

## **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

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# **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 2009 to 2017. Enrolment was 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 up to 5542 in 2017. Observed in the table again was that the number of schools gradually increased from 2008, (219 schools) to 2015 (243 schools) the number decreased to 240 in 2017.

**Table 2.1: Number of Reception Classes and Enrolment, 2009-2017**

Year	Enrolment	No. of Schools	New Schools
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
2017	5542	240	0

Table 2.2 compares enrolment with the number of reception classes by district from 2015 to 2017. It was observed that enrolment rose in only one district out of ten from 2016 to 2017, Thaba Tseka 5.4 percent, while Mophale's Hoek experienced no change in enrolment. The number of reception classes decreased from 243 in 2015 to 240 in 2017.

**Table 2.2: Enrolment and Number of Reception Classes by District, 2015 - 2017**

District	Enrolment			No. of schools		
	2015	2016	2017	2015	2016	2017
Botha-Bothe	532	542	483	19	19	19
Leribe	633	688	621	28	28	28
Berea	723	712	649	28	27	26
Maseru	923	939	911	35	34	34
Mafeteng	623	677	665	30	30	30
Mophale's Hoek	560	508	508	27	27	27
Quthing	376	346	317	19	19	19
Qacha's Nek	361	365	337	18	18	18
Mokhotlong	391	427	387	15	15	15
Thaba-Tseka	650	628	664	24	24	24
Total	5772	5832	5542	243	241	240

## 2.2 Enrolment in ECCD (reception classes included)

Table 2.3 shows ECCD enrolment by district, age and sex in 2017. Enrolment in ECCD centres increased from 53 793 in 2016 to 53803 in 2017 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, 2017**

DISTRICT	AGE<3		AGE 3		AGE 4		AGE 5		AGE>5		Total	%
	M	F	M	F	M	F	M	F	M	F		
BUTHA-BUTHE	154	217	385	398	606	629	714	657	415	440	4615	8.6
LERIBE	460	505	808	871	1099	1194	1031	1028	812	801	8609	16.0
BEREA	389	411	618	662	789	831	774	751	520	580	6325	11.8
MASERU	990	1096	1366	1359	1974	1941	1808	1845	1224	1270	14873	27.6
MAFETENG	215	212	385	384	588	569	580	648	395	406	4382	8.1
MOHALES HOEK	126	137	358	339	657	661	637	681	315	325	4236	7.9
QUTHING	70	68	168	173	254	244	282	339	173	189	1960	3.6
QACHAS NEK	133	125	215	253	330	320	375	394	159	154	2458	4.6
MOKHOTLONG	156	138	169	182	251	297	322	319	223	198	2255	4.2
THABA-TSEKA	182	182	311	353	455	512	584	702	389	420	4090	7.6
<b>Total</b>	<b>2875</b>	<b>3091</b>	<b>4783</b>	<b>4974</b>	<b>7003</b>	<b>7198</b>	<b>7107</b>	<b>7364</b>	<b>4625</b>	<b>4783</b>	<b>53803</b>	<b>100</b>

### 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 2016 to 2017. In 2016, the overall GER was 42.2 percent which was made up of 41.33 percent of males and 42.99 percent of females. The general GER has decreased to 41.6 percent in 2017 and was formed by 40.8 and 42.4 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. The NER in 2017 increased slightly to a total 29.7 percent with 29.2 for males and 30.2 percent for females.

**Table 2.4(i): ECCD Schools Gross Enrolment Rate and Net Enrolment Rate by Sex, 2016-2017**

Year	Gross Enrolment Rate (NER)			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
2017	40.8	42.4	41.6	29.2	30.2	29.7

## 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 2017. There were 27888 new entrants in 2017, out of this number 13888 (49.8 percent) were girls and 14000 (50.2 percent) were boys. 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 7458 (26.7 percent), followed by Leribe with 3887(13.9 percent) and the least was Quthing with 4.3 percent.

**Table 2.4(ii): ECCD New Entrants by District and Sex, 2017**

DISTRICT	M	F	Total	Percentage
BUTHA-BUTHE	1255	1161	2416	8.7
LERIBE	1945	1942	3887	13.9
BEREA	1675	1709	3384	12.1
MASERU	3821	3637	7458	26.7
MAFETENG	1146	1163	2309	8.3
MOHALES HOEK	1075	1092	2167	7.8
QUTHING	581	620	1201	4.3
QACHAS NEK	650	675	1325	4.8
MOKHOTLONG	672	670	1342	4.8
THABA-TSEKA	1180	1219	2399	8.6
<b>Total</b>	<b>14000</b>	<b>13888</b>	<b>27888</b>	<b>100</b>

## 2.3 Disability in ECCD Schools

Table 2.5 shows that out of the total enrolment of 53 803 pupils in ECCD centres in 2017, 778 (1.4 percent) pupils had some form disability. Furthermore, sex comparison shows that 436 (56.0 percent) were boys and 342 which is 44.0 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 Maseru had the highest number of pupils with some form of disability of 199 (25.6 percent); it was followed by Berea with 118 (15.2 percent) and then Leribe with 113(14.5 percent).



**Table 2.5: ECCD enrolment of children with special educational needs or disability by District, Age and Sex, 2017**

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	4	10	12	11	5	16	9	5	4	78
LERIBE	2	1	11	5	14	7	16	16	18	23	113
BEREA	4	5	10	17	24	14	16	10	9	9	118
MASERU	16	9	17	19	24	21	26	18	27	22	199
MAFETENG	1	0	4	6	13	7	12	4	10	5	62
MOHALES HOEK	0	1	2	5	6	3	9	6	8	1	41
QUTHING	0	0	0	1	1	2	2	5	4	2	17
QACHAS NEK	0	0	0	2	2	2	2	0	4	0	12
MOKHOTLONG	11	7	12	12	14	14	11	7	5	9	102
THABA-TSEKA	2	0	3	0	8	5	7	4	5	2	36
<b>Total</b>	<b>38</b>	<b>27</b>	<b>69</b>	<b>79</b>	<b>117</b>	<b>80</b>	<b>117</b>	<b>79</b>	<b>95</b>	<b>77</b>	<b>778</b>

Table 2.6 displays enrolment of children with special education by type of disability, age and sex for the year 2017. When disaggregating enrolment of pupils with special education by type of disability, majority of children with special education had physical disability accounting for 245(31.5 percent), followed by intellectual disability which constituted 171(21.9 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, 2017**

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	20	11	29	30	37	30	30	18	24	16	245
Visual Impairment	0	5	9	14	11	9	27	13	16	14	118
Hearing Impairment	4	4	8	10	10	7	11	11	5	5	75
Intellectual Disability	12	3	8	13	28	19	27	21	22	18	171
OTHER	2	4	15	12	31	15	22	16	28	24	169
<b>Total</b>	<b>38</b>	<b>27</b>	<b>69</b>	<b>79</b>	<b>117</b>	<b>80</b>	<b>117</b>	<b>79</b>	<b>95</b>	<b>77</b>	<b>778</b>

## 2.4 Orphan-hood in ECCD Schools

Out of the total enrolment in ECCD centres, 2609 were pupils that had either lost one or both of their parents in 2017. As shown in Table 2.7, paternal orphans constituted about 67.5 percent of these orphans, whereas maternal and double orphans accounted for 21.3 and 11.2 percent respectively.

**Table 2.7: ECCD Orphans by Type, Age and Sex, 2017**

ORPHAN TYPE	AGE<3		AGE 3		AGE 4		AGE 5		AGE>5		Total
	M	F	M	F	M	F	M	F	M	F	
Paternal	66	68	120	136	221	222	251	288	192	197	1761
Maternal	15	22	39	40	69	84	87	101	47	53	557
Double	6	5	13	28	24	34	36	61	44	40	291
<b>Total</b>	<b>87</b>	<b>95</b>	<b>172</b>	<b>204</b>	<b>314</b>	<b>340</b>	<b>374</b>	<b>450</b>	<b>283</b>	<b>290</b>	<b>2609</b>

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 639(24.5 percent). It was followed by Berea and Leribe with 11.4 and 11.0 percent respectively. Quthing was the least with 3.4 percent orphans' country wide.

**Table 2.8: ECCD Orphans by District, Age and Sex, 2017**

DISTRICT	AGE<3		AGE 3		AGE 4		AGE 5		AGE>5		Total
	M	F	M	F	M	F	M	F	M	F	
BUTHA-BUTHE	5	6	32	20	33	44	44	46	22	23	275
LERIBE	7	14	18	26	35	42	31	51	29	35	288
BEREA	10	13	22	27	37	38	29	49	35	38	298
MASERU	26	32	40	59	75	88	83	85	76	75	639
MAFETENG	3	1	11	12	28	18	33	43	26	28	203
MOHALES HOEK	4	4	13	18	25	26	34	46	26	20	216
QUTHING	0	0	5	4	7	10	11	21	16	15	89
QACHAS NEK	10	10	7	5	13	21	35	30	11	7	149
MOKHOTLONG	16	8	10	13	22	22	30	22	14	16	173
THABA-TSEKA	6	7	14	20	39	31	44	57	28	33	279
<b>Total</b>	<b>87</b>	<b>95</b>	<b>172</b>	<b>204</b>	<b>314</b>	<b>340</b>	<b>374</b>	<b>450</b>	<b>283</b>	<b>290</b>	<b>2609</b>

The number of teachers in ECCD centres during the year 2017 was 3219. Table 2.9 shows that there were more female teachers with 3146(97.7 percent) than their male counterparts with 73(2.3 Percent). A similar trend is observed for districts whereby Maseru was leading with 24.6 percent of teachers in this level of education. It was seconded by Leribe with 16.5 percent and then Berea with 13.8 percent.

**Table 2.9: ECCD Teachers by District and Sex, 2017**

<b>DISTRICT</b>	<b>M</b>	<b>F</b>	<b>Total</b>	<b>%</b>
BUTHA-BUTHE	3	267	270	8.4
LERIBE	23	509	532	16.5
BEREA	16	428	444	13.8
MASERU	24	769	793	24.6
MAFETENG	2	280	282	8.8
MOHALES HOEK	0	244	244	7.6
QUTHING	2	116	118	3.7
QACHAS NEK	2	166	168	5.2
MOKHOTLONG	0	143	143	4.4
THABA-TSEKA	1	228	229	7.1
<b>Total</b>	<b>73</b>	<b>3146</b>	<b>3219</b>	<b>100</b>

Table 2.10 illustrates the distribution of pre-schools by district and agency in 2017. Maseru led with the highest number of 487(20.9 percent) ECCD schools in 2017. Leribe seconded with 341(14.6 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, 2017**

<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	17	152	5	8	3	0	7	11	203
LERIBE	8	274	4	13	3	0	15	24	341
BEREA	8	191	7	7	2	0	17	68	300
MASERU	13	215	10	11	3	2	16	217	487
MAFETENG	16	173	10	7	1	2	8	11	228
MOHALES HOEK	10	156	5	6	3	0	7	12	199
QUTHING	9	70	4	3	2	3	5	8	104
QACHAS NEK	8	109	3	8	1	0	2	5	136
MOKHOTLONG	6	119	3	4	0	0	1	0	133
THABA-TSEKA	9	172	4	5	0	0	5	6	201
<b>Total</b>	<b>104</b>	<b>1631</b>	<b>55</b>	<b>72</b>	<b>18</b>	<b>7</b>	<b>83</b>	<b>362</b>	<b>2332</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 2017. It is observed from the table that the total enrolment at this level was 354847 in 2017. 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, 2017**

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	2522	2634	0	0	0	0	0	0	0	0	0	0	0	0	5156
6	15793	15158	941	1009	0	0	0	0	0	0	0	0	0	0	32901
7	8159	6594	10304	11408	834	952	0	0	0	0	0	0	0	0	38251
8	2202	1302	8426	7260	8245	10041	900	1370	0	0	0	0	0	0	39746
9	600	315	3530	2401	8572	8286	6689	9071	928	1633	0	0	0	0	42025
10	265	101	1484	722	4066	2817	7810	7611	5554	7898	849	1434	0	0	40611
11	104	41	464	185	1972	1001	4969	3293	7185	7533	4793	7541	677	1323	41081
12	48	18	182	68	836	427	2785	1474	5841	4049	6483	7708	3960	6729	40608
13	19	6	74	31	358	123	1500	698	3666	1915	5682	4447	5414	7481	31414
14	5	1	22	7	142	42	604	217	1839	869	3743	2239	4929	5161	19820
15	3	3	11	7	51	11	182	77	782	338	2181	1209	3972	3168	11995
16	5	3	9	5	25	9	84	28	326	110	1056	551	2724	1664	6599
17	2	2	2	1	8	4	24	11	92	39	397	200	1415	846	3043
18	0	1	1	1	5	4	13	3	33	9	93	74	473	276	986
19	0	0	0	0	0	1	0	2	3	8	34	26	153	79	306
20	4	0	19	0	0	1	4	1	1	0	6	7	52	34	129
>20	26	0	1	2	10	0	15	1	9	8	18	14	39	33	176
<b>Total</b>	<b>29757</b>	<b>26179</b>	<b>25470</b>	<b>23107</b>	<b>25124</b>	<b>23719</b>	<b>25579</b>	<b>23857</b>	<b>26259</b>	<b>24409</b>	<b>25335</b>	<b>25450</b>	<b>23808</b>	<b>26794</b>	<b>354847</b>

Table 3.2 shows the distribution of enrolment in registered primary schools by grade, sex and year starting from 2013 up to 2017. 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, 2013-2017**

Grade	2013		2014		2015		2016		2017	
	M	F	M	F	M	F	M	F	M	F
1	31816	27762	29218	26082	29839	26555	30257	26370	29757	26179
2	30595	26524	27079	24574	24739	23120	25247	23710	25470	23107
3	30298	26797	29624	26132	26435	23937	25227	23714	25124	23719
4	30216	26784	33945	28962	29491	26071	27580	24546	25579	23857
5	25242	25544	26440	25867	32365	28981	27688	25909	26259	24409
6	21801	24423	21961	24583	23452	24977	28799	28588	25335	25450
7	18082	23585	18339	23242	18411	23264	19519	23602	23808	26794
<b>Total</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>181,332</b>	<b>173,515</b>
<b>Sex Ratio (F/M)</b>	<b>0.9589</b>		<b>0.9647</b>		<b>0.9576</b>		<b>0.9573</b>		<b>0.9569</b>	
<b>TOTAL</b>	<b>381,690</b>		<b>369,469</b>		<b>361,637</b>		<b>360,756</b>		<b>354,847</b>	

Table 3.3 shows enrolment in registered primary schools by district, sex and years from 2015 to 2017. The highest number of pupils were enrolled in Maseru with 82,126 (23.0 percent), followed by Leribe with 55,164 pupils (15.4 percent) and the least were in Qacha's Nek with 14,397 (4.0 percent). The table further reveals that during these three years period, the total enrolment has been declining from 361,637 in 2015 to 354,847 in 2017.

For all the districts, enrolment in primary schools declined between 2015 and 2017, 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, 2015- 2017**

District	2015			2016			2017		
	M	F	Total	M	F	Total	M	F	Total
Botha-Bothe	11479	10808	22287	11776	11159	22935	11709	11160	22869
Leribe	28975	26945	55920	28859	26689	55548	28646	26518	55164
Berea	23029	20915	43944	22929	20726	43655	22421	20211	42632
Maseru	42098	39752	81850	42493	40447	82940	41948	40178	82126
Mafeteng	18943	17208	36151	18627	16956	35583	17905	16345	34250
Mohale's Hoek	16058	15799	31857	15904	15446	31350	15703	15080	30783
Quthing	11089	10675	21764	10940	10477	21417	10887	10314	21201
Qacha's Nek	7631	7284	14915	7445	7129	14574	7334	7063	14397
Mokhotlong	10961	11751	22712	10907	11770	22677	10890	11634	22524
Thaba-Tseka	14469	15768	30237	14437	15640	30077	13889	15012	28901
<b>Total</b>	<b>184732</b>	<b>176905</b>	<b>361637</b>	<b>184317</b>	<b>176439</b>	<b>360756</b>	<b>181332</b>	<b>173515</b>	<b>354847</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, 2017**

DISTRICT	URBAN			RURAL			Total
	M	F	Total	M	F	Total	
Botha-Bothe	4218	4123	8341	7491	7037	14528	22869
Leribe	6122	5790	11912	22524	20728	43252	55164
Berea	2973	2708	5681	19448	17503	36951	42632
Maseru	19683	19373	39056	22265	20805	43070	82126
Mafeteng	4647	4275	8922	13258	12070	25328	34250
Mohale's Hoek	3109	3021	6130	12594	12059	24653	30783
Quthing	1934	1723	3657	8953	8591	17544	21201
Qacha's Nek	1721	1645	3366	5613	5418	11031	14397
Mokhotlong	2149	2247	4396	8741	9387	18128	22524
Thaba-Tseka	1893	2091	3984	11996	12921	24917	28901
<b>Total</b>	<b>48449</b>	<b>46996</b>	<b>95445</b>	<b>132883</b>	<b>126519</b>	<b>259402</b>	<b>354847</b>

Table 3.5 shows enrolment in registered primary schools by district, ecological zone and sex in 2017. 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, 2017**

DISTRICT	LOWLANDS		FOOTHILLS		MOUNTAIN		SENQU RIVER VALLEY		TOTAL
	M	F	M	F	M	F	M	F	
Botha-Bothe	7148	6818	3301	3088	1260	1254	0	0	22869
Leribe	20982	19352	4555	4092	3109	3074	0	0	55164
Berea	18708	16784	3579	3252	134	175	0	0	42632
Maseru	32491	30977	6289	5925	3168	3276	0	0	82126
Mafeteng	14408	12980	3497	3365	0	0	0	0	34250
Mohale's Hoek	6922	6287	53	45	2742	2874	5986	5874	30783
Quthing	0	0	0	0	3188	3280	7699	7034	21201
Qacha's Nek	0	0	0	0	3143	2972	4191	4091	14397
Mokhotlong	0	0	0	0	10890	11634	0	0	22524
Thaba-Tseka	0	0	0	0	13230	14320	659	692	28901
<b>Total</b>	<b>100659</b>	<b>93198</b>	<b>21274</b>	<b>19767</b>	<b>40864</b>	<b>42859</b>	<b>18535</b>	<b>17691</b>	<b>354847</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, 2017**

<b>DISTRICT</b>	<b>PUBLIC</b>			<b>PRIVATE</b>			<b>TOTAL</b>
	<b>M</b>	<b>F</b>	<b>T</b>	<b>M</b>	<b>F</b>	<b>T</b>	
Botha-Bothe	11523	10965	22488	186	195	381	22869
Leribe	27636	25523	53159	1010	995	2005	55164
Berea	21917	19707	41624	504	504	1008	42632
Maseru	40015	38141	78156	1933	2037	3970	82126
Mafeteng	17557	16007	33564	348	338	686	34250
Mohale's Hoek	15703	15080	30783	0	0	0	30783
Quthing	10887	10314	21201	0	0	0	21201
Qacha's Nek	7334	7063	14397	0	0	0	14397
Mokhotlong	10890	11634	22524	0	0	0	22524
Thaba-Tseka	13889	15012	28901	0	0	0	28901
<b>Total</b>	<b>177351</b>	<b>169446</b>	<b>346797</b>	<b>3981</b>	<b>4069</b>	<b>8050</b>	<b>354847</b>



Table 3.7 illustrates enrolment in registered primary schools by district, agency and sex in 2017. It is observed from the table that enrolment was highest in LEC primary schools with 116,014 pupils; followed by RCM with 114,102 pupils and least number of pupils was in AME with 3,643 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, 2017**

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	599	627	1282	1314	4291	3981	2934	2748	1688	1460	201	213	528	622	186	195	22869
Leribe	2000	1782	1721	1529	8797	7954	7982	7443	5167	4690	278	253	1691	1872	1010	995	55164
Berea	3094	2677	551	542	6761	6020	8444	7538	2053	1932	0	0	1014	998	504	504	42632
Maseru	4458	4010	4305	4365	12232	11238	12683	12169	3575	3626	353	251	2409	2482	1933	2037	82126
Mafeteng	1694	1544	487	561	7247	6484	5332	4744	1842	1720	353	345	602	609	348	338	34250
Mohale's Hoek	1721	1486	558	565	5783	5428	4797	4884	1529	1428	172	119	1143	1170	0	0	30783
Quthing	1097	1114	0	0	5187	4860	3084	2818	1439	1453	0	0	80	69	0	0	21201
Qacha's Nek	996	928	0	0	2852	2742	2552	2429	863	907	71	57	0	0	0	0	14397
Mokhotlong	1128	1064	0	0	3588	3814	4307	4757	1141	1215	489	488	237	296	0	0	22524
Thaba-Tseka	2464	2787	1015	1172	3200	3555	6085	6372	868	866	0	0	257	260	0	0	28901
<b>Total</b>	<b>19251</b>	<b>18019</b>	<b>9919</b>	<b>10048</b>	<b>59938</b>	<b>56076</b>	<b>58200</b>	<b>55902</b>	<b>20165</b>	<b>19297</b>	<b>1917</b>	<b>1726</b>	<b>7961</b>	<b>8378</b>	<b>3981</b>	<b>4069</b>	<b>354847</b>

### 3.1.1 Accessibility of Education

Accessibility is defined as the proportion of children who have access to schooling out of all children of admission age at the corresponding grade, which is age 6 for 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 in 2017. 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 2017 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, 2017**

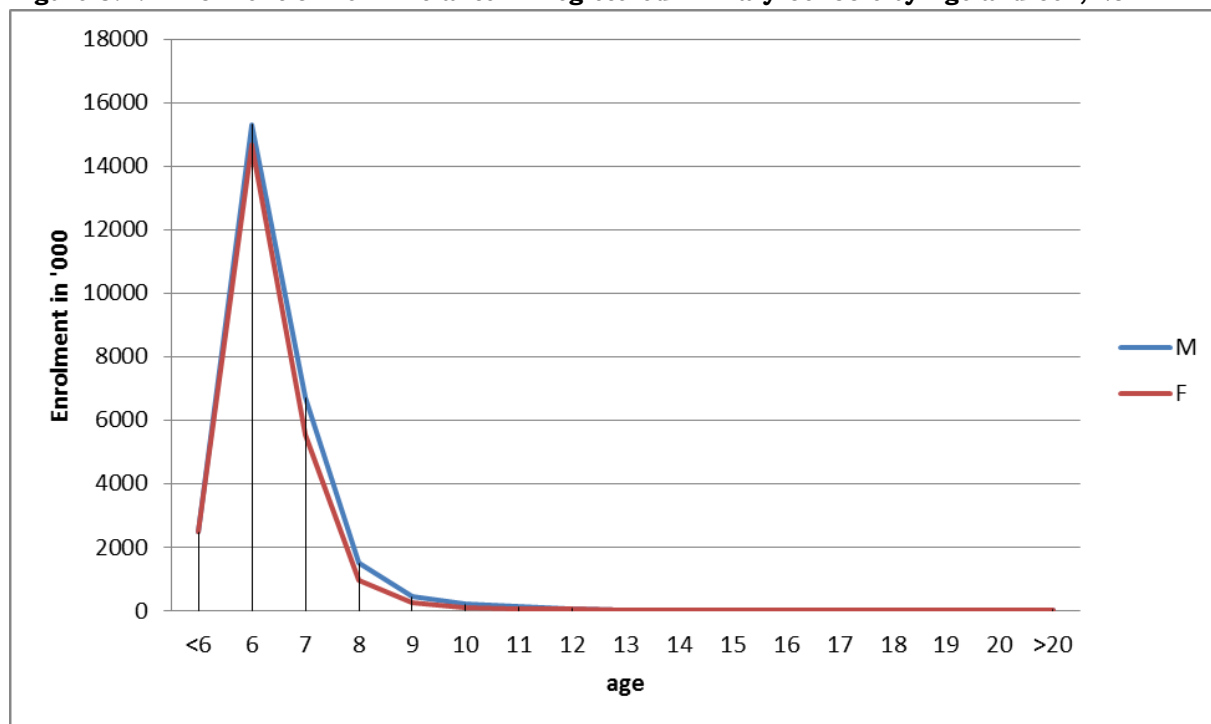


Table (3.8) shows the enrolment of new pupils in registered primary schools by district and sex in 2017. It is shown in the table that enrolment of new entrants has a similar pattern to that of the total enrolment in registered primary schools as it is observed that even for the new entrants, Maseru was leading with 24.2 percent of new entrants. It was followed by Leribe with 15.1 percent; then Berea and Mafeteng with 11.6 and 9.3 percent.

**Table 3.8: New Entrants in Primary Schools by District and Sex, 2017**

<b>District</b>	<b>Male</b>	<b>Male (%)</b>	<b>Female</b>	<b>Female (%)</b>	<b>Total</b>
BOTHA-BOTHE	1531	5.7	1475	6.1	3006
LERIBE	4085	15.2	3760	15.6	7845
BEREA	3094	11.5	2789	11.6	5883
MASERU	6400	23.8	5869	24.4	12269
MAFETENG	2543	9.5	2172	9.0	4715
MOHALE'S HOEK	2284	8.5	2009	8.4	4293
QUTHING	1597	5.9	1368	5.7	2965
QACHA'S NEK	1073	4.0	976	4.1	2049
MOKHOTLONG	1785	6.6	1556	6.5	3341
THABA-TSEKA	2471	9.2	2076	8.6	4547
<b>Total</b>	<b>26863</b>	<b>100</b>	<b>24050</b>	<b>100</b>	<b>50913</b>

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

The Apparent Intake Rates (AIR) and Net Intake Rates (NIR) for Lesotho from 2000 to 2017 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, thereafter it decreased continuously until 2008 then remained steady at 102.2 from 2009 to 2011 but subsequently it fluctuated up to 2017. The year 2000 recorded a massive AIR due to the commencement of free primary education which resulted in high enrolment. Sex comparison in AIR indicates that more males had access to primary education than females.

Net Intake Rate (NIR) on the other hand, has been fluctuating since 2000 to 2017 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 from 2000 to 2010, thereafter boys took the lead.

**Table 3.9: Registered Primary Schools Apparent and Net Intake Rates and Gender Parity Indices by Sex, 2000-2017**

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
2017	135.2	120.0	127.6	0.89	71.7	69.5	70.6	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 2017.

### 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 2017.

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 34pupils in 2013 to 2017.

**Table 3.10: Registered Primary Schools Gross and Net Enrolment Rates and Pupils Teacher Ratios, 2001-2017**

Year	Gross Enrolment				Net Enrolment				PTR
	Males	Females	GPI	Total	Males	Females	GPI	Total	
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
2017	115.7	109.8	0.95	112.7	87.1	86.9	1.0	87.0	33.0

Table 3.11 summarizes pupil teacher ratios (PTR) for 2017 by districts. It is observed from the table that the pupil teacher ratio for registered primary schools in general was estimated at 33.2 pupils per teacher. It ranged from 29.3 in Mhale's Hoek to 39.4 pupils per teacher in Mokhotlong.

**Table 3.11: Pupils Enrolled in Registered Primary Schools by District, 2017**

District	Enrolment			Teachers			PTR
	M	F	Total	M	F	Total	Total
BOTHA-BOTHE	11709	11160	22869	162	557	719	31.8
LERIBE	28646	26518	55164	379	1328	1707	32.3
BEREA	22421	20211	42632	295	1026	1321	32.3
MASERU	41948	40178	82126	540	1717	2257	36.4
MAFETENG	17905	16345	34250	316	806	1122	30.5
MOHALE'S HOEK	15703	15080	30783	280	771	1051	29.3
QUTHING	10887	10314	21201	175	508	683	31.0
QACHA'S NEK	7334	7063	14397	120	361	481	29.9
MOKHOTLONG	10890	11634	22524	170	402	572	39.4
THABA-TSEKA	13889	15012	28901	260	526	786	36.8
<b>Total</b>	<b>181332</b>	<b>173515</b>	<b>354847</b>	<b>2697</b>	<b>8002</b>	<b>10699</b>	<b>33.2</b>

### 3.2 Disability in Registered Primary Schools

Out of the total enrolment of 354,847 in registered primary schools in 2017, about 18,875 were pupils with the special educational needs. This implies that 5.3 percent of them had some form of disability in 2017.

Table 3.12 below shows enrolment of pupils with special educational needs in registered primary schools by type of disability, grade and sex in 2017. It can be seen from the table that intellectual disability accounted for 54.4 percent of the pupils with disability, followed by visual impairment with 20.8 percent and the form of disability with less pupils is physical disability with 6.2 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, 2017**

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	125	78	79	73	109	81	84	69	101	82	64	76	76	67	1164
Visual Impairment	219	135	195	148	274	229	308	202	377	294	434	419	364	343	3941
Hearing Impairment	106	75	91	76	121	110	166	157	226	228	227	247	189	221	2240
Intellectual Disability	616	369	652	393	801	429	1103	593	1198	669	1208	749	859	638	10277
Other	136	83	121	58	87	72	133	66	114	67	99	49	108	60	1253
<b>Total</b>	<b>1202</b>	<b>740</b>	<b>1138</b>	<b>748</b>	<b>1392</b>	<b>921</b>	<b>1794</b>	<b>1087</b>	<b>2016</b>	<b>1340</b>	<b>2032</b>	<b>1540</b>	<b>1596</b>	<b>1329</b>	<b>18875</b>

Table 3.13 shows enrolment of pupils with special educational needs by age, grade and sex in 2017. 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 18,875 pupils with disability, the highest number of pupils with disability was in grade 6 with 18.9 percent while the least number of learners with special needs were in grade 2 with 10.0 percent.

**Table 3.13: Enrolment of Pupils with Special Needs in Registered Primary Schools by Age, Grade and Sex, 2017**

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	51	30	0	0	0	0	0	0	0	0	0	0	0	0	81
6	538	346	17	11	0	0	0	0	0	0	0	0	0	0	912
7	315	201	394	272	23	11	0	0	0	0	0	0	0	0	1216
8	152	84	335	228	386	263	40	24	0	0	0	0	0	0	1512
9	47	31	202	106	391	265	362	286	45	51	0	0	0	0	1786
10	36	16	106	58	260	181	484	295	333	296	58	75	0	0	2198
11	23	11	44	25	162	101	395	213	454	387	301	325	50	59	2550
12	17	8	17	20	85	44	240	122	441	240	391	359	226	245	2455
13	11	2	9	10	36	23	141	61	310	151	462	269	238	260	1983
14	3	2	3	6	29	13	61	28	214	90	343	185	285	221	1483
15	1	1	2	3	9	8	30	27	119	56	221	135	268	190	1070
16	4	2	5	3	4	5	22	14	63	38	146	89	225	137	757
17	1	3	3	4	2	3	9	4	24	12	62	56	146	98	427
18	3	3	1	0	1	2	5	4	11	9	26	14	74	55	208
19	0	0	0	1	1	1	0	3	2	4	13	21	48	33	127
20	0	0	0	0	2	1	4	3	0	0	3	6	17	16	52
>20	0	0	0	1	1	0	1	3	0	6	6	6	19	15	58
<b>Total</b>	<b>1202</b>	<b>740</b>	<b>1138</b>	<b>748</b>	<b>1392</b>	<b>921</b>	<b>1794</b>	<b>1087</b>	<b>2016</b>	<b>1340</b>	<b>2032</b>	<b>1540</b>	<b>1596</b>	<b>1329</b>	<b>18875</b>

### 3.3 Orphan-hood in Registered Primary Schools

Out of the total enrolment of 354,847 in 2017, there were 82,412 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 2017. It is observed from the table that the percentage of paternal orphans was leading with 60.2 percent of all the orphans in registered primary schools; then followed maternal orphans with 21.6 percent and double orphans with 18.2 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, 2017**

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	2778	2260	2867	2363	3087	2765	3641	3333	4156	3797	4349	4398	4465	5337	49596
Maternal	949	815	907	849	1101	1036	1255	1165	1530	1263	1642	1637	1792	1888	17829
Double	565	446	568	522	769	664	1023	813	1295	1121	1613	1539	1903	2146	14987
<b>Total</b>	<b>4292</b>	<b>3521</b>	<b>4342</b>	<b>3734</b>	<b>4957</b>	<b>4465</b>	<b>5919</b>	<b>5311</b>	<b>6981</b>	<b>6181</b>	<b>7604</b>	<b>7574</b>	<b>8160</b>	<b>9371</b>	<b>82412</b>

**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, 2017**

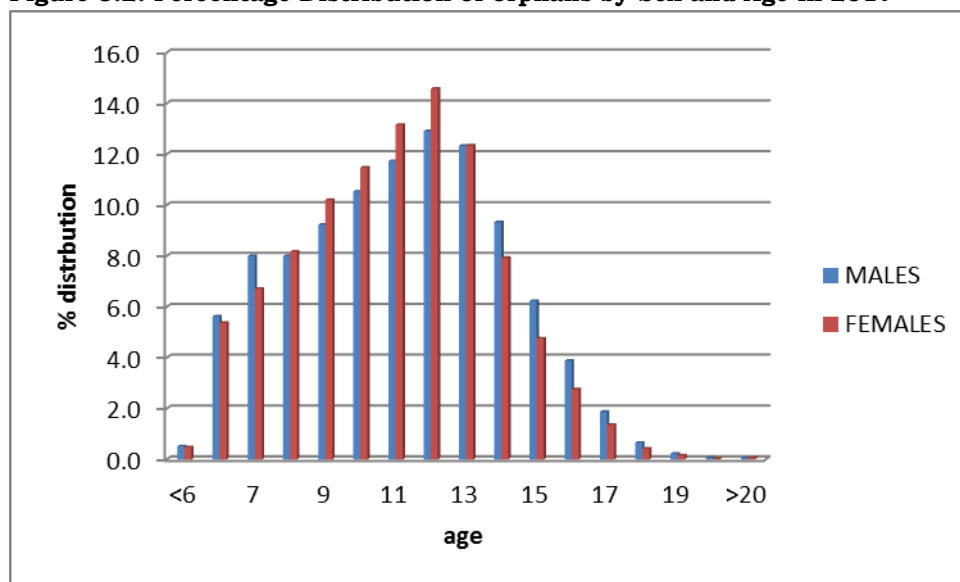
AGE	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<6	220	193	0	0	0	0	0	0	0	0	0	0	0	0	413
6	2264	2033	112	125	0	0	0	0	0	0	0	0	0	0	4534
7	1157	893	1591	1676	112	127	0	0	0	0	0	0	0	0	5556
8	379	260	1444	1221	1406	1603	148	199	0	0	0	0	0	0	6660
9	144	69	700	438	1580	1596	1316	1740	162	254	0	0	0	0	7999
10	75	31	299	161	976	677	1672	1634	1230	1777	200	328	0	0	9060
11	25	14	102	55	471	255	1260	927	1683	1822	1207	1837	211	375	10244
12	14	10	41	32	225	133	758	436	1652	1164	1684	2136	1082	1945	11312
13	3	9	20	5	92	47	425	196	1191	663	1787	1578	1695	2459	10170
14	7	2	13	6	52	15	213	83	609	300	1310	847	1740	1931	7128
15	1	0	13	2	20	7	74	68	289	116	765	454	1472	1264	4545
16	3	3	5	7	13	2	26	16	113	41	408	243	1072	797	2749
17	0	0	2	3	4	0	14	8	38	26	171	97	565	410	1338
18	0	3	0	3	3	2	8	1	12	7	49	32	206	123	449
19	0	1	0	0	3	1	0	2	1	3	17	16	75	40	159
20	0	0	0	0	0	0	3	1	0	0	2	3	26	9	44
>20	0	0	0	0	0	0	2	0	1	8	4	3	16	18	52
<b>Total</b>	<b>4292</b>	<b>3521</b>	<b>4342</b>	<b>3734</b>	<b>4957</b>	<b>4465</b>	<b>5919</b>	<b>5311</b>	<b>6981</b>	<b>6181</b>	<b>7604</b>	<b>7574</b>	<b>8160</b>	<b>9371</b>	<b>82412</b>

Figure 3.2 presents the percentage distribution of orphans in registered primary school by age and sex in 2017. 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 2017**



### 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 2017. 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 by AME 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, 2017**

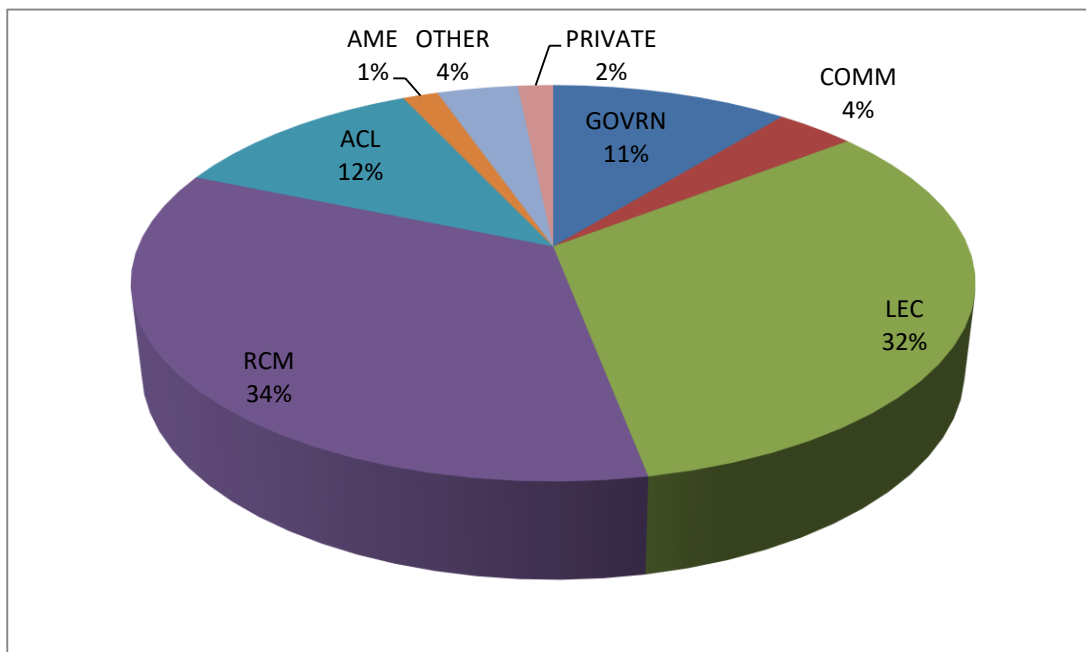


Table 3.16 shows the enrolment in registered primary schools, number of schools, number of teachers and percentage change in enrolment from 2008 to 2017. The table demonstrates that primary school enrolment decreased from 396,041 in 2008 to 354,847 in 2017. The table further indicates that the total number of primary schools increased continuously from 1,472 in 2007 to 1,473 in 2010. The number of schools fluctuated until it stood at 1,483 in 2017. 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 23.2 percent of the total enrolment in 2017. 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 5.3 percent in 2017.

**Table 3.16: Registered Primary School Enrolment, Number of Schools, Number of Teachers and Percentage Change in Enrolment, 2008-2017**

Indicators	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Enrolment	396041	389424	388681	385437	381690	369469	366048	361637	360756	354847
% Change in Enrolment	-1.2	-1.7	-0.2	-0.8	-1	-3.2	-0.9	-0.01	-0.2	-1.7
Number of schools	1472	1479	1473	1468	1469	1472	1477	1478	1478	1483
Number of teachers	11301	11536	11508	11378	11200	11324	11164	10932	10687	10699
Number of Orphans	121175	121155	120463	116558	122178	115379	110825	94333	89466	82412
Number of Pupils with Special needs	20301	20527	20490	20635	19682	20100	20357	18951	18232	18875

Table 3.17 presents the distribution of schools by district and ecological zone. As a result, it is observed that in general, out of 1,483 registered primary schools in 2017, 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 15.7 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 138 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, 2017**

DISTRICT	LOWLANDS	FOOTHILLS	MOUNTAIN	S R V	Total	
BOTHA-BOTHE		43	28	12	0	83
LERIBE		138	33	32	0	203
BEREA		114	24	1	0	139

MASERU	154	64	36	0	254
MAFETENG	123	35	0	0	158
MOHALE'S HOEK	54	1	47	70	172
QUTHING	0	0	35	90	125
QACHA'S NEK	0	0	38	64	102
MOKHOTLONG	0	0	106	0	106
THABA-TSEKA	0	0	133	8	141
<b>Total</b>	<b>626</b>	<b>185</b>	<b>440</b>	<b>232</b>	<b>1483</b>

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 1,483 registered primary schools in Lesotho, 98.4 percent were public schools in 2017.

Maseru accounted for more registered public and private primary schools estimated at 16.9 and 33.3 percent respectively. It was followed by Leribe with respectively 13.4 and 33.3 percent; public schools in Mohale's Hoek followed with 11.8 percent. For private schools alone, Mohale's Hoek and Berea accounted for equal percentages of 12.5.

**Table 3.18: Number and Percentage Distribution of Registered Schools by District and type of institution, 2017**

District	PUBLIC		PRIVATE		TOTAL
	NO. OF SCHOOLS	PERCENT	NO. OF SCHOOLS	PERCENT	
Botha-Bothe	81	5.6	2	8.3	83
Leribe	195	13.4	8	33.3	203
Berea	136	9.3	3	12.5	139
Maseru	246	16.9	8	33.3	254
Mafeteng	155	10.6	3	12.5	158
Mohale's Hoek	172	11.8	0	0	172
Quthing	125	8.6	0	0	125
Qacha's Nek	102	7.0	0	0	102
Mokhotlong	106	7.3	0	0	106
Thaba-Tseka	141	9.7	0	0	141
<b>Total</b>	<b>1459</b>	<b>100.0</b>	<b>24</b>	<b>100.0</b>	<b>1,483</b>

Table 3.19 displays the number and percentage distribution of registered primary schools by residence and district in 2017. It is shown in the table that 85.1 percent of the registered primary schools were in the rural areas.

In the urban areas, Maseru constituted the highest percentage estimated at 28.5 while in the rural areas Maseru and Leribe accounted for about 15.1 percent and 14.2 each district.

**Table 3.19: Number and Percentage Distribution of Registered Primary Schools by Residence, and District, 2017**

Residence	Urban		Rural		Total
	District	No. of Schools	Percent	No. of Schools	
BOTHA-BOTHE	19	8.6	64	5.1	83
LERIBE	24	10.9	179	14.2	203
BEREA	13	5.9	126	10.0	139
MASERU	63	28.5	191	15.1	254
MAFETENG	24	10.9	134	10.6	158
MOHALE'S HOEK	19	8.6	153	12.1	172
QUTHING	19	8.6	106	8.4	125
QACHA'S NEK	9	4.1	93	7.4	102
MOKHOTLONG	17	7.7	89	7.1	106
THABA-TSEKA	14	6.3	127	10.1	141
<b>Total</b>	<b>221</b>	<b>100</b>	<b>1262</b>	<b>100</b>	<b>1483</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 10,699 primary school teachers in 2017, 86.4 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 38 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 and Mokhotlong with 46 pupils per qualified teacher; then followed Maseru 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 39 and 37 respectively in Mokhotlong and Thaba-Tseka.

The table further shows that the female teachers outnumbered their male counterparts as they constituted 70.0 percent among unqualified teachers and 75.9 percent among qualified teachers.

**Table 3.20: Enrolment, Number of Teachers and Pupil to Teacher Ratios in Registered Primary Schools by District and Sex, 2017**

District	Enrolment	Total Teachers	Qualified Teachers	Unqualified	Pupil (qualified) Teacher Ratios
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	<b>Teachers</b>													
	<b>M</b>	<b>F</b>	<b>Total</b>	<b>M</b>	<b>F</b>	<b>Total</b>	<b>M</b>	<b>F</b>	<b>Total</b>	<b>M</b>	<b>F</b>	<b>Total</b>	<b>PTR</b>	<b>PQTR</b>
Botha-Bothe	11709	11160	22869	162	557	719	150	505	655	12	52	64	32	35
Leribe	28646	26518	55164	379	1328	1707	338	1239	1577	41	89	130	32	35
Berea	22421	20211	42632	295	1026	1321	244	910	1154	51	116	167	32	37
Maseru	41948	40178	82126	540	1717	2257	473	1512	1985	67	205	272	36	41
Mafeteng	17905	16345	34250	316	806	1122	275	691	966	41	115	156	31	35
Mohale's Hoek	15703	15080	30783	280	771	1051	206	657	863	74	114	188	29	36
Quthing	10887	10314	21201	175	508	683	126	408	534	49	100	149	31	40
Qacha's Nek	7334	7063	14397	120	361	481	94	305	399	26	56	82	30	36
Mokhotlong	10890	11634	22524	170	402	572	135	354	489	35	48	83	39	46
Thaba-Tseka	13889	15012	28901	260	526	786	191	434	625	69	92	161	37	46
<b>Total</b>	<b>181332</b>	<b>173515</b>	<b>354847</b>	<b>2697</b>	<b>8002</b>	<b>10699</b>	<b>2232</b>	<b>7015</b>	<b>9247</b>	<b>465</b>	<b>987</b>	<b>1452</b>	<b>33</b>	<b>38</b>

Table 3.21 below shows the number of teachers in registered primary schools by rank, agency and sex in 2017. Out of the total 10,699 teachers, 58.9 occupied the rank of Teacher; 17.7 percent were Senior Teachers; 10.1 were Teacher Assistants (1a); while Teacher Assistants (1b) and Associate Teachers accounted for 2.8 percent and 6.3 percent respectively. The table further shows that out of all teachers in registered primary schools, 32.6 percent were in LEC schools; 32.1 percent were in RCM schools; while Government and ACL schools constituted 11.1 percent and 11.3 percent respectively.

**Table 3.37: Primary school teachers by Rank, Agency and Sex, 2017**

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	28	36	7	19	120	298	126	252	33	80	5	11	14	29	7	17	1082
1b-Teacher Assistant	8	6	3	11	24	60	45	69	10	22	4	3	6	17	3	4	295
1c-Teacher Assistant	1	0	0	0	0	5	6	5	2	0	0	0	1	2	0	3	25
1d-Teacher Assistant	1	2	1	0	1	4	3	8	1	3	0	0	1	5	0	1	31
1e-Teacher Assistant	1	0	0	1	0	0	1	2	0	1	0	1	1	4	1	0	13
1f-Teacher Assistant	0	2	0	1	0	0	0	0	0	1	0	0	0	0	0	2	6
2-Associate Teacher	13	20	4	33	33	190	33	236	7	61	2	10	5	20	0	4	671
3-Teacher	226	535	79	247	533	1496	527	1463	161	513	16	44	57	216	40	136	6289
4-Senior Teacher	68	194	17	104	120	489	129	398	52	209	6	16	7	72	3	8	1892
5-Assistant Specialist Teacher	11	28	4	10	15	64	28	69	8	30	0	4	2	15	0	2	290
6-Specialist Teacher	0	2	3	3	5	21	4	17	3	6	0	3	3	1	2	4	77
7-Senior Specialist Teacher	0	4	1	4	1	4	3	6	0	3	0	0	1	1	0	0	28
<b>Total</b>	<b>357</b>	<b>829</b>	<b>119</b>	<b>433</b>	<b>852</b>	<b>2631</b>	<b>905</b>	<b>2525</b>	<b>277</b>	<b>929</b>	<b>33</b>	<b>92</b>	<b>98</b>	<b>382</b>	<b>56</b>	<b>181</b>	<b>10699</b>

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 10,699 teachers in registered primary schools, 10,462 which are 97.8 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 73.1 percent and those in private primary schools also accounted for 76.4 percent.

The table further shows that Maseru district accounted for 21.1 of all primary teachers; it was followed by Leribe with 16.0 and then Berea and Mafeteng with 12.3 and 10.5 percent respectively.

**Table 3.22: Teachers in Registered Primary Schools by District, Agency and Sex, 2017**

District	PUBLIC			PRIVATE			Total
	M	F	Total	M	F	Total	
BUTHA-BUTHE	156	549	705	6	8	14	719
LERIBE	361	1277	1638	18	51	69	1707
BEREA	285	1012	1297	10	14	24	1321
MASERU	521	1631	2152	19	86	105	2257
MAFETENG	313	784	1097	3	22	25	1122
MOHALE'S HOEK	280	771	1051	0	0	0	1051
QUTHING	175	508	683	0	0	0	683
QACHA'S NEK	120	361	481	0	0	0	481
MOKHOTLONG	170	402	572	0	0	0	572
THABA-TSEKA	260	526	786	0	0	0	786
Total	2641	7821	10462	56	181	237	10699



### **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 2017. It is revealed that out of the total 354,847 pupils enrolled in registered primary schools in 2017, about 8.7 percent were repeaters. The table also illustrates that generally the percentage of repeaters was 15.1 percent in grade 1, it decline to 11.4 in grade 2. The percentage of repeaters increased afterwards from 12.6 in grade 3 to 16.1 percent in grade 5 and then declined to 14.4 percent in grade 7.

The percentage of repeaters was highest (12.5) in age 12 years, and then followed 12.1 in age 13 years. About 11.3 percent of repeaters were in age 11 years. For age 10 and 14, the percentages were 10.8 and 9.9 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, 2017**

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	18	21	0	0	0	0	0	0	0	0	0	0	0	0	18	21	39
6	263	181	1	3	0	0	0	0	0	0	0	0	0	0	264	184	448
7	1586	1049	137	87	11	12	0	0	0	0	0	0	0	0	1734	1148	2882
8	683	350	781	526	134	132	16	8	0	0	0	0	0	0	1614	1016	2630
9	184	98	717	407	655	452	131	83	5	3	0	0	0	0	1692	1043	2735
10	83	33	445	146	759	446	683	504	108	101	5	9	0	0	2083	1239	3322
11	32	12	119	48	487	218	894	500	564	421	87	82	14	9	2197	1290	3487
12	20	9	45	18	259	99	713	332	882	572	375	399	38	88	2332	1517	3849
13	5	5	19	6	93	32	448	162	803	367	680	535	186	368	2234	1475	3709
14	1	0	4	3	39	17	159	58	447	210	689	389	383	655	1722	1332	3054
15	0	0	2	1	13	4	67	25	201	83	457	245	468	603	1208	961	2169
16	0	0	1	1	5	4	29	7	77	42	223	139	414	404	749	597	1346
17	1	3	0	0	0	3	8	3	21	21	75	50	265	225	370	305	675
18	2	3	0	0	0	0	1	4	3	4	24	15	114	72	144	98	242
19	0	0	0	0	0	0	0	0	2	2	11	9	44	24	57	35	92
20	0	0	0	0	0	0	3	0	0	0	1	1	18	11	22	12	34
>20	0	0	0	0	0	0	1	1	1	0	1	1	12	13	15	15	30
<b>Total</b>	<b>2878</b>	<b>1764</b>	<b>2271</b>	<b>1246</b>	<b>2455</b>	<b>1419</b>	<b>3153</b>	<b>1687</b>	<b>3114</b>	<b>1826</b>	<b>2628</b>	<b>1874</b>	<b>1956</b>	<b>2472</b>	<b>18455</b>	<b>12288</b>	<b>30743</b>

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 43.2 and 30.7 percent respectively, while the Foothills and Senqu River Valley had the least number of repeaters estimated at 13.5 and 12.6 percent respectively.

Maseru also had the highest number of repeaters represented by 22.1 percent, whereas Qacha's Nek constituted only 3.5 percent of repeaters.

**Table 3.24: Registered Primary School Repeaters by District, Ecological Zone and Sex, 2017**

DISTRICT	LOWLANDS			FOOTHILLS			MOUNTAIN			SENQU RIVER VALLEY			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
BOTHA-BOTHE	507	273	780	243	172	415	92	70	162	0	0	0	1357
LERIBE	1707	919	2626	429	246	675	199	112	311	0	0	0	3612
BEREA	593	380	973	328	200	528	0	0	0	0	0	0	1501
MASERU	2865	1753	4618	880	611	1491	380	298	678	0	0	0	6787
MAFETENG	1958	1097	3055	614	418	1032	0	0	0	0	0	0	4087
MOHALE'S HOEK	754	474	1228	4	1	5	414	338	752	816	520	1336	3321
QUTHING	0	0	0	0	0	0	607	458	1065	1077	731	1808	2873
QACHA'S NEK	0	0	0	0	0	0	338	223	561	276	229	505	1066
MOKHOTLONG	0	0	0	0	0	0	1148	961	2109	0	0	0	2109
THABA-TSEKA	0	0	0	0	0	0	2110	1694	3804	116	110	226	4030
<b>Total</b>	<b>8384</b>	<b>4896</b>	<b>13280</b>	<b>2498</b>	<b>1648</b>	<b>4146</b>	<b>5288</b>	<b>4154</b>	<b>9442</b>	<b>2285</b>	<b>1590</b>	<b>3875</b>	<b>30743</b>

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 2012-2016**

Grade	2012			2013			2014			2015			2016		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	13.9	10.4	12.3	6.4	4.4	5.5	7.7	5.3	6.6	9.2	6.3	7.8	9.5	6.7	8.2
2	13.5	9	11.4	3.9	2.7	3.4	6.9	4.4	5.7	8.6	5.0	6.9	9.0	5.3	7.2
3	13.1	8.4	10.9	3.8	2.1	3.0	6.9	4.5	5.8	9.4	5.8	7.7	9.7	6.0	7.9
4	22.5	14.3	18.6	17.4	11.3	14.5	8.3	5.3	6.9	12.2	7.2	9.9	11.4	6.9	9.3
5	17.5	12.7	15.1	16.1	10.9	13.5	14.4	9.0	11.7	10.7	7.0	9.0	11.2	7.0	9.2
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	9.1	6.5	7.8
7	10.8	12.8	12	10.8	11.6	11.2	10.8	11.5	11.2	12.1	11.5	11.7	10.0	10.5	10.3
<b>TOTAL</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>	<b>10.0</b>	<b>7.0</b>	<b>8.5</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, 2014- 2016**

Grade	2014			2015			2016		
	Prom	Rep	Drop	Prom	Rep	Drop	Prom	Rep	Drop
<b>1</b>	81.2	6.6	12.2	81.0	7.8	11.2	90.6	8.2	1.2
<b>2</b>	91.3	5.7	3.1	94.1	6.9	-1.0	92.0	7.2	0.8
<b>3</b>	91.9	5.8	2.3	92.6	7.7	-0.3	91.9	7.9	0.2
<b>4</b>	87.8	6.9	5.4	86.6	9.9	3.6	85.6	9.3	5.2
<b>5</b>	82.2	11.7	6.1	84.4	9.0	6.6	85.3	9.2	5.5
<b>6</b>	79.5	11.7	8.8	78.9	11.6	9.5	80.7	7.8	11.5
<b>7</b>	84.1	11.2	4.7	84.0	11.7	4.2	81.2	10.3	8.5
<b>Total</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>	<b>89.8</b>	<b>8.5</b>	<b>1.6</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

at 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 2011 to 2017; 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, 2011-2017**

<b>Enrolment/Repeaters</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Total Enrolment	385,437	381,690	369469	366048	361637	360756	354847
Total Repeaters	74,833	63,613	50497	32027	30363	33074	30743
Net of Enrolment	310,604	318,077	318972	334021	331274	327682	324104
<b>Cohort</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>	<b>2011-17</b>
Crude Cohort Survival Rate	54.6	53.9	54.6	57.4	60.1	61.3	71.6
Net Cohort Survival Rate	66.7	65.5	67.4	71.8	72	72.7	86.0



## **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 2017 was 94471 which consist of 40760 boys and 53711 girls. While in the upper secondary education (Form D - E) total enrolment in the same year was 34721 which consist of 14669 boys and 20052 girls. The overall enrolment in 2017 in registered secondary schools was 129192 students. This number consists of 55429 boys and 73763 girls enrolled in all registered secondary schools.

The overall enrolment in 2017 in registered secondary schools was 129192 students, while in 2016 the total enrolment was 128780. This shows an increase in enrolment of 0.32 percent between 2016 and 2017. While between 2015 and 2016 the total enrolment in registered secondary schools increased by 0.06 percent. On the other hand, between 2014 and 2015 the enrolment increased by 0.18 percent.

**Table 4.1: Distribution of Enrolment in Lower and Upper Registered Secondary Schools by Age, Level of education and Sex, 2017**

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	686	1581	0	0	0	0	686	1581	2267	0	0	0	0	0	0	0	2267
13	2893	5407	474	1142	0	0	3367	6549	9916	0	0	0	0	0	0	0	9916
14	3776	5609	2222	4475	455	995	6453	11079	17532	0	0	0	0	0	0	0	17532
15	3543	4049	2871	4716	1429	3006	7843	11771	19614	316	801	0	0	316	801	1117	20731
16	2982	2576	2992	3975	1977	3379	7951	9930	17881	1216	2581	355	692	1571	3273	4844	22725
17	2023	1308	2693	2768	2087	2759	6803	6835	13638	1778	2988	1167	2097	2945	5085	8030	21668
18	747	446	1663	1420	1672	1733	4082	3599	7681	1722	2257	1414	2162	3136	4419	7555	15236
19	299	140	760	453	1034	846	2093	1439	3532	1411	1437	1252	1478	2663	2915	5578	9110
20	60	51	333	171	544	369	937	591	1528	908	846	1004	889	1912	1735	3647	5175
21	20	9	99	38	206	126	325	173	498	478	352	594	536	1072	888	1960	2458
22	8	5	35	19	95	54	138	78	216	214	183	392	260	606	443	1049	1265
23	2	3	19	13	26	22	47	38	85	94	77	177	153	271	230	501	586
24	1	0	7	6	9	8	17	14	31	25	34	75	90	100	124	224	255
>24	1	1	4	13	13	20	18	34	52	17	45	60	94	77	139	216	268
<b>Total</b>	<b>17041</b>	<b>21185</b>	<b>14172</b>	<b>19209</b>	<b>9547</b>	<b>13317</b>	<b>40760</b>	<b>53711</b>	<b>94471</b>	<b>8179</b>	<b>11601</b>	<b>6490</b>	<b>8451</b>	<b>14669</b>	<b>20052</b>	<b>34721</b>	<b>129192</b>

Table 4.2 below shows the distribution of secondary enrolment in the district, Agency and Sex in 2017. 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 127457 (98.6 percent) of students enrolled in registered public secondary schools as compared to 1735 (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 - 2017**

DISTRICT	PUBLIC			PRIVATE			Total
	M	F	T	M	F	T	
BUTHA-BUTHE	4248	5794	10042	31	39	70	10112
LERIBE	10235	13450	23685	115	138	253	23938
BEREA	7488	9243	16731	81	89	170	16901
MASERU	14972	18531	33503	587	631	1218	34721
MAFETENG	6431	7916	14347	16	8	24	14371
MOHALES HOEK	3361	4604	7965	0	0	0	7965
QUTHING	2540	3657	6197	0	0	0	6197
QACHAS NEK	1843	2850	4693	0	0	0	4693
MOKHOTLONG	1818	3703	5521	0	0	0	5521
THABA-TSEKA	1663	3110	4773	0	0	0	4773
<b>Total</b>	<b>54599</b>	<b>72858</b>	<b>127457</b>	<b>830</b>	<b>905</b>	<b>1735</b>	<b>129192</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, 2017**

District	LOWLANDS			FOOTHILLS			MOUNTAIN			SRV			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
BUTHA-BUTHE	3428	4485	7913	782	1166	1948	69	182	251	0	0	0	10112
LERIBE	8690	10819	19509	1277	2036	3313	383	733	1116	0	0	0	23938
BEREA	6999	8589	15588	570	743	1313	0	0	0	0	0	0	16901
MASERU	14074	16608	30682	942	1633	2575	543	921	1464	0	0	0	34721
MAFETENG	6071	7308	13379	376	616	992	0	0	0	0	0	0	14371
MOHALES HOEK	2710	3440	6150	0	0	0	74	105	179	577	1059	1636	7965
QUTHING	0	0	0	0	0	0	246	618	864	2294	3039	5333	6197
QACHAS NEK	0	0	0	0	0	0	1285	1808	3093	558	1042	1600	4693
MOKHOTLONG	0	0	0	0	0	0	1758	3572	5330	60	131	191	5521
THABA-TSEKA	0	0	0	0	0	0	1663	3110	4773	0	0	0	4773
<b>Total</b>	<b>41972</b>	<b>51249</b>	<b>93221</b>	<b>3947</b>	<b>6194</b>	<b>10141</b>	<b>6021</b>	<b>11049</b>	<b>17070</b>	<b>3489</b>	<b>5271</b>	<b>8760</b>	<b>129192</b>

## 4.2 Trend Analysis of Registered Secondary Schools Enrolment

Table 4.4 shows trend enrolment from 2015 to 2017 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 2015 to 2017. 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 2014 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 2015 to 2017.

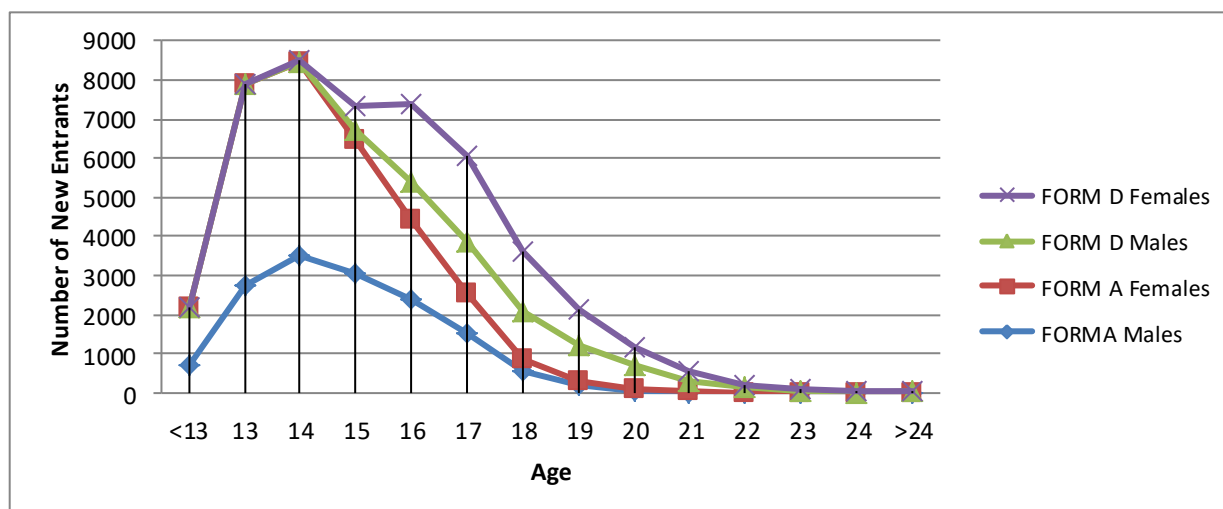
**Table 4.4: Number and Percentage distribution of Students in Registered Secondary Schools by District, Sex and Percentage Distribution, 2015-2017**

District	2015				2016				2017			
	M	F	Total	%	M	F	Total	%	M	F	Total	%
Botha-Bothe	4057	5518	9575	7.4	4119	5511	9630	7.5	4279	5833	10112	7.8
Leribe	10455	13610	24065	18.7	10355	13797	24152	18.8	10350	13588	23938	18.5
Berea	7897	9825	17722	13.8	7787	9573	17360	13.5	7569	9332	16901	13.1
Maseru	15000	18850	33850	26.3	15251	19191	34442	26.7	15559	19162	34721	26.9
Mafeteng	6260	7789	14049	10.9	6212	7830	14042	10.9	6447	7924	14371	11.1
Mohale's Hoek	3528	4736	8264	6.4	3346	4652	7998	6.2	3361	4604	7965	6.2
Quthing	2644	3659	6303	4.9	2731	3587	6318	4.9	2540	3657	6197	4.8
Qacha's Nek	1795	2739	4534	3.5	1781	2793	4574	3.6	1843	2850	4693	3.6
Mokhotlong	1840	3768	5608	4.4	1826	3739	5565	4.3	1818	3703	5521	4.3
Thaba-Tseka	1619	3112	4731	3.7	1624	3075	4699	3.6	1663	3110	4773	3.7
<b>Total</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>	<b>55429</b>	<b>73763</b>	<b>129192</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 2017. 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 numbers 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.

Figure 4.1: New entrants in lower secondary (Form A) and upper secondary (Form D) by age and sex in 2017



#### 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, 2004-2017**

Year	Gross Enrolment Rates				Net Enrolment Rates				PTR
	M	F	T	GPI	M	F	T	GPI	
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	61.1	1.4	34.0	52.3	43.1	1.6	24.0
2017	51.5	69.4	60.4	1.3	34.6	52.1	43.3	1.5	25.0

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, 2016 to 2017**

NER and GER	2016		
	M	F	T
NER Lower Secondary	25.7	44.8	35.2
NER Upper Secondary	10.8	19.4	15.1
NER Overall Secondary	28.8	30.2	29.5
GER Lower Secondary	63.2	85.7	74.4
GER Upper Secondary	35.1	47.5	41.3
GER Overall Secondary	41.3	43.0	42.2

#### 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 in 2017. This shows that 4427 (51.2%) of students with special education were enrolled in registered secondary schools in rural areas while 4225 (48.8%) 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 2017 with 2662 (30.8%), while Maseru district followed with 1507 (17.4%) and Thaba-Tseka was the lowest with 124 (1.4%).

**Table 4.7: Number of Students with Special Education in Registered Secondary Schools by District, Urban-Rural and Sex, 2017**

DISTRICT	URBAN			RURAL			TOTAL	%
	M	F	Total	M	F	Total		
BUTHA-BUTHE	56	112	168	48	67	115	283	3.3
LERIBE	599	850	1449	476	737	1213	2662	30.8
BEREA	187	222	409	439	630	1069	1478	17.1
MASERU	460	596	1056	150	301	451	1507	17.4
MAFETENG	90	115	205	308	445	753	958	11.1
MOHALES HOEK	135	175	310	101	166	267	577	6.7
QUTHING	169	257	426	53	91	144	570	6.6
QACHAS NEK	17	20	37	83	107	190	227	2.6
MOKHOTLONG	20	35	55	71	140	211	266	3.1
THABA-TSEKA	54	56	110	7	7	14	124	1.4
<b>TOTAL</b>	<b>1787</b>	<b>2438</b>	<b>4225</b>	<b>1736</b>	<b>2691</b>	<b>4427</b>	<b>8652</b>	<b>100</b>

Table 4.8 below shows the number of students in registered secondary schools with special education by disability type, level of education and sex in 2017. This shows that among the disability type that students have in registered secondary schools in 2017 44.5 percent of them had visual impairment. It was followed by those with Intellectual Disability which constituted 19.7 percent. Students who had Physical Disability constituted the lowest 5.6 percent of all who registered in secondary schools in 2017.

Furthermore, the highest proportion among the students with some form of disabilities in those registered secondary schools were girls in form B with

15.7 percent. It was followed by girls in form A with 15.6 percent, while those in form E constituted 5.7 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 11.6 percent, while the lowest number was in Form E with 4.3 percent.

**Table 4.8: Number of Students With Special Education in Registered Secondary Schools by Disability Type, Level of Education and Sex, 2017**

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	65	62	65	97	37	22	29	39	37	30	483
Visual Impairment	398	565	342	590	311	448	293	469	177	256	3849
Hearing Impairment	185	233	140	266	102	223	126	212	69	101	1657
Intellectual Disability	245	335	186	256	140	173	127	131	52	63	1708
Other	109	159	110	153	92	122	48	84	38	40	955
<b>Total</b>	<b>1002</b>	<b>1354</b>	<b>843</b>	<b>1362</b>	<b>682</b>	<b>988</b>	<b>623</b>	<b>935</b>	<b>373</b>	<b>490</b>	<b>8652</b>

Table 4.9 below shows the number of students in registered secondary schools with special education (disability) by age, level of education and sex. It can be observed from the table that out of 129192 students who enrolled, 8652 (6.7%) 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 2356 (27.2%) of the total disabled. This was followed by those in form B with 2205 (25.5%). 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, 2017**

Age	FORM A		FORM B		FORM C		FORM D		FORM E		Total
	M	F	M	F	M	F	M	F	M	F	
<13	83	182	0	0	0	0	0	0	0	0	265
13	126	251	35	125	0	0	0	0	0	0	537
14	196	314	101	273	56	101	0	0	0	0	1041
15	204	246	160	302	122	218	43	83	0	0	1378
16	180	183	191	276	114	215	106	216	21	56	1558
17	108	109	153	195	162	205	120	224	87	109	1472
18	69	47	125	112	98	135	139	164	82	114	1085
19	23	14	42	53	60	70	101	130	78	81	652
20	6	3	19	12	47	28	64	64	41	59	343
21	5	3	9	9	13	9	27	26	36	38	175
22	2	2	6	3	7	4	20	18	18	14	94
23	0	0	2	0	1	0	3	7	4	5	22
24	0	0	0	1	0	0	0	2	2	5	10
>24	0	0	0	1	2	3	0	1	4	9	20
<b>Total</b>	<b>1002</b>	<b>1354</b>	<b>843</b>	<b>1362</b>	<b>682</b>	<b>988</b>	<b>623</b>	<b>935</b>	<b>373</b>	<b>490</b>	<b>8652</b>

#### 4.6 Orphans in Registered Secondary Schools

Table 4.10 shows the number of orphans in registered secondary schools by Orphan type, level of education and sex in 2017. It can be seen from the table that the proportion of paternal orphans is high with 26407(55.2%), followed by students who are double orphans with 12416 (26.0%) and the least was maternal orphans with 8985 (18.8%).

**Table 4.10: Orphans in Registered Secondary Schools by Type, Level of Education and Sex, 2017**

Orphan Type	FORM A		FORM B		FORM C		FORM D		FORM E		Total
	M	F	M	F	M	F	M	F	M	F	
Paternal	3355	4322	2800	3880	2019	2806	1650	2376	1347	1852	26407
Maternal	1114	1339	960	1321	730	955	608	903	461	594	8985
Double	1396	1908	1234	1845	947	1386	834	1202	724	940	12416
<b>Total</b>	<b>5865</b>	<b>7569</b>	<b>4994</b>	<b>7046</b>	<b>3696</b>	<b>5147</b>	<b>3092</b>	<b>4481</b>	<b>2532</b>	<b>3386</b>	<b>47808</b>

Table 4.11 presents the number of orphans in registered secondary schools by district, urban-rural and sex in 2017. It is observed from the table that Maseru had the highest proportion of orphans with 12457 (26.1%), followed by Leribe with 8209 (17.2%) and the least number of orphans was in Thaba Tseka with 1718 (3.6%).

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 30162 (63.1%) while those in the urban areas contributed only 17646 (36.9%).

**Table 4.11: Orphans in Registered Secondary Schools by District, Urban-Rural and Sex, 2017**

DISTRICT	URBAN			RURAL			Total	%
	M	F	Total	M	F	Total		
BUTHA-BUTHE	590	811	1401	746	1053	1799	3200	6.7
LERIBE	1133	1481	2614	2328	3267	5595	8209	17.2
BEREA	551	685	1236	2151	2799	4950	6186	12.9
MASERU	3130	3663	6793	2398	3266	5664	12457	26.1
MAFETENG	504	642	1146	2019	2724	4743	5889	12.3
MOHALES HOEK	605	723	1328	732	1201	1933	3261	6.8
QUTHING	429	602	1031	645	913	1558	2589	5.4
QACHAS NEK	466	603	1069	310	611	921	1990	4.2
MOKHOTLONG	68	174	242	744	1323	2067	2309	4.8
THABA-TSEKA	292	494	786	338	594	932	1718	3.6
<b>Total</b>	<b>7768</b>	<b>9878</b>	<b>17646</b>	<b>12411</b>	<b>17751</b>	<b>30162</b>	<b>47808</b>	<b>100</b>

Table 4.12 shows the distribution of orphans in registered secondary schools by age, level of education and sex in 2017. 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 129192 students enrolled in 2017, 47808 of them were orphans, which constituted 37 percent. Among all orphans enrolled in registered secondary schools in 2017, a larger proportion of them were in form A with 13434 (28.1%). This was followed by those in form B with 12040 (25.2%), while those in Form E were the lowest with 5918 (12.4%).

**Table 4.12: Orphans in Registered Secondary Schools of by Age, Level of education and Sex, 2017**

Age	FORM A		FORM B		FORM C		FORM D		FORM E		Total
	M	F	M	F	M	F	M	F	M	F	
<13	159	423	0	0	0	0	0	0	0	0	582
13	831	1565	122	334	0	0	0	0	0	0	2852
14	1237	1917	643	1385	111	290	0	0	0	0	5583
15	1252	1694	986	1663	464	996	89	281	0	0	7425
16	1147	1096	1083	1643	783	1310	465	861	128	258	8774
17	760	580	1052	1093	935	1222	689	1170	402	715	8618
18	329	203	636	596	641	743	692	938	569	828	6175
19	103	54	284	194	415	381	538	602	503	666	3740
20	25	24	128	84	207	122	304	349	416	389	2048
21	16	5	27	31	83	44	174	142	250	266	1038
22	3	7	21	8	27	20	84	66	136	119	491
23	2	0	7	7	21	5	43	35	72	68	260
24	1	0	5	3	5	3	4	15	27	40	103
>24	0	1	0	5	4	11	10	22	29	37	119
<b>Total</b>	<b>5865</b>	<b>7569</b>	<b>4994</b>	<b>7046</b>	<b>3696</b>	<b>5147</b>	<b>3092</b>	<b>4481</b>	<b>2532</b>	<b>3386</b>	<b>47808</b>

## 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 in 2017. 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 334 (97%), while 10 (3%) of them are owned by the private agency. Most of these public schools are found in Maseru and Leribe with 69 (20.9%) and 66 (20.1%) respectively, while Berea district came third with 41 (12.5%). The districts with the lowest public secondary schools were Quthing and Mokhotlong with 17 (4.9%) and 16 (4.7%) respectively.



**Table 4.13: Number of Registered Secondary Schools by District, Public and Private, 2017**

<b>DISTRICT</b>	<b>PUBLIC</b>	<b>PRIVATE</b>	<b>Total</b>	<b>Percentage</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 by district and urban-rural residence in 2017. 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 have 30 registered schools which constitute 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, 2017**

<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 in 2017. 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.

**Fig 4.2: Percentage Share of Registered Secondary Schools by Ecological Zones, 2017**

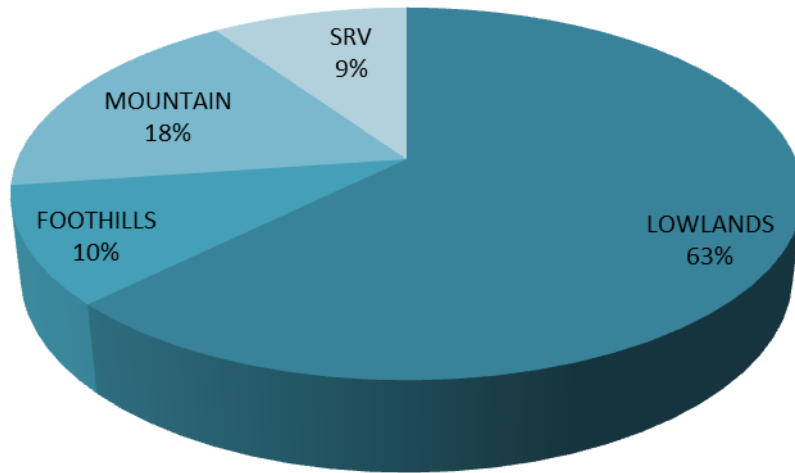
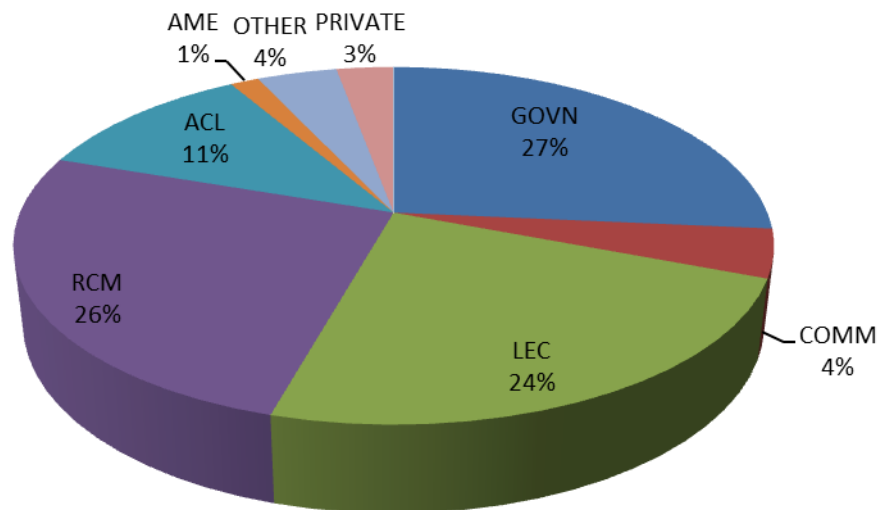


Figure 4.3 presents the distribution of registered secondary schools by agency in 2017. It is shown from the figure that majority of schools were owned by Government and RCM with 27.0 percent and 26 percent each. Private and AME schools were the least with only 3.0 percent and 1.0 percent respectively.

**Fig 4.3: Percentage Share of Registered Secondary Schools by Agency, 2017**



**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 5225 teachers in registered secondary schools in

2017. 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 4940 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 (26 percent); seconded by Leribe (19 percent) then Berea (13.1 percent).

The pupil teacher ratio (PTR) was 25 pupils per teacher for the entire country and it ranged from 22 to 27 across the districts. In addition, the qualified pupil-teacher ratio (QPTR) was 26 pupils per teacher for the whole country. Leribe, Mohale's Hoek and Qacha's Nek had the lowest QPTRs estimated at 25 children per teacher each; this means that there were many qualified teachers compared to enrolment in this districts. Thaba Tseka and Botha-Bothe had the least qualified teachers compared to other districts, with 28 pupils per teacher.

**Table 4.15: Number of Teachers in Registered Secondary Schools by District and Sex, 2017**

District	Enrolment			Teachers			Qualified			Unqualified			PTR	QPTR
	M	F	Total	M	F	Total	M	F	Total	M	F	Total		
Botha-Bothe	4279	5833	10112	205	200	405	185	180	365	20	20	40	25	28
Leribe	10350	13588	23938	481	533	1014	442	505	947	39	28	67	24	25
Berea	7569	9332	16901	298	385	683	277	370	647	21	15	36	25	26
Maseru	15559	19162	34721	548	810	1358	522	782	1304	26	28	54	26	27
Mafeteng	6447	7924	14371	251	331	582	239	323	562	12	8	20	25	26
Mohale's Hoek	3361	4604	7965	153	185	338	140	178	318	13	7	20	24	25
Quthing	2540	3657	6197	125	117	242	121	115	236	4	2	6	26	26
Qacha's Nek	1843	2850	4693	89	127	216	75	111	186	14	16	30	22	25
Mokhotlong	1818	3703	5521	85	123	208	84	121	205	1	2	3	27	27
Thaba-Tseka	1663	3110	4773	89	90	179	82	88	170	7	2	9	27	28
<b>Total</b>	<b>55429</b>	<b>73763</b>	<b>129192</b>	<b>2324</b>	<b>2901</b>	<b>5225</b>	<b>2167</b>	<b>2773</b>	<b>4940</b>	<b>157</b>	<b>128</b>	<b>285</b>	<b>25</b>	<b>26</b>

Table 4.16 shows the distribution of teachers in registered secondary schools by district, school agency and sex in 2017. It shows that most of teachers are teaching in registered secondary schools owned by the public (98.0 percent), while those who work in private registered secondary schools constitutes 2.0 percent. It also shows that a larger proportion of these teachers were in the district of Maseru with 26.0 percent, followed by Leribe district with 19.4 percent and the lowest was Thaba-Tseka with 3.4 percent.

**Table 4.16: Secondary Teachers in Registered Secondary Schools by District, Public-Private and Sex, 2017**

<b>DISTRICT</b>	<b>PUBLIC</b>		<b>PRIVATE</b>		<b>Total</b>
	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	
BUTHA-BUTHE	199	197	6	3	405
LERIBE	475	519	6	14	1014
BEREA	290	379	8	6	683
MASERU	525	782	23	28	1358
MAFETENG	249	325	2	6	582
MOHALES HOEK	153	185	0	0	338
QUTHING	125	117	0	0	242
QACHAS NEK	89	127	0	0	216
MOKHOTLONG	85	123	0	0	208
THABA-TSEKA	89	90	0	0	179
Total	2279	2844	45	57	5225

## 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 in 2017. 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 12452 (71.0%), followed by those who were in the Mountains with 2372 (13.5%) and the lowest were in the Senqu River Valley with 1141 (6.5%).

**Table 4.17: Repeaters in Registered Secondary Schools by District, Ecological Zone and Sex, 2017**

DISTRICT	LOWLANDS			FOOTHILLS			MOUNTAINS			SRV			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
BUTHA-BUTHE	538	563	1101	123	210	333	0	4	4	0	0	0	1438
LERIBE	1277	1415	2692	160	237	397	63	99	162	0	0	0	3251
BEREA	1126	1301	2427	79	89	168	0	0	0	0	0	0	2595
MASERU	1569	1689	3258	168	341	509	81	133	214	0	0	0	3981
MAFETENG	1000	1086	2086	63	93	156	0	0	0	0	0	0	2242
MOHALES HOEK	434	454	888	0	0	0	7	11	18	79	136	215	1121
QUTHING	0	0	0	0	0	0	33	52	85	273	381	654	739
QACHAS NEK	0	0	0	0	0	0	188	261	449	80	154	234	683
MOKHOTLONG	0	0	0	0	0	0	286	586	872	18	20	38	910
THABA-TSEKA	0	0	0	0	0	0	223	345	568	0	0	0	568
<b>TOTAL</b>	<b>5944</b>	<b>6508</b>	<b>12452</b>	<b>593</b>	<b>970</b>	<b>1563</b>	<b>881</b>	<b>1491</b>	<b>2372</b>	<b>450</b>	<b>691</b>	<b>1141</b>	<b>17528</b>

Table 4.18 shows the distribution of repeaters in registered secondary schools by districts, urban rural residence and sex in 2017. 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, 2017**

DISTRICT	URBAN			RURAL			TOTAL
	M	F	Total	M	F	Total	
BUTHA-BUTHE	330	310	640	331	467	798	1438
LERIBE	554	609	1163	946	1142	2088	3251
BEREA	211	199	410	994	1191	2185	2595
MASERU	825	853	1678	993	1310	2303	3981
MAFETENG	222	177	399	841	1002	1843	2242
MOHALES HOEK	221	224	445	299	377	676	1121
QUTHING	97	133	230	209	300	509	739
QACHAS NEK	155	200	355	113	215	328	683
MOKHOTLONG	21	60	81	283	546	829	910
THABA-TSEKA	104	160	264	119	185	304	568
<b>TOTAL</b>	<b>2740</b>	<b>2925</b>	<b>5665</b>	<b>5128</b>	<b>6735</b>	<b>11863</b>	<b>17528</b>

Table 4.19 shows the distribution of repeaters in registered secondary schools by age, level of education and sex in 2017. It shows that a higher proportion of repeaters in secondary schools were in form B with 39.6 percent, while those in form A followed with 27.4 percent. It further shows that most of these repeaters were in ages 17, 16 and 18 years with 21.4, 19.2 and 17.5 percent respectively.

**Table 4.19: Repeaters in Registered Secondary Schools by Age, Level of Education and Sex, 2017**

AGE	FORM A		FORM B		FORM C		FORM D		FORM E		TOTAL
	M	F	M	F	M	F	M	F	M	F	
<13	5	16	0	0	0	0	0	0	0	0	21
13	79	162	5	18	0	0	0	0	0	0	264
14	313	573	98	228	0	2	0	0	0	0	1214
15	519	680	364	700	22	33	11	10	0	0	2339
16	614	515	667	1034	142	214	42	131	0	4	3363
17	494	336	808	967	194	387	183	372	6	7	3754
18	224	123	659	559	282	362	270	545	13	27	3064
19	69	31	300	235	207	223	271	396	24	32	1788
20	21	9	134	62	186	121	191	218	35	19	996
21	8	2	40	17	66	36	104	88	17	18	396
22	3	3	19	9	25	16	39	42	13	9	178
23	0	0	9	5	8	7	28	18	11	3	89
24	0	0	3	0	3	1	4	10	3	1	25
>24	1	1	1	2	7	3	3	15	1	3	37
<b>Total</b>	<b>2350</b>	<b>2451</b>	<b>3107</b>	<b>3836</b>	<b>1142</b>	<b>1405</b>	<b>1146</b>	<b>1845</b>	<b>123</b>	<b>123</b>	<b>17528</b>

## 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 2016. 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 it fluctuated up to 2016.

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

Year	Males	Females	Total
2002	74.3	75.2	74.8
2003	79.0	77.0	77.9
2004	78.3	76.4	77.2
2005	75.2	73.7	74.4
2006	68.7	67.0	67.7
2007	71.8	75.7	74.0
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
2016	72.3	71.2	71.7

## 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 2007 to 2017. 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 1.6 percent in 2017 while first class improved from 6.4 in 2015 to 6.7 in 2017. Second Class Passes decreased from 49.9 in the previous year to 48.9 percent in 2017 whereas third class passes dropped down since 2014 to 2017. The number of those who failed slightly decreased from 31.1 in 2016 to 30.5 percent in 2017.

**Table 4.21: Junior Certificate Examination Results, 2007-2017**

<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>	<b>2017</b>
Candidates	15717	16056	18774	20766	21010	21414	20894	21688	21678	21314	20913
Total passes	11155	11423	12840	14523	14556	14639	14862	14856	14830	14694	14533
Percentage of passes	71.0	71.1	68.4	70.0	69.3	68.4	71.1	68.5	68.4	68.9	69.5
Number of first class with merit	159	233	253	333	352	369	379	306	418	288	344
Merit percentages	1.0	1.5	1.3	1.6	1.7	1.7	1.8	1.4	1.9	1.4	1.6
Number of first class passes	906	997	1451	1524	1582	1706	1567	1412	1384	1388	1398
First class percentages	5.8	6.2	7.7	7.3	7.5	8.0	7.5	6.5	6.4	6.5	6.7
Number of second class passes	8257	8370	9364	10656	10679	10285	10596	10490	10425	10641	10232
Second class percentages	52.5	52.1	49.9	51.3	50.8	48.0	50.7	48.4	48.1	49.9	48.9
Number of third class passes	1833	1823	1772	2010	1943	2279	2320	2648	2603	2377	2559
Third class percentages	11.7	11.4	9.4	9.7	9.2	10.6	11.1	12.2	12	11.2	12.2
Number of failures	4562	4633	5934	6243	6454	6775	6032	6832	6848	6620	6380
Percentages of failures	29.0	28.9	31.6	30.0	30.7	31.6	28.9	31.5	31.5	31.1	30.5

#### **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 2017. The table shows that Maseru was top with 4221(28.9%) students that sad for the examinations and was trailed by Leribe and Berea with 2757(18.9%) and 1976(13.5%) respectively. The table further illustrates that most students passed their subjects with symbol E followed by symbol C and D.



**Table 4.22: LGCSE/IGCSE Examination Results, 2017**

<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>Total</b>	<b>A*-E</b>	<b>%</b>	<b>A*-A</b>	<b>%</b>
BUTHA BUTHE	1076	30	165	707	1758	1578	1804	1331	710	8379	6042	72.1	195	2.3
LERIBE	2757	114	519	1868	4249	3884	4399	3258	1715	20936	15033	71.8	633	3
BEREA	1976	38	214	1000	2813	2766	3214	2455	1382	14556	10045	69	252	1.7
MASERU	4221	130	652	2375	5863	5646	6656	5068	3118	31229	21322	68.3	782	2.5
MAFETENG	1464	35	163	811	2261	2328	2473	1614	884	10998	8071	73.4	198	1.8
MOHALE'S HOEK	866	42	178	563	1307	1170	1397	1096	697	6803	4657	68.5	220	3.2
QUTHING	751	14	62	276	807	896	1308	1115	800	5729	3363	58.7	76	1.3
QACHA'S NEK	490	4	43	170	614	720	903	671	373	3639	2454	67.4	47	1.3
MOKHOTLONG	560	6	58	266	608	638	952	856	513	4137	2528	61.1	64	1.5
THABA TSEKA	421	4	37	194	513	552	784	573	349	3153	2084	66.1	41	1.3
<b>Total</b>	<b>14582</b>	<b>417</b>	<b>2091</b>	<b>8230</b>	<b>20793</b>	<b>20178</b>	<b>23890</b>	<b>18037</b>	<b>10541</b>	<b>109559</b>	<b>75599</b>	<b>69</b>	<b>2508</b>	<b>2.3</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 2017 increased to 4584 as compared to 2016 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, 2017**

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 displays enrolment in registered technical and vocational schools by district, agency and sex for the year 2017. 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 5.2: Enrolment in Registered Technical and Vocational Schools by District, Agency and Sex, 2017**

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>	429	692	46	72	222	83	513	629	11	107	717	1063	4584

Table 5.3 shows repeaters in registered technical and vocational schools by district and sex for the year 2017. 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 5.3: Repeaters in Registered Technical and Vocational Schools by District and sex, 2017**

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 5.4 demonstrates the number of students who left school in technical and vocational institutions by district, agency and sex for the year 2017. 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 5.4: Students Who Left School in Technical and Vocational Institutions by District, Agency and Sex, 2017**

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 5.5 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 5.5: Students Who Left School in Registered Technical and Vocational Schools by Reason and Sex, 2017**

Major Reasons for Leaving	M	F	Total	%
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 funds	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
Total	211	567	778	100.0

## 5.2 Teaching Staff

Table 5.6 displays teachers in technical and vocational institutions by district, agency and sex for the year 2017. The number of teachers in TVET institutions decreased from 220 in 2014 to 215 in 2015; and further to 198 in 2017. 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 5.6: Teachers in Registered Technical and Vocational Schools by District, Agency and Sex, 2017**

DISTRICT	GOVEMENT		COMM		LEC		RCM		ACL		PRIVATE		Total	%
	M	F	M	F	M	F	M	F	M	F	M	F		
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
Total	15	7	11	5	19	4	30	47	2	8	28	22	198	100.0

Table 5.7 reflects teachers in registered technical and vocational schools by teacher's rank in 2017. 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 5.7: Teachers in Registered Technical and Vocational Schools by Teacher's Rank and Sex, 2017**

<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**

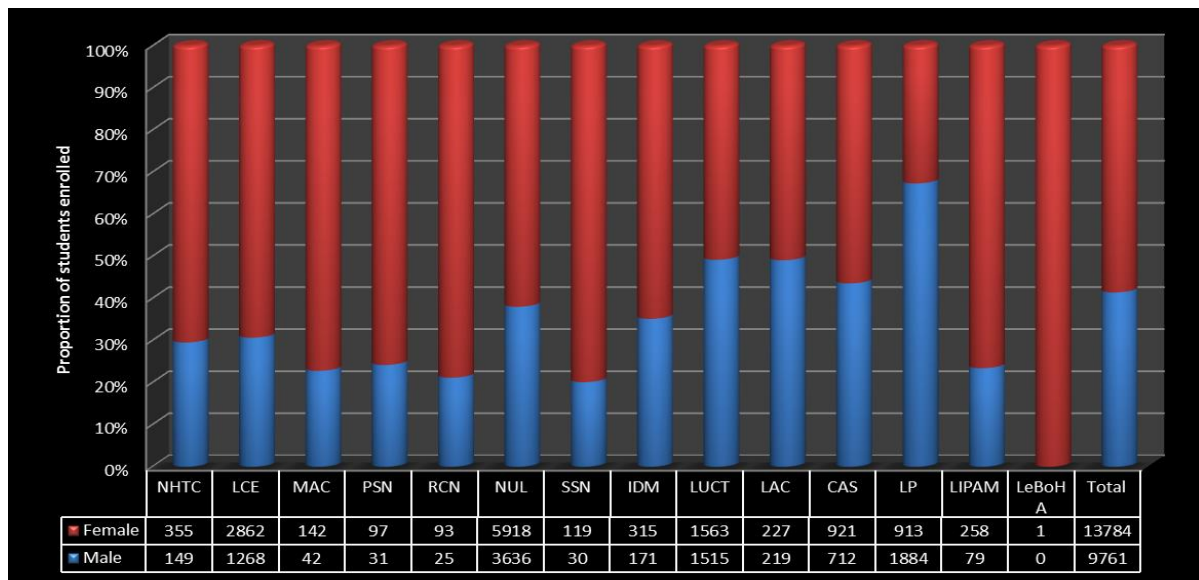
A total of 24,073 students were enrolled at HEIs in Lesotho in the academic year 2012/2013. Out of this number 58.6 percent were females while a 41.4 percent were males. According to the table majority of the students in this level of education, majority were in public institutions such as NUL, LUCT, 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.

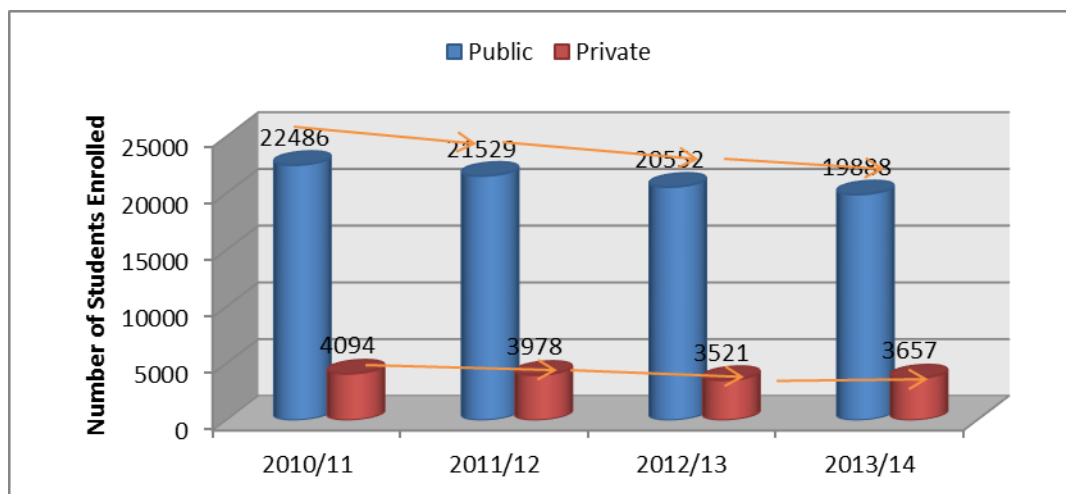
The number of students pursuing tertiary education in Lesotho was estimated at 23,545 in 2013/14, 58.5 percent were females whereas 41.5 percent were males. Similar to the previous years, NUL, LCE, LUCT and LP had the largest number of students enrolled (see Figure 3). More than 80 percent of the students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



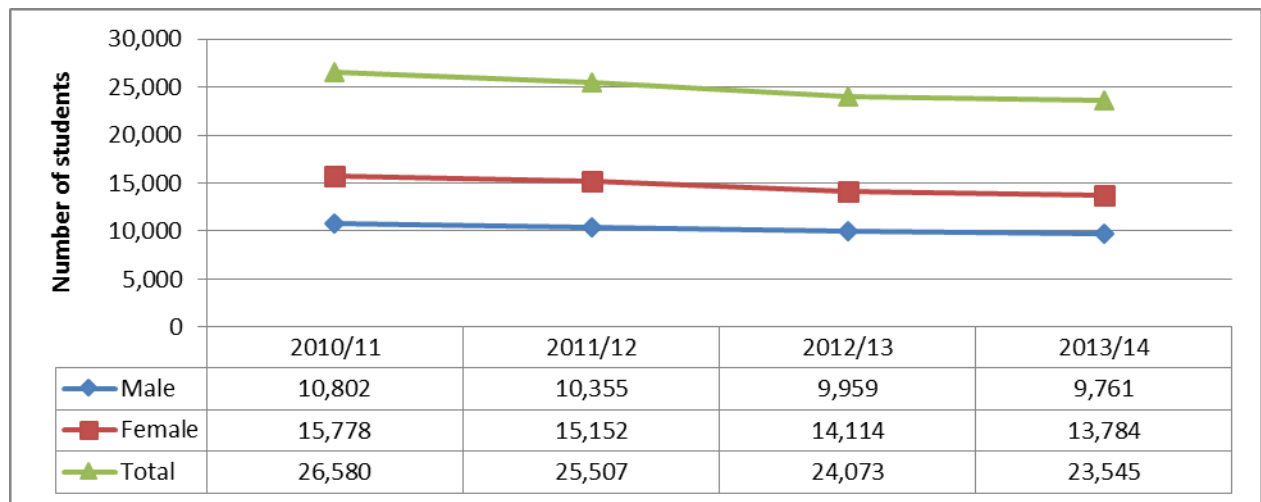
**Figure 4: Enrolment Trends by Type of Institution**



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.

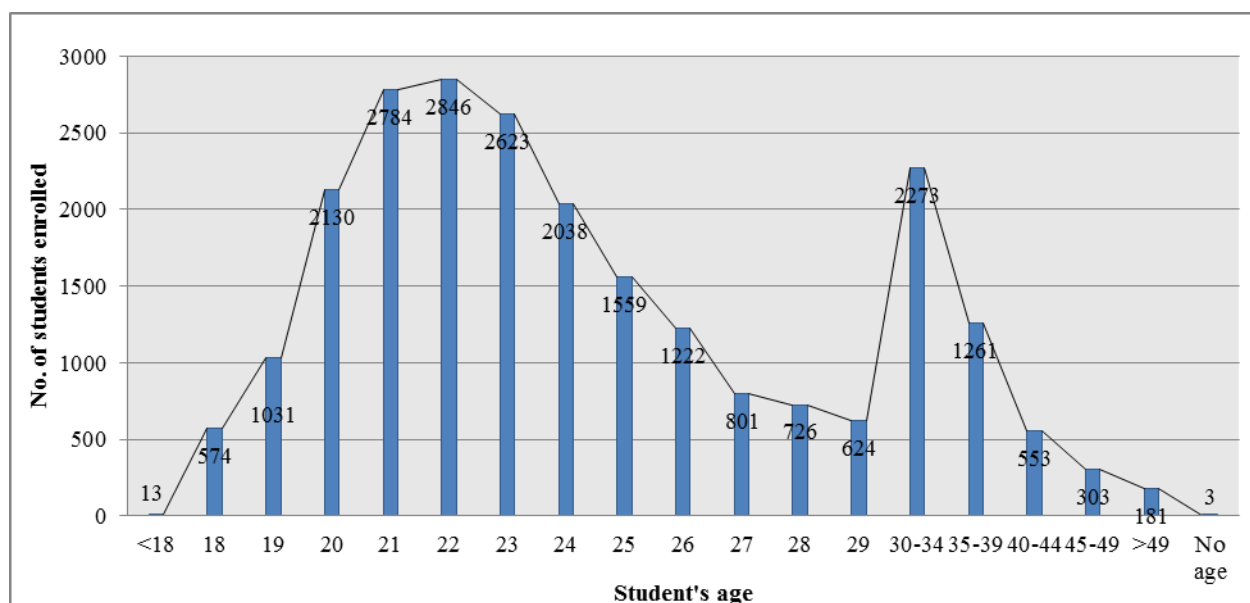
**Figure 5: Enrolments by Gender: 2010/11 to 2013/14**



### 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

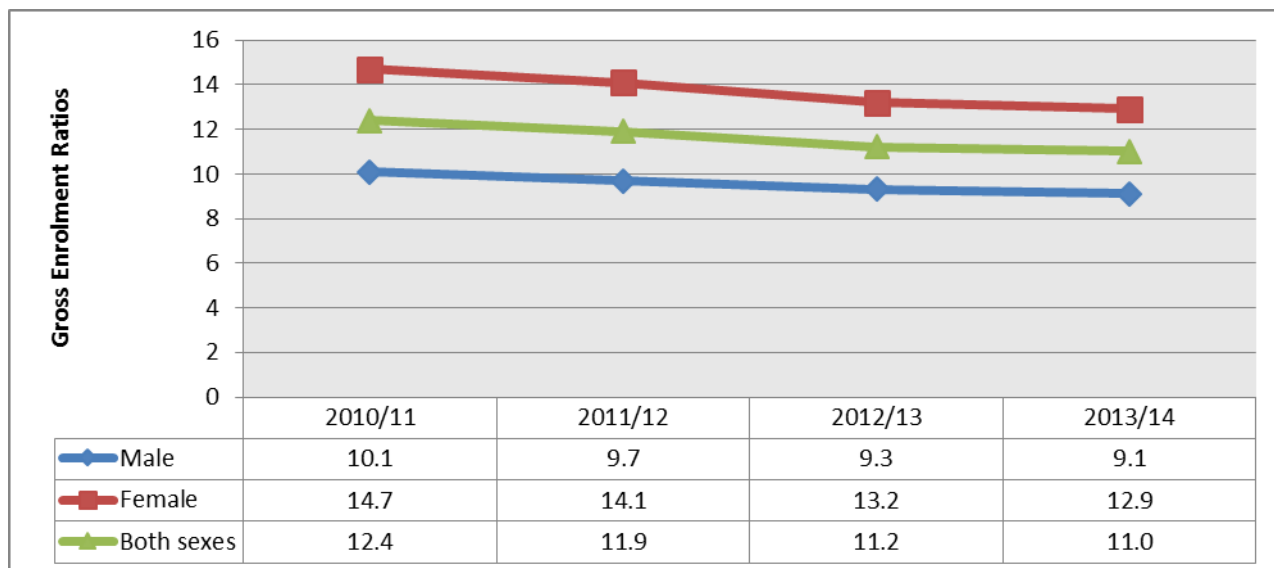
>49	261	181	-30.7
No age	-	3	-
	24073	23545	-2.2

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.

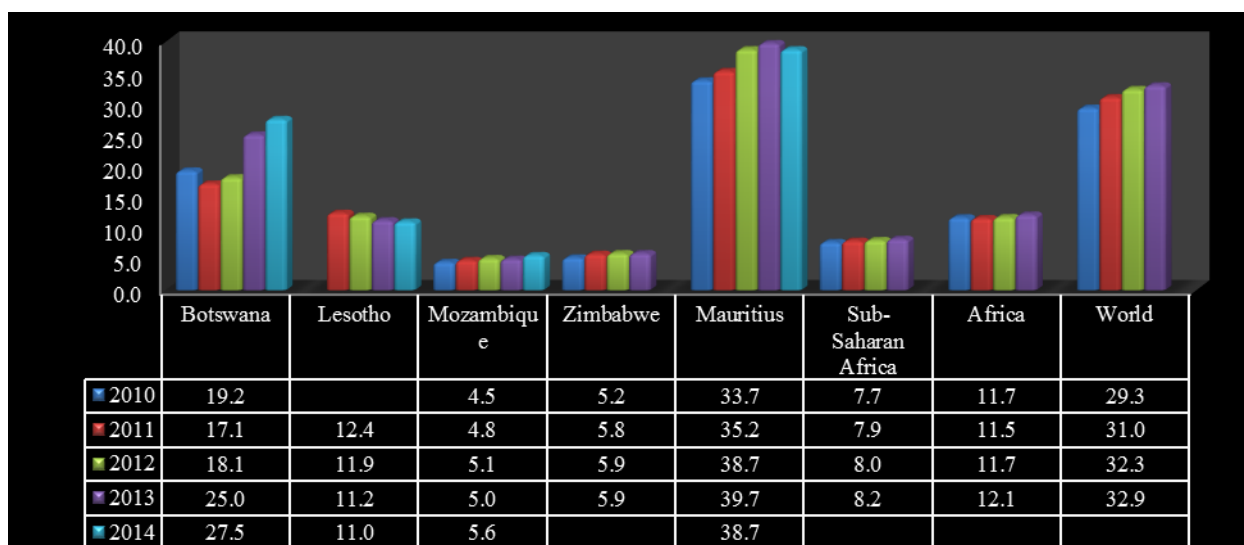
**Figure 7: Gross Enrolment Ratios: 2010/11 - 2013/14**

<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.

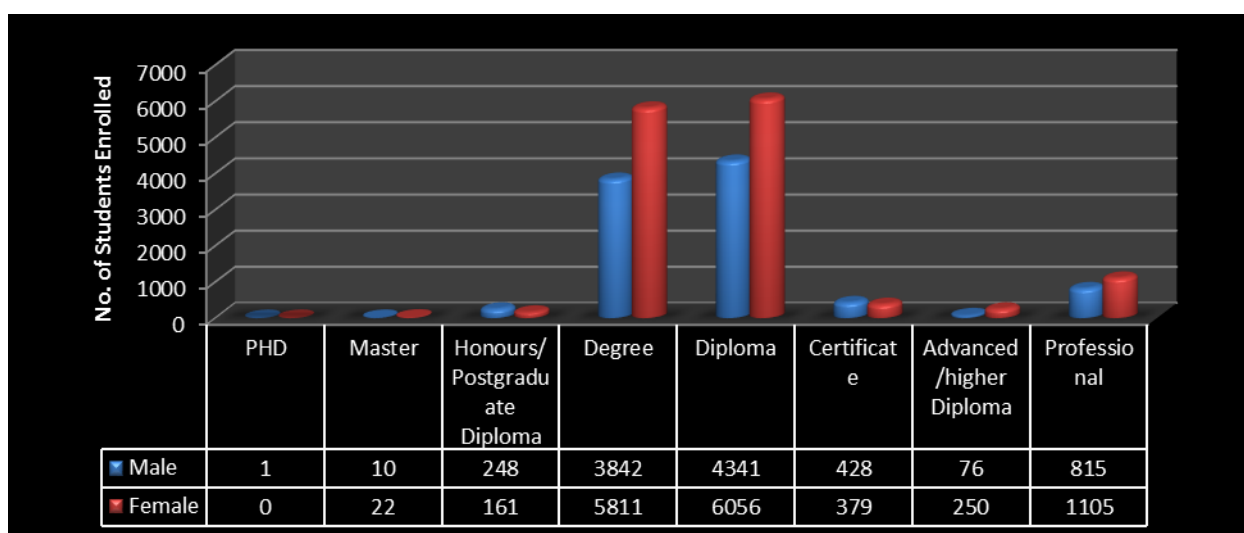
**Figure 8: Tertiary Gross Enrolment Ratios by Country/Region: 2010/11 to 2013/14**



### 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.

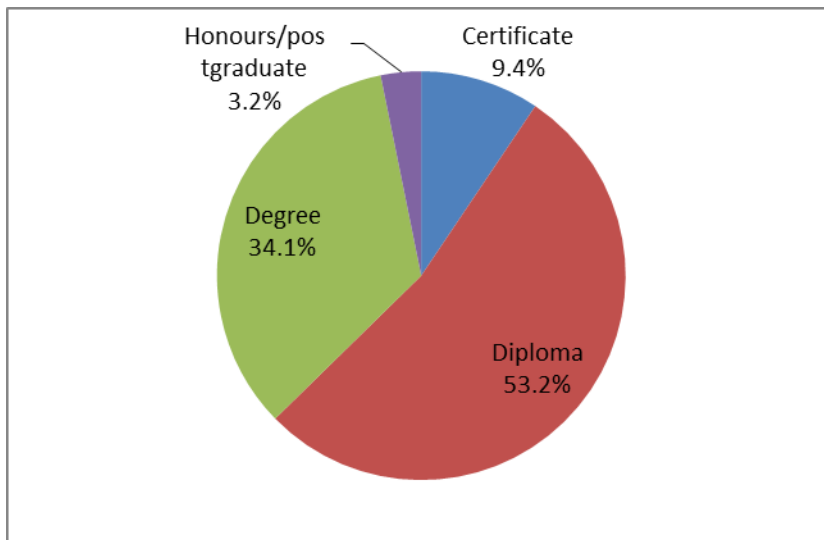
**Table 7: Enrolment by Field of Study: 2013/14**

<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**

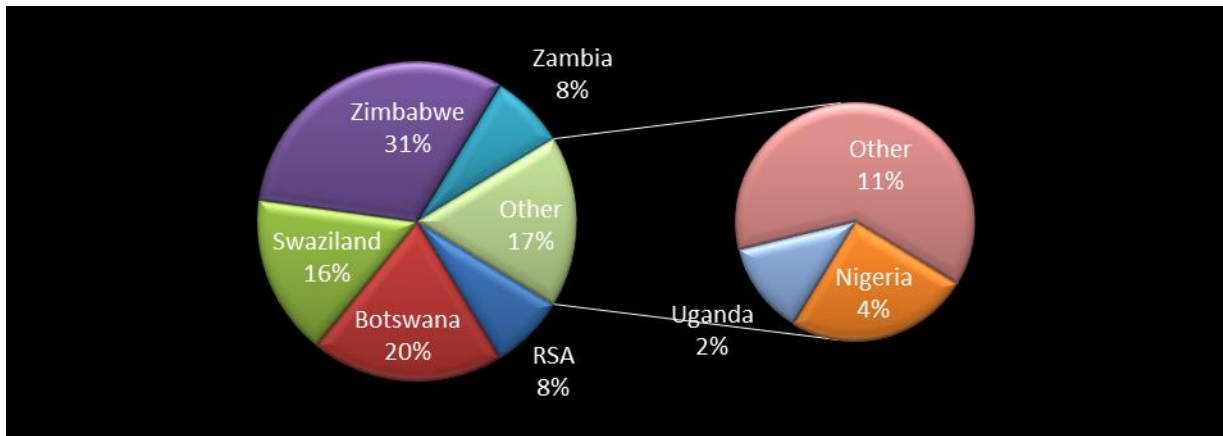
<b>Institution</b>	<b>Lesotho</b>	<b>RSA</b>	<b>Botswana</b>	<b>Swaziland</b>	<b>Zimbabwe</b>	<b>Uganda</b>	<b>Zambia</b>	<b>Nigeria</b>	<b>Other</b>	<b>Total</b>
<b>NUL</b>	9498	4	17	11	10	0	3	3	8	9554
<b>IDM</b>	486	0	0	0	0	0	0	0	0	486
<b>RCN</b>	118	0	0	0	0	0	0	0	0	118
<b>SSN</b>	149	0	0	0	0	0	0	0	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

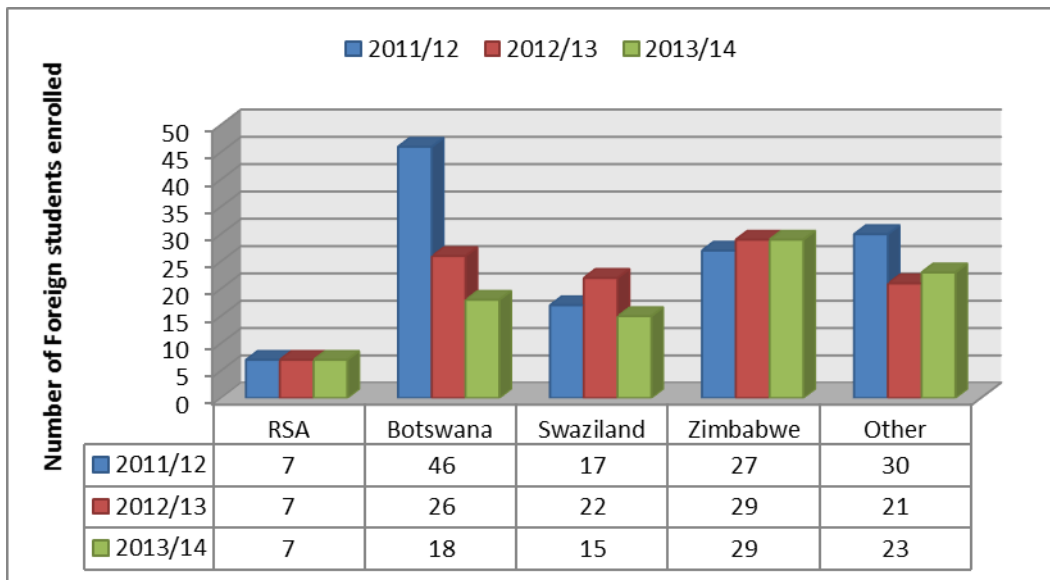
<b>LP</b>	2794	0	0	0	2	0	0	0	1	2797
<b>NHTC</b>	498	0	0	3	2	0	0	0	1	504
<b>CAS</b>	1631	0	1	0	0	0	0	1	0	1633
<b>LIPAM</b>	337	0	0	0	0	0	0	0	0	337
<b>Total</b>	23453	7	18	15	29	2	7	4	10	23545
<b>% Total</b>	99.6	0.0	0.1	0.1	0.1	0.0	0.0	0.0	0.0	100.0

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**

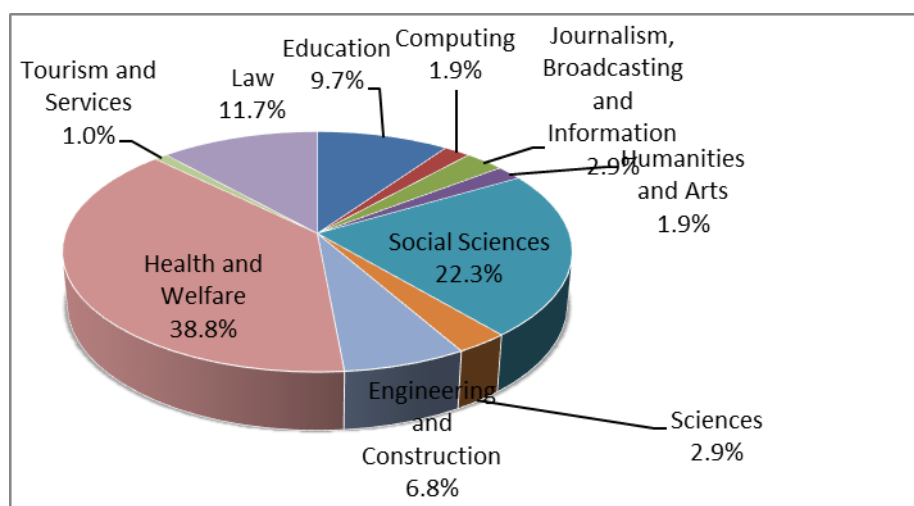


It is shown in Figure 13 that although the majority of students were from the Republic of South Africa (RSA), Botswana, Swaziland and Zimbabwe, the number of students from RSA has remained steady throughout the years. The number of students from Botswana and Swaziland has significantly

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

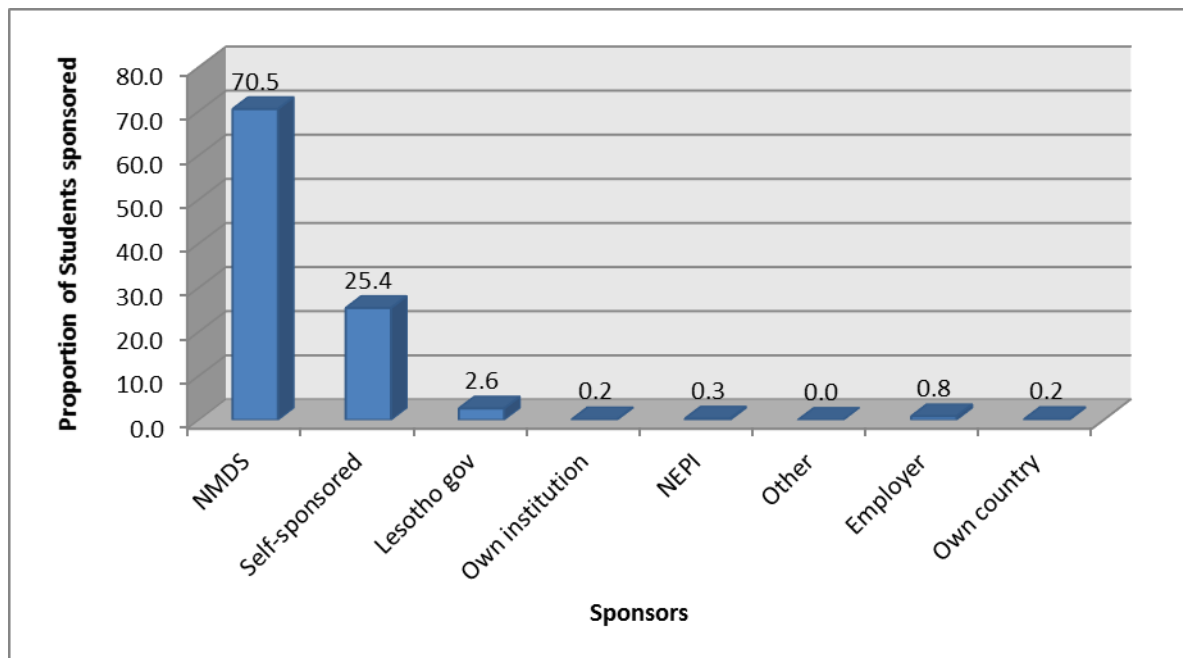
denies access to those qualifying students who cannot afford to pay. The Ministry of Education and Training undertook a 'Review of Financing Tertiary Education in Lesotho' in 2010 supported by the World Bank. The review revealed that 85 percent of tertiary students come from families in the highest two 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.

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

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



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**

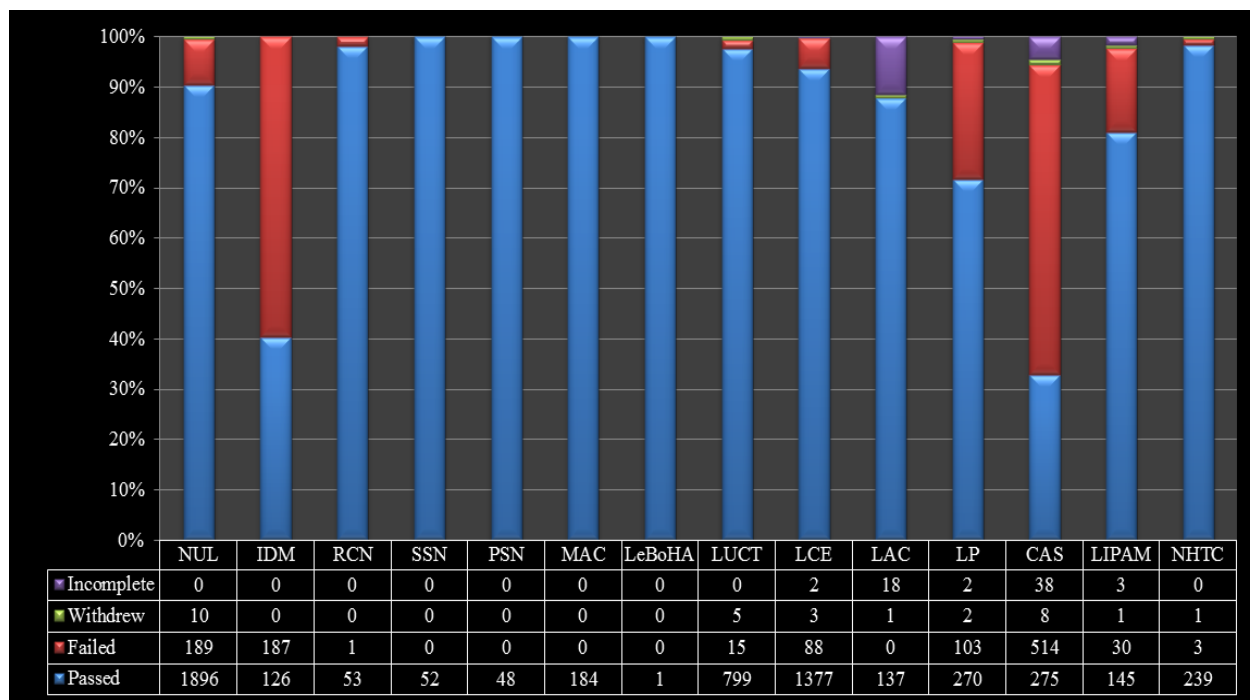
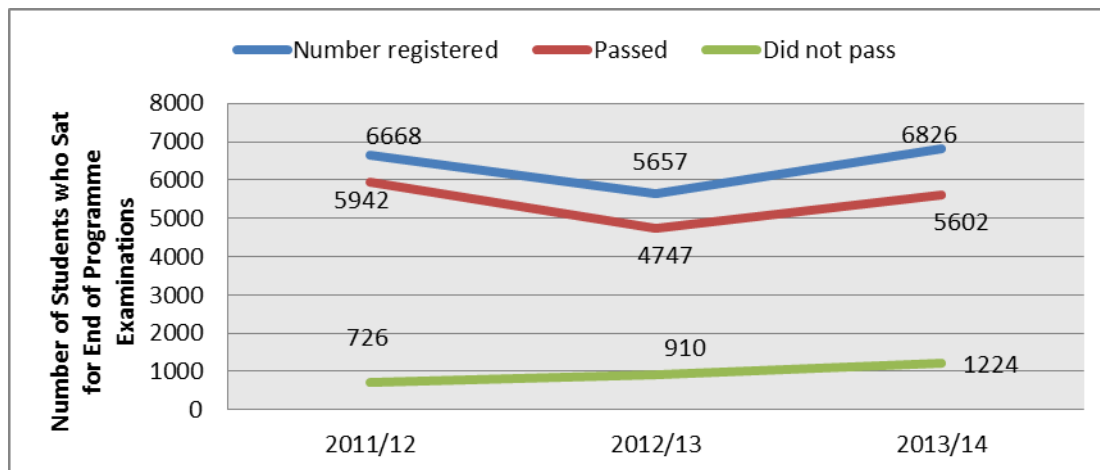


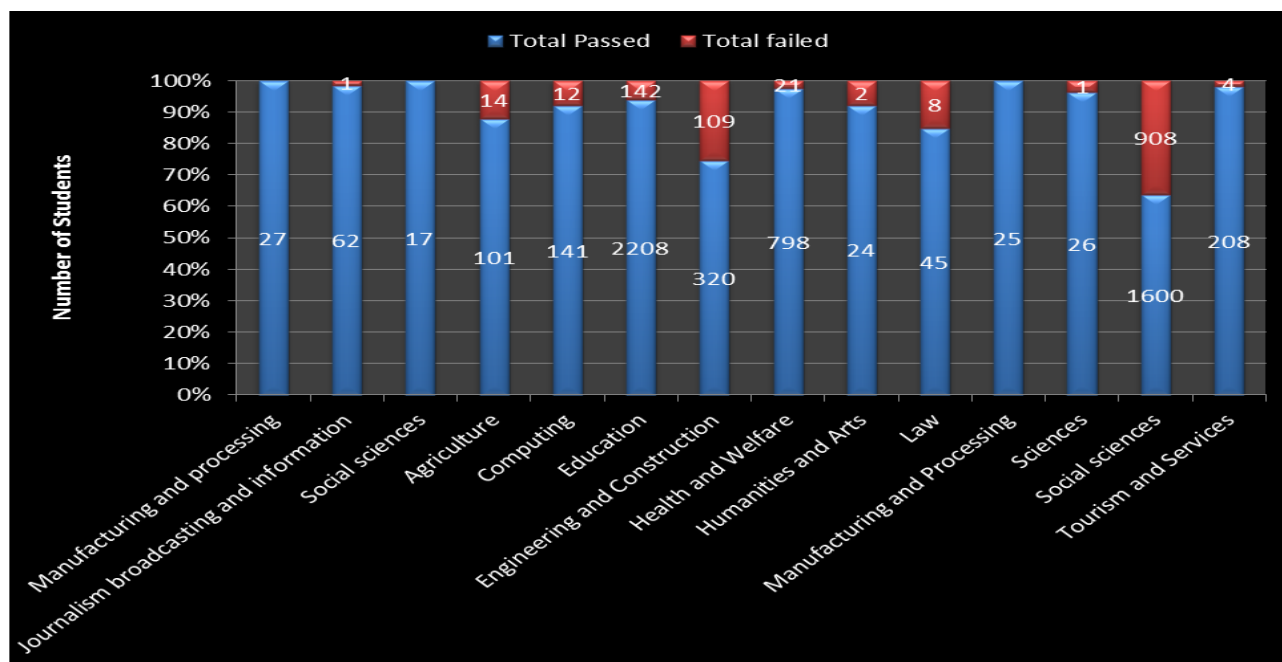
Figure 17 compares the trends in the performance of students relative to the number of students who sat for end of programme examinations over a period of three years (2011/12 to 2013/14). It is evident that there were fluctuating trends in the total population that registered over the years and those 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**

Name of Institution	2010/11	2011/12	Change 2010/11 - 2011/12	2012/13	Change 2011/12 - 2012/13	2013/14	Change 2012/13 - 2013/14
<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

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**

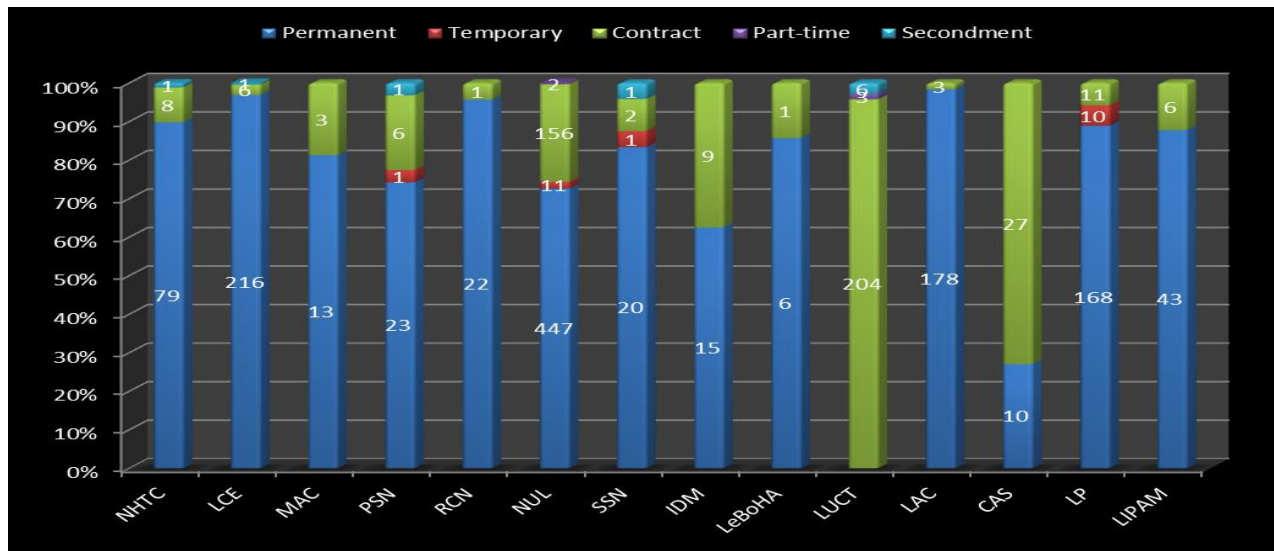
<b>Name of Institution</b>	<b>Basotho</b>	<b>Non-Basotho</b>	<b>Total</b>	<b>% Non-Basotho</b>
<b>NHTC</b>	88	0	88	0.0
<b>LCE</b>	223	0	223	0.0
<b>MAC</b>	13	3	16	18.8
<b>PSN</b>	25	6	31	19.4
<b>RCN</b>	22	1	23	4.3
<b>NUL</b>	568	48	616	7.8
<b>SSN</b>	23	1	24	4.2
<b>IDM</b>	24	0	24	0.0
<b>LeBoHA</b>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

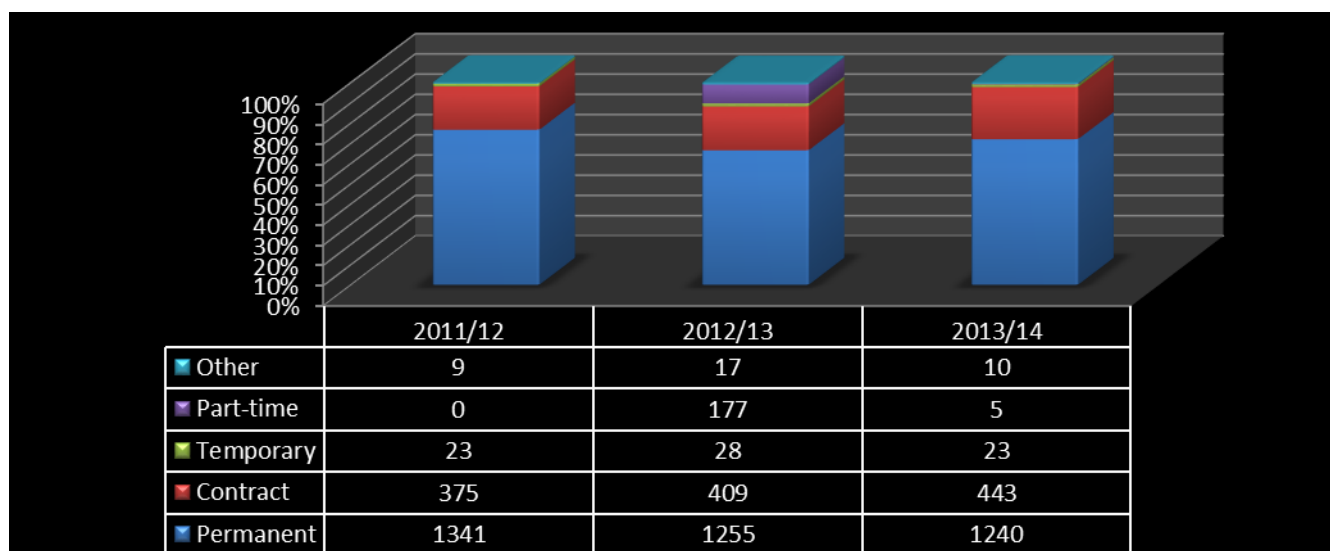
Staff members at higher education institutions are employed on different terms as shown in Figure 20. As has been the case in the past, all institutions except LUCT and CAS employed staff in permanent positions. The total number of staff on permanent contracts was 1240, which constitute 72.1 percent 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

<b>NUL</b>	107	226	13	74	60	40	8	84	4
<b>SSN</b>	0	3	0	11	4	1	1	4	0
<b>IDM</b>	0	6	2	1	4	2	3	4	2
<b>LeBoHA</b>	2	4	0	0	1	0	0	0	0
<b>LUCT</b>	1	59	23	67	26	10	5	20	2
<b>LAC</b>	2	12	5	34	20	4	1	101	2
<b>CAS</b>	0	1	3	3	3	0	23	4	0
<b>LP</b>	2	27	8	78	28	20	4	17	5
<b>LIPAM</b>	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**

<b>Institutions</b>	<b>Instructional Personnel</b>	<b>Support staff</b>	<b>Management</b>	<b>Total</b>
<b>Doctorate</b>	109	1	15	125
<b>Masters</b>	378	44	36	458
<b>Honours/Postgraduate Diploma</b>	69	20	4	93
<b>Degree</b>	209	142	15	366
<b>Diploma</b>	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**

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

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.

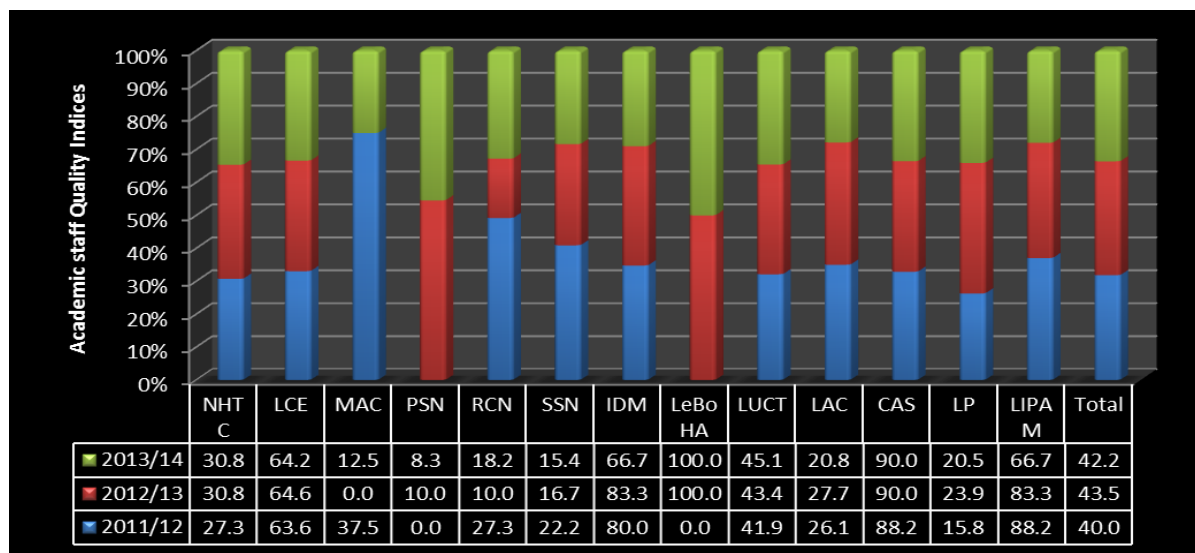
Table 19 presents the academic staff quality indices for other institutions. An overall academic staff quality index was estimated at 42.2 percent. IDM, CAS, LIPAM and LCE had the largest indices exceeding 60 percent. The same HEIs had indices of more than 60 percent even in the previous reporting period (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.

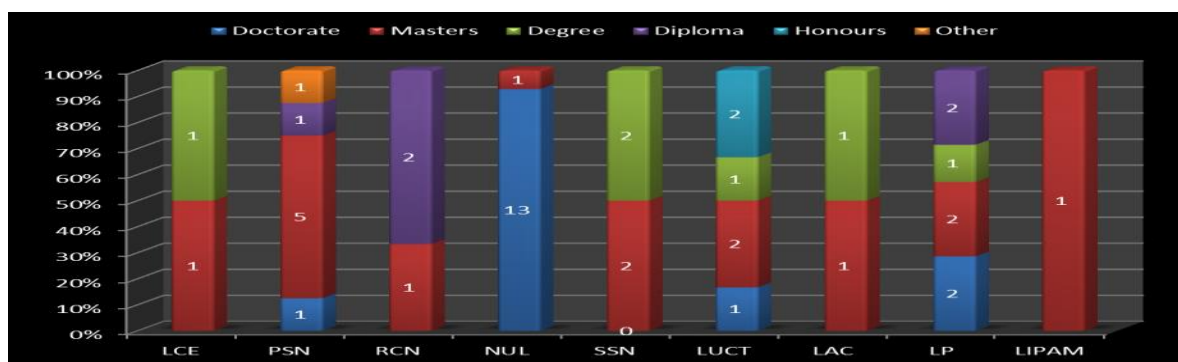
**Figure 22: Academic Staff Quality Indices by Institution and Exit Level: 2011/12 -2013/14**



### 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**

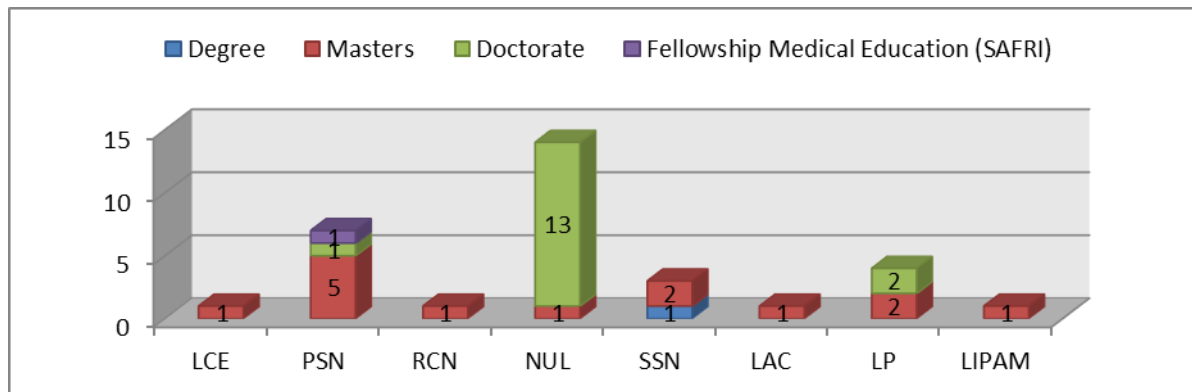
Qualification sought	2011/12	2012/13	2013/14
PhD	2	19	17
Masters	16	30	16
Honours	2	8	2
Degree	5	7	6
Diploma	6	8	5
Other	0	1	1
<b>Total</b>	<b>31</b>	<b>73</b>	<b>47</b>
<b>% change</b>	<b>-</b>	<b>135</b>	<b>-35.6</b>

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.

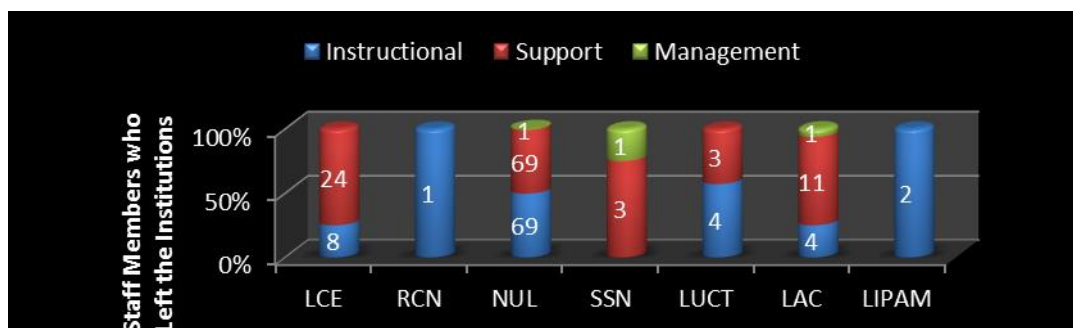
In addition to professional development, feedback from students can be an invaluable source of information that can inform efforts to improve the quality of service delivery within institutions. Such feedback can be obtained through student’s satisfaction surveys. The Rapid Assessment study assessed 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.

**Table21: Academic Staff Attrition Rates by Institution**

Institutions	Academic Staff Complement	Academic Staff who left	Attrition rates
LCE	120	8	6.7
RCN	11	1	9.1
NUL	302	69	22.8
SSN	13	0	0.0
LUCT	122	4	3.3
LAC	53	4	7.5
LIPAM	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		
Resigned	18	11	1	30	14.9
Dismissed	1	3	1	5	2.5
Deserted	2	0	0	2	1.0
Early Retirement	1	0	0	1	0.5
Compulsory retirement	6	17	0	23	11.4
Deceased	2	9	1	12	6.0
End of contract	57	68	0	125	62.2
Transfer	1	2	0	3	1.5

<b>Total</b>	88	110	3	201	100.0
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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**

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

## **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**

<b>Institution</b>	<b>Personnel Emoluments</b>	<b>Travel &amp; Transport</b>	<b>Operating Costs</b>	<b>Capital Outlay</b>
<b>CAS</b>	68.3	1.3	27	3.4
<b>LAC</b>	80.2	-	-	19.8
<b>LCE</b>	70.2	5.2	24	0.6
<b>LeBoHA</b>	-	-	-	-
<b>LIPAM</b>	52.7	3	44.3	0
<b>LP</b>	74.6	3.3	22.2	0
<b>LUCT</b>	80.8	0.1	19.1	0
<b>MAC</b>	45	1	53	0.4
<b>NHTC</b>	26	1.4	36.3	36.3
<b>PSN</b>	28.4	2.9	61.5	7.2
<b>SSN</b>	38.4	2.9	54.6	4.1
<b>NUL</b>	81	1.1	15.1	2.8
<b>RCN</b>	33.2	1.6	48.1	17.2
<b>IDM</b>	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>						
<b>NUL</b>	100	62.1	100	56.5	110	58.7
<b>LCE</b>	31	19.2	40	22.6	34	18.1

<b>LP</b>	22	13.7	28	15.8	28	14.9
<b>IDM</b>	5.5	3.4	5	2.8	5.5	2.9
<b>Allocation by NMDS to the institutions (Million Maloti)</b>						
<b>NUL</b>	227	38.6	192.8	34	187.2	33.8
<b>LUCT</b>	120.9	20.6	83.6	14.7	110.9	20
<b>OTHER LOCAL INSTITUTIONS</b>	239.6	40.8	290.6	51.2	255.9	46.2
<b>Budget allocation to bursaries for HEIs (million Maloti)</b>	714	82	708.7	80	744.2	70
<b>Allocation of education sector (billion Maloti)</b>	2.1	17.3	2	14.2	2.3	16.1

## **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 2017. 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, 2017**

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 2017. Out of 9,822 learners enrolled in NFE, 346 learners were identified as those with special educational needs in 2017. 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, 2017**

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 2017 than male orphans.

**Table 7.4: Orphans in Non-Formal Education by Age, Level and Sex, 2017**

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 2017. 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, 2017**

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 2017. 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, Bachelor's Degree and many others.

**Table 7.6: Non-Formal Education Teachers in Literacy and Numeracy by District, Qualification and Sex, 2017**

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. Mokhotlong 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, 2017**

<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