b>Uganda</b>	<b>Zambia</b>	<b>Nigeria</b>	<b>Other</b>	<b>Total</b>
<b>NUL</b>	9498	4	17	11	10	0	3	3	8	9554
<b>IDM</b>	486	0	0	0	0	0	0	0	0	486
<b>RCN</b>	118	0	0	0	0	0	0	0	0	118
<b>SSN</b>	149	0	0	0	0	0	0	0	0	149
<b>PSN</b>	121	0	0	0	5	0	2	0	0	128
<b>MAC</b>	177	0	0	1	4	0	2	0	0	184
<b>LeBoHA</b>	1	0	0	0	0	0	0	0	0	1
<b>LUCT</b>	3069	2	0	0	5	2	0	0	0	3078
<b>LCE</b>	4128	1	0	0	1	0	0	0	0	4130
<b>LAC</b>	446	0	0	0	0	0	0	0	0	446

<sup>3</sup> 1997 SADC Protocol on Education and Training, Article 7

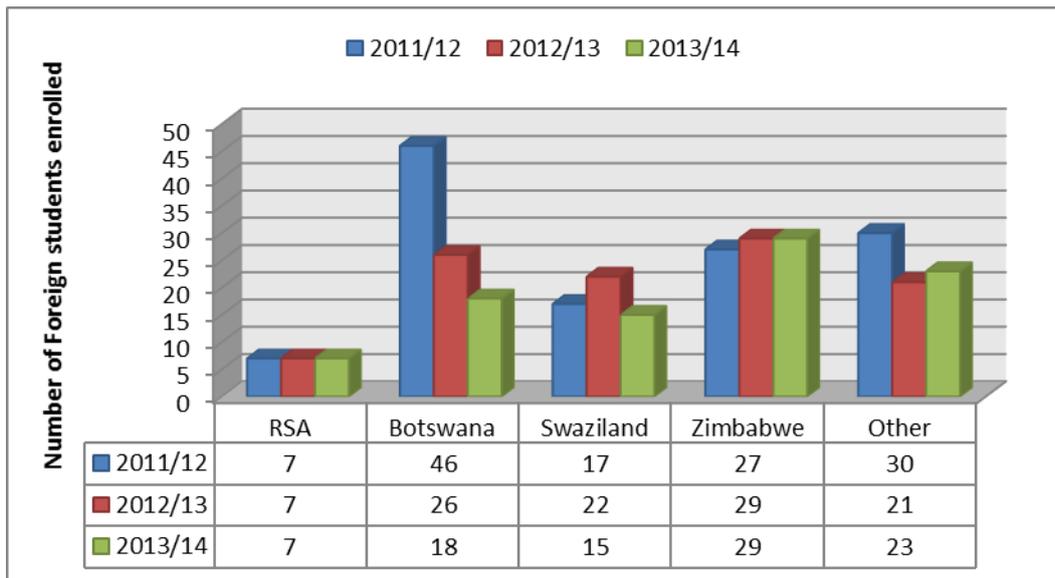
<b>LP</b>	2794	0	0	0	2	0	0	0	1	2797
<b>NHTC</b>	498	0	0	3	2	0	0	0	1	504
<b>CAS</b>	1631	0	1	0	0	0	0	1	0	1633
<b>LIPAM</b>	337	0	0	0	0	0	0	0	0	337
<b>Total</b>	23453	7	18	15	29	2	7	4	10	23545
<b>% Total</b>	99.6	0.0	0.1	0.1	0.1	0.0	0.0	0.0	0.0	100.0

About 98.9 percent of the foreign students come from Sub-Saharan Africa, largely Zimbabwe, Botswana and Swaziland as has been the case in the past as presented in Figures 12 and 13.

**Figure 12: Foreign Students Enrolled at HEIs in Lesotho: 2013/14**



**Figure 13: Number of Foreign Students Enrolled at HEIs in Lesotho: 2011/12-2013/14**

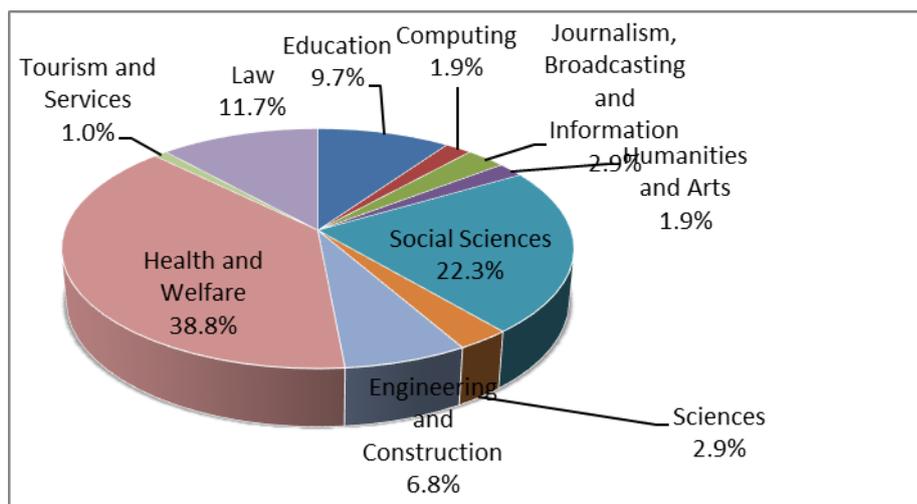


It is shown in Figure 13 that although the majority of students were from the Republic of South Africa (RSA), Botswana, Swaziland and Zimbabwe, the number of students from RSA has remained steady throughout the years. The number of students from Botswana and Swaziland has significantly

declined while the number of students from Zimbabwe has increased and now tops the other countries.

In order to examine what programmes mobile students are attracted to in Lesotho, an analysis was done by the field of study and the results are presented in Figure 14. A larger fraction of 38.8 percent enrolled in health and welfare programmes. This includes nursing and social welfare programmes offered by the four nursing institutions as well as NUL and NHTC. A further 22.3 percent enrolled in social science-related programmes.

**Figure 14: Non-Basotho Students Enrolled at HEIs in Lesotho by Field of Study: 2013/14**



A large international student population is a proxy indicator for good teaching and learning facilities and resources which result in quality programmes offered by higher education institutions in any country. The data shows that the international student population in Lesotho is already very low and is generally on a decline. Evidently, this is not a good sign, for it suggests that people’s perceptions of local higher education, which inform their decisions, are not positive.

#### **4.2 Outbound Mobility/Basotho Students studying abroad**

Similar to other countries, Lesotho has been sending some of its students to study abroad. This is attributed to the fact that, as stated in the HE policy, the HE sub-sector in Lesotho is relatively too small to accommodate all the students eligible for higher education and that some specialised programmes necessary for national development are not offered at local HEIs. This

section sheds light on the number of students studying outside the country, referred to as “outbound mobility”. In 2013, about 264,774 students from Sub-Saharan Africa were enrolled in HEIs outside of their home countries. About 2,912 of them were students from Lesotho studying abroad. The majority (93.5%) studied in Sub-Saharan African universities, mainly South Africa, while the remaining 6.5 percent studied outside Sub-Saharan Africa. This represents an increase of 0.9 percent from the previous year’s figure of 2,887 Basotho students studying abroad. The fact that over 90 percent of the students studies in Sub-Saharan African universities implies that more and more Basotho students prefer to study closer to home. Comparing the number of students studying abroad relative to those enrolled in local HEIs in 2012/13, the result was an outbound mobility ratio<sup>4</sup> of 12.1 percent. The year 2013/14 could not be considered as information was not available.

In order to check which programmes students studying outside the country enrolled in, data on NMDS sponsees and others whose sponsorships were administered by NMDS was used, since NMDS was the only source with detailed information. The programmes that students enrolled in, for both undergraduate and postgraduate programmes, were in specialised fields not offered by HEIs in Lesotho. Table 10 presents the top 10 programmes that students enrolled in other countries other than South Africa. These include countries in Africa and abroad such as Australia, India, United Kingdom (UK), China, Botswana, Tanzania and Zimbabwe (See Annex 1 for details). It should be noted that there were others who enrolled in some programmes offered in Lesotho or not necessarily priority areas. Such students were those who got sponsorships from elsewhere though it had to go through NMDS either because it was a requirement by that particular sponsor or that NMDS had to top it up. Examples include education related programmes, law, and public administration.

A total of 409 students were sponsored through NMDS to study at universities in other countries other than South Africa. Of the top 10 programmes that they enrolled in, the majority of the students enrolled in

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<sup>4</sup> Outbound mobility ratio is the number of students from a given country studying abroad as a percentage of the local tertiary enrolment in that country

Medicine-related programmes accounting for 37.5 percent. Education and engineering related programmes followed with 13.6 percent and 12.9 percent respectively. The available data could not allow the determination of the level of programmes studied by students. More collaboration needs to be forged with NMDS to ensure that data on outbound mobility meets the requirements for tracking the mobility of students.

**Table 10: Top 10 Programmes Pursued by Basotho Students Internationally: 2013/14**

<b>Top 10 Programmes studied internationally</b>	<b>No. of Students</b>	<b>% Students</b>
<b>Medicine related</b>	105	37.5
<b>Education related</b>	38	13.6
<b>Engineering related</b>	36	12.9
<b>Corporate management and accounting related</b>	23	8.2
<b>International Baccalaureate</b>	22	7.9
<b>Computing</b>	16	5.7
<b>Economics related</b>	13	4.6
<b>Administration related</b>	12	4.3
<b>Library studies</b>	9	3.2
<b>Forensic science</b>	6	2.1
<b>Total</b>	280	100.0

In 2014, the majority (897) of the 2912 internationally mobile Basotho students studied in tertiary institutions in South Africa, they constituted 30.8 percent. They studied in a range of programmes aligned with the national priority areas. Table 11 presents the top 10 programmes that most students enrolled in. It was revealed that the majority enrolled in engineering fields, predominantly civil and electrical engineering, which made up 30.3 percent followed by medicine with 19.8 percent.

**Table 11: Top 10 Programmes Pursued by Basotho Students in South Africa: 2013/14**

<b>Top 10 Programmes studied in RSA</b>	<b>No. of Students</b>	<b>% Total</b>
<b>B.Com Actuarial Science</b>	26	7.1
<b>B.Com Hons Human Resource Management</b>	37	10.2
<b>B Psychology</b>	18	4.9

<b>B.Com Investment Management and Banking</b>	20	5.5
<b>BSc Civil Engineering</b>	53	14.6
<b>BSc Electrical Engineering</b>	57	15.7
<b>BSc Geology</b>	30	8.2
<b>Engineering</b>	26	7.1
<b>Medical Microbiology</b>	25	6.9
<b>Medicine</b>	72	19.8
<b>Total</b>	364	100.0

Given the high number of students studying in engineering and medicine both in South Africa and other countries, Government should consider engaging local institutions to offer such programmes at higher levels of specialisation.

### **5.0 SPONSORSHIPS**

The National Human Resources Development Plan has not been developed by the Ministry of Development Planning yet. It is not clear when it will be developed. In the meantime, the NMDS allocates student bursaries to Basotho students studying abroad on the basis of national priority areas as determined by the Ministry of Development Planning. However, bursaries for those studying in local institutions are not allocated on the basis of national priorities. Institutions are given quotas of the number of students to be financed by NMDS. Allocation of students in various areas of study to be financed is done by institutions themselves.

Financing of students at higher education institutions is a critical component for increasing access for Basotho. According to the HE Policy, limited bursaries or loans are some of the barriers to access higher education in Lesotho. This is confirmed by the fact that not all students are sponsored. There are different financiers of students as presented in Figure 15. It is clear that Government is the main sponsor as 70.5 percent of students were financed through NMDS. Such financial assistance is awarded on the basis of academic merit alone, without considering the financial circumstances of applicants or their families.

The problem with this approach is that the state supports even students whose parents can afford to pay for higher education and in the process

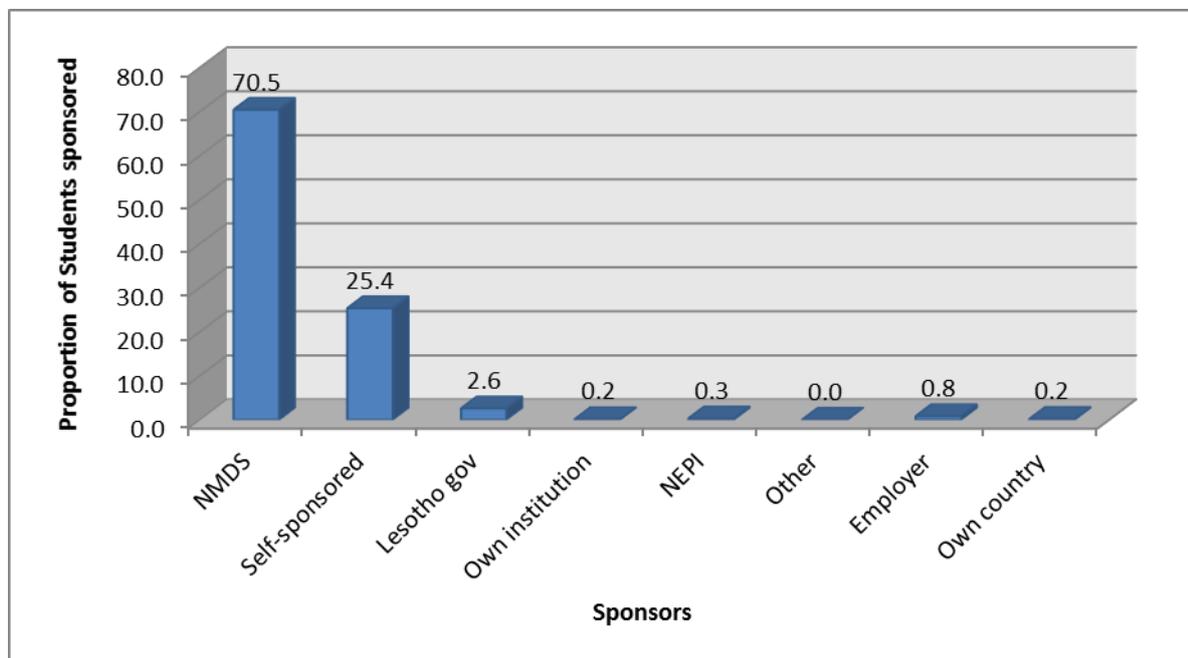
denies access to those qualifying students who cannot afford to pay. The Ministry of Education and Training undertook a 'Review of Financing Tertiary Education in Lesotho' in 2010 supported by the World Bank. The review revealed that 85 percent of tertiary students come from families in the highest two income quartiles. The reason for the low intake from the poorest families lies in the secondary sector and the scale of absolute poverty, which is estimated to range from 36 percent to 47 percent of households in rural areas. It costs parents money to send their children to secondary schools and as a result only 2 percent of boys and 8 percent of girls from the poorest income quintile participate, compared with 38 percent and 55 percent respectively in the richest quartile.<sup>5</sup> Thus, the potential numbers of poor children able to enter tertiary education would always be small. Since NMDS loans are currently available to all regardless of income, students from the rich quintiles are receiving loans that they do not need. Were NMDS funds to be restricted to ensure that only the genuinely needy students entered higher education, the funding needed would be reduced (J. Fielden 2010).

NMDS has plans to introduce means testing in order to ensure that state support is geared towards the most needy students while those who can afford to pay do pay for themselves. This will take time to be realised because it has to be preceded by the review of NMDS policies and the law regulating student financial support which has not started yet. In the meantime, access to higher education by needy students will remain limited.

### **Figure 15: Students at Higher Education Institutions by Sponsor**

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<sup>5</sup> Source: World Bank



A further 2.6 percent were students from IDM and CAS financed by Lesotho Government through the Ministry of Finance. They are government employees in public finance management and procurement enrolled in Chartered Institute of Public Finance and Accountancy (CIPFA) and Chartered Institute for Purchasing and Supply (CIPS) programmes as part of their capacity building in those areas. The second largest group is those who are self-sponsored constituting 25.4 percent. They were largely studying at NUL, LCE, LP, LIPAM and IDM. The remaining proportion are other sponsors financing below 3 percent of the students and they include own institution, the Nursing Education Partnership Initiative (NEPI), employer, own country, Union of Mineworkers, Capernaum Trust and donor funding. Analysis could not be done by programmes sponsored due to gaps in data provided by HEIs.

## **6.0 GRADUATES AT HIGHER EDUCATION INSTITUTIONS**

One way of checking achievements of institutions is to measure the number of graduates produced by institutions. Information was therefore collected on students who registered for end of programme examinations. About 6,826 students registered for end of programme examinations. The number of students who graduated made up a larger share of 82.1 percent of the total that registered. The pass rates were above 80 percent for most institutions with the exception of IDM and CAS with rates at 40 percent or

lower (See Figure 16). The remaining 17.9 percent did not succeed either because they failed (16.6%), withdrew (0.5%) or did not complete all the requirements for one to graduate (0.9%). The highest failure rate was observed at CAS and this was also the case in 2012/13. NUL and IDM followed with 16.7 percent and 16.5 percent respectively. However, on a positive note, all the nursing institutions and LAC hardly had any failures. Further research would be necessary to look deeper into the factors around the failure rates in some institutions and the high pass rates in others.

**Figure 16: Completion Rates by Institutions: 2013/14**

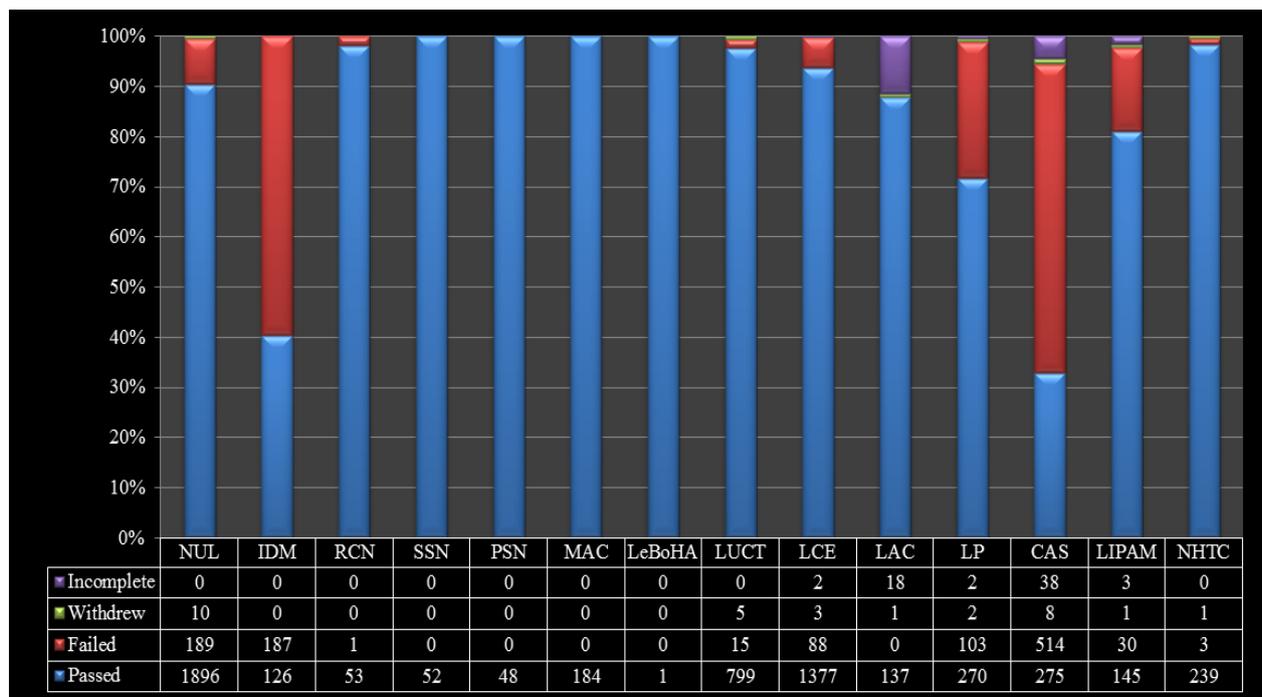
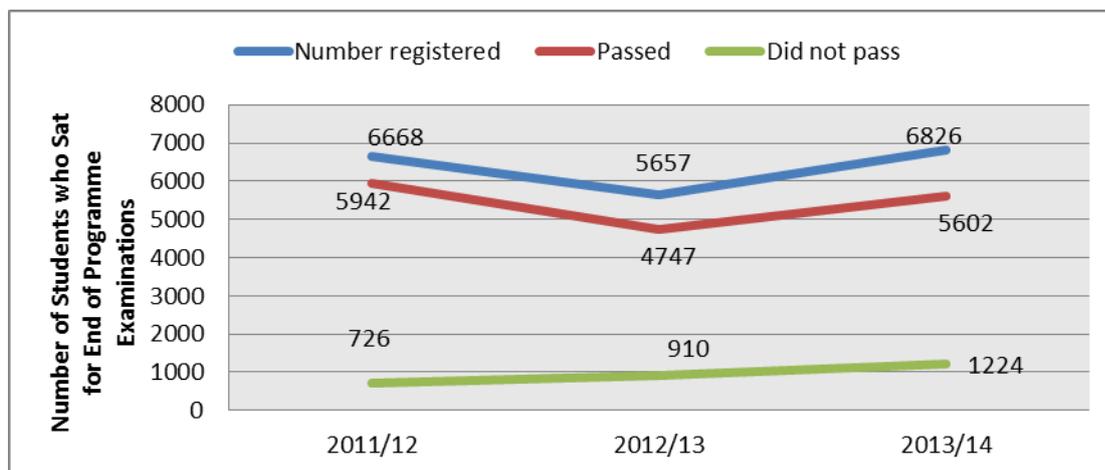


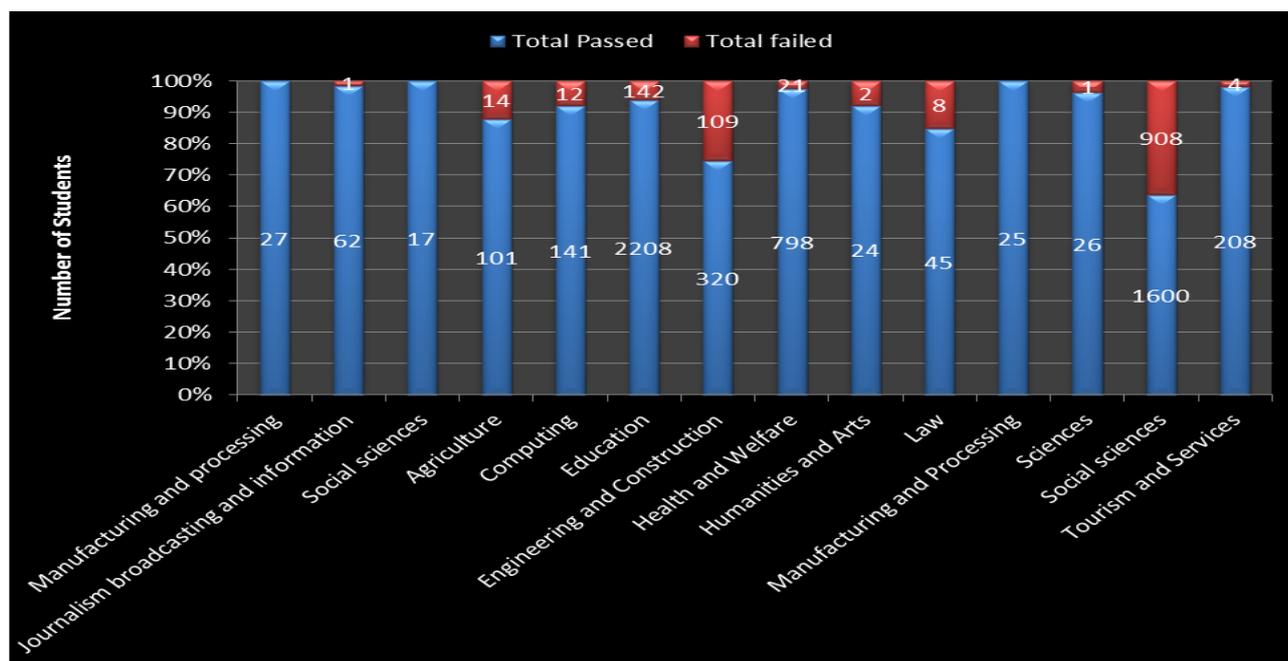
Figure 17 compares the trends in the performance of students relative to the number of students who sat for end of programme examinations over a period of three years (2011/12 to 2013/14). It is evident that there were fluctuating trends in the total population that registered over the years and those who graduated. From 2011/12 to 2012/13, the number of students registered declined by 15.2 percent while those that graduated decreased by 20.1 percent. However, in 2013/14, there was an increase of 20.7 percent and 18.0 percent of students who registered and graduated respectively. On the other hand, the number of students who failed increased steadily by an average of 29.9 percent per year from 2011/12 to 2013/14.

**Figure 17: Performance of Students on End of Programme Examinations: 2011/12 – 2013/14**



The analysis also looked at the performance of students by fields of study as presented in Figure 18. The fields of study that experienced highest failure rates were social sciences, education and engineering and construction. There is also need to undertake research to check within institutions why some courses are consistently failed by high population of students who register for such courses.

**Figure 18: Performance of Students on End of Programme Examinations by Field of Study**



of them being provided by LUCT. The number increased to 77.7 percent in 2013/14 due to IDM and NUL introducing outreach programmes during that

year. In addition to outreach programmes, career guidance sessions were also held in a number of schools by a high proportion (64.3%) of the institutions as illustrated in Figure 19. A total of 120 sessions were held in 2012/13 and increased to 175 in 2013/14. These were largely provided by CAS, IDM and LAC. Unfortunately, data were not available to check the proportion of schools that have received career guidance sessions.

In addition to HEIs undertaking their own publicity activities, CHE has held Higher Education Fair since 2014. The aim of the Fair was to facilitate provision of information to the prospective tertiary students about higher education institutions in Lesotho and to provide the institutions with a platform to showcase their work. Sessions were also held at the Fair where experts in different fields presented information about their professions.

**Table 12: Availability of Functional Websites by Institution**

Institutions having functional websites	Institutions with no websites
CAS	LAC
LCE	LIPAM
LeBoHA	MAC
LP	NHTC
LUCT	PSN
SSN	RCN
NUL	
IDM	

**8.1 Staff by Institution and Classification**

During the reporting period, there were 1,721 staff members across all the 14 higher education institutions in Lesotho, with 47.2 percent males and 52.8 percent females. This is lower than the 2012/13 figure of 1,886 by 8.7 percent. This could be largely attributed to staff from institutions such as NUL and LAC whose contracts expired as well as the LCE Distance Teacher Education Programme (DTEP) part-time staff excluded from the analysis as information relating to them was not provided. The staff complement varies a lot across institutions as presented in Table 13. NUL had the largest number with 35.8 percent. LCE, LUCT and LP followed with 13.0 percent,

12.4 percent and 11.0 percent respectively. Other institutions including nursing institutions had proportions of less 3.0 percent of the staff complement. Academic staff members who are very key to institutions constituted 47.0 percent of the staff complement, lower than support staff by 1.3 percent. This is largely the case in LAC, LIPAM, LP, IDM, NHTC and PSN. This is contrary to the previous years where the majority were academic staff with 50.0 percent and 52.3 percent in 2011/12 and 2012/13 respectively. More still needs to be done to recruit and build capacity of teaching staff members who are core to improving teaching and learning at higher education institutions.

**Table 13: Distribution of Staff by Institution and Classification**

Name of Institution	Classification of staff			Total	% Total
	Instructional Personnel	Support staff	Management		
NHTC	39	46	3	88	5.1
LCE	120	87	16	223	13.0
MAC	8	5	3	16	0.9
PSN	12	18	1	31	1.8
RCN	11	9	3	23	1.3
NUL	302	305	9	616	35.8
SSN	13	8	3	24	1.4
IDM	6	15	3	24	1.4
LeBoHA	2	2	3	7	0.4
LUCT	122	83	8	213	12.4
LAC	53	120	8	181	10.5
CAS	20	12	5	37	2.1
LP	83	94	12	189	11.0
LIPAM	18	27	4	49	2.8
<b>Total</b>	809	831	81	1721	100.0

The analysis also looked at the trends for the four year period, 2010/11 to 2013/14, in which data were collected. Table 14 illustrates the fluctuating trends in the number of staff employed in the different years. From 2010/11 to 2011/12, a decline of 5.1 percent was observed. It would be expected that the decline was a result of staff members who left the institutions for various reasons. However, this does not make up for the difference. Contrary to this, in 2012/13, the figure increased by 7.9 percent from 1,748 in 2011/12 to 1,886 in 2012/13 but declined again the following year by 8.7 percent. These fluctuations in staff complements of institutions do not augur well for

their academic stability. Academia is one of the areas in which it takes a long time to develop PhDs and professors. Once the academic staff complement is fully established, it improves academic stability which, in turn, improves public confidence in an institution. Programme offerings get affected adversely by this constant movement of staff. The fluctuating figures could be due to poor quality of data. However, further research needs to be done to determine the source of the fluctuating figures and how the problem can be addressed.

HEIs also need to improve on the quality of their statistics to ensure it correctly represents what is on the ground in their respective institutions. For instance, MAC and NHTC do not process their own staff data. For the former it is kept by the hospital to which the school is attached, while with the latter it is kept by the Ministry of Health under which the college is a department. This is problematic because the institutions are not responsive to the needs for such data, and its accuracy is in doubt.

**Table 14: Annual Changes in Number of Staff Employed: 2010/11 - 2013/14**

<b>Name of Institution</b>	<b>2010/11</b>	<b>2011/12</b>	<b>Change 2010/11 - 2011/12</b>	<b>2012/13</b>	<b>Change 2011/12 - 2012/13</b>	<b>2013/14</b>	<b>Change 2012/13 - 2013/14</b>
<b>NHTC</b>	80	93	16.3	88	-5.4	88	0.0
<b>LCE</b>	231	227	-1.7	235	3.5	223	-5.1
<b>MAC</b>	17	15	-11.8	16	6.7	16	0.0
<b>PSN</b>	22	12	-45.5	27	125.0	31	14.8
<b>RCN</b>	23	23	0.0	23	0.0	23	0.0
<b>NUL</b>	753	626	-16.9	754	20.4	616	-18.3
<b>SSN</b>	25	16	-36.0	21	31.3	24	14.3
<b>IDM</b>	24	24	0.0	24	0.0	24	0.0
<b>LeBoHA</b>	-	0	-	10	-	7	-30.0
<b>LUCT</b>	167	180	7.8	213	18.3	213	0.0
<b>LAC</b>	218	228	4.6	207	-9.2	181	-12.6
<b>CAS</b>	35	34	-2.9	37	8.8	37	0.0
<b>LP</b>	194	223	14.9	188	-15.7	189	0.5
<b>LIPAM</b>	53	47	-11.3	43	-8.5	49	14.0

<b>Total</b>	1842	1748	-5.1	1886	7.9	1721	-8.7
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Similar to the previous years, public HEIs play a major role in employing the majority (79.5%) of staff while the remaining 20.5 percent were employed by private HEIs. Though this figure is higher than the previous years, the involvement of private HEIs is still minimal. The results also showed that most of the institutions that experienced a sharp decline in staff are public institutions. It could be argued that some of the driving forces for the high turn-over are low budget and attempts at institutional reforms.

## **8.2 Staff by Country of Origin**

Internationalisation of institutions across the globe plays a central role in improving mobility and employability of graduates beyond the borders of the country. It is therefore vital for HEIs to recruit foreign staff and students for internationalisation of their respective institutions. As mentioned in the previous State of Higher Education Report, employment of foreign staff members is crucial for various reasons. It enriches the teaching and learning enterprises and also exposes students to different ways of thinking and cultures from other countries. To assess the extent to which local HEIs are internationalised, the report looked at the origins of staff employed at institutions across the country.

Table 15 shows that not many foreigners were employed by institutions locally in 2013/14. Only 89 were employed, with 77.5 percent males and 22.5 percent females. This constitutes only 5.2 percent of the total number of staff employed by institutions. The rest were locals with a share of 94.8 percent. This proportion of foreigners is within the ranges obtained between 2010/11 and 2012/13 of 5.0 percent to 5.1 percent. NUL and LUCT had the highest numbers of foreign staff. However, they only stood at 7.8 percent and 8.9 percent respectively when compared with their total staff population. LeBoHA was the only Institution with more than 40 percent (42.9%) of foreign staff relative to the total number of staff. PSN, MAC and CAS followed with proportions ranging between 13.5 percent and 19.4 percent. Despite the importance of recruiting international staff, there were still institutions with no international staff in 2013/14 and these were NHTC,

LCE, IDM, LAC and LIPAM. Among them, NHTC and IDM never had foreign staff since 2010/11. It is therefore imperative to assess the challenges obtaining at institutions constraining recruitment of foreign staff and develop strategies for addressing them.

The majority of foreign staff were from Zimbabwe and Botswana with 30.3 percent and 11.2 percent respectively. Nigeria, RSA and Kenya followed with slightly over 6 percent each.

**Table 15: Distribution of Staff by Institutions and Nationality**

Name of Institution	Basotho	Non-Basotho	Total	% Non-Basotho
NHTC	88	0	88	0.0
LCE	223	0	223	0.0
MAC	13	3	16	18.8
PSN	25	6	31	19.4
RCN	22	1	23	4.3
NUL	568	48	616	7.8
SSN	23	1	24	4.2
IDM	24	0	24	0.0
LeBoHA	4	3	7	42.9
LUCT	194	19	213	8.9
LAC	181	0	181	0.0
CAS	32	5	37	13.5
LP	186	3	189	1.6
LIPAM	49	0	49	0.0
<b>Total</b>	1632	89	1721	5.2

The internationalisation index was also estimated. This is an indicator that measures the competitiveness and credibility of institutions and their programmes to national and international development. It measures the proportion of foreign students and staff to total staff in HEIs. It was estimated at 11.2 percent in 2013/14. This fell slightly from the 2012/13 figure of 12.4 percent but higher than 10.6 percent obtained in 2011/12 indicating the low international competitiveness of local institutions and their programmes.

### **8.3 Terms of Employment of Staff**

Staff members at higher education institutions are employed on different terms as shown in Figure 20. As has been the case in the past, all

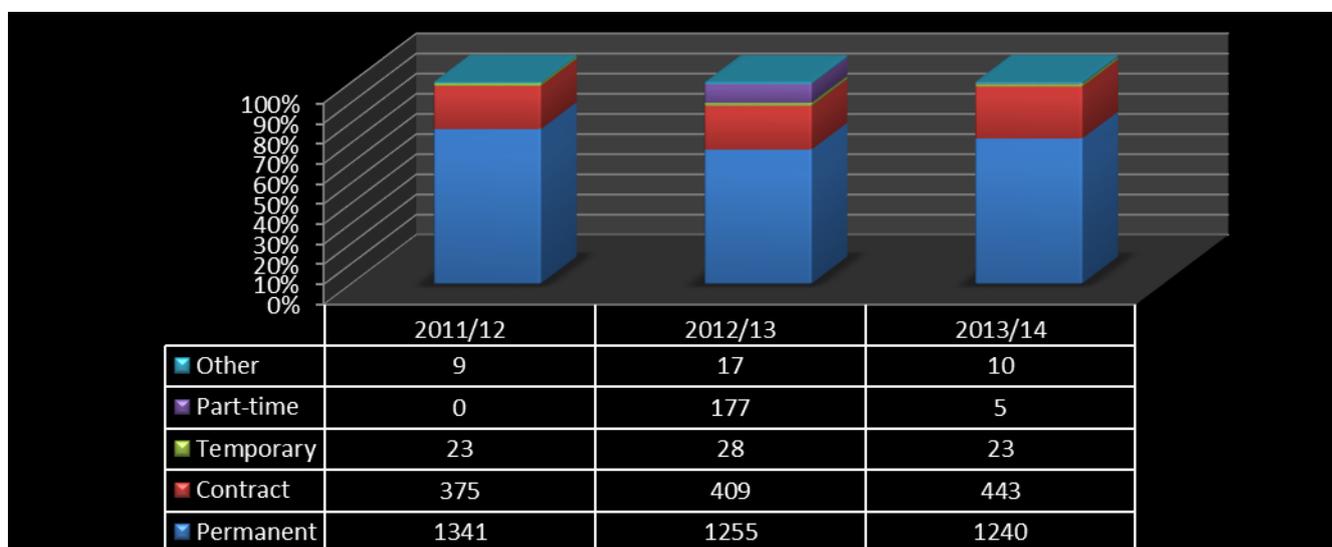
institutions except LUCT and CAS employed staff in permanent positions. The total number of staff on permanent contracts was 1240, which constitute 72.1 percent of the staff complement. LUCT and CAS were the only two with the majority of the staff employed on contract basis.

**Figure 20: Terms of Employment of Staff by Institution**



While the levels of employment of permanent staff at HEIs have remained high since 2011/12, there has been an increase in the number of staff appointed to contract positions. In 2011/12, 21.5 percent of higher education staff members were appointed on a contract basis and by 2013/14 this had risen to 25.7 percent (Figure 21).

**Figure 21: Distribution of Staff by Terms of Employment: 2011/12 – 2013/14**



## 8.4 Staff by qualifications

Tables 16 and 17 present the qualifications of staff across institutions in Lesotho. Out of a total staff complement of 1721, master's degree holders were the most dominant with 26.6 percent. Of these, instructional personnel constituted the majority with 46.7 percent. This was followed by first degree holders with 21.3 percent, predominant in LUCT, health training institutions, LAC and LP which offer diploma programmes. COSC holders also accounted for a significant proportion of 18.7 percent and were largely support staff as presented in Table 17. LAC had the largest number of staff with COSC as most were farm workers. Doctorate, which is the highest qualification, was only held by 7.3 percent of the staff members, largely from NUL. It had declined by 13.9 percent from the 2012/13 figure of 144 PhD holders. The smallest proportion of 0.3 percent of the staff held other qualification including advanced diploma and other programmes which could not be categorised according to the current qualifications framework.

**Table 16: Distribution of Staff by Institution and Qualification**

Institution	Staff Qualifications								
	Doctorate	Masters	Honours/ Postgraduate Diploma	Degree	Diploma	Certificate	Professional qualification	COSC and below	Other
NHTC	1	14	3	22	11	4	0	33	0
LCE	7	85	24	40	24	11	4	27	1
MAC	1	2	0	7	2	1	0	3	0
PSN	0	1	5	11	3	3	0	8	0
RCN	0	3	2	8	2	1	1	6	0
NUL	107	226	13	74	60	40	8	84	4
SSN	0	3	0	11	4	1	1	4	0
IDM	0	6	2	1	4	2	3	4	2
LeBoHA	2	4	0	0	1	0	0	0	0
LUCT	1	59	23	67	26	10	5	20	2
LAC	2	12	5	34	20	4	1	101	2
CAS	0	1	3	3	3	0	23	4	0
LP	2	27	8	78	28	20	4	17	5
LIPAM	2	15	5	10	6	0	1	10	0
<b>Total</b>	125	458	93	366	194	97	51	321	16
<b>% Total</b>	7.3	26.6	5.4	21.3	11.3	5.6	3.0	18.7	0.9

Due to the nature of programmes offered by CAS, they were categorised differently as professional programmes. This includes Chartered Accounting (CA), Chartered Accounting Technician (CAT), general accounting, Chartered

Institute of Management Accountancy (CIMA) and CIPFA. They were held by only 3.0 percent of the staff members, 45.1 percent of whom were employed by CAS followed by NUL with 15.7 percent.

**Table 17: Distribution of Staff by Qualification and Classification**

Institutions	Instructional Personnel	Support staff	Management	Total
Doctorate	109	1	15	125
Masters	378	44	36	458
Honours/Postgraduate Diploma	69	20	4	93
Degree	209	142	15	366
Diploma	21	170	3	194

According to the Minimum Programme Accreditation Standards developed by CHE, academic staff members in HEIs are required to have a higher qualification than the level at which they teach. To check whether institutions comply with the standards, the report looked at whether academic staff members were suitably qualified and the extent to which HEIs take the responsibility to develop staff. Table 18 shows that a significant proportion (60.2%) of staff members held masters or higher qualification followed by first degree holders with 25.8 percent. Staff with lower qualifications than the first degree made up 2.7 percent and mainly held diploma and advanced diploma qualifications. There were staff members with professional qualifications who made up 2.6 percent of the staff complement. Such staff members were mainly chartered accountants and were therefore qualified to teach all professional programmes.

**Table 18: Distribution of Staff by Qualification and Level Taught: 2013/14**

Qualification of Staff	Highest Level Taught by a Staff										Total	% Total
	Certificate	Advanced Certificate	Diploma	Advanced Diploma	Degree	Honours	Masters	PhD	CAT	CA		
Diploma	0	0	21	0	0	0	0	0	0	0	21	2.6
Advanced Diploma	1	0	0	0	0	0	0	0	0	0	1	0.1
Degree	2	1	159	21	26	0	0	0	0	0	209	25.8

<b>Honours/ Postgraduate Diploma</b>	2	0	41	6	13	5	0	0	0	2	69	8.5
<b>Masters</b>	1	0	140	2	201	29	5	0	0	0	378	46.7
<b>Doctorate</b>	0	0	4	0	62	27	15	1	0	0	109	13.5
<b>Professional qualification (CA)</b>	0	0	1	0	2	0	0	0	2	16	21	2.6
<b>Other</b>	0	0	1	0	0	0	0	0	0	0	1	0.1
<b>Total</b>	6	1	367	29	304	61	20	1	2	18	809	100.0
<b>% Total</b>	0.7	0.1	45.4	3.6	37.6	7.5	2.5	0.1	0.2	2.2	100.0	

It is worth noting that there were still two HEIs that had staff members teaching at the same or higher level than the qualifications that they had.

As the core function of institutions is teaching and learning, it is highly necessary for institutions to ensure that academic staff members are suitably qualified and have sufficient expertise in the subjects or levels that they teach. In order to track progress on this, an Academic Staff Quality Index (ASQI) was used. It is a measure of the quality of teaching staff and the capacity of institutions to produce research degree holders. It is calculated by dividing the number of PhD holders with the total number of academic staff. However, because most of the HEIs offer sub-degree qualifications, this report has used a master's degree as well as Chartered Accountancy in case of CAS as a basis for one to teach at HEIs for purposes of comparison and uniformity across institutions. Clearly, this standard is higher for institutions which offer diploma and certificate programmes only. Similar to the previous reporting period, the index for NUL was calculated on the basis of PhD holders only while for other institutions, it was on the basis of masters and PhD.

NUL had academic staff complement of 303 of whom 102 were PhD holders. This gave an index of 33.7 percent. This is an improvement from the previous years' figures of 24.8 percent and 25.1 percent in 2011/12 and 2012/13 respectively. It could mean that NUL had either trained more staff or been able to attract staff with PhD qualification.

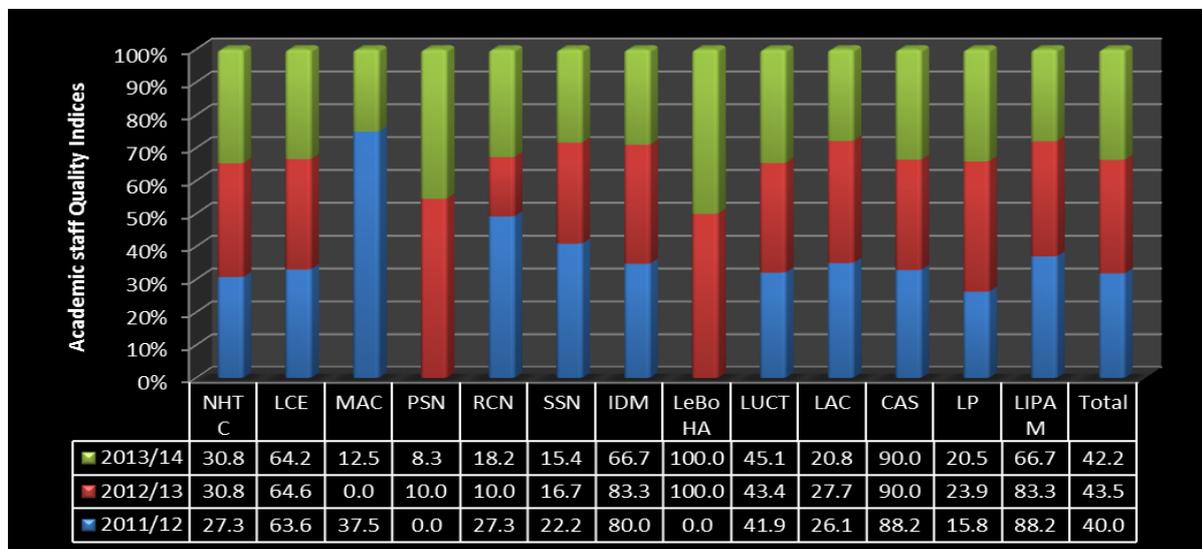
Table 19 presents the academic staff quality indices for other institutions. An overall academic staff quality index was estimated at 42.2 percent. IDM, CAS, LIPAM and LCE had the largest indices exceeding 60 percent. The same HEIs had indices of more than 60 percent even in the previous reporting period (2011/12). This is a clear indication that the quality of staff at HEIs is acceptable as close to half of the staff meet the standard requirement. All the nursing institutions had lower indices of less than 20 percent. This was attributed to the fact that the majority of their staff are degree holders and that they only offer certificate or diploma qualifications.

**Table 19: Academic Staff Quality Indices by Institution**

Institution	MA + PhD	Instructional Personnel	Academic Staff Quality Index
NHTC	12	39	30.8
LCE	77	120	64.2
MAC	1	8	12.5
PSN	1	12	8.3
RCN	2	11	18.2
SSN	2	13	15.4
IDM	4	6	66.7
LeBoHA	2	2	100.0
LUCT	55	122	45.1
LAC	11	53	20.8
CAS	18	20	90.0
LP	17	83	20.5
LIPAM	12	18	66.7
	214	507	42.2

A comparative analysis of the indices of other institutions was done to check whether there have been any improvements from the previous periods and the results are presented in Figure 22. Overall, indices improved by 3.5 percent from 2011/12 to 2012/13 but declined the following year by between 1.3 percent and 42.2 percent across institutions. The changes in indices per year also varied per institution. Some institutions realised declining trends while others such as LUCT steadily increased over the years.

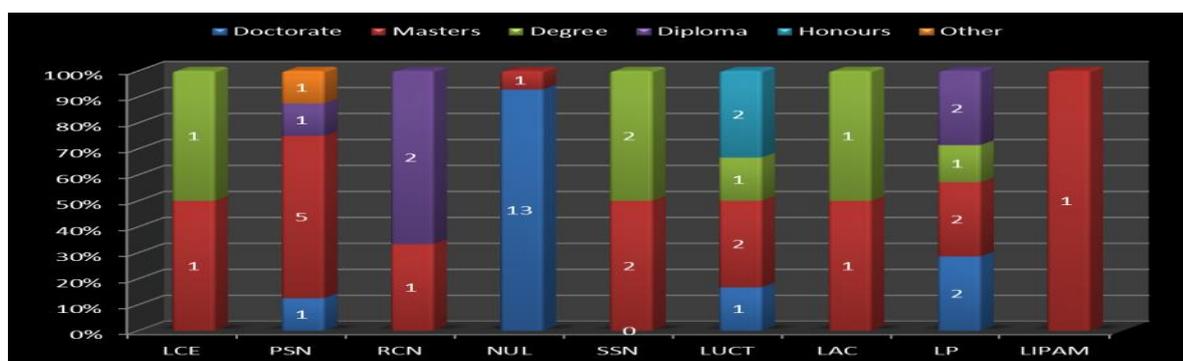
**Figure 22: Academic Staff Quality Indices by Institution and Exit Level: 2011/12 -2013/14**



### 8.4 Capacity building of Staff

Improving the capacity of academic staff through the professional development and training is also crucial for high quality teaching and learning. During 2013/14, a total of 47 staff members were sent for long term training, predominantly instructional personnel (80.9%) who perform the core function of institutions as has always been the case in the previous years. This represents only 2.7 percent of the population of staff during that period. Close to two thirds (66.7%) went for masters and PhD. This was followed by 23.4 percent of the staff who went for undergraduate programmes such as diploma and degree programmes. NUL sent the largest number (29.8%), mainly to pursue PhD programmes and PSN and LP followed with 17.0 percent and 14.9 percent pursuing different qualifications (see Figure 23).

**Figure 23: Distribution of Staff who Went for Training by Institution and Qualification Sought: 2013/14**



The proportion of staff that went for training has always been very low relative to the staff complement since 2012/13, ranging between 1.8 percent

and 3.9 percent. It was 1.2 percent in 2011/12 and increased by 135 percent to 73 staff members but declined the following year by 35.6 percent as illustrated in Table 20. The low levels of staff sent for training could be attributed to lack of funding earmarked for long term training. Most of the training programmes financed by HEIs are short term. Therefore, more still needs to be done to improve the capacity of staff, particularly instructional personnel, who perform the core function of institutions.

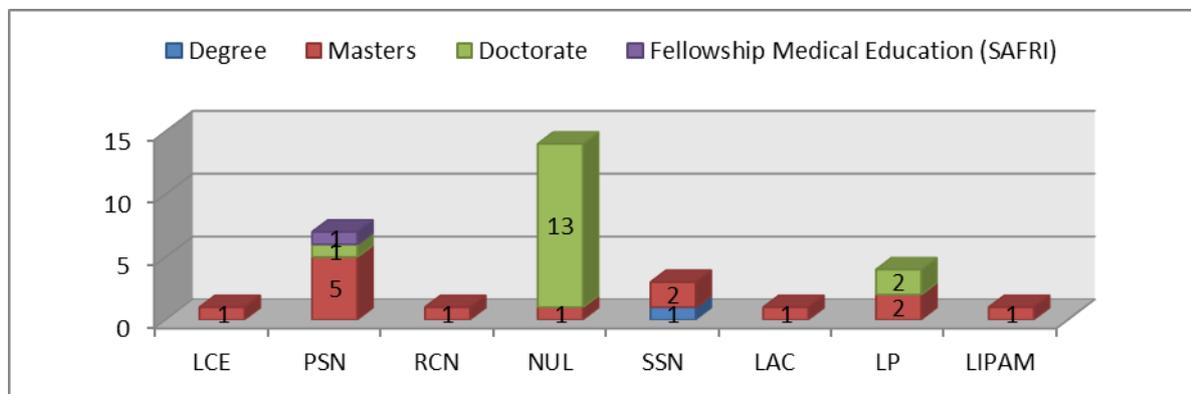
**Table 20: Distribution of Staff who Went for Training by Qualification Sought: 2011/12 – 2013/14**

<b>Qualification sought</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
<b>PhD</b>	2	19	17
<b>Masters</b>	16	30	16
<b>Honours</b>	2	8	2
<b>Degree</b>	5	7	6
<b>Diploma</b>	6	8	5
<b>Other</b>	0	1	1
<b>Total</b>	31	73	47
<b>% change</b>	-	135	-35.6

Figure 24 presents the programmes that staff members who went for training enrolled in. They are categorised according to the qualification being studied.

Academic staff members, who perform the core function of teaching were the largest group trained. They made up 78.0 percent of staff who went for training. The majority went for masters and PhD, as illustrated in Figure 25 and this made up 93.8 percent of staff who went for training. Close to half were NUL staff members, mainly enrolled in PhD programmes. PSN and LP followed with 21.9 percent and 12.5 percent. It is very rare for HEIs to send members of management for training. This is confirmed by the fact that only one institution sent one staff member for further training.

**Figure 25: Academic Staff on Training by Level of Study: 2013/14**



#### 8.4.1 Continuous Professional Development

Continuous professional development also plays a central role in building the capacity of staff for effective teaching and research in the area of expertise. The Rapid Assessment Report highlighted such programmes available at HEIs. A total of 9 institutions offered continuous professional development programmes to academic staff. This constitutes 64.3 percent of the institutions in Lesotho. They range from short term courses, research workshops, seminars, visits to other countries and participation in science fairs outside the borders of the country.

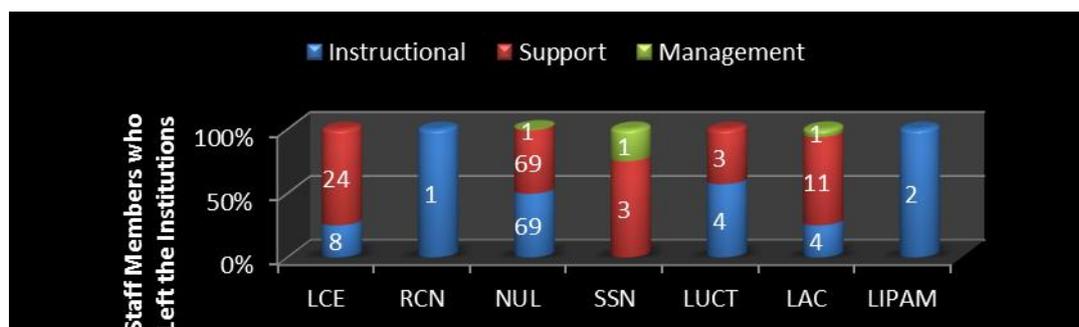
In addition to professional development, feedback from students can be an invaluable source of information that can inform efforts to improve the quality of service delivery within institutions. Such feedback can be obtained through student's satisfaction surveys. The Rapid Assessment study assessed whether HEIs conducted any satisfaction surveys from 2012/13 to 2013/14. Only two institutions, namely: LP and IDM reported to have conducted the surveys and they represent a small fraction (14.3%) of the institutions. Both institutions have been consistent in undertaking the surveys throughout the period. The limited number of institutions which conducted the surveys implies that institutions in Lesotho are not responsive to the needs and perceptions of students that they serve. Institutions should therefore develop mechanisms through which students' needs and perceptions are communicated to management.

#### 8.5 Staff Attrition Rates

For HEIs in Lesotho to improve teaching and learning, institutions need adequate staff suitably qualified and motivated to work effectively. As seen

in the previous sections, efforts have been taken by institutions to build the capacity and expertise of staff employed for them to be able to deliver a high quality teaching and learning experience for their students. However, retention of staff is a challenge for some institutions and these might have adverse effects on institutional productivity. The analysis excluded institutions that either did not provide information for 2013/14 or whose staff members did not leave. A total of 201 staff members left in seven institutions, as shown in Figure 26. This represents 11.6 percent of the staff population in all HEIs and 15.1 percent of staff in the institutions that provided information. The largest proportion staff members that left was from NUL with 61.2 percent, followed by LCE with 14.1 percent. RCN and LIPAM had the lowest number of staff that left the institution with 0.5 percent and 1.0 percent respectively. Staff attritions were common among both support and academic staff as they constituted 54.7 percent and 43.8 percent respectively. Members of staff who left the management teams were very few as they accounted for 1.5 percent.

**Figure 26: Staff who Left by Institutions and Classification**



In order to measure the environment for sustainable academic activities, one of the important indicators considered was the academic attrition rates. It measures the proportion of academic staff leaving the institution in a given year. Table 21 presents the rates for 2013/14. The overall rate of attrition was estimated at 13.8 percent of staff in seven of the institutions. This is considered to be low, relative to the academic staff population.

**Table 21: Academic Staff Attrition Rates by Institution**

Institutions	Academic Staff Complement	Academic Staff who left	Attrition rates
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<b>LCE</b>	120	8	6.7
<b>RCN</b>	11	1	9.1
<b>NUL</b>	302	69	22.8
<b>SSN</b>	13	0	0.0
<b>LUCT</b>	122	4	3.3
<b>LAC</b>	53	4	7.5
<b>LIPAM</b>	18	2	11.1
<b>Total</b>	639	88	13.8

The academic staff attrition rates varied across institutions. Apart from SSN which did not experience any academic staff attritions, the attrition rates ranged between 3.3 percent and 22.8 percent. NUL still dominated with 22.8 percent as has been the case in the previous reporting periods followed by LIPAM with 11.1 percent. It is also worth noting that two of the largest institutions, namely: LCE and LUCT had the lowest attrition rates of less than 8 percent.

There were a number of reasons cited relating to why staff left the institutions and these are summarised in Table 22. More than half (62.2%) of the staff had reached the end of their contracts as they were employed either on temporary or part-time basis and were mainly support and instructional personnel. A further 14.9 percent resigned. There is need to assess why staff resigned so that such issues can be addressed.

**Table 22: Number of Staff by Reasons for Leaving**

Reasons staff left	Classification of staff			Total	% Total
	Instructional Personnel	Support staff	Management		
<b>Resigned</b>	18	11	1	30	14.9
<b>Dismissed</b>	1	3	1	5	2.5
<b>Deserted</b>	2	0	0	2	1.0
<b>Early Retirement</b>	1	0	0	1	0.5
<b>Compulsory retirement</b>	6	17	0	23	11.4
<b>Deceased</b>	2	9	1	12	6.0
<b>End of contract</b>	57	68	0	125	62.2
<b>Transfer</b>	1	2	0	3	1.5
<b>Total</b>	88	110	3	201	100.0

There were a few who left for other reasons accounting for less than 5 percent each. This includes staff who were dismissed, transferred, retired early or deserted the institution.

Further analysis of staff attritions could not be done due to challenges experienced with the quality and reliability of the data. In some instances, the number of staff members who were reported to have left were more than the actual number of staff existing at HEIs, other required variables were not provided and other HEIs did not provide data at all. It is therefore recommended that HEIs improve on the quality and management of their data on staff attritions to enable effective monitoring of the indicator.

Figure 27 also shows that the number of research studies done has been increasing since 2010 to 2014. The number of reports rose sharply from 85 in 2013 to 178 in 2014. This could have been due to increased budget allocation for research in HEIs.

**Table 29: Distribution of Programmes With Research Component by Institution**

HEI	Total Number of Programmes	Programmes that have research component	% programmes with research component
LAC	6	1	16.7
LeBoHA	1	1	100.0
LIPAM	2	2	100.0
LP	12	9	75.0
LUCT	32	14	43.8
MAC	2	2	100.0
NHTC	10	10	100.0
PSN	3	2	66.7
NUL	61	47	77.0
RCN	2	2	100.0
IDM	14	1	7.1
SSN	3	2	66.7
<b>Total</b>	<b>148</b>	<b>93</b>	<b>62.8</b>

### 9.6 Research Funding

Expenditure allocation on research reflects the commitment of institutions to encourage research and innovation. It is shown in Table 30 that only three institutions had funds allocated for research in 2014. This is an increase from two institutions in 2013, with NUL dominating in both years. This could also explain the increased output in research in this institution in the past two years compared to the previous reporting period.

### 10.2 Income patterns of institutions

The institutions were requested to provide reports on income of over the period of two years. Table 31 shows income that was determined by the

institutions as ideal to run their activities efficiently in each financial year. It is not clear how institutions determined the ideal income. Each institution used a different approach but it is unlikely that it was informed by a scientific undertaking beyond analysis of their previous annual budgets. Table 31 also shows actual income that institutions received in the past two years and an estimated income gap which is the difference between the ideal income and actual income in 2013/2014.

The results show that 12 institutions operate with insufficient financial resources, as indicated by the positive income gap. The institution with the largest income gap was NUL. It had a gap of M483 million which showed that it was operating with almost less than a third of its ideal income. LP had the second largest income gap at M32.1 million operating with almost less than two thirds of its ideal income. LAC had the third largest income gap of 23.7 million Maloti. However, there were institutions with relatively low income gaps. For example, PSN, SSN, MAC and LeBoHA all had income gaps of less than 5 million Maloti, ranging between 1 million and 4.1 million. The exceptions were LUCT and IDM which had more actual income than what they would ideally need. Information provided for LAC and LCE included all their campuses.

**Table 31: Income Gap by Institution: 2013/14**

<b>Institution</b>	<b>Ideal Income (In Million Maloti)</b>	<b>Actual Income in (2013/2014) in Million Maloti</b>	<b>Income Gap (in Million Maloti)</b>
<b>CAS</b>	38	28.9	9.1
<b>LAC</b>	50	26.3	23.7
<b>LCE</b>	60	64.6	-4.6
<b>LeBoHA</b>	5	-	-
<b>LIPAM</b>	20	14	6
<b>LP</b>	86	53.9	32.1
<b>LUCT</b>	60	64	-4
<b>MAC</b>	10	6.8	3.2
<b>NHTC</b>	30	26	4
<b>PSN</b>	14	7.4	6.6
<b>SSN</b>	15	8.4	6.6
<b>NUL</b>	726	243	483
<b>RCN</b>	20	10.8	9.2
<b>IDM</b>	11	13.6	-2.6

## 10.4 Expenditure Patterns of Institutions

Table 33 shows expenditure patterns of different institutions categorized into four areas, namely personnel emoluments, travel and transport, operating costs and capital outlay. Eight of the institutions had high expenditures on personnel emoluments, ranging from 52.7 percent (LIPAM) to 81 percent (NUL). NHTC, LAC, RCN and IDM had the most significant capital outlay at 36.3, 19.8 percent, 17.2 percent and 14.3 percent respectively. Three institutions, namely, LIPAM, LP and LUCT did not have any capital projects during the period under review. The rest of the institutions capital outlay was low, ranging from 0.4 percent for MAC to 7.2 percent for PSN.

**Table 33: Expenditure patterns by Institution and Some Key Budget Lines: 2013/2014**

Institution	Personnel Emoluments	Travel & Transport	Operating Costs	Capital Outlay
CAS	68.3	1.3	27	3.4
LAC	80.2	-	-	19.8
LCE	70.2	5.2	24	0.6
LeBoHA	-	-	-	-
LIPAM	52.7	3	44.3	0
LP	74.6	3.3	22.2	0
LUCT	80.8	0.1	19.1	0
MAC	45	1	53	0.4
NHTC	26	1.4	36.3	36.3
PSN	28.4	2.9	61.5	7.2
SSN	38.4	2.9	54.6	4.1
NUL	81	1.1	15.1	2.8
RCN	33.2	1.6	48.1	17.2
IDM	53.3	2.5	29.9	14.3

LRA indicated that HEIs are allowed to include their expenditures on staff training in their costs, thus reducing their tax liability. However, there was no record of the number of claims made to LRA regarding tax exemption for donations to HEIs in the past three years. As a result, it is not possible to indicate the rate at which the mechanisms of support have been utilized or taken advantage of by HEIs during this period.

## 10.5 Annual Budget Allocation by Government to HEIs

Government allocates subvention to higher education public institutions. There is also an arrangement through which government supports CHAL nursing institutions financially. NMDS administers a subsidized student

financial assistance scheme to students studying at both public and private HEIs. Table 34 indicates the proportion of expenditure on education to total government expenditure as well as the proportions of expenditure on education allocated to each HEI. In addition, Table 34 shows the proportion of student bursaries allocated to the HEIs in relation to the total student bursaries. It is important to note that there is currently no policy on selection of under-privileged students to be sponsored in HEIs. NMDS selects students based on academic merit and the institutional quota. In addition, NMDS does not consider the priority areas for the local institutions when allocating the bursaries.

The total government expenditure on education in the past three years has averaged at 2 billion Maloti, which is around 16 percent share of total government expenditure on average. NUL has the largest share of the MOET budget allocation to HEIs, (above 50%) although that share fell in 2013 but increased slightly in 2014. This fall was in line with the reduced ministerial share in the overall government budget. IDM has the smallest share of the MOET budget. In terms of the allocation of student bursaries, the share of bursaries allocated to HEIs has been falling consistently in the past three years from 82 percent of NMDS budget (714 million Maloti) in 2012 to 70 percent (744.2 million Maloti) in 2014. NUL's share of the student bursary has been falling consistently during this period. LUCT's share fell in 2013 but increased again in 2014. The share of the other local institutions increased in 2013 but fell in 2014.

**Table 34: Budget allocation to HEIs**

Budget allocation	2012		2013		2014	
	Total	Share	Total	Share	Total	Share
<b>Allocation by MOET to the institutions (million Maloti)</b>						
NUL	100	62.1	100	56.5	110	58.7
LCE	31	19.2	40	22.6	34	18.1
LP	22	13.7	28	15.8	28	14.9
IDM	5.5	3.4	5	2.8	5.5	2.9
<b>Allocation by NMDS to the institutions (Million Maloti)</b>						
NUL	227	38.6	192.8	34	187.2	33.8
LUCT	120.9	20.6	83.6	14.7	110.9	20
OTHER LOCAL INSTITUTIONS	239.6	40.8	290.6	51.2	255.9	46.2
<b>Budget allocation to bursaries for HEIs (million Maloti)</b>	<b>714</b>	<b>82</b>	<b>708.7</b>	<b>80</b>	<b>744.2</b>	<b>70</b>

<b>Allocation of education sector (billion Maloti)</b>	2.1	17.3	2	14.2	2.3	16.1
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## **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-centred, as optional curriculum is emphasized unlike formal education where the prescribed sequential curriculum is used. NFE learning is facilitated typically through interest-based courses, workshops, community courses, projects and or seminars. Much like formal education, learning takes place in formal learning environments (learning centres) which do not however observe the usual formal school education conventions such as keeping roll, enforcing discipline and writing reports.

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

### **7.1 Enrolment**

Table 7.1 portrays enrolment in non-formal education by age, level and sex in 2016. The table reveals uneven distribution of enrolment by sex in favour of males whereby males were recorded as 6,994 which results at 71 percent and females 2,828 (29 percent). Age distribution shows that 2,671 (27 percent) was enrolment of learners below 19 years and 7,151 (72 percent) was the number of learners above 18 years. The table also highlights that most learners below 18 years were enrolled under literacy and numeracy, represented by 2,343 which is 88 percent; it was followed by those who were pursuing secondary constituting 223(14.4 percent) and primary with 105 (4 percent). Sex disparity within those aged below 19 years indicates a wide gap between males and females enrolled whereby 2,334 (87 percent) were males and 337 (13 percent) were their female counterparts. However, the gap reduced between male and female learners aged above 18 years, since males were 4,660 (65 percent) while females were 2,491 (35 percent).

**Table 7.1:Enrolment in Non-Formal Education by Age, Level and Sex, 2016**

AGE	LITERACY AND NUMERACY			PRIMARY			SECONDARY			TOTAL		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
<6	30	26	56	38	26	64	0	0	0	68	52	120
6	1	0	1	1	0	1	0	0	0	2	0	2
7	5	0	5	0	0	0	0	0	0	5	0	5
8	16	3	19	0	0	0	0	0	0	16	3	19
9	23	3	26	0	0	0	0	0	0	23	3	26
10	92	0	92	0	0	0	0	0	0	92	0	92
11	89	5	94	0	0	0	0	0	0	89	5	94
12	160	2	162	0	0	0	0	2	2	160	4	164
13	207	5	212	0	0	0	0	0	0	207	5	212
14	261	12	273	0	0	0	1	2	3	262	14	276
15	413	10	423	2	1	3	2	0	2	417	11	428
16	317	18	335	5	0	5	8	23	31	330	41	371
17	271	21	292	8	2	10	22	37	59	301	60	361
18	321	32	353	13	9	22	28	98	126	362	139	501
<b>Sub Total</b>	2206	137	2343	67	38	105	61	162	223	2334	337	2671
19	376	35	411	7	6	13	42	137	179	425	178	603
20	472	78	550	8	14	22	55	155	210	535	247	782
21-35	1703	518	2221	73	50	123	198	555	753	1974	1123	3097
36-55	1204	514	1718	27	10	37	25	91	116	1256	615	1871
>55	459	300	759	5	8	13	6	20	26	470	328	798
<b>Sub Total</b>	4214	1445	5659	120	88	208	326	958	1284	4660	2491	7151
<b>Total</b>	6420	1582	8002	187	126	313	387	1120	1507	6994	2828	9822

Table 7.2 demonstrates the enrolment of non-formal education by district, level and sex for the year 2016. Total enrolment by district reveals that the highest number of learners were in Mokhotlong and Thaba Tseka which were recorded as 2, 298 (23 percent) and 1,403 (14 percent), respectively. They were followed by Maseru and Mafeteng with 1175 (12 percent) and 1044 (11 percent) orderly.

The table furthermore shows that continuing with primary education under this level of education, Maseru had the highest percentage of 80, and it was followed by Mohale's Hoek and Mafeteng with 7 and 4 percent respectively. In secondary continuing education, Leribe was leading with 259 (17 percent) followed by Mohale's Hoek and Quthing with 200 (13 percent) and 191 (13 percent), separately.

With regard to Literacy and Numeracy, district comparison shows that Mokhotlong was leading with 2,117 (26 percent); it was followed by Thaba-Tseka with 1319 (16 percent), Berea with 885 (11 percent) and Mafeteng with 841 (11 percent).

**Table 7.2: Enrolment in Non-Formal Education by District, Level and Sex, 2016**

DISTRICT	Literacy and Numeracy			PRIMARY			SECONDARY			TOTAL		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
BUTHA-BUTHE	141	96	237	0	0	0	23	85	108	164	181	345
LERIBE	334	188	522	7	4	11	54	205	259	395	397	792
BEREA	622	263	885	8	3	11	4	39	43	634	305	939
MASERU	657	153	810	161	90	251	43	71	114	861	314	1175
MAFETENG	567	274	841	0	12	12	49	142	191	616	428	1044
MOHALES HOEK	201	28	229	9	13	22	38	147	185	248	188	436
QUTHING	176	39	215	0	0	0	54	146	200	230	185	415
QACHAS NEK	593	234	827	0	0	0	53	95	148	646	329	975
MOKHOTLONG	2069	48	2117	2	4	6	53	122	175	2124	174	2298
THABA-TSEKA	1060	259	1319	0	0	0	16	68	84	1076	327	1403
<b>Total</b>	6420	1582	8002	187	126	313	387	1120	1507	6994	2828	9822

## 7.2 Special Educational Needs

Table 7.3 displays non-formal education learners with special education needs by district, level and sex for the year 2016. Out of 9,822 learners enrolled in NFE, 346 learners were identified as those with special educational needs in 2016. As indicated in the table, Thaba Tseka generally topped with 84 students with special education while Maseru followed with 66 and Berea with 53 learners with special education. Most learners were in Literacy and numeracy and accounted for 92 percent of the total enrolment and those in continuing education in both primary and secondary contributed 8 percent. Males with special educational needs were 228 (66 percent); this number surpassed their female counterparts who were 118 (34 percent).

**Table 7.3: Non Formal Education Learners with Special Educational Needs by District, Level and Sex, 2016**

DISTRICT	Literacy and Numeracy			Primary			Secondary			Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
BUTHA-BUTHE	4	3	7	0	0	0	0	0	0	4	3	7
LERIBE	18	10	28	0	0	0	1	0	1	19	10	29
BEREA	29	11	40	0	0	0	0	13	13	29	24	53
MASERU	35	21	56	3	1	4	6	0	6	44	22	66
MAFETENG	24	19	43	0	0	0	0	0	0	24	19	43
MOHALES HOEK	1	0	1	0	0	0	1	1	2	2	1	3
QUTHING	2	0	2	0	0	0	0	0	0	2	0	2
QACHAS NEK	18	7	25	0	0	0	1	0	1	19	7	26
MOKHOTLONG	33	0	33	0	0	0	0	0	0	33	0	33
THABA-TSEKA	52	32	84	0	0	0	0	0	0	52	32	84
<b>Total</b>	216	103	319	3	1	4	9	14	23	228	118	346

### 7.3 Orphan-Hood

Out of the total enrolment in non-formal education, 732 students were orphans; out of which 524 (72 percent) were male orphans while female orphans were 208 (28 percent).

Under literacy and numeracy, 89 percent were male orphans and 11 percent were female orphans. For those who were continuing with primary education, the males accounted for 61 percent whereas among those who were continuing with secondary education, majority were female orphans with 76 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 more female orphans in 2016 than male orphans.

**Table 7.4: Orphans in Non-Formal Education by Age, Level and Sex, 2016**

Age	Literacy and Numeracy			Primary			Secondary			Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
<6	13	14	27	13	14	27	0	0	0	26	28	54
6	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0
8	1	0	1	0	0	0	0	0	0	1	0	1
9	5	0	5	0	0	0	0	0	0	5	0	5
10	32	0	32	0	0	0	0	0	0	32	0	32
11	15	1	16	0	0	0	0	0	0	15	1	16
12	26	2	28	0	0	0	0	2	2	26	4	30
13	50	0	50	0	0	0	0	0	0	50	0	50
14	58	3	61	0	0	0	1	1	2	59	4	63
15	68	7	75	1	2	3	0	4	4	69	13	82
16	83	8	91	5	2	7	2	6	8	90	16	106
17	61	14	75	8	3	11	9	34	43	78	51	129
18	36	5	41	8	1	9	29	85	114	73	91	164
<b>Total</b>	448	54	502	35	22	57	41	132	173	524	208	732

### 7.4 Teaching Staff

Table 7.5 displays teachers in non-formal education by district, level and sex for the year 2016. The number of teachers in NFE increased from 520 in 2015 to 536 in 2016 implying 3 percent growth. Maseru was leading with the number of teachers in non-formal education who were estimated at 15.4 percent, followed by Thaba Tseka and Mokhotlong that shared 14.9 percent. Under Literacy and Numeracy education Thaba Tseka and Mokhotlong were leading with 17 percent of teachers while in continuing education Maseru had the highest number of teachers of 34 (24 percent). The distribution of number of teachers by sex reveals inequality in favour of females, in both categories of literacy and numeracy education and continuing education with 377 (70 percent) and 159 (30 percent) respectively.

**Table 7.5: Teachers in Non-Formal Education by District, Level and Sex, 2016**

District	Literacy and Numeracy			Primary and Secondary			Total		
	M	F	Total	M	F	Total	M	F	Total
BUTHA-BUTHE	2	11	13	7	6	13	9	17	26
LERIBE	9	20	29	13	1	14	22	21	43
BEREA	26	32	58	1	4	5	27	36	63
MASERU	13	36	49	15	19	34	28	55	83
MAFETENG	11	35	46	6	8	14	17	43	60
MOHALES HOEK	2	14	16	6	8	14	8	22	30
QUTHING	0	11	11	6	2	8	6	13	19
QACHAS NEK	3	37	40	6	6	12	9	43	52
MOKHOTLONG	10	56	66	5	9	14	15	65	80
THABA-TSEKA	10	57	67	8	5	13	18	62	80
<b>Total</b>	86	309	395	73	68	141	159	377	536

Table 7.6 illustrates non-formal education teachers in literacy and numeracy by district, qualification and sex for the year 2016. It can be observed from the table that there were 395 literacy and numeracy teachers out of which 158 (40 percent) had primary education, 82 (21 percent) had Junior Certificate, 78 (20 percent) had COSC and 77 (20 percent) had qualifications higher than COSC such as Diplomas, Bachelors Degree and many others.

**Table 7.6: Non-Formal Education Teachers in Literacy and Numeracy by District, Qualification and Sex, 2016**

DISTRICT	PRIMARY EDUCATION			JUNIOR CERTIFICATE			COSC			ABOVE COSC			TOTAL		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
BUTHA-BUTHE	0	0	0	0	3	3	1	5	6	1	3	4	2	11	13
LERIBE	0	1	1	3	6	9	3	10	13	3	3	6	9	20	29
BEREA	4	9	13	5	8	13	9	7	16	8	8	16	26	32	58
MASERU	1	15	16	0	3	3	2	3	5	10	15	25	13	36	49
MAFETENG	3	6	9	1	13	14	5	10	15	2	6	8	11	35	46
MOHALE'S HOEK	0	10	10	0	1	1	2	0	2	0	3	3	2	14	16
QUTHING	0	9	9	0	0	0	0	0	0	0	2	2	0	11	11
QACHA'S NEK	0	18	18	1	12	13	1	5	6	1	2	3	3	37	40
MOKHOTLONG	5	46	51	0	5	5	2	3	5	3	2	5	10	56	66
THABA-TSEKA	4	27	31	4	17	21	2	8	10	0	5	5	10	57	67
<b>Total</b>	17	141	158	14	68	82	27	51	78	28	49	77	86	309	395

Table 7.7 reveals that out of total number of 387 learning posts and centres, literacy and numeracy had 371 (96percent) while continuing education had only 16 (4 percent). The Majority of literacy and numeracy learning posts were in the mountainous districts namely Mokhotlong and Thaba-Tseka. Mokotlong was forefront with 69 (19 percent) learning posts followed by Thaba Tseka with 66 (18 percent). Most of the districts had at least one 'continuing education' centre except Maseru and Berea that had 6 and 2 learning centres correspondingly.

**Table 7.7: Number of Learning Posts/Centres in Non-Formal Education by District and Level, 2016**

<b>DISTRICT</b>	<b>Literacy and Numeracy</b>	<b>Continuing Education</b>	<b>Total</b>
BUTHA-BUTHE	13	1	14
LERIBE	29	1	30
BEREA	52	2	54
MASERU	31	6	37
MAFETENG	46	1	47
MOHALES HOEK	14	1	15
QUTHING	11	1	12
QACHAS NEK	40	1	41
MOKHOTLONG	69	1	70
THABA-TSEKA	66	1	67
<b>Total</b>	<b>371</b>	<b>16</b>	<b>387</b>

## **ANNEX I: Technical Notes**

**Gross Enrolment Ratio:** Enrolment in a specified level of education regardless of age expressed as a percentage of the total official age population for that level. This indicator is used to show the general level of participation in a particular level of education. It is also used to indicate the degree in which over-aged and under aged children enrol 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:** Enrolees 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

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>A. Access</b>										
<b>1. GER</b>										
Males	120.8	119.3	116.2	116.2	114.6	111.6	105.8	103.4	101.0	
Females	120.2	118.6	116.2	113.9	113.3	108.8	103.9	101.1	98.5	
Total	120.5	119.0	116.2	115.1	113.0	110.2	104.9	102.3	99.8	
<b>2. NER</b>										
Males	79.5	79.9	78.6	80.1	80.2	79.6	75.6	75.1	74.4	
Females	83.4	84.1	83.2	83.5	83.1	82.6	79.0	78.2	77.2	
Total	81.4	82.0	80.9	81.8	81.6	81.1	77.3	76.6	75.8	
<b>3. AIR</b>										
Males	111.5	106.1	105.5	106.1	105.1	103.3	97.1	99.4	111.1	
Females	105.1	102.7	98.8	98.2	99.4	97.3	90.8	92.6	99.7	
Total	108.3	104.4	102.2	102.2	102.2	100.4	94.0	96.1	104.4	
<b>4. NIR</b>										
Males	54.7	54.8	55.4	60.8	58.0	56.9	53.9	55.3	59.5	
Females	55.0	56.5	54.7	59.1	59.1	57.7	52.8	54.7	58.2	
Total	75.0	55.6	55	60.0	58.5	57.3	53.3	55.0	58.8	
<b>B. Efficiency</b>										
<b>1. Promotions</b>										
Total	-	-	-	-	82.5	83.6	90.4	90.5		
<b>2. Repetitions</b>										
Total	20.9	19.1	20.0	19.3	16.5	13.2	8.7	8.3		
<b>3. Dropouts</b>										
Total	-	-	-	-	4.9	3.2	0.9	1.2		
<b>4. Completion Rates</b>										
Total	83.0	-	-	80.9	79.9	78.2	78.8			
<b>C. Quality Indicators</b>										
<b>Pupil: Teacher Ratio</b>	37	35	34	34	34	34	33		33	34
<b>Qualified Teacher Ratio</b>	60.0	-	-	-	-	50	45		42	41
<b>Pupil: Classroom Ratio</b>	55.0	-	-	-	-	-	47		44	45

## 2. Secondary Education Level

<b>A. Access</b>	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>1. GER</b>												
Males	34.2	34.8	35.5	37.1	39.7	44.4	46.5	46.9	46.9	47.1	47.3	
Females	44	44.9	47.3	50.6	55.8	61.9	64.4	64	63.6	64.5	64.5	
Total	39.1	39.8	41.4	43.8	47.7	53.1	55.4	55.4	55.2	55.7	55.8	
<b>2. NER</b>												
Males	19.6	20	20.8	22.3	23.8	26	27.6	28.5	29.2	29.4	30.4	
Females	31.2	31.4	33.4	35.9	39.4	42.5	44.2	44.6	45.6	46.2	47.3	
Total	25.4	25.7	27	29	31.5	34.2	35.8	36.5	37.3	37.7	38.7	
<b>B. Efficiency</b>												
<b>1. Transition Rates Standard 7- Form A</b>												
Males	69.6	70.3	68.3	68	71.7	75.3	72.5	74.8	74.3	74.4	75.6	
Females	68.3	69.1	66.4	70	74.1	75.6	75.2	74.8	74.9	76.1	77.9	
Total	68.9	69.6	67.2	69.2	73.1	75.5	74	74.8	74.6	75.4	76.9	
<b>2. Transition Rates Form C – Form D</b>												
Males	75.2	75.2	68.7	71.8	71.7	78.6	73.6	69.7	70.4	71.1		
Females	73.7	73.7	67	75.7	78.2	76.2	75.3	72.7	72.6	70.2		
Total	74.4	74.4	67.7	74	75.3	77.2	74.6	71.4	71.4	70.6		
<b>C. Quality</b>												
<b>Pupil: Teacher Ratio</b>	26.6	25.7	24.4	24	23.5	25.8	24.9	25.1	24.1	23.9	24.0	24.0
<b>Qualified Teacher Ratio</b>										25.5	25.3	26.0
<b>Class Ratio</b>											40.0	39.9

### ANNEX III: Population projections

**Table 1A: School Age Population**

YEARS												
AGE	2005		2006		2007		2008		2009		2010	
	M	F	M	F	M	F	M	F	M	F	M	F
0	28882	28235	29470	28811	29870	29186	29635	28957	29399	28728	29164	28499
1	27205	26729	27772	27288	28450	27938	28851	28311	28624	28088	28396	27865
2	26273	25819	26834	26372	27402	26937	28072	27580	28483	27957	28258	27737
3	25355	24923	25910	25470	26472	26029	27034	26588	27695	27223	28116	27604
4	24581	24201	25000	24581	25556	25135	26112	25687	26666	26239	27320	26867
0-4	132296	129907	134986	132522	137750	135225	139704	137123	140867	138235	141254	138572
5	24469	24087	24473	24077	24884	24454	25438	25003	25991	25553	26543	26103
6	24510	24101	24437	24036	24516	24086	24831	24383	25384	24932	25936	25481
7	24383	23976	24310	23912	24321	23912	24400	23961	24617	24181	25165	24725
8	24161	23774	24089	23711	24105	23715	24116	23716	24194	23764	24315	23906
9	23827	23307	23850	23497	23867	23502	23882	23506	23892	23507	23970	23555
5-9	121350	119245	121159	119233	121693	119669	122667	120569	124078	121937	125929	123770
10	24065	23590	23660	23150	23674	23330	23690	23335	23706	23339	23715	23339
11	23911	23555	23973	23495	23464	22965	23570	23225	23587	23230	23602	23234
12	23975	23677	23881	23510	23835	23357	23329	22830	23527	23170	23544	23175
13	24167	23876	23986	23662	23785	23402	23740	23249	23235	22724	23525	23144
14	23944	23666	24197	23868	23912	23563	23712	23304	23666	23151	23163	22629
10-14	120062	118364	119697	117685	118670	116617	118041	115943	117721	115614	117549	115521
15	23947	23621	23857	23550	24107	23746	23823	23442	23623	23185	23578	23033
16	23983	23568	23825	23465	23762	23418	23989	23588	23706	23286	23507	23030
17	24060	23507	23837	23376	23711	23300	23648	23253	23852	23397	23570	23097
18	24169	23428	23884	23272	23697	23168	23572	23093	23510	23047	23690	23165
15-18	96159	94124	95403	93663	95277	93632	95032	93376	94691	92915	94345	92325
Total	469867	461640	471245	463103	473390	465143	475444	467011	477357	468701	479077	470188