

**Statistical Report  
No. 15 of 2023**

# **2020 Education Statistics Report**



## **EDUCATION STATISTICS BULLETIN 2020**

**Ministry of Education and Training**

**Planning Unit**

**Statistics Office**

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## List of Acronyms

ACL	Anglican Church of Lesotho
ADSE	Advanced Diploma in Special Education
AME	African Methodist Episcopal
ASC	Annual School Census
BoS	Bureau of Statistics
CAS	Centre for Accounting Studies
CECE	Certificate in Early Childhood Education
COSC	Cambridge Overseas School Certificate
DEP	Diploma in Primary Education
ECCD	Early Childhood Care and Development
EMIS	Education Management Information System
GER	Gross Enrolment Ratio/Rate
HEIs	Higher Education Institutions
IDM	Institute of Development Management
ISCED	International Standard Classification of Education
JC	Junior Certificate
LAC	Lesotho Agricultural College
LeBoHA	Lesotho Boston Health Alliance
LANFE	Lesotho Association of Non-Formal Education
LCE	Lesotho College of Education
LCS	Lesotho Correctional Services
LDS	Lesotho Demographic Survey
LDTC	Lesotho Distance Teaching Centre
LGCSE	Lesotho General Certificate in Secondary Education
LEC	Lesotho Evangelical Church
LFS	Labour Force Survey
LIPAM Management	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 Organization	United Nations Education Science and Culture Organization



## **Chapter 1: Background**

### **1.0 Introduction**

Education contributes to the advancement and enrichment in cultural, social and economic development in all societies by providing individuals with the means to improve their skills, knowledge, and capacity for productive work. Because of the complexity of delivering quality, comprehensive education for all, the monitoring and evaluation of the national learning system sector wide is needed to support decisions to promote increased access, efficiency, effectiveness, equity, and quality of education for all Lesotho learners. The basis for monitoring and evaluation is education statistics which if integrated in a sector wide education management information system (EMIS) can support information-based decision making on policy, resource allocation and other management functions.

The importance of timely and quality cannot be overemphasized. The production and dissemination of high-quality education statistics are essential for effective planning, as well as for monitoring progress toward national and global education targets. Evidence-based planning reduces system costs by allocating resources more effectively. The added cost of improving data—as long as the data are used—is likely much lower than the implicit cost of bad or no information. Planning with bad data inhibits optimal policy implementation, particularly concerning resource allocation and its equity and efficiency. The EMIS has to be positioned and technologically integrated to the relevant data sources allowing to know, for example, who is spending what, on whether children are actually learning what they need to know, and with feasibility of data disaggregation at the school or even the student level. These characteristics make an EMIS relevant for the policy planning and the management of education systems.

The Lesotho EMIS has traditionally relied upon annual paper-based census surveys of all education registered institutions to provide statistics on their facilities, learners and staff which were electronically captured centrally in a database developed for this purpose. In 2019, after a pilot during the previous year, the Ministry's EMIS, migrated to UN-supported database platform, known as Open EMIS, which has the potential to digitalize data collection and analysis at the individual learner level. The Ministry still relies upon this system, but due to resource constraints has not been able to fully optimize all its features, including decentralization to districts and schools.

Additionally, the lock-down of the education system caused by the COVID-19 pandemic has had a severe impact on the retrieval, capture and processing of the sector's education statistics, causing unforeseen delays in the generation of this 2020 report.

## 1.1. The Education System

Previously, the levels of education in Lesotho were separated as follows: Pre-primary, followed by primary, then secondary education (junior and senior), post-secondary (vocational and technical) and tertiary or higher education. In 2016, the policy on fee free basic education system was introduced which restructured these levels, although the physical infrastructure of schools still reflects the old levels of education, namely secondary schools are usually separate from primary schools.

The new levels of education in Lesotho are separated as follows:

- **Early Childhood Development Education (ECCD)**, which includes preprimary schools (ages 3-5 years)
- **Basic Education**, which includes primary, and lower secondary as one level (Grades 1- 7 Primary, Grades 8-10 lower secondary and learners of ages 6-15 years)
- **Secondary Education**, which includes senior high school (Grades 11-12 and learners ages 16-17 years)

All things remained the same except that primary school leaving certificate was abolished, and pupils only sit for examinations at the end of lower secondary schooling.

**Early Childhood Development Education (ECCD):** is intended to provide early childhood care and development education. The playing activities, experience, and social interaction at this level are accepted as essential aspects of developing skills and knowledge of a child. A few ECCD schools are operated formally by government, churches and private individuals while many are operated informally by private individuals, local communities and non-governmental organizations. A number of primary schools offer a reception year for preprimary education.

**Basic Education: Primary and Lower Secondary education:** this level provides 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. Prior to 2016 a pupil would sit for examinations on completion of the 7th year in order to transition to lower secondary level. However, since 2016 when basic education was introduced, pupils automatically transit to lower secondary and only write an examination after completion of three years of lower secondary education which they must pass to transit to senior secondary. Progression from lower secondary to senior secondary school is through the Junior Certificate (JC) examination, administered by the Examinations Council of Lesotho.

**Senior Secondary:** This level is two years of learning for those learners passing the Junior Certificate examination. Senior Secondary High school candidates sit for the Lesotho General Certificate in Secondary Education (LGCSE) Certificate, LGCSE is a locally prepared higher education school leaving certificate and is the minimum entry requirement for higher and tertiary programs.

**TVET Post Secondary:** The International Standard Classification of Education (ISCED) 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.

**Tertiary education:** ISCED 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, has as its mission 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**

Lesotho's education institutions are owned either solely by government, solely by private companies or jointly by government and private companies, churches or communities. These institutions are considered 'public' even if they are not solely owned by government, if government has a stake in them, such as government either pays their teachers' salaries or student school fees. Otherwise, schools are considered private.

## **1.2 Data Source and Coverage of the Census**

### **1.2.1 Source**

The main source of information reported here is from an annual education institution survey. Since schools are the biggest sector, reporting on their data is the main focus of the report. The ECD, primary and secondary surveys are conducted by sending the Annual Statistical Census (ASC) forms to district education officers who in turn send the forms to the principals of schools, usually in January every year. By March, after completion, the principals submit the form to the district officials who in turn convey them to Education Planning Unit, Maseru.

The ASC form is a detailed questionnaire that collects information on the schools' physical location, type of ownership, general enrolment information by age, enrolment of repeaters and orphans, as well as teacher's profiles, school fees and the status of 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 of education.

Other sources of data on the sector are extracted from the Examinations Council, the Secondary School Bursaries Unit, and the Council for Higher Education. 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 provide information on Lesotho citizens who are studying in those respective countries.

### **1.2.2 Coverage of the Census**

In 2020, about 96.1 per cent of all schools, including primary and secondary schools submitted their Annual School Census (ASC) forms to the Ministry. Against the master list of registered schools, an estimated 60 schools are missing from this census. Some 13 schools did not provide teacher data and at the data processing stage, missing information was substituted via proxies, 2019 information from the same schools. In 2020, the total number of registered primary schools that submitted their census surveys was 1,486 out of total of 1,542 registered primary schools. This is 4 primary schools less than reported in 2019. In 2020 the number of registered secondary schools was 354 that provided annual census surveys. This is 6 more registered secondary schools than reported in 2019.

It should be noted that these are the schools that were operational and responded in the first two quarters of 2020 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 that calendar year. Some of the schools were non-operational, not because they were officially closed, but because they had no students at the time.

## **Chapter 2: Early Childhood Care and Development (ECCD)**

### **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, ECCD home bases and centres. The reception classes are 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 the poor formal registration of centres and/or home bases which result in inadequate coverage of these centres.

This sub-sector was not covered in the 2020 Census for reasons mentioned above, hence the report relies upon the Ministry's own directorate on ECCD for its statistics and repeats 2019 data for areas not covered by the census, as it is an important area for the Education Sector Plan.

### **2.1 ECCD Schools Gross and Net Enrolment Rates**

Table 2.0 shows ECCD schools' gross enrolment and net enrolment rate by sex for the period 2016 to 2019 as 2020 data was not comprehensively available. From the table, it can be observed that both gross enrolment rate (GER) and net enrolment rate (NER) have been decreasing from over the past four years. Notably there are slightly more girls enrolled than boys in ECCD schools in 2019.

**Table 2.0: ECCD Schools Gross Enrolment Rate and Net Enrolment Rate by Sex, 2016-2019**

Year	Gross Enrolment Rate (GER)			Net Enrolment Rate (NER)		
	Males	Females	Total	Males	Females	Total
2016	41.3	43.0	<b>42.2</b>	28.8	30.2	<b>29.5</b>
2017	40.8	42.4	<b>41.6</b>	29.2	30.2	<b>29.7</b>
2018	37.9	38.5	<b>38.2</b>	27.2	27.7	<b>27.5</b>
2019	36.3	36.8	<b>36.6</b>	26.5	26.9	<b>26.7</b>

## 2.1 Enrolment in Reception Classes

Table 2.1 shows enrolment in ECCD reception classes from 2010 to 2018. Enrolment in reception classes in 2014 was the highest with 6178, it can be observed from the table that enrolment has been decreasing since. Observed in the table again was that the number of schools gradually increased from 2010, (219 schools) to 2020 (240 schools).

**Table 2.1 Number of Reception schools and Enrolment 2010-2020**

Year	Enrolment	No. of Schools	New Schools
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	243	0
2017	5542	243	0
2018	5352	243	0
2019	5235	241	-2
2020	4994	240	-1

Note: Data provided by ECCD Directorate and not the census

Table 2.2 shows enrolment and number of reception classes by district from 2018 to 2020. It can be observed from the table that overall enrolment have been slightly decreasing in reception classes, from 5,352 in 2018 to 4994 in 2020. In 2020, the following districts had a decrease in enrollment: Botha-Bothe, Leribe, Maseru, Mokhotlong and Thaba-Tseka; while the remaining districts had an increase in enrollment.

**Table 2.2: Enrolment and Number of Reception Classes by District, 2018 - 2020**

District	Enrolment			No. of schools with reception classes		
	2018	2019	2020	2018	2019	2020
Botha-Bothe	486	501	351	19	18	15
Leribe	648	648	479	28	28	19
Berea	461	461	556	28	28	28
Maseru	871	871	620	35	34	27
Mafeteng	568	568	709	30	30	34
Mohale's Hoek	423	511	589	27	27	24
Quthing	354	354	516	19	19	29
Qacha's Nek	550	462	513	18	21	27
Mokhotlong	350	374	350	15	15	19
Thaba-Tseka	641	485	311	24	21	18
<b>Total</b>	<b>5352</b>	<b>5235</b>	<b>4994</b>	<b>243</b>	<b>241</b>	<b>240</b>

Note: Data provided by ECCD Directorate and not the 2020 census

## 2.2 Enrolment in ECCD (reception classes included)

Table 2.3 shows ECCD enrolment by district, age and sex in 2019. Enrolment in ECCD centers (including reception classes) decreased from 50,056 in 2018 to 47,447 children in 2019. The table below reveals that total enrolment increased with age, peaking at age 5 and then declining for those learners older than 5 years.

The distribution of ECCD enrolment by district indicates that Maseru was in the lead with 13,694 (28.9 per cent) learners, followed by Leribe with 8109 (17.1 per cent) and the least number of learners were in Qacha's Nek with 1598 (3.4 per cent). Comparison by sex and district shows that enrolment of girls exceeded that of boys in almost all the districts though the gap is gradually diminishing. Girls constituted 23,909 (50.4 per cent) and boys added up to 23,538 (49.6 per cent) of the enrolment in 2019.

**Table 2.3: ECCD Enrolment by District, Age and sex, 2019**

District	AGE<3		AGE 3		AGE 4		AGE 5		AGE>5		Total	%
	M	F	M	F	M	F	M	F	M	F		
Butha-buthe	202	219	373	411	512	516	671	708	320	294	4226	8,9
Leribe	443	484	698	717	1037	1106	1095	1139	719	671	8109	17,1
Berea	354	324	515	524	664	642	641	665	420	400	5149	10,9
Maseru	953	978	1340	1330	1792	1754	1771	1834	972	970	13694	28,9
Mafeteng	173	169	379	321	488	529	567	590	256	236	3708	7,8
Mohales hoek	113	102	290	353	455	414	635	599	370	361	3692	7,8
Quthing	83	120	179	204	240	278	248	281	164	185	1982	4,2
Qachas nek	57	45	127	127	218	196	271	236	142	179	1598	3,4
Mokhotlong	128	118	125	185	235	233	346	369	120	131	1990	4,2
Thaba-tseka	126	119	264	280	394	409	582	556	271	298	3299	7,0
<b>Total</b>	<b>2632</b>	<b>2678</b>	<b>4290</b>	<b>4452</b>	<b>6035</b>	<b>6077</b>	<b>6827</b>	<b>6977</b>	<b>3754</b>	<b>3725</b>	<b>47447</b>	<b>100</b>

### 2.2.1 Accessibility of Education in ECCD

Accessibility refers to a proportion of learners 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.

Table 2.4 illustrates ECCD new entrants by district and sex for the year 2019. There were 23,347 new entrants in 2019, out of this number 11,814 (50.6 per cent) were boys and 11,533 (49.4 per cent) were girls. It was observed that the general pattern of new entrants by district is similar to the general pattern of the total ECCD enrolment. For instance, Maseru accounted for 6,451 (27.6 per cent), followed by Leribe with 3,577 (15.3 per cent) and the least number enrolled was in Qacha's Nek with 890 (3.8 per cent) of learners.

**Table 2.4: ECCD New Entrants by District and Sex, 2019**

District	M	F	Total	Percentage
Butha-buthe	1083	1036	<b>2119</b>	9,1
Leribe	1823	1754	<b>3577</b>	15,3
Berea	1280	1251	<b>2531</b>	10,8
Maseru	3239	3212	<b>6451</b>	27,6
Mafeteng	875	820	<b>1695</b>	7,3
Mohales hoek	997	962	<b>1959</b>	8,4
Quthing	553	630	<b>1183</b>	5,1
Qachas nek	460	430	<b>890</b>	3,8
Mokhotlong	564	564	<b>1128</b>	4,8
Thaba-tseka	940	874	<b>1814</b>	7,8
<b>Total</b>	<b>11814</b>	<b>11533</b>	<b>23347</b>	<b>100</b>

## 2.3 Disability in ECCD Schools

Table 2.5 shows ECCD enrolment of children with special educational needs or disability by district, age and sex in 2019. Out of the total enrolment of 47,447 learners in ECCD, 474 (0.9 per cent) learners had some form disability. Furthermore, sex comparison shows that 266 (56.1 per cent) were boys and 208 girls which is 43.9 per cent.

Among the districts, there were more males with special educational needs than their female counterparts in each district except for Mafeteng district where males and females' figures were level. The Table further shows that Maseru had the highest number of learners with some form of disability of 104 (17.1 percent); it was followed by Berea with 86 (18.1 percent) and then Leribe with 72 (15.2 percent).

**Table 2.5: ECCD Learners with special educational needs or disability by District, Age and Sex, 2019**

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	2	4	4	6	6	10	5	8	2	49
Leribe	5	1	6	3	8	12	11	10	10	6	72
Berea	0	1	7	5	11	10	6	5	21	20	86
Maseru	7	2	9	11	12	15	20	10	10	8	104
Mafeteng	1	1	3	3	4	5	2	4	4	1	28
Mohales hoek	0	0	0	0	3	1	7	1	3	1	16
Quthing	1	2	5	1	3	7	3	7	0	4	33
Qachas nek	3	0	1	0	1	1	6	8	6	1	27
Mokhotlong	0	2	2	1	3	1	9	2	1	0	21
Thaba-tseka	0	0	1	4	5	4	12	4	4	4	38
<b>Total</b>	<b>19</b>	<b>11</b>	<b>38</b>	<b>32</b>	<b>56</b>	<b>62</b>	<b>86</b>	<b>56</b>	<b>67</b>	<b>47</b>	<b>474</b>

Table 2.6 presents the enrolment of children with special education by type of disability, age and sex for the year 2019. When disaggregating enrolment of pupils with special education by type of disability, majority of children with special education had physical disability and intellectual disability with 160 (33.8 per cent) and 104 (21.9 per cent) respectively. Intellectual disability includes forms of learning difficulty, epilepsy and mental retardation. Hearing impairment had the least number of children with 44 (9.3 percent).

**Table 2.6: ECCD Learners with Special Educational Needs by Disability Type and Age, 2019**

<b>Disability type</b>	<b>AGE&lt;3</b>	<b>AGE 3</b>	<b>AGE 4</b>	<b>AGE 5</b>	<b>AGE&gt;5</b>	<b>Total</b>
Physical Disability (PD)	10	22	36	40	52	<b>160</b>
Visual Impairment (VI)	5	9	15	29	6	<b>64</b>
Hearing Impairment (HI)	2	8	5	17	12	<b>44</b>
Intellectual Disability (ID)	9	17	25	29	24	<b>104</b>
Other	4	14	37	27	20	<b>102</b>
<b>Total</b>	<b>30</b>	<b>70</b>	<b>118</b>	<b>142</b>	<b>114</b>	<b>474</b>

## 2.4 Orphan-hood in ECCD Schools

Table 2.7 displays ECCD orphans by type, age and sex in 2019. Out of the total enrolment in ECCD centres, 1944 were learners that had either lost one or both of their parents in 2019. It can be observed from the table that paternal orphans constituted about 1245 (64 percent) of these orphans, whereas maternal and double orphans accounted for 423 (21.8 per cent) and 276 (14.2 per cent) respectively.

**Table 2.7: ECCD Orphans by Type, Age and Sex, 2019**

<b>Orphan type</b>	<b>AGE&lt;3</b>		<b>AGE 3</b>		<b>AGE 4</b>		<b>AGE 5</b>		<b>AGE&gt;5</b>		<b>Total</b>
	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	
Paternal	40	46	82	92	130	169	202	212	122	150	<b>1245</b>
Maternal	14	20	30	46	47	34	63	65	42	62	<b>423</b>
Double	10	12	18	21	20	43	51	35	29	37	<b>276</b>
<b>Total</b>	<b>64</b>	<b>78</b>	<b>130</b>	<b>159</b>	<b>197</b>	<b>246</b>	<b>316</b>	<b>312</b>	<b>193</b>	<b>249</b>	<b>1944</b>

Table 2.8 displays ECCD orphans by district, age and sex in 2019. Maseru had the higher percentage of orphans in ECCD centres as it was represented by 429 (22.1 per cent). It was followed by Leribe and Berea with 13.7 and 12.2 per cent respectively. Quthing was the least with 4.7 per cent orphans' country wide.

**Table 2.8 : ECCD Orphans by District , Age and Sex, 2019**

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	5	4	20	13	23	27	21	20	35	<b>170</b>
Leribe	10	22	20	20	24	39	40	39	27	26	<b>267</b>
Berea	15	11	22	20	24	0	43	36	14	25	<b>238</b>
Maseru	11	21	27	41	42	49	56	67	55	60	<b>429</b>
Mafeteng	11	2	14	10	21	19	17	26	12	8	<b>140</b>
Mohaleshoek	3	6	6	15	14	17	39	33	26	27	<b>186</b>
Quthing	4	4	4	4	11	10	14	16	8	16	<b>91</b>
Qachas nek	1	0	9	10	15	12	21	16	9	9	<b>102</b>
Mokhotlong	2	2	16	9	14	24	24	33	8	14	<b>146</b>
Thaba-tseka	5	5	8	10	19	25	35	25	14	29	<b>175</b>
<b>Total</b>	<b>64</b>	<b>78</b>	<b>130</b>	<b>159</b>	<b>197</b>	<b>246</b>	<b>316</b>	<b>312</b>	<b>193</b>	<b>249</b>	<b>1944</b>

Table 2.9 illustrates ECCD teachers by district and sex in 2019. The number of teachers in ECCD centres during the year 2019 was 2711. The table shows that there were more female teachers with 2648 (97.7 percent) than their male counterparts with 63 (2.3 percent). A similar trend is observed for districts whereby Maseru was leading with 24.9 percent of teachers in this level of education. It was seconded by Leribe with 17.1 percent and then Berea with 11.7 percent.

**Table 2.9: ECCD Teachers by District and Sex, 2019**

DISTRICT	M	F	Total	%
Butha-buthe	2	226	<b>228</b>	<b>8,4</b>
Leribe	19	445	<b>464</b>	<b>17,1</b>
Berea	5	311	<b>316</b>	<b>11,7</b>
Maseru	25	650	<b>675</b>	<b>24,9</b>
Mafeteng	5	226	<b>231</b>	<b>8,5</b>
Mohales hoek	0	236	<b>236</b>	<b>8,7</b>
Quthing	3	123	<b>126</b>	<b>4,6</b>
Qachas nek	0	111	<b>111</b>	<b>4,1</b>
Mokhotlong	1	136	<b>137</b>	<b>5,1</b>
Thaba-tseka	3	184	<b>187</b>	<b>6,9</b>
<b>Total</b>	<b>63</b>	<b>2648</b>	<b>2711</b>	<b>100</b>

Table 2.10 shows the number of ECCD schools by district and agency in 2019. Maseru had the highest number of schools with 449 (21.4 percent), Leribe followed with 314(14.9 percent) ECCD and Qacha's Nek was the least with 96(4.5 percent).

Among these schools, 1393 (66.5 percent) were owned by community, followed private with 373(17.8 percent) schools and then government with 91 (4.3 percent) ECCD schools.

**Table 2.10: Number of ECCD Schools by district and Agency, 2019**

<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	10	133	5	9	3	0	6	12	<b>178</b>
Leribe	9	215	6	13	2	0	18	51	<b>314</b>
Berea	6	139	7	10	1	0	13	67	<b>243</b>
Maseru	12	200	9	14	2	2	10	200	<b>449</b>
Mafeteng	12	150	11	8	2	1	9	13	<b>206</b>
Mohales hoek	13	157	9	6	3	0	6	8	<b>202</b>
Quthing	6	89	5	2	2	1	2	6	<b>113</b>
Qachas nek	8	70	3	6	1	0	2	6	<b>96</b>
Mokhotlong	6	88	7	5	0	0	3	5	<b>114</b>
Thaba-tseka	9	152	4	5	0	0	4	5	<b>179</b>
<b>Total</b>	<b>91</b>	<b>1393</b>	<b>66</b>	<b>78</b>	<b>16</b>	<b>4</b>	<b>73</b>	<b>373</b>	<b>2094</b>

## **Chapter 3: Primary School Education**

### **3.0 Introduction**

The Free Primary Education (FPE) Policy commenced in 2000 in Lesotho. The first cohort that completed free primary education was in 2006. This cohort completed junior secondary in 2009 and senior secondary or high school in 2011. The Basic Education System was introduced in 2016, which combined preprimary, primary and junior secondary as one level. It abolished the formal certificate that was obtained at last grade of primary, grade 7, and introduced the Junior Secondary Certificate, the first formal certificate for basic education. However, structurally schools are still distinguished physically by the different levels of primary and secondary schools and data is presented in this structure.

### **3.1 Enrolment in Registered Primary Schools**

Table 3.1 below shows enrolment in registered primary schools by age, grade and sex in 2020. It is observed from the table that the total enrolment at this level was 323 034 pupils in 2020. Out of this enrolment number, 50.9 percent of them were males enrolled at this level whereas females constituted 49.1 percent.

It is also observed that there were also more males than females enrolled in all grades at this level except for grade 6 and 7 where the number of females enrolled exceeds the number of males. The majority of learners registered in primary schools are in the age group of 6 to 14 years.

**Table 3.1: Enrolment in Registered Primary Schools by Age, Grade and Sex, 2020**

Age	Grade1		Grade2		Grade3		Grade4		Grade5		Grade6		Grade7		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
5	1641	1548	0	0	0	0	0	0	0	0	0	0	0	0	3189
6	15741	14773	766	956	0	0	0	0	0	0	0	0	0	0	32236
7	8953	7419	10254	11192	788	934	0	0	0	0	0	0	0	0	39540
8	2464	1609	7867	6910	8283	9628	616	852	0	0	0	0	0	0	38229
9	620	359	3310	2219	7283	7023	6770	8367	558	870	0	0	0	0	37379
10	330	135	1333	672	4742	3152	7960	8170	5926	8061	488	901	0	0	41870
11	0	0	625	270	1870	1022	4784	3180	6728	7322	5093	7713	451	778	39836
12	0	0	0	0	1111	516	2503	1305	5098	3789	6128	7559	4469	7298	39776
13	0	0	0	0	0	0	1538	613	2897	1562	4626	3454	5251	6748	26689
14	0	0	0	0	0	0	0	0	1943	921	2604	1664	3993	3523	14648
15	0	0	0	0	0	0	0	0	0	0	1838	954	2466	1844	7102
16	0	0	0	0	0	0	0	0	0	0	0	0	1594	946	2540
<b>Total</b>	<b>29749</b>	<b>25843</b>	<b>24155</b>	<b>22219</b>	<b>24077</b>	<b>22275</b>	<b>24171</b>	<b>22487</b>	<b>23150</b>	<b>22525</b>	<b>20777</b>	<b>22245</b>	<b>18224</b>	<b>21137</b>	<b>323034</b>

Table 3.2 displays the distribution of enrolment in registered primary schools by grade, sex and year between 2016 to 2020. As indicated earlier, enrolment in primary schools has been showing a declining trend since 2016 to 2020. The table further illustrates the Gender Parity Index (GPI) across the years which indicates that in 2020 there were 0.97 girls to 1 boy enrolled. Indicating slightly fewer females' enrolment compared to their males' counterparts but with an increasing trend towards gender parity or equality in enrolment.

**Table 3.2: Enrolment in Registered Primary Schools by Grade, Sex and Year, 2016-2020**

Grade	2016		2017		2018		2019		2020	
	M	F	M	F	M	F	M	F	M	F
<b>1</b>	29757	26179	29550	26008	29748	25581	29680	25683	29749	25843
<b>2</b>	25470	23107	24946	23063	24459	22783	24030	22122	24155	22219
<b>3</b>	25124	23719	25082	22863	24782	22375	23990	22206	24077	22275
<b>4</b>	25579	23857	25158	23690	24863	22911	24067	22347	24171	22487
<b>5</b>	26259	24409	24515	23681	23979	23521	23032	22390	23150	22525
<b>6</b>	25335	25450	22993	23282	21530	22393	20605	22145	20777	22245
<b>7</b>	23808	26794	21726	23864	19125	21720	18148	21005	18224	21137
<b>Total</b>	181,332	173,515	173,970	166,451	168,486	161,284	163,552	157,898	164303	158731
<b>GPI</b>	<b>0.96</b>		<b>0.96</b>		<b>0.96</b>		<b>0.97</b>		<b>0.97</b>	
<b>TOTAL</b>	<b>354,847</b>		<b>340,421</b>		<b>329,770</b>		<b>321,450</b>		<b>323,034</b>	

Table 3.3 illustrates enrolment in registered primary schools by district, sex and years from 2018 to 2020. In this period the highest number of learners were enrolled in Maseru (76285), followed by Leribe (51660) and the least enrolled were in Qacha's Nek with 13,092. The table further reveals that during these three years period, the total enrolment has been declining from all the districts; 340,421 in 2018 to 323,034 in 2020.

Table 3.3: Enrolment in Registered Primary Schools by District, Year and Sex, 2018- 2020

DISTRICTS	2018			2019			2020		
	M	F	Total	M	F	Total	M	F	Total
Botha-Bothe	11209	10590	<b>21799</b>	10634	10213	<b>20847</b>	10312	9902	<b>20214</b>
Leribe	27568	25718	<b>53286</b>	27042	25196	<b>52238</b>	26589	25071	<b>51660</b>
Berea	20903	19077	<b>39980</b>	20381	18784	<b>39165</b>	19639	18340	<b>37979</b>
Maseru	40469	38648	<b>79117</b>	39447	37481	<b>76928</b>	39012	37273	<b>76285</b>
Mafeteng	17038	15540	<b>32578</b>	16312	14921	<b>31233</b>	15843	14676	<b>30519</b>
Mohale's Hoek	15228	14616	<b>29844</b>	14428	13817	<b>28245</b>	14139	13559	<b>27698</b>
Quthing	10342	9845	<b>20187</b>	9869	9524	<b>19393</b>	9775	9408	<b>19183</b>
Qacha's Nek	7110	6711	<b>13821</b>	7004	6611	<b>13615</b>	6657	6435	<b>13092</b>
Mokhotlong	10552	11080	<b>21632</b>	10218	10562	<b>20780</b>	9905	10291	<b>20196</b>
Thaba-Tseka	13551	14626	<b>28177</b>	13151	14175	<b>27326</b>	12432	13776	<b>26208</b>
<b>Total</b>	<b>173970</b>	<b>166451</b>	<b>340421</b>	<b>168486</b>	<b>161284</b>	<b>329770</b>	<b>164303</b>	<b>158731</b>	<b>323034</b>

Table 3.4 shows enrolment in registered primary schools by district, geographical location and sex of learners. The table indicates that majority of primary school learners (60.9 per cent) were in the rural areas, 31.4 per cent were in the urban areas whereas 7.7 per cent were in the peri-urban areas. The table further indicates that in most of the districts, with an exception of Thaba-Tseka, the number of boys enrolled in registered primary schools was higher than that of girls. In the peri urban areas although overall there were more male learners enrolled than females, females exceeded male learners in Leribe, QachasNek and ThabaTseka districts. Only in rural Thaba-Tseka schools the females exceeded their males' counterparts in primary enrolment as compared to other rural primary schools.

**Table 3.4: Enrolment in Registered Primary Schools by District, Location and Sex, 2020**

District	Urban		Peri-urban		Rural		Total	
	M	F	M	F	M	F		
Butha-Buthe	3564	3441			6748	6461		<b>20214</b>
Leribe	8571	8202	1812	1870	16206	14999		<b>51660</b>
Berea	4479	4321	2647	2476	12513	11543		<b>37979</b>
Maseru	20821	20077	4318	3972	13873	13224		<b>76285</b>
Mafeteng	3577	3414	1896	1668	10370	9594		<b>30519</b>
Mohale's Hoek	4112	3916	406	312	9621	9331		<b>27698</b>
Quthing	2211	2003	558	532	7006	6873		<b>19183</b>
Qacha's Nek	1545	1542	316	320	4796	4573		<b>13092</b>
Mokhotlong	1655	1637	371	351	7879	8303		<b>20196</b>
Thaba-Tseka	1154	1288	515	553	10763	11935		<b>26208</b>
<b>Total</b>	<b>51689</b>	<b>49841</b>	<b>12839</b>	<b>12054</b>	<b>99775</b>	<b>96836</b>		<b>323034</b>

Table 3.5 presents enrolment in registered primary schools by district, ecological zone and sex in 2020. It is observed from the table that enrolment was high in the Lowlands with 56.8 percent; followed by the Mountains enrolment with 23.6 per cent and the least enrolment was in Senqu river valley with 9.6 per cent.

Furthermore, the table shows that more males than females were enrolled in the Lowlands, Foothills and Senqu River. In the mountain areas, majority of districts had higher enrolment among females in 2019 as illustrated in table below.

**Table 3.5: Enrolment in Registered Primary Schools by District, Zone and Sex, 2020**

District	Lowlands		Foothills		Mountain		S R V		Total
	M	F	M	F	M	F	M	F	
Butha-Buthe	6203	5860	3183	3053	926	989	0	0	<b>20214</b>
Leribe	21402	20025	2121	1964	3066	3082	0	0	<b>51660</b>
Berea	16722	15589	2828	2600	89	151	0	0	<b>37979</b>
Maseru	32195	30519	4239	4148	2578	2606	0	0	<b>76285</b>
Mafeteng	12047	10998	3796	3678	0	0	0	0	<b>30519</b>
Mohale's Hoek	6331	5746	1008	917	2084	2399	4716	4497	<b>27698</b>
Quthing	0	0	0	0	3244	3313	6531	6095	<b>19183</b>
Qacha's Nek	0	0	0	0	3961	3831	2696	2604	<b>13092</b>
Mokhotlong	0	0	0	0	9905	10291	0	0	<b>20196</b>
Thaba-Tseka	0	0	0	0	10559	11789	1873	1987	<b>26208</b>
<b>Total</b>	<b>94900</b>	<b>88737</b>	<b>17175</b>	<b>16360</b>	<b>36412</b>	<b>38451</b>	<b>15816</b>	<b>15183</b>	<b>323034</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 aid or funding 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 313,115 (97.3 per cent) learners were enrolled in public schools while only 9,580 (2.7 per cent) were enrolled in private schools. The table indicates that Mohale’s Hoek, Quthing, Qacha’s Nek, Mokhotlong and Thaba-Tseka have no registered private primary schools in 2020. Across 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 outstripped that of male pupils.

Overall, there are more girls enrolled in private primary schools than boys but particularly in Botha-Bothe, Berea, Maseru and Mafeteng while enrolment of males was slightly higher than that of females in Leribe private primary schools.

**Table 3.6: Enrolment in Registered Public and Private Schools by District and Sex, 2020**

District	PUBLIC		PRIVATE		Total
	M	F	M	F	
Butha-Buthe	10114	9704	198	198	<b>20214</b>
Leribe	25756	24253	833	818	<b>51660</b>
Berea	18792	17357	847	983	<b>37979</b>
Maseru	36825	34973	2187	2300	<b>76285</b>
Mafeteng	15615	14420	228	256	<b>30519</b>
Mohale's Hoek	14139	13559	0	0	<b>27698</b>
Quthing	9775	9408	0	0	<b>19183</b>
Qacha's Nek	6657	6435	0	0	<b>13092</b>
Mokhotlong	9905	10291	0	0	<b>20196</b>
Thaba-Tseka	12432	13776	0	0	<b>26208</b>
<b>Total</b>	<b>160010</b>	<b>154176</b>	<b>4293</b>	<b>4555</b>	<b>323034</b>

Table 3.7 illustrates enrolment in registered primary schools by district, agency and sex in 2020. It is observed from the table that enrolment was highest in LEC primary schools with 104,021 (32.2 per cent) learners; followed by RCM with 101,441 (31.4 per cent) learners and least number of learners enrolled was in AME schools with 3,377 (1.1 per cent) learners. In disaggregating enrolment by agency and sex, males dominated their females’ counterparts except in community, in other churches and private schools where more girls were enrolled than boys.

**Table 3.7: Enrolment in Registered Primary Schools by District, Agency and Sex, 20200**

District	GOVERNMENT		COMMUNITY		L.E.C		R.C.M		A.C.L		A.M.E		OTHER		PRIVATE		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Butha-Buthe	549	505	1214	1207	3742	3608	2457	2316	1440	1315	156	161	556	592	198	198	<b>20214</b>
Leribe	1737	1635	1619	1424	8037	7389	7486	7159	4939	4515	271	300	1667	1831	833	818	<b>51660</b>
Berea	2633	2415	577	550	5917	5336	6982	6401	1650	1636			1033	1019	847	983	<b>37979</b>
Maseru	4272	3806	4135	4131	10845	10022	11207	10855	3230	3111	318	215	2818	2833	2187	2300	<b>76285</b>
Mafeteng	1344	1271	520	534	6324	5791	4528	4110	1813	1745	361	325	725	644	228	256	<b>30519</b>
Mohale's Hoek	1489	1380	524	614	5166	4745	4342	4332	1344	1174	183	124	1091	1190	0	0	<b>27698</b>
Quthing	934	985	0	0	4594	4476	2874	2532	1301	1334			72	81	0	0	<b>19183</b>
Qacha's Nek	824	829	0	0	2574	2552	2300	2199	902	809	57	46	0	0	0	0	<b>13092</b>
Mokhotlong	1042	966	0	0	3248	3382	3923	4166	993	1053	422	438	277	286	0	0	<b>20196</b>
Thaba-Tseka	2148	2431	897	1148	3009	3264	5377	5895	803	834			198	204	0	0	<b>26208</b>
<b>Grand Total</b>	<b>16972</b>	<b>16223</b>	<b>9486</b>	<b>9608</b>	<b>53456</b>	<b>50565</b>	<b>51476</b>	<b>49965</b>	<b>18415</b>	<b>17526</b>	<b>1768</b>	<b>1609</b>	<b>8437</b>	<b>8680</b>	<b>4293</b>	<b>4555</b>	<b>323034</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 shows the enrolment of new entrants in registered primary schools by age and sex in 2020. A trend since 2000 is that the number of male new entrants has been consistently higher than that of their female counterparts. In 2020 some 52.5 percent of new entrants were male whereas females constituted 47.5 per cent. An age analysis indicates that enrolment of new entrants was at its 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 entering primary school slightly later than average for both sexes.

**Figure 3.1 New Entrants from Registered Primary Schools by Age and Sex -2020**

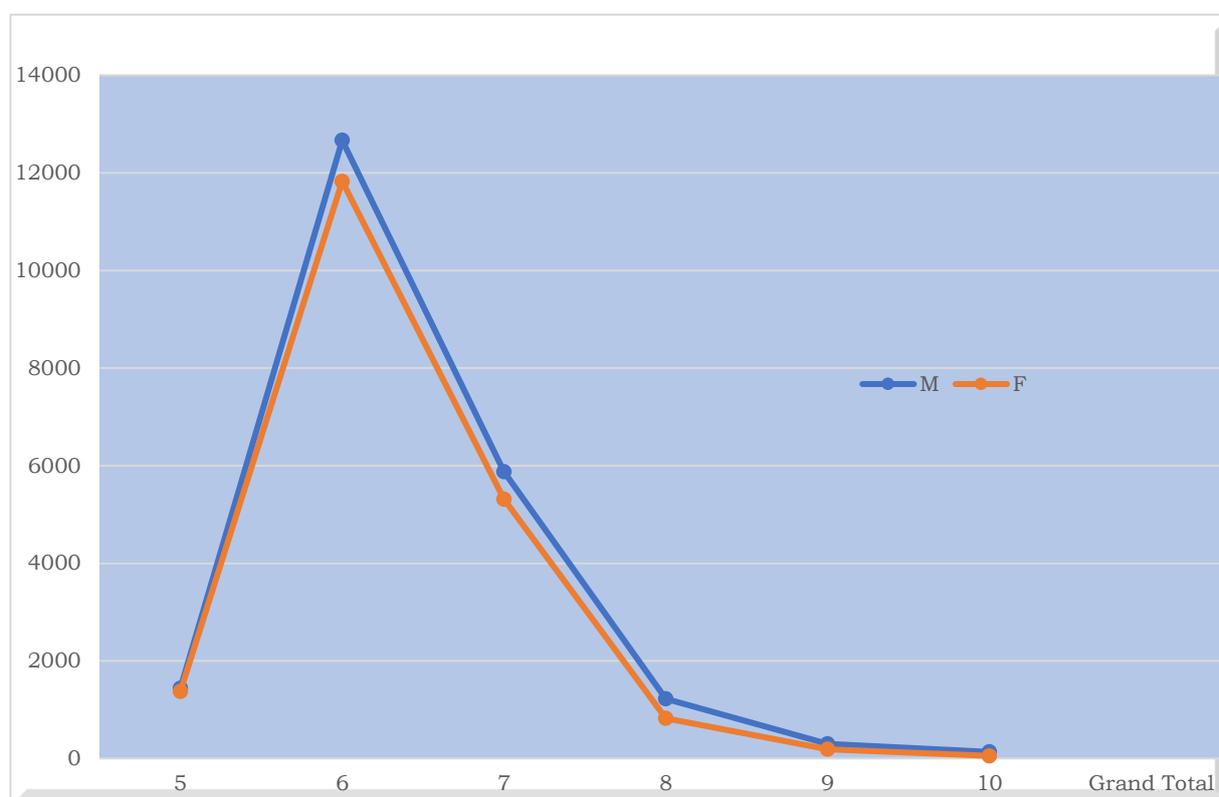


Table 3.8 demonstrates the enrolment of new learners in registered primary schools by district and sex in 2020. It is shown in the table that enrolment of new entrants has a similar pattern to that of the total enrolment in registered primary schools as it is observed that even for the new entrants, Maseru was leading with 9,410 (22.8 percent) of new entrants. It was followed by Leribe with 5,390 (13.1 per cent); followed by Berea and Mohale's Hoek with 5,131 (12.5) and 3,752 (9.1 per cent) respectively.

**Table 3.8: New Entrants in Primary Schools by District and Sex, 2020**

Districts	Male	Male (%)	Female	Female (%)	Grand Total	Total (%)
Butha-Buthe	1360	6.3	1241	6.3	<b>2601</b>	<b>6.3</b>
Leribe	2910	13.5	2480	12.7	<b>5390</b>	<b>13.1</b>
Berea	2693	12.4	2438	12.5	<b>5131</b>	<b>12.5</b>
Maseru	4948	22.9	4462	22.8	<b>9410</b>	<b>22.8</b>
Mafeteng	1885	8.7	1728	8.8	<b>3613</b>	<b>8.8</b>
Mohale's Hoek	1933	8.9	1819	9.3	<b>3752</b>	<b>9.1</b>
Quthing	1370	6.3	1277	6.5	<b>2647</b>	<b>6.4</b>
Qacha's Nek	1032	4.8	940	4.8	<b>1972</b>	<b>4.8</b>
Mokhotlong	1661	7.7	1513	7.7	<b>3174</b>	<b>7.7</b>
Thaba-Tseka	1842	8.5	1679	8.6	<b>3521</b>	<b>8.5</b>
<b>Grand Total</b>	<b>21634</b>	<b>100.0</b>	<b>19577</b>	<b>100.0</b>	<b>41211</b>	<b>100.0</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), two ratios essential to policy makers and planners because they specify the degree of accessibility of primary school education are shown in Table 3.9. The Apparent Intake rate is the number of new entrants in grade 1 in primary schools as a percentage of the population of 6-year-olds. AIR is a crude measure because it considers all new entrants irrespective of age while NIR measures only those new entrants of the official entrance age for new entrants as a proportion of population of 6-year-olds in Lesotho. It reflects the efficiency of the system in ensuring appropriate aged children enter primary.

The Apparent Intake Rate (AIR) was highest in the year 2000 (200.9 percent) as seen in Table 3.9, thereafter it decreased steadily until 2013 when it reached its lowest point. Thereafter although the general trend has been upward then has been fluctuations between 2015 to 2020. The year 2000 recorded a massive AIR due to the commencement of fee free primary education policy which resulted in high enrolment. Gender comparison of AIR and NIR indicates that more males entered primary education than females in recent years.

**Table 3.9: Registered Primary Schools Apparent and Net Intake Rates and Gender Parity Indices by Sex, 2000-2020**

Year	Apparent Intake Rates			GPI (AIR)	Net Intake Rates (NIR)			GPI (NIR)
	Males	Females	Total		Males	Females	Total	
2000	210.9	190.8	<b>200.9</b>	0.90	63.2	65.1	<b>64.1</b>	1.03
2001	150.0	134.0	<b>142.1</b>	0.89	61.7	62.8	<b>62.2</b>	1.02
2002	129.2	121.0	<b>125.1</b>	0.94	60.2	62.5	<b>61.3</b>	1.04
2003	124.9	118.0	<b>121.5</b>	0.94	61.3	63.0	<b>62.1</b>	1.03
2004	132.5	120.7	<b>126.6</b>	0.91	55.4	56.2	<b>55.8</b>	1.01
2005	117.0	110.1	<b>113.6</b>	0.94	53.6	54.1	<b>54.1</b>	1.01
2006	118.0	111.2	<b>114.6</b>	0.94	55.9	57.9	<b>56.9</b>	1.04
2007	111.5	105.1	<b>108.3</b>	0.94	54.7	55.0	<b>54.9</b>	1.01
2008	106.1	102.7	<b>104.4</b>	0.97	54.8	56.5	<b>55.6</b>	1.03
2009	105.5	98.8	<b>102.2</b>	0.94	55.4	54.7	<b>55.0</b>	0.99
2010	106.1	98.2	<b>102.2</b>	0.93	60.8	59.1	<b>60.0</b>	0.97
2011	105.1	99.4	<b>102.2</b>	0.95	58.0	59.1	<b>58.5</b>	0.99
2012	103.3	97.3	<b>100.4</b>	0.94	56.9	57.7	<b>57.3</b>	1.01
2013	97.1	90.8	<b>94.0</b>	0.94	53.9	52.8	<b>53.3</b>	0.98
2014	99.4	92.6	<b>96.1</b>	0.93	55.3	54.7	<b>55.0</b>	0.99
2015	111.1	99.7	<b>104.4</b>	0.90	59.5	58.2	<b>58.8</b>	0.98
2016	139.0	123.0	<b>131.0</b>	0.88	73.4	71.3	<b>72.3</b>	0.97
2017	135.2	120.0	<b>127.6</b>	0.89	71.7	69.5	<b>70.6</b>	0.97
2018	132.5	117.7	<b>125.1</b>	0.89	71.4	67.9	<b>69.7</b>	0.95
2019	137.0	118.7	<b>127.9</b>	0.87	72.4	69.4	<b>70.9</b>	0.96
2020	137.1	119.9	<b>128.6</b>	0.87	72.6	68.6	<b>70.6</b>	0.94

### 3.1.2 Gender Parity Index in Registered Primary Schools

The Gender Parity Index (GPI) measures the equality of access or participation 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 an index value of greater than one (1) signifies more females than males in the selected group are enrolled whereas an index value of less than one (1) indicates that more males than female learners are enrolled. 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 up until 2008, generally more females than males accessed Grade One primary schooling; which is consistent with the fact that some male learners attend school at older ages as they become herd boys before they start going to school especially in the mountainous districts.

### 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, however shows that, there is a high degree of participation in the targeted levels of education.

The overall coverage of participation of appropriately aged population in the education system (6-14 years for primary) 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.

Table 3.10 shows a slow fall in GER from 2016 to 2020 which reflects gradual decrease in the degree of participation, with NER also reducing from 89.4 to 85.8 percent during the same period.

Comparison by sex reveals that from 2007 to 2020 GER for males was higher than that of females while the opposite was largely observed in the preceding period. On the other hand, NER for females reflected a complete dominance over that of males, reaching its peak in 2016 at 89.4. 2016 was the year Basic Education Policy was introduced which allowed automatic transmission of primary learners to junior secondary level.

**Table 3.10: Registered Primary Schools Gross and Net Enrolment Rates and Pupils Teacher Ratios, 2002-2020**

Year	Gross Enrolment				Net Enrolment				PTR
	Males	Females	GPI	Total	Males	Females	GPI	Total	
2002	122.7	124.9	1.02	<b>123.8</b>	81.1	87.0	1.07	<b>84.0</b>	47
2003	123.8	125.9	1.02	<b>124.9</b>	82.0	88.1	1.07	<b>85.0</b>	46
2004	126.2	127.0	1.01	<b>126.6</b>	81.0	86.0	1.06	<b>83.0</b>	44
2005	126.0	126.3	1.00	<b>126.1</b>	80.6	85.7	1.06	<b>83.1</b>	42
2006	127.3	127.5	1.00	<b>127.4</b>	81.6	86.3	1.06	<b>83.9</b>	41
2007	120.8	120.2	1.00	<b>120.5</b>	79.5	83.4	1.05	<b>81.4</b>	37
2008	119.3	118.6	0.99	<b>119.0</b>	79.9	84.1	1.05	<b>82.0</b>	35
2009	116.2	116.2	1.00	<b>116.2</b>	78.6	83.2	1.06	<b>80.9</b>	34
2010	116.2	113.9	0.98	<b>115.1</b>	80.1	83.5	1.04	<b>81.8</b>	34
2011	114.6	111.3	0.97	<b>113.0</b>	80.2	83.1	1.04	<b>81.6</b>	34
2012	111.6	108.8	0.97	<b>110.2</b>	79.6	82.6	1.04	<b>81.1</b>	34
2013	105.8	103.9	0.98	<b>104.9</b>	75.6	79.0	1.04	<b>77.3</b>	33
2014	103.4	101.1	0.98	<b>102.3</b>	75.1	78.2	1.04	<b>76.6</b>	33
2015	101.0	98.5	0.98	<b>99.8</b>	74.4	77.2	1.04	<b>75.8</b>	33.1
2016	119.0	113.0	0.98	<b>116.0</b>	89.0	89.8	1.01	<b>89.4</b>	33.8
2017	115.7	109.8	0.95	<b>112.7</b>	87.1	87.8	1.00	<b>87.0</b>	33.0
2018	109.6	103.9	0.95	<b>106.7</b>	84.8	85.6	1.00	<b>85.2</b>	33.4
2019	108.4	102.2	0.94	<b>105.3</b>	85.9	85.7	1.00	<b>85.8</b>	32.4
2020	105.6	100.2	0.97	<b>102.9</b>	86.1	85.2	1.01	<b>85.6</b>	32.5

Table 3.11 summarizes pupil-teacher ratios (PTR) for 2020 by districts. It is observed from the table that the pupil-teacher ratio for registered primary schools in general was estimated as an average of 32.5 pupils per teacher nationally. It ranged from 29 pupils per teacher in Mohale’s Hoek to 38 pupils per teacher in Mokhotlong.

**Table 3.11: Learners Enrolled in Registered Primary Schools by District, 2020**

District	Enrolment			Teachers			PTR
	M	F	Total	M	F	Total	Total
Botha-bothe	10312	9902	20214	159	477	<b>636</b>	<b>31.8</b>
Leribe	26589	25071	51660	340	1233	<b>1573</b>	<b>32.8</b>
Berea	19639	18340	37979	270	941	<b>1211</b>	<b>31.4</b>
Maseru	39012	37273	76285	529	1699	<b>2228</b>	<b>34.2</b>
Mafeteng	15843	14676	30519	286	743	<b>1029</b>	<b>29.7</b>
Mohale’s hoek	14139	13559	27698	254	698	<b>952</b>	<b>29.1</b>
Quthing	9775	9408	19183	157	439	<b>596</b>	<b>32.2</b>
Qacha’s nek	6657	6435	13092	108	335	<b>443</b>	<b>29.6</b>
Mokhotlong	9905	10291	20196	155	377	<b>532</b>	<b>38.0</b>
Thaba-tseka	12432	13776	26208	236	496	<b>732</b>	<b>35.8</b>
<b>Total</b>	<b>164303</b>	<b>158731</b>	<b>323034</b>	<b>2494</b>	<b>7438</b>	<b>9932</b>	<b>32.5</b>

### 3.2 Disability in Registered Primary Schools

Out of the total enrolment of 323,034 in registered primary schools in 2020, about 17,302 were learners with the special educational needs. This indicates that 5.4 per cent of learners had some form of disability in 2020.

Table 3.12 below presents the enrolment of learners with special educational needs in registered primary schools by type of disability, grade and sex in 2020. It can be seen from the table that intellectual disability accounted for 9,612 (55.6 per cent) of the pupils with disability, followed by visual impairment with 2,962 (17.1 percent) and whereas pupils with physical disability with 993 (8.1 per cent) were the smallest group. It should be noted that intellectual disability (ID) includes forms of learning difficulty, epilepsy and mental retardation.

**Table 3.12: Learners with Special Educational Needs in registered Primary Schools by disability, Grade and sex, 2020**

Type	Grade1		Grade2		Grade3		Grade4		Grade5		Grade6		Grade7		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
PD	160	115	151	88	122	73	94	70	111	81	107	78	81	67	<b>1398</b>
VI	202	127	186	134	261	210	240	191	253	199	275	214	254	216	<b>2962</b>
HI	105	90	91	79	130	94	145	106	160	164	134	129	115	121	<b>1663</b>
ID	702	433	691	399	783	431	966	593	959	547	1025	615	927	541	<b>9612</b>
OTHER	169	83	132	86	139	57	148	78	139	98	179	99	150	110	<b>1667</b>
<b>Grand Total</b>	<b>1338</b>	<b>848</b>	<b>1251</b>	<b>786</b>	<b>1435</b>	<b>865</b>	<b>1593</b>	<b>1038</b>	<b>1622</b>	<b>1089</b>	<b>1720</b>	<b>1135</b>	<b>1527</b>	<b>1055</b>	<b>17302</b>

Table 3.13 shows enrolment of learners with special educational needs by district, zone and sex in 2020. The table indicates that there were more male learners with disabilities, some 10,486 (60.6 per cent) learners as compared to 6,816 (39.4 per cent) female learners. This situation was observed across all the zones. The highest number of learners with special educational needs, some 11,022 learners (63.7 per cent) are located in the lowlands. This is because formal special education schools are located in the lowlands of some districts in the country.

**Table 3.13 shows enrolment of learners with special educational needs by district, zone and sex in 2020**

District	Lowlands		Foothills		Mountain		S R V		Total		Total
	M	F	M	F	M	F	M	F	M	F	
Butha-Buthe	596	400	119	67	32	7	0	0	747	474	<b>1221</b>
Leribe	1456	914	135	87	159	84	0	0	1750	1085	<b>2835</b>
Berea	900	556	268	182	7	5	0	0	1175	743	<b>1918</b>
Maseru	2134	1398	137	113	136	75	0	0	2407	1586	<b>3993</b>
Mafeteng	1170	770	220	112	0	0	0	0	1390	882	<b>2272</b>
Mohale's Hoek	399	329	92	44	76	82	252	166	819	621	<b>1440</b>
Quthing	0	0	0	0	221	138	493	283	714	421	<b>1135</b>
Qacha's Nek	0	0	0	0	159	90	168	113	327	203	<b>530</b>
Mokhotlong	0	0	0	0	642	429	0	0	642	429	<b>1071</b>
Thaba-Tseka	0	0	0	0	415	289	100	83	515	372	<b>887</b>
<b>Total</b>	<b>6655</b>	<b>4367</b>	<b>971</b>	<b>605</b>	<b>1847</b>	<b>1199</b>	<b>1013</b>	<b>645</b>	<b>10486</b>	<b>6816</b>	<b>17302</b>

### 3.3 Orphanhood in Registered Primary Schools

Out of the total enrolment of 323,034 primary school learners in 2020, there were 84,380 (26.1 per cent) orphans who had either lost one or both parents through death.

Table 3.14 presents enrolment of orphans in registered primary schools by type of orphan-hood, grade and sex in 2020. It is observed from the table that of all the orphans in registered primary schools, there are more orphans without fathers – 35,453 (42 percent), followed by social orphans 19,913 (23.6

percent), then maternal orphans with 16,352 (19.4 percent) and double orphans with 12,662 (15.0 percent). The table further shows that majority of orphans were males in all the grades except in grade 7.

**Table 3.14: Enrolment of Orphans in Registered Primary Schools by Type, grade and Sex, 2020**

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	2456	2019	2286	1948	2588	2169	2718	2358	2827	2597	2911	2897	2644	3035	<b>35453</b>
Maternal	1224	1131	1064	904	1079	989	1275	1442	1199	1166	1251	1204	1200	1224	<b>16352</b>
Double	780	712	710	643	805	668	980	878	1027	912	1115	1076	1176	1180	<b>12662</b>
Social	1972	1658	1612	1479	1363	1284	1498	1316	1515	1455	1274	1255	1046	1186	<b>19913</b>
<b>Total</b>	<b>6432</b>	<b>5520</b>	<b>5672</b>	<b>4974</b>	<b>5835</b>	<b>5110</b>	<b>6471</b>	<b>5994</b>	<b>6568</b>	<b>6130</b>	<b>6551</b>	<b>6432</b>	<b>6066</b>	<b>6625</b>	<b>84380</b>

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

Table 3.15 presents enrolment of orphans in registered primary schools by district, zone and sex 2020. It is observed from the table that there were more male orphans overall than female orphans except in the mountain zones where the reverse is true. Comparison by zones depicts that there were more orphans in the lowlands (51.8 per cent) followed by mountain (24.6per cent), foothills (11.9 per cent) and Senqu River valley (11.6 per cent) respectively.

**Table 3.15: Orphans in Registered Primary Schools by District, Zone and Sex, 2020**

District	Lowlands			Foothills			Mountain			S R V			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Butha-Buthe	1266	1131	2397	779	645	1424	135	146	281	0	0	0	<b>4102</b>
Leribe	4056	3705	7761	545	515	1060	754	703	1457	0	0	0	<b>10278</b>
Berea	3845	3360	7205	736	670	1406	15	8	23	0	0	0	<b>8634</b>
Maseru	8182	7760	15942	1473	1453	2926	887	800	1687	0	0	0	<b>20555</b>
Mafeteng	3436	3014	6450	1231	1093	2324	0	0	0	0	0	0	<b>8774</b>
Mohale's Hoek	2090	1870	3960	519	406	925	755	882	1637	1797	1668	3465	<b>9987</b>
Quthing	0	0	0	0	0	0	838	841	1679	1972	1766	3738	<b>5417</b>
Qacha's Nek	0	0	0	0	0	0	985	905	1890	816	746	1562	<b>3452</b>
Mokhotlong	0	0	0	0	0	0	3195	3339	6534	0	0	0	<b>6534</b>
Thaba-Tseka	0	0	0	0	0	0	2750	2845	5595	538	514	1052	<b>6647</b>
<b>Grand Total</b>	<b>22875</b>	<b>20840</b>	<b>43715</b>	<b>5283</b>	<b>4782</b>	<b>10065</b>	<b>10314</b>	<b>10469</b>	<b>20783</b>	<b>5123</b>	<b>4694</b>	<b>9817</b>	<b>84380</b>

Table 3.16 illustrates the enrolment in registered primary schools, number of schools, number of teachers and percentage change in enrolment from 2011 to 2020. The table demonstrates that primary school enrolment decreased from 388,681 in 2010 to 323,034 in 2020. The table further indicates that the total number of primary schools remained constant from 1,468 in 2011 to 1,486 in 2020. 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 non-operational because they had no students enrolled in the first and the second quarter of school calendar during data collection.

It should be noted that reduced number of schools may not necessarily mean reduction of registered schools. Government has been building schools in the remote areas, targeting schools that are “hard to walk by children” (more than 3 kms) to reduce long walking- distances by children to schools; the new schools are also better equipped with facilities and teaching staff. However, the children in the old schools area often leave those schools to attend the new schools with better facilities, which leaves old schools with little or no children.

Table 3.16 furthermore shows that number of orphans enrolled in primary school level has significantly dropped since 2011 and it now constituted 26.1 percent of the total enrolment in 2020. 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 learners with special educational needs in registered primary schools has been higher over the years under observation, however lower than that of orphans.

**Table 3.16: Registered Primary School Enrolment, Number of Schools, Number of Teachers and Percentage Change in Enrolment, 2011-2020**

Indicators	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Enrolment	385437	381690	369469	366048	361637	360756	354847	340421	329770	323,034
% Change in Enrolment	-0.8	-1	-3.2	-0.9	-0.01	-0.2	-1.7	-4.2	-3.2	-2.0
Number of schools	1468	1469	1472	1477	1478	1478	1483	1486	1486	1486
Number of teachers	11378	11200	11324	11164	10932	10687	10699	10182	10193	
Number of Orphans	116558	122178	115379	110825	94333	89466	82412	73046	61966	84380
Number of Learners with Special needs	20635	19682	20100	20357	18951	18232	18875	17981	14537	17302

Table 3.17 presents the distribution of schools by district and ecological zone. As a result, it is observed that in general, out of 1,486 registered primary schools in 2020, the majority of them, 635 (42.7 percent) primary schools were in the lowlands; followed by the 438 (29.5 percent) primary schools in the mountain zone. The Senqu river valley and foothills accounted for 15.1 and 12.7 percent of schools respectively.

It is further observed from the table that within the lowlands, Maseru had the highest number of schools (164); it was followed by Leribe with 148 and then Berea with 124 schools. Mafeteng followed with 116 while Mohale's Hoek had 46 registered primary schools in this ecological zone. It is further observed that from Quthing to Thaba-Tseka there were no primary schools in the Lowlands.

In the Foothills, the majority of schools were also in Maseru (60); it was followed by Mafeteng with 42 schools, then Botha-bothe with 34 schools; Leribe had 21 schools; Berea with 18, and lastly Mohale's Hoek with 14 schools; whereas; the rest of the other districts had no schools in that Ecological zone.

The districts of Thaba-Tseka and Mokhotlong accounted respectively for 119 (30.4 percent) and 106 (24.0 percent) of schools in the Mountains of Lesotho. According to Table 3.17, there are only four districts with primary schools in the Senqu River Valley: Quthing with 78 schools, then Mohales Hoek with 72 schools Qacha's Nek with 50 schools and Thabatseka with only 24 schools.

**Table 3.17: Registered Primary Schools by District and Ecological Zones, 2020**

District	Lowlands	Foothills	Mountain	S R V	Total
Butha-Buthe	37	34	12	0	<b>83</b>
Leribe	148	21	32	0	<b>201</b>
Berea	124	18	1	0	<b>143</b>
Maseru	164	60	35	0	<b>259</b>
Mafeteng	116	42	0	0	<b>158</b>
Mohale's Hoek	46	14	37	72	<b>169</b>
Quthing	0	0	45	78	<b>123</b>
Qacha's Nek	0	0	51	50	<b>101</b>
Mokhotlong	0	0	106	0	<b>106</b>
Thaba-Tseka	0	0	119	24	<b>143</b>
<b>Total</b>	<b>635</b>	<b>189</b>	<b>438</b>	<b>224</b>	<b>1486</b>

Table 3.18 presents the number and percentage distribution of registered primary schools by district and type of institution. It is shown from the table that majority of registered primary schools were public, namely supported by government in some form or another. In general, out of 1,486 registered primary schools in Lesotho reporting in the 2020 Census, 98 per cent were public schools.

Maseru accounted for more registered public and private primary schools estimated at 17 and 41 per cent respectively. It was followed by Leribe that had public and private schools were indicated as 13 and 22 percent. Botha Bothe had the least percentages of public and private schools.

**Table 3.18: Number and Percentage Distribution of Registered Schools by District and type of institution, 2020**

District	Public		Private		Total
	No. Of schools	%	No. Of schools	%	
Butha-Buthe	81	6	2	7	<b>83</b>
Leribe	195	13	6	22	<b>201</b>
Berea	138	9	5	19	<b>143</b>
Maseru	248	17	11	41	<b>259</b>
Mafeteng	155	11	3	11	<b>158</b>
Mohale's Hoek	169	12	0	0	<b>169</b>
Quthing	123	8	0	0	<b>123</b>
Qacha's Nek	101	7	0	0	<b>101</b>
Mokhotlong	106	7	0	0	<b>106</b>
Thaba-Tseka	143	10	0	0	<b>143</b>
<b>Grand Total</b>	<b>1459</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>1486</b>

Table 3.19 displays the number and percentage distribution of registered primary schools by residence and district in 2020. It is shown in the table that 80 percent of the registered primary schools were in the rural areas.

In looking at the urban areas, Maseru constituted the highest percentage estimated at 33 schools while in the rural areas Maseru and Leribe accounted for about 13 percent each.

**Table 3.19: Number and Percentage Distribution of Registered Primary Schools by Residence, and District, 2020**

Residence District	Urban		PERI-URBAN		Rural		Total
	No. of Schools	Percent	No. of Schools	Percent	No. of Schools	Percent	
Butha-Buthe	14	7	0	0	69	6	<b>83</b>
Leribe	34	17	10	11	157	13	<b>201</b>
Berea	24	12	17	19	102	9	<b>143</b>
Maseru	68	33	33	36	158	13	<b>259</b>
Mafeteng	16	8	17	19	125	11	<b>158</b>
Mohale's Hoek	14	7	3	3	152	13	<b>169</b>
Quthing	14	7	3	3	106	9	<b>123</b>
Qacha's Nek	8	4	2	2	91	8	<b>101</b>
Mokhotlong	8	4	1	1	97	8	<b>106</b>
Thaba-Tseka	6	3	5	5	132	11	<b>143</b>
<b>Grand Total</b>	<b>206</b>	<b>100</b>	<b>91</b>	<b>100</b>	<b>1189</b>	<b>100</b>	<b>1486</b>

### 3.3 Orphanhood in Registered Primary Schools

Out of the total enrolment of 323034 in 2020, there were 84380 (26.1 per cent) learners enrolled in registered primary schools who had either lost one or both parents through death.

Table 3.14 displays enrolment of orphans in registered primary schools by type of orphan-hood, grade and sex in 2020. It is observed from the table that the percentage of paternal orphans was leading with 35453 (42 percent) of all the orphans in registered primary schools; Followed by social orphans 19913 (23.6 percent), then maternal orphans with 16352 (19.4 percent) and double orphans with 12662 (15.0 percent). The table further shows that majority of orphans were males in all the grades except in grade 7.

Table 3.14: Enrolment of Orphans in Registered Primary Schools by Type, grade and Sex, 2020

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	2456	2019	2286	1948	2588	2169	2718	2358	2827	2597	2911	2897	2644	3035	<b>35453</b>
Maternal	1224	1131	1064	904	1079	989	1275	1442	1199	1166	1251	1204	1200	1224	<b>16352</b>
Double	780	712	710	643	805	668	980	878	1027	912	1115	1076	1176	1180	<b>12662</b>
Social	1972	1658	1612	1479	1363	1284	1498	1316	1515	1455	1274	1255	1046	1186	<b>19913</b>
<b>Total</b>	<b>6432</b>	<b>5520</b>	<b>5672</b>	<b>4974</b>	<b>5835</b>	<b>5110</b>	<b>6471</b>	<b>5994</b>	<b>6568</b>	<b>6130</b>	<b>6551</b>	<b>6432</b>	<b>6066</b>	<b>6625</b>	<b>84380</b>

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

Table 3.15 presents enrolment of orphans in registered primary schools by district, zone and sex 2020. It is observed from the table that there were more male orphans in all the zones except in the mountain. Comparison by zones depicts that there were more orphans in the lowlands (51.8%) followed by mountain (24.6%), foothills (11.9%) and senqu river valley (11.6%) respectively.

Table 3.15: Orphans in Registered Primary Schools by District, Zone and Sex, 2020

DISTRICT	LOWLANDS			FOOTHILLS			MOUNTAIN			SENQU VALLEY		RIVER	Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Butha-Buthe	1266	1131	2397	779	645	1424	135	146	281	0	0	0	<b>4102</b>
Leribe	4056	3705	7761	545	515	1060	754	703	1457	0	0	0	<b>10278</b>
Berea	3845	3360	7205	736	670	1406	15	8	23	0	0	0	<b>8634</b>
Maseru	8182	7760	15942	1473	1453	2926	887	800	1687	0	0	0	<b>20555</b>
Mafeteng	3436	3014	6450	1231	1093	2324	0	0	0	0	0	0	<b>8774</b>
Mohale's Hoek	2090	1870	3960	519	406	925	755	882	1637	1797	1668	3465	<b>9987</b>
Quthing	0	0	0	0	0	0	838	841	1679	1972	1766	3738	<b>5417</b>
Qacha's Nek	0	0	0	0	0	0	985	905	1890	816	746	1562	<b>3452</b>
Mokhotlong	0	0	0	0	0	0	3195	3339	6534	0	0	0	<b>6534</b>
Thaba-Tseka	0	0	0	0	0	0	2750	2845	5595	538	514	1052	<b>6647</b>
<b>Grand Total</b>	<b>22875</b>	<b>20840</b>	<b>43715</b>	<b>5283</b>	<b>4782</b>	<b>10065</b>	<b>10314</b>	<b>10469</b>	<b>20783</b>	<b>5123</b>	<b>4694</b>	<b>9817</b>	<b>84380</b>

### **3.4 Inputs for Primary Education**

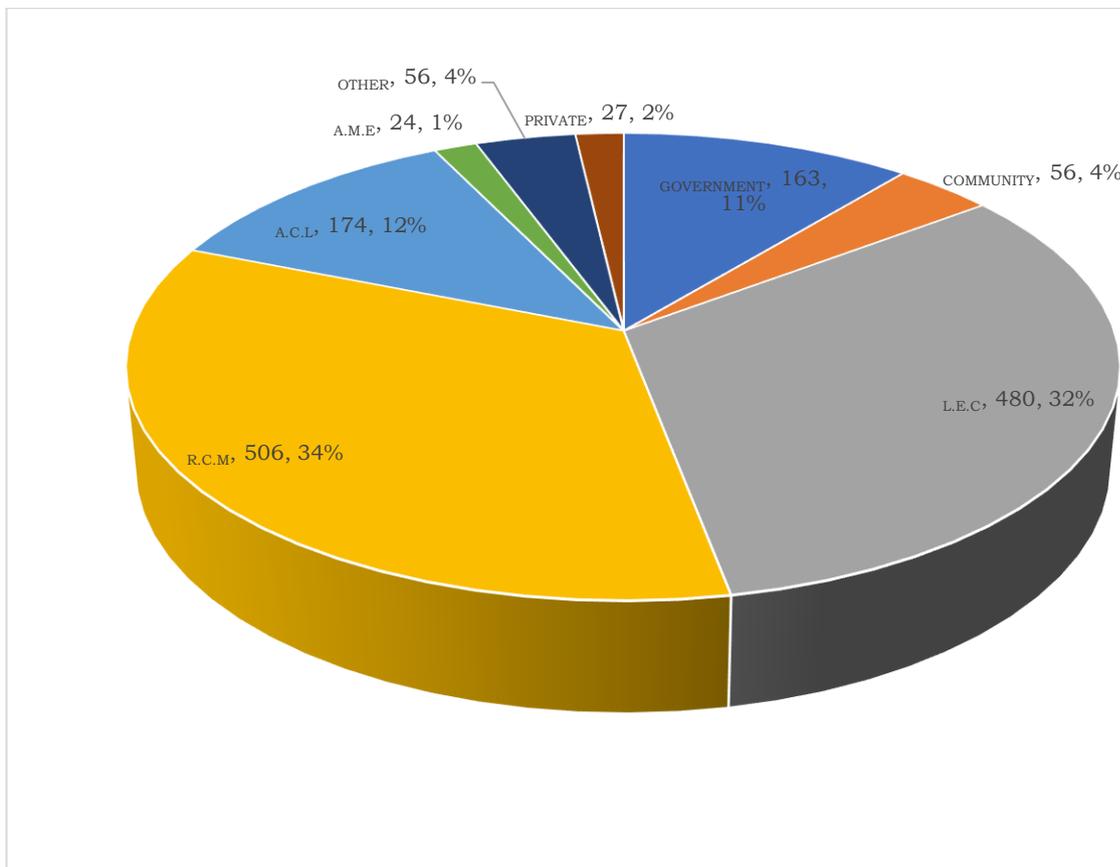
The Ministry of Education and Training invests heavily in primary education, including the provision of appropriate buildings, classrooms, facilities, teacher salaries, and education materials and equipment to ensure every child in Lesotho has an opportunity for quality education.

#### **3.4.1 Primary Schools**

Historically, the majority of the Lesotho primary schools belong either to the churches or the community. However, Government and private schools are increasing in number. Although the provision of quality education is a joint responsibility between agencies and the government, the government is largely responsible for the payment of teachers and provision of financial support for most of these registered schools belonging to these non-governmental agencies.

Figure 3.3 presents the percentage share of registered primary schools by agencies in 2020. Out of the total number of 1486, It is observed that 34 percent of primary schools are owned by the Roman Catholic Mission (RCM) , some 32 percent are owned by LEC and only 1 per cent of primary schools are owned by AME. Most primary schools were owned by the faith-based organizations while the government and community owned 11 percent and 4 percent of schools respectively.

**Figure 3.2 Registered Primary Schools by Agency**



### 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 9,932 primary school teachers in 2020, 9,639 (97.0 per cent) were qualified. In 2019 there were 10,193 teachers, some 261 more teachers than in 2020. In 2020 there are significantly more female primary teachers (74.8 per cent) than males, however, they were as proportionately as much qualified (97.0 per cent) qualified as their male counterparts.

The average national pupil teacher ratio is 32.5 and the national pupil qualified teacher ratio is 33.5 pupils per qualified teacher. This is an average and hence does not reflect the ratios per schools which may vary around this average per district.

**Table 3.20: Enrolment, Number of Teachers and Pupil to Teacher Ratios in Registered Primary Schools by District and Sex, 2020**

District	Enrolment			Total Teachers			Qualified Teachers			Unqualified Teachers			Pupil (qualified) Teacher Ratios	
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	PTR	PQTR
Butha-Buthe	10312	9902	20214	159	477	636	149	460	609	10	17	27	31.8	33.2
Leribe	26589	25071	51660	340	1233	1573	330	1196	1526	10	37	47	32.8	33.9
Berea	19639	18340	37979	271	940	1211	263	930	1193	8	10	18	31.4	31.8
Maseru	39012	37273	76285	529	1699	2228	508	1626	2134	21	73	94	34.2	35.7
Mafeteng	15843	14676	30519	286	743	1029	272	716	988	14	27	41	29.7	30.9
Mohale's Hoek	14139	13559	27698	254	698	952	249	677	926	5	21	26	29.1	29.9
Quthing	9775	9408	19183	157	439	596	156	438	594	1	1	2	32.2	32.3
Qacha's Nek	6657	6435	13092	108	335	443	107	329	436	1	6	7	29.6	30.0
Mokhotlong	9905	10291	20196	155	377	532	154	369	523	1	8	9	38.0	38.6
Thaba-Tseka	12432	13776	26208	236	496	732	229	481	710	7	15	22	35.8	36.9
<b>Total</b>	<b>164303</b>	<b>158731</b>	<b>323034</b>	<b>2495</b>	<b>7437</b>	<b>9932</b>	<b>2417</b>	<b>7222</b>	<b>9639</b>	<b>78</b>	<b>215</b>	<b>293</b>	<b>32.5</b>	<b>33.5</b>

The ratios for the qualified teachers were highest in Mokhotlong and Thaba-Tseka as they were 38.6 and 36.9 pupils per qualified teacher respectively; then followed Maseru with 35.7 pupils per qualified teacher. Even though the average pupil-teacher ratios were high for all districts were high, in Maseru and Butha-Buthe schools there were less qualified teachers on average per pupils than in other districts.

The distribution of teachers in registered primary schools by district, agency and sex is illustrated in Table 3.21. From the table, it is observed that out of 9932 teachers in registered primary schools, 9,660 (97.2 percent) of them were in public schools. There were more female teachers (75.0 per cent) than male teachers in registered private primary schools.

The table further shows that Maseru district accounted for 2,228 (22.4 percent) of all primary teachers; it was followed by Leribe with 1,573 (15.9 percent) teachers and then Berea with 1,211 (12.2 percent) and Mafeteng with 1029 (10.4 percent) teachers.

**Table 3.21: Teachers in Registered Primary Schools by District, Public, Private and Sex, 2020**

Districts	Public Primary			Private Primary			Total
	M	F	Total	M	F	Total	
Butha-Buthe	154	468	622	5	9	14	<b>636</b>
Leribe	325	1194	1519	15	39	54	<b>1573</b>
Berea	260	905	1165	11	35	46	<b>1211</b>
Maseru	498	1593	2091	31	106	137	<b>2228</b>
Mafeteng	280	728	1008	6	15	21	<b>1029</b>
Mohale's Hoek	254	698	952	0	0	0	<b>952</b>
Quthing	157	439	596	0			<b>596</b>
Qacha's Nek	108	335	443				<b>443</b>
Mokhotlong	155	377	532				<b>532</b>
Thaba-Tseka	236	496	732				<b>732</b>
<b>Grand Total</b>	<b>2427</b>	<b>7233</b>	<b>9660</b>	<b>68</b>	<b>204</b>	<b>272</b>	<b>9932</b>

The distribution of teachers in registered primary schools by district, and by zone is illustrated in Table 3.22. From the table, it is observed that out of 9932 teachers in registered primary schools in 2020, 56.8 per cent were in the Lowlands, 21.3 per cent were in the Mountains zone, followed by 11.2 per cent in the Foothills zone and then 10.7 per cent in the Senqu River Valley. Of the 5,645 teachers in the Lowlands, 77.9 per cent were female; of the 1116 teachers in the Foothills zone, 71.4 per cent were female, and of the 2112 teachers in the Mountains zone were 69.6 per cent were female and of the 1059 teachers in the Senqu River Valley, 73.0 per cent were female.

**Table 3.22: Teachers in Registered Primary Schools by District, by Zone, 2020**

DISTRICT	LOWLANDS	FOOTHILLS	MOUNTAIN	SENQU RIVER VALLEY	Grand Total
Butha-Buthe	354	221	61	0	<b>636</b>
Leribe	1262	130	181	0	<b>1573</b>
Berea	1044	162	5	0	<b>1211</b>
Maseru	1792	292	144	0	<b>2228</b>
Mafeteng	803	226	0	0	<b>1029</b>
Mohale's Hoek	390	85	124	353	<b>952</b>
Quthing	0	0	204	392	<b>596</b>
Qacha's Nek	0	0	252	191	<b>443</b>
Mokhotlong	0	0	532		<b>532</b>
Thaba-Tseka	0	0	609	123	<b>732</b>
<b>Grand Total</b>	<b>5645</b>	<b>1116</b>	<b>2112</b>	<b>1059</b>	<b>9932</b>

### **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 illustrates enrolment of repeaters in registered primary schools by age, grade and sex in 2020. It is revealed that out of the total 323034 of learners enrolled in registered primary schools in 2020, about 29,815 (9.2 percent) were repeaters. The table also discloses that generally high percentage of repeaters was in grade 1 with 21.5 and reduced to 13.5 in grade 2. The percentage of repeaters then increased from 14.9 in grade 3 to 15.4 percent in

grade 4 respectively. Thereafter it continuously declined from 15 percent in grade 5 to 8.6 percent in grade 7.

The percentage of repeaters was highest at age 10 with 13.1 per cent, and then followed by age 7 years with 13 per cent. About 12.1 per cent of repeaters were in age 7 years. The percentage of repeaters ranged from 13.1 to 10 percent between age 7 and 13 years of age. The lower percentages were experienced at the lower and upper ages out of that range. The table further shows that the male repeaters were entirely dominant across almost all the grades' ages except in grade 7 (in ages 12 to 14).

**Table 3.23: Enrolment of Repeaters in Registered Primary Schools by Age, Grade and Sex, 2020**

Age	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Total	Percent
	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
5	32	37	0	0	0	0	0	0	0	0	0	0	0	0	<b>69</b>	<b>0.2</b>
6	468	293	13	7	0	0	0	0	0	0	0	0	0	0	<b>781</b>	<b>2.6</b>
7	2074	1304	250	185	31	19	0	0	0	0	0	0	0	0	<b>3863</b>	<b>13.0</b>
8	999	579	868	600	217	136	19	15	0	0	0	0	0	0	<b>3433</b>	<b>11.5</b>
9	267	147	748	451	753	555	160	138	20	16	0	0	0	0	<b>3255</b>	<b>10.9</b>
10	142	59	425	202	1005	522	726	551	128	107	6	38	0	0	<b>3911</b>	<b>13.1</b>
11	0	0	206	83	546	209	832	495	566	417	85	78	17	12	<b>3546</b>	<b>11.9</b>
12	0	0	0	0	336	105	665	284	858	561	382	372	30	69	<b>3662</b>	<b>12.3</b>
13	0	0	0	0	0	0	531	188	640	335	516	369	252	370	<b>3201</b>	<b>10.7</b>
14	0	0	0	0	0	0	0	0	583	242	485	260	376	481	<b>2427</b>	<b>8.1</b>
15	0	0	0	0	0	0	0	0	0	0	450	246	305	287	<b>1288</b>	<b>4.3</b>
16	0	0	0	0	0	0	0	0	0	0	0	0	246	133	<b>379</b>	<b>1.3</b>
<b>Total</b>	<b>3982</b>	<b>2419</b>	<b>2510</b>	<b>1528</b>	<b>2888</b>	<b>1546</b>	<b>2933</b>	<b>1671</b>	<b>2795</b>	<b>1678</b>	<b>1924</b>	<b>1363</b>	<b>1226</b>	<b>1352</b>	<b>29815</b>	<b>100.0</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 41.9 and 33.3 percent respectively, while the Foothills and Senqu River Valley had the least number of repeaters estimated at 12.5 and 12.3 percent separately. Maseru also had the highest number of repeaters represented by 20.1 percent, whereas Qacha's Nek constituted only 4 percent as the least.

**Table 3.24: Registered Primary School Repeaters by District, Ecological Zone, Sex 2020**

DISTRICT	LOWLANDS			FOOTHILLS			MOUNTAIN			SENQU RIVER VALLEY			Grand Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Butha-Buthe	426	194	620	263	145	408	101	52	153	0	0	0	1181
Leribe	1547	901	2448	215	103	318	371	201	572	0	0	0	3338
Berea	1196	669	1865	279	211	490	21	19	40	0	0	0	2395
Maseru	2626	1625	4251	693	444	1137	383	214	597	0	0	0	5985
Mafeteng Mohale's	1554	912	2466	673	481	1154	0	0	0	0	0	0	3620
Hoek	527	304	831	147	76	223	321	282	603	632	437	1069	2726
Quthing	0	0	0	0	0	0	721	441	1162	823	521	1344	2506
Qacha's Nek	0	0	0	0	0	0	349	280	629	412	281	693	1322
Mokhotlong	0	0	0	0	0	0	1896	1207	3103	0	0	0	3103
Thaba-Tseka	0	0	0	0	0	0	1730	1343	3073	352	214	566	3639
<b>%total</b>			<b>41.9</b>			<b>12.5</b>			<b>33.3</b>			<b>12.3</b>	<b>100</b>
<b>Total</b>	<b>7876</b>	<b>4605</b>	<b>12481</b>	<b>2270</b>	<b>1460</b>	<b>3730</b>	<b>5893</b>	<b>4039</b>	<b>9932</b>	<b>2219</b>	<b>1453</b>	<b>3672</b>	<b>29815</b>

### 3.5.3 Transition Rates from Standard 7 (Grade 7) to Form A (Grade 8)

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 3.25 illustrates that transition rates have been fluctuating since the year 2001 to 2019; the lowest transition rate was recorded in 2003 as 61.6 while the highest transition rate has been recorded as 80.5 in 2018. 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 2019 whereby more females than males progressed from standard 7 to Form A.

**Table 3.25: Transition Rates from Grade 7 to Grade 8, 2001-2019**

Year	Pupils Transitioning from Grd 7-8			Transition Rates		
	Males	Females	Total	Males	Females	Total
2001	9799	13035	<b>22834</b>	67.0	66.7	<b>66.8</b>
2002	10354	13698	<b>24046</b>	65.3	62.2	<b>63.5</b>
2003	10121	13138	<b>23259</b>	63.6	62.1	<b>61.6</b>
2004	10892	14367	<b>24809</b>	67.5	64.7	<b>66.5</b>
2005	11586	14999	<b>26585</b>	69.6	68.3	<b>68.9</b>
2006	10924	14205	<b>25129</b>	70.3	69.1	<b>69.6</b>
2007	12995	17980	<b>30975</b>	68.3	66.4	<b>67.2</b>
2008	12527	17525	<b>30052</b>	68.0	70.0	<b>69.2</b>
2009	13198	18105	<b>31303</b>	71.7	74.1	<b>73.1</b>
2010	13725	18630	<b>32355</b>	75.3	75.6	<b>75.5</b>
2011	13811	18514	<b>32325</b>	72.5	75.2	<b>74</b>
2012	14158	17812	<b>31970</b>	74.8	74.8	<b>74.8</b>
2013	13672	17494	<b>31166</b>	74.3	74.8	<b>74.6</b>
2014	13450	17948	<b>31398</b>	74.4	76.1	<b>75.4</b>
2015	13863	18116	<b>31979</b>	75.6	77.9	<b>76.9</b>
2016	13976	18220	<b>32196</b>	75.9	78.3	<b>77.3</b>
2017	18550	22178	<b>40728</b>	77.9	82.8	<b>80.5</b>
2018	16413	19718	<b>36131</b>	75.5	82.6	<b>79.3</b>
2019	14281	17736	<b>32017</b>	74.7	81.7	<b>78.4</b>

## **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 secondary and senior or upper secondary education. Junior secondary level covers Grade 8 to Grade 9 and the Junior Certificate (JC) is awarded on successful completion of Grade 9. Since 2016 the Junior certificate indicates the end of the basic education level which comprise of pre-primary, primary and lower secondary levels. Senior secondary level begins from Grade 10 to Grade 12. Cambridge Overseas School Certificate (COSC) which is currently known as the Lesotho General Certificate in Secondary Education (LGCSE) is awarded on successful completion of Grade 12. 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, by level of education and sex in 2020. The total enrolment in the lower secondary education (Grade 8 - 10) for the year 2020 was 96,315 which consist of 42,181 boys and 54134 girls. While in the upper secondary education (Grade 11 – 12) total enrolment in the same year was 31,217 which consist of 12,896 boys and 18,321 girls.

The overall enrolment in 2020 in registered secondary schools was 127532 students. This number consists of 55,077 (43.2 per cent) boys and 72,455 (56.8 per cent) girls enrolled in all registered secondary schools. Enrolment has dropped from 135,084 students in 2019, a decrease of 6.2 percent whereas between 2018 and 2019 the total enrolment in registered secondary schools decreased by 2.3 percent.

**Table 4.1: Distribution of Enrolment in Registered Secondary Schools by Age, Grade and Sex, 2020**

Age	GRADE8		GRADE9		GRADE10		GRADE11		GRADE12		Grand Total
	M	F	M	F	M	F	M	F	M	F	
12	868	1461	0	0	0	0	0	0	0	0	<b>2329</b>
13	3832	6208	710	1407	0	0	0	0	0	0	<b>12157</b>
14	4782	6151	2861	5166	540	1071	0	0	0	0	<b>20571</b>
15	3884	3650	4059	5793	2013	3854	366	782	0	0	<b>24401</b>
16	2164	1670	3395	3845	2546	4089	1159	2525	405	742	<b>22540</b>
17	1275	895	2290	2052	2363	2920	1747	2629	1114	2222	<b>19507</b>
18	0	0	1683	1100	1623	1746	1518	1996	1401	2196	<b>13263</b>
19	0	0	0	0	1293	1056	1053	1097	1170	1519	<b>7188</b>
20	0	0	0	0	0	0	1096	857	896	933	<b>3782</b>
21	0	0	0	0	0	0	0	0	971	823	<b>1794</b>
<b>Total</b>	<b>6805</b>	<b>20035</b>	<b>14998</b>	<b>19363</b>	<b>10378</b>	<b>14736</b>	<b>6939</b>	<b>9886</b>	<b>5957</b>	<b>8435</b>	<b>127532</b>

Table 4.2 displays the distribution of secondary enrolment in the districts by agency and sex in 2020. This shows that in 2020, there were 123,998 (97.2 per cent) of students enrolled in registered public secondary schools as compared to 3,534 (2.8 per cent) students 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 70,579 (56.9 per cent) girls enrolled in registered public secondary schools compared to 56,908 (43.1 per cent) boys. In private registered secondary schools, there were 1,876(53.1 per cent) girls and 1,658 (46.9 per cent) boys.

Among students enrolled in registered private secondary schools in 2020, the majority of students are enrolled in Maseru district (56 per cent), while followed by Leribe (24 per cent), and Berea and Mafeteng followed with 11 per cent and 6 per cent respectively. Butha-Buthe district had the lowest private secondary enrolment with 2.0 per cent.

The majority of these registered private secondary schools were mostly found in the northern districts of Lesotho in, Leribe, Berea and Butha-Buthe. Some private schools were found in Maseru and few located in Mafeteng. Other districts, such as Mohale's Hoek, Quthing, Qacha's Nek, Thaba-Tseka and Mokhotlong did not have any registered private secondary schools.

**Table 4.2: Distribution of Enrolment in Registered Public and Private Secondary Schools by District, Public, Private and Sex – 2020**

District	PUBLIC			PRIVATE			Total
	M	F	Total	M	F	Total	
Butha-Buthe	4020	5497	<b>9517</b>	39	34	<b>73</b>	<b>9590</b>
Leribe	9714	12976	<b>22690</b>	373	486	<b>859</b>	<b>23549</b>
Berea	7434	9130	<b>16564</b>	166	233	<b>399</b>	<b>16963</b>
Maseru	14900	18135	<b>33035</b>	976	1018	<b>1994</b>	<b>35029</b>
Mafeteng	6144	7673	<b>13817</b>	104	105	<b>209</b>	<b>14026</b>
Mohale's Hoek	3614	4876	<b>8490</b>	0	0	<b>0</b>	<b>8490</b>
Quthing	2573	3241	<b>5814</b>	0	0	<b>0</b>	<b>5814</b>
Qacha's Nek	1785	2803	<b>4588</b>	0	0	<b>0</b>	<b>4588</b>
Mokhotlong	1583	3112	<b>4695</b>	0	0	<b>0</b>	<b>4695</b>
Thaba-Tseka	1652	3136	<b>4788</b>	0	0	<b>0</b>	<b>4788</b>
<b>Grand Total</b>	<b>53419</b>	<b>70579</b>	<b>123998</b>	<b>1658</b>	<b>1876</b>	<b>3534</b>	<b>127532</b>

Table 4.3 indicates the 2020 distribution of enrolment in registered secondary schools in the districts, ecological zones, and sex. It indicates that Maseru has the highest proportion of secondary enrolment as compared to other districts. The proportion of students who enrolled in registered secondary schools in Maseru is 27.1 percent, while Leribe and Berea followed with 18.6 percent and 13.2 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, and 3.6 percent respectively.

This table further shows that student enrolments in the Lowlands is higher than those in other ecological zones. For instance, the proportion of students enrolled in the lowlands is 71.9 percent of the total enrolment. This is followed by enrolment in the Mountains with 13.3 percent, while the lowest students' enrolment is in the Foothills and Senqu River Valley with 8.1 and 6.7 percent respectively.

**Table 4.3: Distribution of Enrolment in Registered Secondary Schools by District, Ecological Zone, and Sex, 2020**

District	FOOTHILLS			LOWLANDS			MOUNTAIN			SRV			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Butha-Buthe	3501	4597	8098	491	779	1270	67	155	222	0	0	0	<b>9590</b>
Leribe	9405	12334	21739	378	541	919	304	587	891	0	0	0	<b>23549</b>
Berea	7308	8971	16279	292	392	684				0	0	0	<b>16963</b>
Maseru	14877	17310	32187	461	893	1354	538	950	1488	0	0	0	<b>35029</b>
Mafeteng	5778	7111	12889	470	667	1137				0	0	0	<b>14026</b>
Mohale's Hoek	2889	3627	6516	124	180	304	10	31	41	591	1038	1629	<b>8490</b>
Quthing	0	0	0	0	0	0	307	624	931	2266	2617	4883	<b>5814</b>
Qacha's Nek	0	0	0	0	0	0	1410	1947	3357	375	856	1231	<b>4588</b>
Mokhotlong	0	0	0	0	0	0	1583	3112	4695	0	0	0	<b>4695</b>
Thaba-Tseka	0	0	0	0	0	0	1330	2570	3900	322	566	888	<b>4788</b>
<b>Grand Total</b>	<b>43758</b>	<b>53950</b>	<b>97708</b>	<b>2216</b>	<b>3452</b>	<b>5668</b>	<b>5549</b>	<b>9976</b>	<b>15525</b>	<b>3554</b>	<b>5077</b>	<b>8631</b>	<b>127532</b>

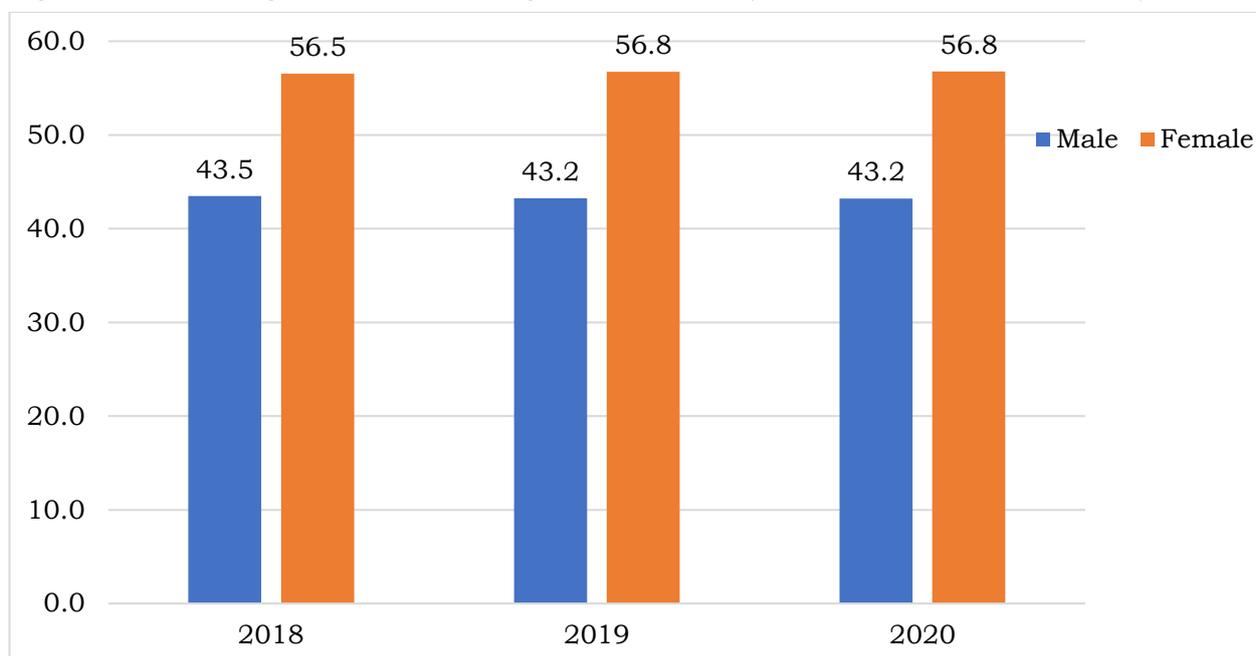
Table 4.4 reveals trend in secondary enrolment from 2018 to 2020 by district and sex. It can be observed from the table that enrolment has been decreasing since 2018. As shown in the table, over the period, the three districts were leading in number of enrolments, with Maseru at 27.5 percent, Leribe with 18.5 percent and Berea with 13.3 percent. On the other hand, Qacha's Nek and Thaba-Tseka had the least enrolments in secondary education. Additionally, the table also shows that female enrolment is consistently higher than male enrolment in all the districts from 2018 to 2020.

**Table 4.4: Number and Percentage distribution of Students in Registered Secondary Schools by District, Sex and Percentage Distribution, 2018-2020**

District	2018				2019				2020			
	M	F	Total	%	M	F	Total	%	M	F	Total	%
Botha-Bothe	4539	6168	10707	7.7	4604	6106	10710	7.9	4059	5531	9590	7.5
Leribe	11165	14620	25785	18.6	10811	14304	25115	18.6	10087	13462	23549	18.5
Berea	8443	9856	18299	13.2	8105	9683	17788	13.2	7600	9363	16963	13.3
Maseru	16980	20277	37257	26.8	16504	20127	36631	27.1	15876	19153	35029	27.5
Mafeteng	6900	8311	15211	11	6634	8159	14793	11	6248	7778	14026	11.0
Mohale's Hoek	3496	4803	8299	6	3550	4723	8273	6.1	3614	4876	8490	6.7
Quthing	2876	3749	6625	4.8	2651	3562	6213	4.6	2573	3241	5814	4.6
Qacha's Nek	2087	3246	5333	3.8	1931	2884	4815	3.6	1785	2803	4588	3.6
Mokhotlong	2065	4042	6107	4.4	1962	3875	5837	4.3	1583	3112	4695	3.7
Thaba-Tseka	1831	3440	5271	3.8	1671	3238	4909	3.6	1652	3136	4788	3.8
Total	60382	78512	138894	100	58423	76661	135084	100	55077	72455	127532	100.0

Figure 4.1 also illustrates that female enrolment had been higher than male enrolment throughout the period of 2018 to 2020

**Figure 4.1: Percentage distribution in Registered Secondary Schools from 2018 to 2020 by Sex**

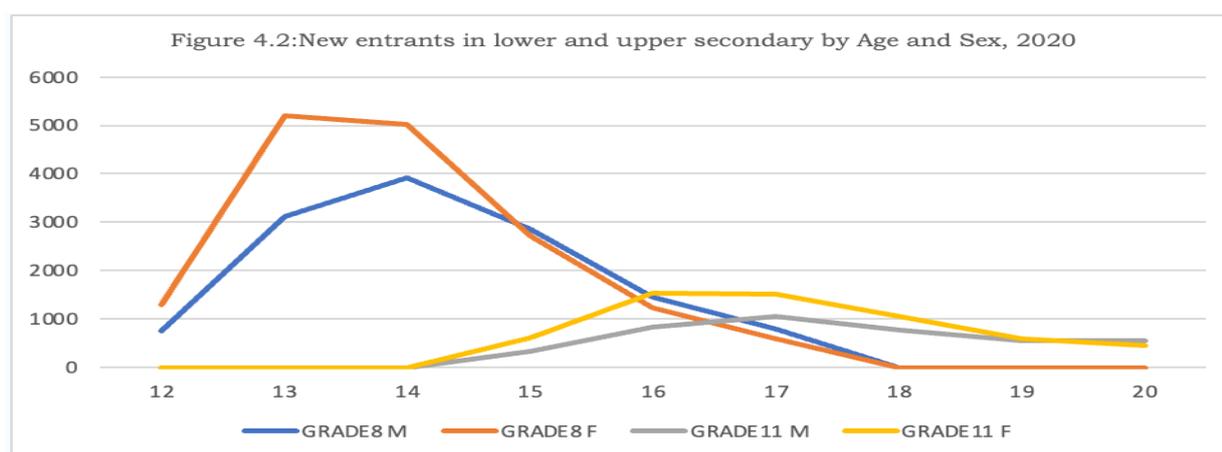


### 4.3 New Entrants in Registered Secondary Schools

Figure 4.2 depicts new entrants in lower secondary (Grade 8) and upper secondary (Grade 11) by age and sex in 2020. In Grade 8, the new entrants were mainly at age 13 years for both sexes, followed by the age groups 13- to 15-year-olds who were the next highest age group. Female new entrants tend to be slightly younger than their male counterparts.

In Grade 9 the new entrants were predominantly aged 17 years old for both males and females and overall new entrants fell into the age group 16 to 18. For both Grade 8 and Grade 9, the majority of new entrants were girls surpassing their new entrant’s male counterparts.

**Figure 4.2: New Entrants in Lower and Upper Secondary by Age and Sex, 2020**



### 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 enrolled in the appropriate education level. The theoretical maximum value is 100.0 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 on the trends in secondary enrolment rates, gender parity and pupil-teacher ratios demonstrate that despite more girls enrolled in secondary schools in the past, boys have caught up and there was now gender equity in

2020. Overall, 62.7 percent of adolescents were enrolled in secondary school as a proportion of the official secondary school going aged population. However, the rate of the correct age group enrolled in secondary schools in 2020 was 48.7 percent indicated a significant number of overaged and underaged students enrolled in secondary schools.

**Table 4.5: Secondary School Enrolment Rates, Gender Parity Indices and Pupil Teacher Ratios, 2004-2020**

Year	Gross Enrolment Rates				Net Enrolment Rates				PTR
	M	F	Total	GPI	M	F	Total	GPI	
2004	32.2	41.5	36.8	1.3	18.6	29	<b>23.8</b>	1.5	25.0
2005	34.2	44	39.1	1.3	19.8	31.2	<b>25.4</b>	1.6	26.6
2006	34.8	44.9	39.8	1.3	20	31.4	<b>25.7</b>	1.6	25.7
2007	35.5	47.3	41.4	1.3	20.8	33.4	<b>27</b>	1.6	24.4
2008	37.1	50.6	43.8	1.4	22.3	35.9	<b>29</b>	1.6	24.0
2009	39.7	55.8	47.7	1.4	23.8	39.4	<b>31.5</b>	1.7	23.5
2010	44.4	61.9	53.1	1.4	26	42.5	<b>34.2</b>	1.6	25.8
2011	46.5	64.4	55.4	1.4	27.6	44.2	<b>35.8</b>	1.6	24.9
2012	46.9	64.0	55.4	1.4	28.5	44.6	<b>36.5</b>	1.6	25.1
2013	46.9	63.6	55.2	1.4	29.2	45.6	<b>37.3</b>	1.6	24.1
2014	47.1	64.5	55.7	1.4	29.4	46.2	<b>37.7</b>	1.6	23.9
2015	47.3	64.5	55.8	1.4	30.4	47.3	<b>38.7</b>	1.6	24.0
2016	51.9	70.4	61.1	1.4	34.0	52.3	<b>43.1</b>	1.6	24.0
2017	51.5	69.4	60.4	1.3	34.6	52.1	<b>43.3</b>	1.5	25.0
2018	55.4	72.9	64.1	1.3	38.5	55.1	<b>46.8</b>	1.4	26.0
2019	56.7	75.7	66.1	1.3	41.4	59.0	<b>50.1</b>	1.4	25.0
2020	70.6	71.9	62.7	1.3	40.4	57.1	<b>48.7</b>	1.4	23.5

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 2016 and 2019. 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 2019 the lower secondary schools NER for males was observed as 37.1 percent and the one for females was 56.7 percent. In the upper secondary education, it was estimated at 11.1 and 21.0 for males and females respectively.

**Table 4.6 NER and GER for Lower and Upper Secondary Education, 2017 to 2020**

NER and GER	2017			2018			2019			2020		
	M	F	T	M	F	T	M	F	T	M	F	T
NER Lower Secondary	27.5	46.2	<b>36.8</b>	33.2	51.9	<b>42.5</b>	37.1	56.7	<b>46.8</b>	36.8	54.6	<b>45.6</b>
NER Upper Secondary	10.4	19.6	<b>15</b>	10.1	19.2	<b>14.6</b>	11.1	21	<b>16</b>	10.7	20.2	<b>15.4</b>
NER Overall Secondary	34.6	52.1	<b>43.3</b>	38.5	55.1	<b>46.8</b>	41.4	59	<b>50.1</b>	40.4	57.1	<b>48.7</b>
GER Lower Secondary	63.6	84.5	<b>74</b>	70.8	90.6	<b>80.6</b>	72.3	93.4	<b>82.8</b>	68.8	89.2	<b>79</b>
GER Upper Secondary	33.8	47	<b>40.3</b>	32.7	46.6	<b>39.6</b>	33.6	49	<b>41.2</b>	31.3	45.7	<b>38.4</b>
GER Overall Secondary	51.5	69.4	<b>60.4</b>	55.4	72.9	<b>64.1</b>	56.7	75.7	<b>66.1</b>	70.6	71.9	<b>62.7</b>

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

Table 4.7 portrays the distribution of students enrolled in registered secondary schools with special education by district, location, and sex in 2020. This shows that 22,515 (34.7 percent) of students with special education were enrolled in registered secondary schools in rural areas while 3760 (57.9 percent) were enrolled in the urban areas and 991 (15.5 percent) were in peri urban schools. It further illustrates that registered secondary schools with special education in Leribe had the highest number of students enrolled in 2020 with 1,693 (26.0 percent) learners, while Maseru district followed with 1,537 (23.6 percent) and Thaba-Tseka was the lowest with 54 (0.8 percent).

**Table 4.7: Number of Students with Special Education in Registered Secondary Schools by District, Location and Sex, 2020**

District	URBAN			PERI-URBAN			RURAL			Grand Total
	M	F	Total	M	F	Total	M	F	Total	
Butha-Buthe	64	163	<b>227</b>				108	106	<b>214</b>	<b>441</b>
Leribe	420	543	<b>963</b>	14	10	<b>24</b>	327	379	<b>706</b>	<b>1693</b>
Berea	287	289	<b>576</b>	44	70	<b>114</b>	162	167	<b>329</b>	<b>1019</b>
Maseru	490	566	<b>1056</b>	9	12	<b>21</b>	196	264	<b>460</b>	<b>1537</b>
Mafeteng	149	210	<b>359</b>	138	159	<b>297</b>	90	124	<b>214</b>	<b>870</b>
Mohale's Hoek	142	189	<b>331</b>	1	0	<b>1</b>	15	39	<b>54</b>	<b>386</b>
Quthing	54	93	<b>147</b>	0	0	<b>0</b>	21	54	<b>75</b>	<b>222</b>
Qacha's Nek	8	17	<b>25</b>	7	7	<b>14</b>	13	37	<b>50</b>	<b>89</b>
Mokhotlong	28	22	<b>50</b>	2	3	<b>5</b>	48	79	<b>127</b>	<b>182</b>
Thaba-Tseka	8	18	<b>26</b>	2	4	<b>6</b>	11	11	<b>22</b>	<b>54</b>
<b>Total</b>	<b>1650</b>	<b>2110</b>	<b>3760</b>	<b>217</b>	<b>265</b>	<b>482</b>	<b>991</b>	<b>1260</b>	<b>2251</b>	<b>6493</b>

Table 4.8 depicts the number of students in registered secondary schools with special education by disability type, level of education and sex in 2020. This shows that among the secondary students with disability in 2020, most (38.5 per cent) had visual impairment. The next largest group of disabled students

were those with Intellectual Disability which constituted 30.3 per cent. Students who had Physical Disability constituted the lowest 7.5 percent of all who registered in secondary schools in 2020.

Furthermore, secondary students with some forms of disabilities were largely found in the lower levels (Grades 8 and 9) for both sexes. Some 827 (12.3 per cent) male and 849 (15.3 per cent) female secondary students with disabilities are enrolled at Grade 8 in 2020. This drops by Grade 12, where 331 (5.0 percent) male and 557 (8.4 per cent) females were enrolled in 2020 Generally, in every level of secondary education there were more girls with some form of disability than boys.

**Table 4.8: Number of Students with Disability in Registered Secondary Schools by Disability Type, Grade and Sex, 2020**

Disability Type	GRADE8		GRADE9		GRADE10		GRADE11		GRADE12		Total
	M	F	M	F	M	F	M	F	M	F	
Hearing Impairment	103	132	92	118	61	81	63	108	56	95	<b>909</b>
Intellectual Disability	341	258	274	279	153	251	132	137	63	82	<b>1970</b>
Physical Disability	69	82	46	61	61	48	26	44	31	20	<b>488</b>
Visual Impairment	268	309	225	386	202	347	166	289	124	187	<b>2503</b>
OTHER	68	46	90	99	79	74	36	69	29	33	<b>623</b>
<b>Total</b>	<b>849</b>	<b>827</b>	<b>727</b>	<b>943</b>	<b>556</b>	<b>801</b>	<b>423</b>	<b>647</b>	<b>303</b>	<b>417</b>	<b>6493</b>

#### 4.6 Orphans in Registered Secondary Schools

Table 4.9 portrays the number of orphans in registered secondary schools by type of orphan, level of education and sex in 2020. It can be seen from the table that the majority of orphans, 19,638 (47.8 percent) learners are without fathers. Double orphans, learners without both parents, number 9,855 (24.0 percent) are the next biggest grouping and the least was social orphans with 2760 (6.7 percent).

**Table 4.9: Orphans in Registered Secondary Schools by Type, Level of Education and Sex, 2020**

Type	GRADE8		GRADE9		GRADE10		GRADE11		GRADE12		Total
	M	F	M	F	M	F	M	F	M	F	
Double	1167	1398	1038	1349	888	1135	658	831	538	853	<b>9855</b>
Maternal	1140	1402	1023	1266	750	964	513	708	428	596	<b>8790</b>
Paternal	2392	2832	2226	2819	1642	2345	1238	1613	1112	1419	<b>19638</b>
Social	416	558	279	420	217	277	132	192	120	149	<b>2760</b>
<b>Total</b>	<b>5115</b>	<b>6190</b>	<b>4566</b>	<b>5854</b>	<b>3497</b>	<b>4721</b>	<b>2541</b>	<b>3344</b>	<b>2198</b>	<b>3017</b>	<b>41043</b>

Table 4.10 presents the number of orphans in registered secondary schools by district, location and sex in 2020. It is observed from the table that Maseru with 10,739 (26.1percent) had the highest proportion of orphans, followed by Leribe with 7666 (18.6percent) orphans and the least number of orphans enrolled in secondary school was in Mokhotlong with 1,219 (2.9 percent). The table further shows that across all the districts, more orphans were found in urban areas schools; 18,443 (44.9 percent) while those in the rural areas contributed only 16,178 (39.4 percent).

**Table 4.10: Orphans in Registered Secondary Schools by District, Location and Sex, 2020**

DISTRICT	URBAN			PERI-URBAN			RURAL			Grand Total
	M	F	Total	M	F	Total	M	F	Total	
Butha-Buthe	589	678	<b>1267</b>	0	0	<b>0</b>	718	1043	<b>1761</b>	<b>3028</b>
Leribe	1266	1600	<b>2866</b>	433	627	<b>1060</b>	1623	2117	<b>3740</b>	<b>7666</b>
Berea	1116	1098	<b>2214</b>	760	852	<b>1612</b>	826	1011	<b>1837</b>	<b>5663</b>
Maseru	2950	3447	<b>6397</b>	644	932	<b>1576</b>	1196	1570	<b>2766</b>	<b>10739</b>
Mafeteng	644	951	<b>1595</b>	675	867	<b>1542</b>	864	1058	<b>1922</b>	<b>5059</b>
Mohale's Hoek	842	1066	<b>1908</b>	73	93	<b>166</b>	472	705	<b>1177</b>	<b>3251</b>
Quthing	418	518	<b>936</b>	0	0	<b>0</b>	280	347	<b>627</b>	<b>1563</b>
Qacha's Nek	385	412	<b>797</b>	24	51	<b>75</b>	177	380	<b>557</b>	<b>1429</b>
Mokhotlong	123	161	<b>284</b>	6	16	<b>22</b>	285	628	<b>913</b>	<b>1219</b>
Thaba-Tseka	69	110	<b>179</b>	151	218	<b>369</b>	308	570	<b>878</b>	<b>1426</b>
<b>Total</b>	<b>8402</b>	<b>10041</b>	<b>18443</b>	<b>2766</b>	<b>3656</b>	<b>6422</b>	<b>6749</b>	<b>9429</b>	<b>16178</b>	<b>41043</b>

## 4.7 Inputs for Secondary Education

### 4.7.1 Secondary Schools

Table 4.11 represents the distribution of registered secondary schools by districts and school agency in 2020. 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.

The table shows that most of registered secondary schools in Lesotho are owned by the public, almost 341 (95.3percent), while 13 (3.7percent) of them are owned by the private agency. Most of these public schools are found in Maseru and Leribe with 73 (21.0percent) and 70 (20.1percent) respectively, while Berea district came third with 43 (12.3percent). The districts with the lowest public secondary schools were Quthing and Mokhotlong with 16 (4.5 percent) and 17 (4.8percent) respectively.

**Table 4.11: Number of Registered Secondary Schools by District, Public and Private, 2020**

DISTRICT	PUBLIC	PRIVATE	Total	Percentage
Butha-buthe	24	1	25	7.1
Leribe	66	4	70	19.8
Berea	41	2	43	12.1
Maseru	71	4	75	21.2
Mafeteng	39	2	41	11.6
Mohales hoek	27	0	27	7.6
Quthing	17	0	17	4.8
Qachas nek	20	0	20	5.6
Mokhotlong	16	0	16	4.5
Thaba-tseka	20	0	20	5.6
<b>TOTAL</b>	<b>341</b>	<b>13</b>	<b>354</b>	<b>100</b>

Table 4.12 depicts the distribution of registered secondary schools by district and location in 2020. It shows that most of registered secondary schools are in the rural areas as compared to those in the urban areas. It further illustrates that of all registered secondary schools in Lesotho, 264 (75.9 percent) of them are in the rural areas, while 84 (24.1 percent) are in the urban areas.

It also portrays that out of the total (84) secondary schools found in the urban areas Maseru district have 31 registered schools which constitute 36.9 percent. This is followed by schools in Leribe district with 15 (17.9 percent) while Mokhotlong has only one registered secondary school in the urban area.

**Table 4.12: Number of Registered Secondary Schools by District and urban-rural, 2020**

DISTRICT	URBAN	PERI-URBAN	RURAL	Total
Butha-Buthe	9	0	16	<b>25</b>
Leribe	19	9	42	<b>70</b>
Berea	11	10	22	<b>43</b>
Maseru	31	13	31	<b>75</b>
Mafeteng	9	8	24	<b>41</b>
Mohale's Hoek	9	2	16	<b>27</b>
Quthing	5	2	10	<b>17</b>
Qacha's Nek	5	1	14	<b>20</b>
Mokhotlong	2	1	13	<b>16</b>
Thaba-Tseka	3	5	12	<b>20</b>
<b>Total</b>	<b>103</b>	<b>51</b>	<b>200</b>	<b>354</b>

Figure 4.3 reveals the percentage distribution of registered secondary schools by ecological zones in 2020. Most of the schools were in the Lowlands (63 percent) and that the second highest percentage was for the Mountains with 18.0 percent while Foothills and Senqu River Valley had only 10.0 percent and 9 percent respectively.

**Figure 4.3: Percentage share of registered secondary schools by Ecological Zone, 2020**

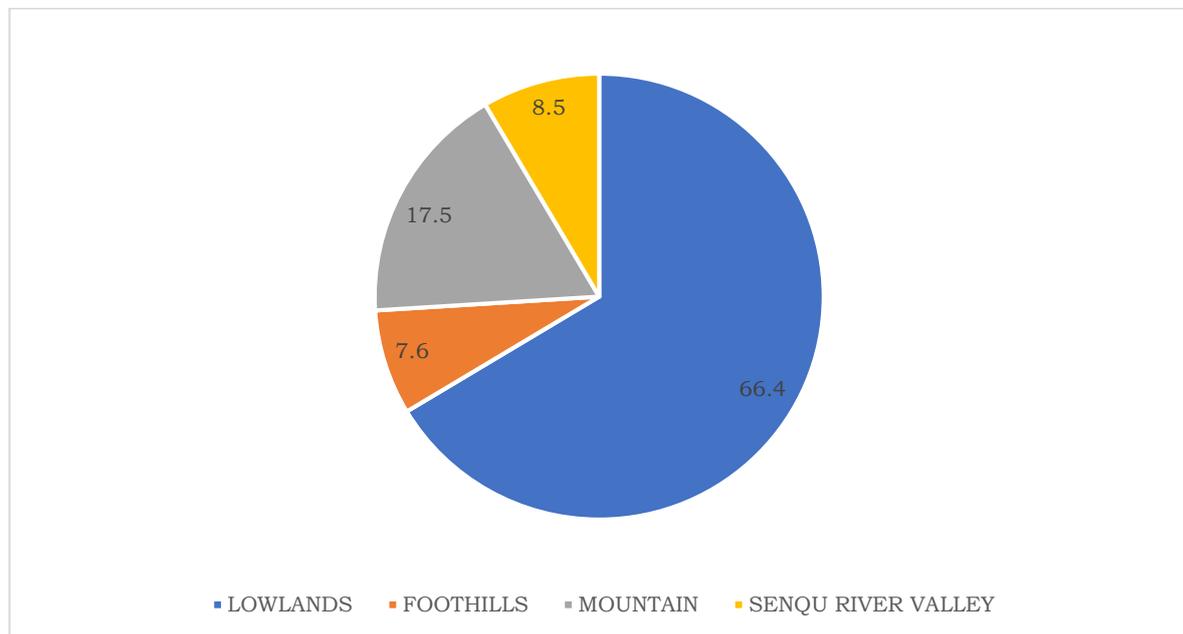
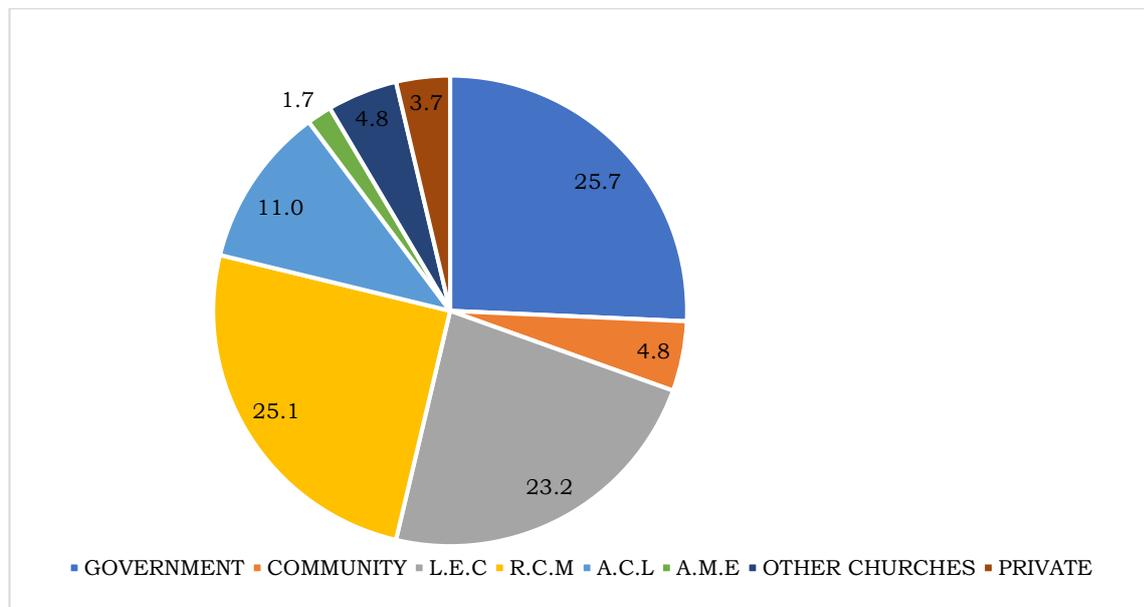


Figure 4.4 presents the distribution of registered secondary schools by agency in 2020. It is shown from the figure that majority of schools were owned by Government and RCC and both recorded 25.7 and 25.1 percent respectively and the least schools were owned by A.M.E with 1.7 percent.

**Figure 4.4: Percentage share of registered secondary schools by agency, 2020**



#### 4.7.2 Teachers in Registered Secondary Schools

There were 5,380 secondary school teachers in 2020 in registered schools, 58 more teachers than in 2019. Some 5229 were qualified to teach at this level. In 2020 there are significantly more female secondary teachers (56.0 percent) than males as illustrated in Table 4.13. More than 50 per cent of secondary teachers were more than half of secondary teachers are female.

**Table 4.13 Teachers in registered secondary schools by district by public-private and sex in 2020**

DISTRICT	M	F	Grand Total	%Total
Butha-Buthe	203	200	403	50
Leribe	484	555	1039	53
Berea	299	383	682	56
Maseru	591	836	1427	59
Mafeteng	247	355	602	59
Mohale's Hoek	153	207	360	58
Quthing	127	121	248	49
Qacha's Nek	94	130	224	58
Mokhotlong	84	115	199	58
Thaba-Tseka	102	94	196	48
<b>Grand Total</b>	<b>2384</b>	<b>2996</b>	<b>5380</b>	<b>56</b>

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Table 4.14 shows the distribution of teachers in registered secondary schools by district, public-private and sex in 2020. It discloses that most of the teachers are funded by government (97.2 percent), while those who work in private registered secondary schools constitutes 2.8 percent. It also shows that a larger proportion of these teachers were in the district of Maseru with 26.5 percent, followed by Leribe district with 19.3 percent and the lowest was Thaba-Tseka with 3.6 percent.

**Table 4.14 Teachers in registered secondary schools by district by public-private and sex in 2020**

DISTRICT	Public Secondary			Private Secondary			Total
	M	F	Total	M	F	Total	
Butha-Buthe	202	194	<b>396</b>	1	6	<b>7</b>	<b>403</b>
Leribe	466	532	<b>998</b>	18	23	<b>41</b>	<b>1039</b>
Berea	292	376	<b>668</b>	7	7	<b>14</b>	<b>682</b>
Maseru	556	799	<b>1355</b>	35	37	<b>72</b>	<b>1427</b>
Mafeteng	242	343	<b>585</b>	5	12	<b>17</b>	<b>602</b>
Mohale's Hoek	153	207	<b>360</b>	0	0	<b>0</b>	<b>360</b>
Quthing	127	121	<b>248</b>	0	0	<b>0</b>	<b>248</b>
Qacha's Nek	94	130	<b>224</b>	0	0	<b>0</b>	<b>224</b>
Mokhotlong	84	115	<b>199</b>	0	0	<b>0</b>	<b>199</b>
Thaba-Tseka	102	94	<b>196</b>	0	0	<b>0</b>	<b>196</b>
<b>Grand Total</b>	<b>2318</b>	<b>2911</b>	<b>5229</b>	<b>66</b>	<b>85</b>	<b>151</b>	<b>5380</b>

Table 4.15 shows the distribution of secondary teachers by district and school agency in 2020. The majority of teachers are teaching RCM schools (29.2percent) followed by teachers teaching in government secondary schools (22.0 percent) and teachers in L.E.C schools (24.7 percent). The remainder of secondary school teachers are distributed across A.C.L schools (10.4 percent), Community schools (4.6 percent) Private Schools (2.8 percent), A.M.E schools (1.6 percent) and a composite other school agencies were 4.9 percent of teachers teaching. A significant number of government teachers, 413 teachers, are found in Maseru. Leribe has the bulk of community teachers – 75 teachers. Both Maseru and Leribe have proportionately more teachers teaching in L.E.C schools – 310 and 235 teachers respectively, and more teachers teaching in R.C.M schools in Maseru, Leribe and Berea.

**Table 4.15 Teachers in registered secondary schools by district by school agency and sex in 2020**

District	Government	Community	L.E.C	R.C.M	A.C.L	A.M.E	Other	Private	Total
Butha-Buthe	57	42	110	89	73	7	18	7	<b>403</b>
Leribe	172	75	235	320	119	13	64	41	<b>1039</b>
Berea	113	22	153	242	69	8	61	14	<b>682</b>
Maseru	413	45	310	394	135	12	46	72	<b>1427</b>
Mafeteng	106	32	160	113	64	44	66	17	<b>602</b>
Mohale's Hoek	89	22	73	133	36	0	7	0	<b>360</b>
Quthing	35		98	71	44	0	0	0	<b>248</b>
Qacha's Nek	72	2	66	76	8	0	0	0	<b>224</b>
Mokhotlong	49	5	84	49	12	0	0	0	<b>199</b>
Thaba-Tseka	76	5	28	87		0	0	0	<b>196</b>
<b>Grand Total</b>	<b>1182</b>	<b>250</b>	<b>1317</b>	<b>1574</b>	<b>560</b>	<b>84</b>	<b>262</b>	<b>151</b>	<b>5380</b>

In Table 4.16 which illustrated the distribution of secondary teachers by district, type of location and sex in 2020, indicates that the bulk (44.3 percent) of them are located in the urban areas, 38.5 percent in the rural areas and 17.2 percent in schools in peri-urban areas. In the district of Maseru, the majority of secondary teachers are urban (56.1 percent). Similarly, in Mohale's Hoek (54.4 percent) and just over half (50.4 percent) in Quthing. In Mokhotlong over 61.3 percent of secondary teachers are located in the rural area secondary schools.

**Table 4.16 Teachers in registered secondary schools by district by type of location and sex in 2020**

DISTRICT	Urban Teachers		Peri-Urban Teachers		Rural Teachers		Grand Total
	Count	%	Count	%	Count	%	
Butha-Buthe	178	44.2			225	55.8	<b>403</b>
Leribe	389	37.4	153	14.7	497	47.8	<b>1039</b>
Berea	244	35.8	180	26.4	258	37.8	<b>682</b>
Maseru	800	56.1	278	19.5	349	24.5	<b>1427</b>
Mafeteng	230	38.2	155	25.7	217	36.0	<b>602</b>
Mohale's Hoek	196	54.4	15	4.2	149	41.4	<b>360</b>
Quthing	125	50.4	45	18.1	78	31.5	<b>248</b>
Qacha's Nek	104	46.4	18	8.0	102	45.5	<b>224</b>
Mokhotlong	59	29.6	18	9.0	122	61.3	<b>199</b>
Thaba-Tseka	59	30.1	62	31.6	75	38.3	<b>196</b>
<b>Grand Total</b>	<b>2384</b>	<b>44.3</b>	<b>924</b>	<b>17.2%</b>	<b>2072</b>	<b>38.5</b>	<b>5380</b>

### 3.4.2 Teachers in Registered Primary Schools

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 5380 teachers in registered secondary schools in 2020.

The pupil teacher ratio (PTR) was 24 pupils per teacher for the entire country and it ranged from 24 to 30 pupils per teacher across the districts. The table further reveals that total pupil teacher ratio and pupil-qualified teacher ratio (PQTR) were the same at 24 pupils per teacher. The pupil teacher ratio and pupil qualified teacher ratio ranged from 20 to 26 pupils per teacher in 2020 indicating that both were below the official average of 35 pupils per one teacher.

**Table 4.17: Number of Teachers in Registered Secondary Schools by District and Sex, 2020**

District	Enrolment			Teachers			Qualified			Unqualified			PTR	PQTR
	M	F	Total	M	F	Total	M	F	Total	M	F	Total		
Botha-Bothe	4059	5531	9590	203	200	403	197	185	382	6	15	21	24	25
Leribe	10087	13462	23549	484	555	1039	467	541	1008	17	14	31	23	23
Berea	7600	9363	16963	299	383	682	274	369	643	25	14	39	25	26
Maseru	15876	19153	35029	591	836	1427	576	832	1408	15	4	19	25	25
Mafeteng	6248	7778	14026	247	355	602	245	353	598	2	2	4	23	23
Mohale's Hoek	3614	4876	8490	153	207	360	151	199	350	2	8	10	24	24
Quthing	2573	3241	5814	127	121	248	122	119	241	5	2	7	23	24
Qacha's Nek	1785	2803	4588	94	130	224	89	124	213	5	6	11	20	22
Mokhotlong	1583	3112	4695	84	115	199	83	110	193	1	5	6	24	24
Thaba-Tseka	1652	3136	4788	102	94	196	102	91	193		3	3	24	25

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

### 4.8.1 Repeaters in Registered Secondary Schools

Table 4.18 presents the distribution of repeaters in registered secondary schools by districts, ecological zone, and sex in 2020. 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 were attending schools located in the Lowlands with 10113 (74.6 percent), followed by those who were in the Mountains with 1965 (14.5 percent) and the lowest were in the Senqu River Valley with 717 (5.2 percent).

**Table 4.18: Repeaters in Registered Secondary Schools by District, Ecological Zone, and Sex, 2020**

DISTRICT	FOOTHILLS			LOWLANDS			MOUNTAIN			SRV			Total
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	
Butha-Buthe	88	145	<b>233</b>	548	518	<b>1066</b>	5	8	<b>13</b>	0	0	<b>0</b>	<b>1312</b>
Leribe	44	26	<b>70</b>	1173	1308	<b>2481</b>	51	75	<b>126</b>	0	0	<b>0</b>	<b>2677</b>
Berea	70	69	<b>139</b>	1004	902	<b>1906</b>				0	0	<b>0</b>	<b>2045</b>
Maseru	28	87	<b>115</b>	1225	1105	<b>2330</b>	72	91	<b>163</b>	0	0	<b>0</b>	<b>2608</b>
Mafeteng	77	82	<b>159</b>	697	840	<b>1537</b>	0	0	<b>0</b>	0	0	<b>0</b>	<b>1696</b>
Mohale's Hoek	14	20	<b>34</b>	381	412	<b>793</b>	1	1	<b>2</b>	57	66	<b>123</b>	<b>952</b>
Quthing	0	0	<b>0</b>	0	0	<b>0</b>	40	50	<b>90</b>	175	188	<b>363</b>	<b>453</b>
Qacha's Nek	0	0	<b>0</b>	0	0	<b>0</b>	179	181	<b>360</b>	46	101	<b>147</b>	<b>507</b>
Mokhotlong	0	0	<b>0</b>	0	0	<b>0</b>	340	500	<b>840</b>	0	0	<b>0</b>	<b>840</b>
Thaba-Tseka	0	0	<b>0</b>	0	0	<b>0</b>	155	216	<b>371</b>	38	46	<b>84</b>	<b>455</b>
<b>Total</b>	<b>321</b>	<b>429</b>	<b>750</b>	<b>5028</b>	<b>5085</b>	<b>10113</b>	<b>843</b>	<b>1122</b>	<b>1965</b>	<b>316</b>	<b>401</b>	<b>717</b>	<b>13545</b>

Table 4.19 displays the distribution of repeaters in registered secondary schools by districts, location, and sex in 2020. It depicts that a higher proportion of the repeaters were in Leribe with 2,677(19.7 percent), followed by Maseru with 2,608(19.2 percent) and the district with least repeaters was Quthing with 453(3.3 percent). Urban areas had the highest number of repeaters with 6,471(47.7 percent), then follows rural with 5118(37.7 percent), while the least was peri-urban with 1956(14.4percent).

**Table 4.19 Repeaters in Registered Secondary Schools by District, Location, and Sex, 2020**

DISTRICT	URBAN			PERI-URBAN			RURAL			Total
	M	F	Total	M	F	Total	M	F	Total	
Butha-Buthe	360	313	<b>673</b>	0	0	<b>0</b>	281	358	<b>639</b>	<b>1312</b>
Leribe	473	614	<b>1087</b>	199	218	<b>417</b>	596	577	<b>1173</b>	<b>2677</b>
Berea	389	313	<b>702</b>	229	226	<b>455</b>	456	432	<b>888</b>	<b>2045</b>
Maseru	795	702	<b>1497</b>	253	249	<b>502</b>	277	332	<b>609</b>	<b>2608</b>
Mafeteng	309	399	<b>708</b>	159	149	<b>308</b>	306	374	<b>680</b>	<b>1696</b>
Mohale's Hoek	291	340	<b>631</b>	21	30	<b>51</b>	141	129	<b>270</b>	<b>952</b>
Quthing	129	136	<b>265</b>	3	12	<b>15</b>	83	90	<b>173</b>	<b>453</b>
Qacha's Nek	131	130	<b>261</b>	28	27	<b>55</b>	66	125	<b>191</b>	<b>507</b>
Mokhotlong	206	233	<b>439</b>	28	21	<b>49</b>	106	246	<b>352</b>	<b>840</b>
Thaba-Tseka	84	124	<b>208</b>	54	50	<b>104</b>	55	88	<b>143</b>	<b>455</b>
<b>Total</b>	<b>3167</b>	<b>3304</b>	<b>6471</b>	<b>974</b>	<b>982</b>	<b>1956</b>	<b>2367</b>	<b>2751</b>	<b>5118</b>	<b>13545</b>

Table 4.20 depicts the distribution of repeaters in registered secondary schools by age, level of education and sex in 2020. It denotes that a higher proportion of repeaters were in Grade 9 with 4,760(35.1 percent) while those in Grade 8 and Grade 10 followed with 4,444(32.8 percent) and 2304(17.0 percent) orderly. It further shows that most of these repeaters were in ages 16, 17 and 15 years with 2956(21.7 percent), 2,693(19.8 percent) and 2,681(19.7 percent) respectively.

**Table 4.20: Repeaters in Registered Secondary Schools by Age, Grade and Sex, 2020**

Age	GRADE8		GRADE9		GRADE10		GRADE11		GRADE12		Total
	M	F	M	F	M	F	M	F	M	F	
12	22	22	0	0	0	0	0	0	0	0	<b>44</b>
13	131	179	15	37	0	0	0	0	0	0	<b>362</b>
14	481	577	169	255	11	20	0	0	0	0	<b>1513</b>
15	697	635	435	695	74	102	9	34	0	0	<b>2681</b>
16	624	396	590	713	183	286	47	104	1	2	<b>2946</b>
17	406	274	500	489	305	359	142	210	5	3	<b>2693</b>
18	0	0	475	387	259	263	209	332	22	32	<b>1979</b>
19	0	0	0	0	256	186	156	198	26	40	<b>862</b>
20	0	0	0	0	0	0	205	157	18	25	<b>405</b>
21	0	0	0	0	0	0	0	0	35	25	<b>60</b>
<b>Total</b>	<b>2361</b>	<b>2083</b>	<b>2184</b>	<b>2576</b>	<b>1088</b>	<b>1216</b>	<b>768</b>	<b>1035</b>	<b>107</b>	<b>127</b>	<b>13545</b>

Table 4.21 presents the distribution of repeaters in registered secondary schools by districts, ecological zone and sex in 2020. 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 were attending schools located in the Lowlands with 13,755 (72.8 percent), followed by those who were in the Mountains with

2,476 (13.1 percent) and the lowest were in the Senqu River Valley with 1,218 (6.4 percent).

**Table 4.21: Repeaters in Registered Secondary Schools by District, Ecological Zone and Sex, 2020**

DISTRICT	FOOTHILLS			LOWLANDS			MOUNTAIN			SRV			Total
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	
Butha-Buthe	88	145	<b>233</b>	548	518	<b>1066</b>	5	8	<b>13</b>	0	0	<b>0</b>	<b>1312</b>
Leribe	44	26	<b>70</b>	1173	1308	<b>2481</b>	51	75	<b>126</b>	0	0	<b>0</b>	<b>2677</b>
Berea	70	69	<b>139</b>	1004	902	<b>1906</b>				0	0	<b>0</b>	<b>2045</b>
Maseru	28	87	<b>115</b>	1225	1105	<b>2330</b>	72	91	<b>163</b>	0	0	<b>0</b>	<b>2608</b>
Mafeteng	77	82	<b>159</b>	697	840	<b>1537</b>	0	0	<b>0</b>	0	0	<b>0</b>	<b>1696</b>
Mohale's Hoek	14	20	<b>34</b>	381	412	<b>793</b>	1	1	<b>2</b>	57	66	<b>123</b>	<b>952</b>
Quthing	0	0	<b>0</b>	0	0	<b>0</b>	40	50	<b>90</b>	175	188	<b>363</b>	<b>453</b>
Qacha's Nek	0	0	<b>0</b>	0	0	<b>0</b>	179	181	<b>360</b>	46	101	<b>147</b>	<b>507</b>
Mokhotlong	0	0	<b>0</b>	0	0	<b>0</b>	340	500	<b>840</b>	0	0	<b>0</b>	<b>840</b>
Thaba-Tseka	0	0	<b>0</b>	0	0	<b>0</b>	155	216	<b>371</b>	38	46	<b>84</b>	<b>455</b>
<b>Total</b>	<b>321</b>	<b>429</b>	<b>750</b>	<b>5028</b>	<b>5085</b>	<b>10113</b>	<b>843</b>	<b>1122</b>	<b>1965</b>	<b>316</b>	<b>401</b>	<b>717</b>	<b>13545</b>

Table 4.22 displays the distribution of repeaters in registered secondary schools by districts, location, and sex in 2020. It depicts that a higher proportion of the repeaters were in Leribe with 2,677(19.7 percent), followed by Maseru with 2,608(19.2 percent) and the least was Quthing with 453(3.3 percent). Urban areas had the highest number of repeaters with 6,471(47.7 percent), then followed by rural schools with 5118(37.7 percent) repeaters, while the least was peri-urban with 1956(14.4 percent).

**Table 4.22 Repeaters in Registered Secondary Schools by District, Location, and Sex, 2020**

DISTRICT	URBAN			PERI-URBAN			RURAL			Total
	M	F	Total	M	F	Total	M	F	Total	
Butha-Buthe	360	313	<b>673</b>	0	0	<b>0</b>	281	358	<b>639</b>	<b>1312</b>
Leribe	473	614	<b>1087</b>	199	218	<b>417</b>	596	577	<b>1173</b>	<b>2677</b>
Berea	389	313	<b>702</b>	229	226	<b>455</b>	456	432	<b>888</b>	<b>2045</b>
Maseru	795	702	<b>1497</b>	253	249	<b>502</b>	277	332	<b>609</b>	<b>2608</b>
Mafeteng	309	399	<b>708</b>	159	149	<b>308</b>	306	374	<b>680</b>	<b>1696</b>
Mohale's Hoek	291	340	<b>631</b>	21	30	<b>51</b>	141	129	<b>270</b>	<b>952</b>
Quthing	129	136	<b>265</b>	3	12	<b>15</b>	83	90	<b>173</b>	<b>453</b>
Qacha's Nek	131	130	<b>261</b>	28	27	<b>55</b>	66	125	<b>191</b>	<b>507</b>
Mokhotlong	206	233	<b>439</b>	28	21	<b>49</b>	106	246	<b>352</b>	<b>840</b>
Thaba-Tseka	84	124	<b>208</b>	54	50	<b>104</b>	55	88	<b>143</b>	<b>455</b>
<b>Total</b>	<b>3167</b>	<b>3304</b>	<b>6471</b>	<b>974</b>	<b>982</b>	<b>1956</b>	<b>2367</b>	<b>2751</b>	<b>5118</b>	<b>13545</b>

Table 4.23 depicts the distribution of repeaters in registered secondary schools by age, level of education and sex in 2020. It denotes that a higher proportion of repeaters were in Grade 9 with 4,760(35.1 percent) while those in Grade 8 and Grade 10 followed with 4,444(32.8 percent) and 2,304(17.0 percent) respectively. It further shows that most of these repeaters were in ages 16, 17 and 15 years with 2956(21.7 percent), 2,693(19.8 percent) and 2,681(19.7 percent) respectively.

**Table 4.23: Repeaters in Registered Secondary Schools by Age, Grade and Sex, 2020**

Age	GRADES		GRADE9		GRADE10		GRADE11		GRADE12		Total
	M	F	M	F	M	F	M	F	M	F	
12	22	22	0	0	0	0	0	0	0	0	<b>44</b>
13	131	179	15	37	0	0	0	0	0	0	<b>362</b>
14	481	577	169	255	11	20	0	0	0	0	<b>1513</b>
15	697	635	435	695	74	102	9	34	0	0	<b>2681</b>
16	624	396	590	713	183	286	47	104	1	2	<b>2946</b>
17	406	274	500	489	305	359	142	210	5	3	<b>2693</b>
18	0	0	475	387	259	263	209	332	22	32	<b>1979</b>
19	0	0	0	0	256	186	156	198	26	40	<b>862</b>
20	0	0	0	0	0	0	205	157	18	25	<b>405</b>
21	0	0	0	0	0	0	0	0	35	25	<b>60</b>
<b>Total</b>	<b>2361</b>	<b>2083</b>	<b>2184</b>	<b>2576</b>	<b>1088</b>	<b>1216</b>	<b>768</b>	<b>1035</b>	<b>107</b>	<b>127</b>	<b>13545</b>

**4.8.2 Transition Rates from Grade 10 to Grade 11**

Table 4.24 illustrates the transition rates from Grade 10 to Grade 11. Transition rates reveal that there were more females than males who progressed from Grade 10 to Grade 11 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 reveals that the transition rate had improved from 2016 (71.7 percent) to 2017 where 71.8 percent was noted.

**Table 4.24: Transition Rates from Form C to Form D, 2002 – 2019**

Year	Males	Females	Total
2002	74.3	75.2	<b>74.8</b>
2003	79	77	<b>77.9</b>
2004	78.3	76.4	<b>77.2</b>
2005	75.2	73.7	<b>74.4</b>
2006	68.7	67	<b>67.7</b>
2007	71.8	75.7	<b>74.0</b>
2008	71.7	78.2	<b>75.3</b>
2009	78.6	76.2	<b>77.2</b>
2010	73.6	75.3	<b>74.6</b>
2011	69.7	72.7	<b>71.4</b>
2012	70.4	72.6	<b>71.4</b>
2013	74.4	75.2	<b>74.9</b>
2014	71.1	70.2	<b>70.6</b>
2015	76	70.9	<b>73.0</b>
2016	72.3	71.2	<b>71.7</b>
2017	71.4	72.1	<b>71.8</b>
2018	66.2	68	<b>67.2</b>
2019	64.2	65.6	<b>65.0</b>

### **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 2008 to 2018. 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 percent in 2015 to 1.8 percent in 2018. First class percentages also dropped from 6.4 to 5.9 during the same period. Second Class Passes decreased from 48.1 to 45.8 percent whereas third class passes were approximately stable at 12.0 percent from 2015 to 2018. The number of those who failed declined from 31.5 percent in 2015 to 34.5 percent in 2018.

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

The Government has localized the final examination the senior secondary level, hence an introduction of the Lesotho General Certificate in Secondary Education (LGCSE) which started in the year 2014. In the past, more than 20 years ago, the Cambridge Overseas School Certificate (COSC) was obtained at the end of senior secondary education.

Table 4.25 displays LGCSE/IGSE examinations results per district in 2018. The table illustrates that Maseru was top with 3966(27.6 percent) students that sat for the examinations and was followed by Leribe and Berea with 2896(20.2 percent) and 2047(14.3 percent) respectively. The table further illustrates that most students passed their subjects with symbol E followed by symbol D and C.

**Table 4.25: Junior Certificate Examination Results, 2008-2018**

<b>Indicators</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>	<b>2018</b>
Candidates	16056	18774	20766	21010	21414	20894	21688	21678	21314	20913	22308
Total passes	11423	12840	14523	14556	14639	14862	14856	14830	14694	14533	14608
Percentage of passes	71.1	68.4	70	69.3	68.4	71.1	68.5	68.4	68.9	69.5	65.5
Number of first class with merit	233	253	333	352	369	379	306	418	288	344	407
Merit percentages	1.5	1.3	1.6	1.7	1.7	1.8	1.4	1.9	1.4	1.6	1.8
Number of first class passes	997	1451	1524	1582	1706	1567	1412	1384	1388	1398	1315
First class percentages	6.2	7.7	7.3	7.5	8	7.5	6.5	6.4	6.5	6.7	5.9
Number of second class passes	8370	9364	10656	10679	10285	10596	10490	10425	10641	10232	10213
Second class percentages	52.1	49.9	51.3	50.8	48	50.7	48.4	48.1	49.9	48.9	45.8
Number of third class passes	1823	1772	2010	1943	2279	2320	2648	2603	2377	2559	2673
Third class percentages	11.4	9.4	9.7	9.2	10.6	11.1	12.2	12	11.2	12.2	12
Number of failures	4633	5934	6243	6454	6775	6032	6832	6848	6620	6380	7700
Percentages of failures	28.9	31.6	30	30.7	31.6	28.9	31.5	31.5	31.1	30.5	34.5

**Table 4.26: LGCSE/IGCSE Examination Results, 2018**

<b>District</b>	<b>Student Total</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*-G</b>	<b>%</b>	<b>A*-A</b>	<b>%</b>
Butha buthe	1047	55	222	708	1459	1431	1540	1349	857	8004	7621	95.2	277	5.5
Leribe	2896	119	492	1934	4156	4471	4192	3459	2086	21814	20909	95.9	611	2.8
Berea	2047	47	256	962	2647	2833	2780	2609	1706	14578	13840	94.9	303	2.1
Maseru	3966	190	811	2543	5413	5807	5459	4664	2817	29101	27704	95.2	1001	3.4
Mafeteng	1597	53	205	854	2358	2555	2291	1856	1065	11675	11237	96.3	258	2.2
Mohale's hoek	756	43	168	608	1114	1109	1018	893	617	5883	5570	94.7	211	3.6
Quthing	716	11	60	228	691	1020	1043	1024	771	5325	4848	91	71	1.3
Qacha's nek	443	2	38	210	626	748	691	572	269	3274	3156	96.4	40	1.2
Mokhotlong	518	14	63	292	745	787	737	609	399	3789	3646	96.2	77	2
Thaba tseka	378	6	43	240	477	476	540	515	297	2722	2594	95.3	49	1.8
<b>Totals for all Centres</b>	<b>14364</b>	<b>540</b>	<b>2358</b>	<b>8579</b>	<b>19692</b>	<b>21256</b>	<b>21256</b>	<b>17552</b>	<b>10884</b>	<b>106165</b>	<b>101125</b>	<b>95.3</b>	<b>2898</b>	<b>2.7</b>

## Chapter 5: Non-Formal Education

### 5.0 Introduction

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

### 5.1 Enrolment

Table 5.1 reveals enrolment in registered technical and vocational schools by age and sex in 2019. It can be seen from the table that enrolment in 2019 was 4584, where female learners constituted 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, 2019**

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

Table 5.2 displays enrolment in registered technical and vocational schools by district, agency and sex for the year 2019. 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 found only in seven districts, these are Maseru amounting to 2628 (57.3 percent) followed by Leribe and Mohale’s Hoek with 959 (20.9 percent) and 484 (10.6 percent) 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, 2019**

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	<b>959</b>
Berea	0	0	3	18	0	0	0	0	0	0	0	0	<b>21</b>
Maseru	144	441	15	38	0	0	206	97	0	0	684	1003	<b>2628</b>
Mohales hoek	0	0	28	16	0	0	46	394	0	0	0	0	<b>484</b>
Quthing	0	0	0	0	214	39	0	0	0	0	0	0	<b>253</b>
Mokhotlong	0	0	0	0	8	44	0	0	0	0	0	0	<b>52</b>
Thaba-tseka	134	53	0	0	0	0	0	0	0	0	0	0	<b>187</b>
<b>Total</b>	<b>429</b>	<b>692</b>	<b>46</b>	<b>72</b>	<b>222</b>	<b>83</b>	<b>513</b>	<b>629</b>	<b>11</b>	<b>107</b>	<b>717</b>	<b>1063</b>	<b>4584</b>

Table 5.3 shows repeaters in registered technical and vocational schools by district and sex for the year 2019. Out of the total enrolment of 4584 in this level of education, repeaters constituted 508, out of whom 275 were males and 233 were females. Comparison by agency demonstrates that majority of repeaters were in RCM institutions with 356 followed by private with 137 and lastly LEC institutions with 15. Maseru had the highest percentage of repeaters which was 430 and was followed by Mohale’s Hoek with 53.

**Table 5.3: Repeaters in Registered Technical and Vocational Schools by District and sex, 2019**

District	LEC		RCM		PRIVATE		Total
	M	F	M	F	M	F	
Leribe	0	0	0	0	4	6	<b>10</b>
Maseru	0	0	206	97	48	79	<b>430</b>
Mohales hoek	0	0	4	49	0	0	<b>53</b>
Quthing	12	0	0	0	0	0	<b>12</b>
Mokhotlong	1	2	0	0	0	0	<b>3</b>
<b>Total</b>	<b>13</b>	<b>2</b>	<b>210</b>	<b>146</b>	<b>52</b>	<b>85</b>	<b>508</b>

Table 5.4 demonstrates the number of students who left school in technical and vocational institutions by district, agency and sex for the year 2019. 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, 2019**

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	0	12	4	6	<b>41</b>
Berea	0	0	3	2	0	0	0	0	0	0	0	<b>5</b>
Maseru	144	441	4	2	0	0	11	22	32	51		<b>707</b>
Mohales hoek	0	0	0	2	0	0	1	15	0	0		<b>18</b>
Mokhotlong	0	0	0	0	2	5	0	0	0	0		<b>7</b>
<b>Total</b>	<b>154</b>	<b>450</b>	<b>7</b>	<b>6</b>	<b>2</b>	<b>5</b>	<b>12</b>	<b>49</b>	<b>36</b>	<b>57</b>		<b>778</b>

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 2019. 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, 2019**

<b>Major Reasons for Leaving</b>	<b>M</b>	<b>F</b>	<b>Total</b>	<b>%</b>
Death	4	9	<b>13</b>	<b>1.7</b>
Dismissed	0	2	<b>2</b>	<b>0.3</b>
Don't like schooling	5	8	<b>13</b>	<b>1.7</b>
Illness	6	10	<b>16</b>	<b>2.1</b>
Herding	1	0	<b>1</b>	<b>0.1</b>
Looking after the sick/old/children	0	2	<b>2</b>	<b>0.3</b>
Marriage	1	15	<b>16</b>	<b>2.1</b>
No founds	12	21	<b>33</b>	<b>4.2</b>
No guardian	1	1	<b>2</b>	<b>0.3</b>
Pregnancy	0	25	<b>25</b>	<b>3.2</b>
Seek Employment	180	467	<b>647</b>	<b>83.2</b>
Transfer	1	0	<b>1</b>	<b>0.1</b>
Other	0	7	<b>7</b>	<b>0.9</b>
<b>Total</b>	<b>211</b>	<b>567</b>	<b>778</b>	<b>100</b>

## **5.2 Teaching Staff**

Table 5.6 displays teachers in technical and vocational institutions by district, agency and sex for the year 2019. As prior mentioned that the 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 number of 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 institutions 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, 2019**

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	<b>42</b>	<b>21.2</b>
Berea	0	0	4	1	0	0	0	0	0	0	0	0	<b>5</b>	<b>2.5</b>
Maseru	2	3	4	3	0	0	7	6	0	0	26	19	<b>70</b>	<b>35.4</b>
Mohales hoek	0	0	3	1	0	0	8	31	0	0	0	0	<b>43</b>	<b>21.7</b>
Quthing	0	0	0	0	17	2	0	0	0	0	0	0	<b>19</b>	<b>9.6</b>
Mokhotlong	0	0	0	0	2	2	0	0	0	0	0	0	<b>4</b>	<b>2.0</b>
Thaba-tseka	12	3	0	0	0	0	0	0	0	0	0	0	<b>15</b>	<b>7.6</b>
<b>Total</b>	<b>15</b>	<b>7</b>	<b>11</b>	<b>5</b>	<b>19</b>	<b>4</b>	<b>30</b>	<b>47</b>	<b>2</b>	<b>8</b>	<b>28</b>	<b>22</b>	<b>198</b>	<b>100.0</b>

Table 5.7 reflects teachers in registered technical and vocational schools by teacher's rank in 2019. It is shown that out of 198 teachers in 2018, 105 (53.0 percent) were males while 93 (47.0 percent) were females. The table further shows that teachers were largely populated in the lower ranks such as Teacher Assistant 71 (35.9 percent) and assistant specialist Teacher 38 (19.2 percent) and that the percentages were low in the higher ranks.

**Table 5.7: Teachers in Registered Technical and Vocational Schools by Teacher's Rank and Sex, 2019**

TEACHER'S RANK	M	F	Total
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: Technical and Vocational Education Training

### 6.0 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 diplomas in a range of study fields from agriculture, basic handicrafts, home economics, hospitality, construction, engineering, business, management and IT. Courses offered range from a period of one year to 36 months.

### 6.1 Enrolment

Table 6.1 reveals enrolment in registered technical and vocational schools by age and sex in 2018. It can be seen from the table that enrolment in 2018 was 4584, where female learners constituted 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 6.1: Enrolment in Registered Technical and Vocational Schools by Age and Sex, 2018**

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

Table 6.2 displays enrolment in registered technical and vocational schools by district, agency and sex for the year 2018. 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 found only in seven districts, these are Maseru amounting to 2628 (57.3 percent) followed by Leribe and Mohale's Hoek with 959 (20.9 percent) and 484 (10.6 percent) 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 6.2: Enrolment in Registered Technical and Vocational Schools by District, Agency and Sex, 2018**

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	<b>959</b>
Berea	0	0	3	18	0	0	0	0	0	0	0	0	<b>21</b>
Maseru	144	441	15	38	0	0	206	97	0	0	684	1003	<b>2628</b>
Mohales hoek	0	0	28	16	0	0	46	394	0	0	0	0	<b>484</b>
Quthing	0	0	0	0	214	39	0	0	0	0	0	0	<b>253</b>
Mokhotlong	0	0	0	0	8	44	0	0	0	0	0	0	<b>52</b>
Thaba-tseka	134	53	0	0	0	0	0	0	0	0	0	0	<b>187</b>
<b>Total</b>	<b>429</b>	<b>692</b>	<b>46</b>	<b>72</b>	<b>222</b>	<b>83</b>	<b>513</b>	<b>629</b>	<b>11</b>	<b>107</b>	<b>717</b>	<b>1063</b>	<b>4584</b>

Table 6.3 shows repeaters in registered technical and vocational schools by district and sex for the year 2018. Out of the total enrolment of 4584 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) trail 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 percent and was followed by Mohale's Hoek with 10.4 percent.

**Table 6.3: Repeaters in Registered Technical and Vocational Schools by District and sex, 2018**

District	LEC		RCM		PRIVATE		Total
	M	F	M	F	M	F	
Leribe	0	0	0	0	4	6	<b>10</b>
Maseru	0	0	206	97	48	79	<b>430</b>
Mohales hoek	0	0	4	49	0	0	<b>53</b>
Quthing	12	0	0	0	0	0	<b>12</b>
Mokhotlong	1	2	0	0	0	0	<b>3</b>
<b>Total</b>	<b>13</b>	<b>2</b>	<b>210</b>	<b>146</b>	<b>52</b>	<b>85</b>	<b>508</b>

Table 6.4 demonstrates the number of students who left school in technical and vocational institutions by district, agency and sex for the year 2018. 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 dropouts; 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 6.4: Students Who Left School in Technical and Vocational Institutions by District, Agency and Sex, 2018**

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	<b>41</b>
Berea	0	0	3	2	0	0	0	0	0	0	<b>5</b>
Maseru	144	441	4	2	0	0	11	22	32	51	<b>707</b>
Mohales hoek	0	0	0	2	0	0	1	15	0	0	<b>18</b>
Mokhotlong	0	0	0	0	2	5	0	0	0	0	<b>7</b>
<b>Total</b>	<b>154</b>	<b>450</b>	<b>7</b>	<b>6</b>	<b>2</b>	<b>5</b>	<b>12</b>	<b>49</b>	<b>36</b>	<b>57</b>	<b>778</b>

Table 6.5 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 2018. 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 6.5: Students Who Left School in Registered Technical and Vocational Schools by Reason and Sex, 2018**

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

## 6.2 Teaching Staff

Table 6.6 displays teachers in technical and vocational institutions by district, agency and sex for the year 2018. As prior mentioned that most 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 number of 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 institutions with 50 (25.3 percent) while the least was ACL with 10 (5.1 percent).

**Table 6.6: Teachers in Registered Technical and Vocational Schools by District, Agency and Sex, 2018**

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	<b>42</b>	<b>21.2</b>
Berea	0	0	4	1	0	0	0	0	0	0	0	0	<b>5</b>	<b>2.5</b>
Maseru	2	3	4	3	0	0	7	6	0	0	26	19	<b>70</b>	<b>35.4</b>
Mohales hoek	0	0	3	1	0	0	8	31	0	0	0	0	<b>43</b>	<b>21.7</b>
Quthing	0	0	0	0	17	2	0	0	0	0	0	0	<b>19</b>	<b>9.6</b>
Mokhotlong	0	0	0	0	2	2	0	0	0	0	0	0	<b>4</b>	<b>2.0</b>
Thaba-tseka	12	3	0	0	0	0	0	0	0	0	0	0	<b>15</b>	<b>7.6</b>
<b>Total</b>	<b>15</b>	<b>7</b>	<b>11</b>	<b>5</b>	<b>19</b>	<b>4</b>	<b>30</b>	<b>47</b>	<b>2</b>	<b>8</b>	<b>28</b>	<b>22</b>	<b>198</b>	<b>100.0</b>

Table 6.7 reflects teachers in registered technical and vocational schools by teacher's rank in 2018. It is shown that out of 198 teachers in 2018, 105 (53.0 percent) were males while 93 (47.0 percent) were females. The table further shows that teachers were largely populated in the lower ranks such as Teacher Assistant 71 (35.9 percent) and assistant specialist Teacher 38 (19.2 percent) and that the percentages were low in the higher ranks.

**Table 6.7: Teachers in Registered Technical and Vocational Schools by Teacher's Rank and Sex, 2018**

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

## **Chapter 7. Tertiary**

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 (HEIs). The source of data for Chapter 7 is supplied here by the Council on Higher Education based on data collected annually through the Higher Education Management Information System (HEMIS) and the State of Higher Education Report which is produced every two to three years.

There are currently 15 institutions recognised by the Government of Lesotho. Nine of these institutions are public institutions and six are private institutions. Classification by type shows that seven of the institutions are college level institutions, three are universities, four are denominationally owned and administered institution and one is a centre.

The public HEIs are as follows:

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)
15. Botho University

### **7.1 Tertiary Enrolment by Institution**

A total of 23,749 students were enrolled at HEIs in Lesotho in the academic year 2019/2020. Out of this number 62.4 percent were females while a 37.6 percent were males. According to the table majority of the students in this level of education, were in public institutions such as NUL, LUCT, LP and LCE, where More than 80.0 percent of the students were enrolled in public institutions, mostly in NUL, LCE and LP, this as has been the trend since 2014/15. Private institutions enrolled less than 20.0 percent of the students throughout the years as presented in Table 7. 1

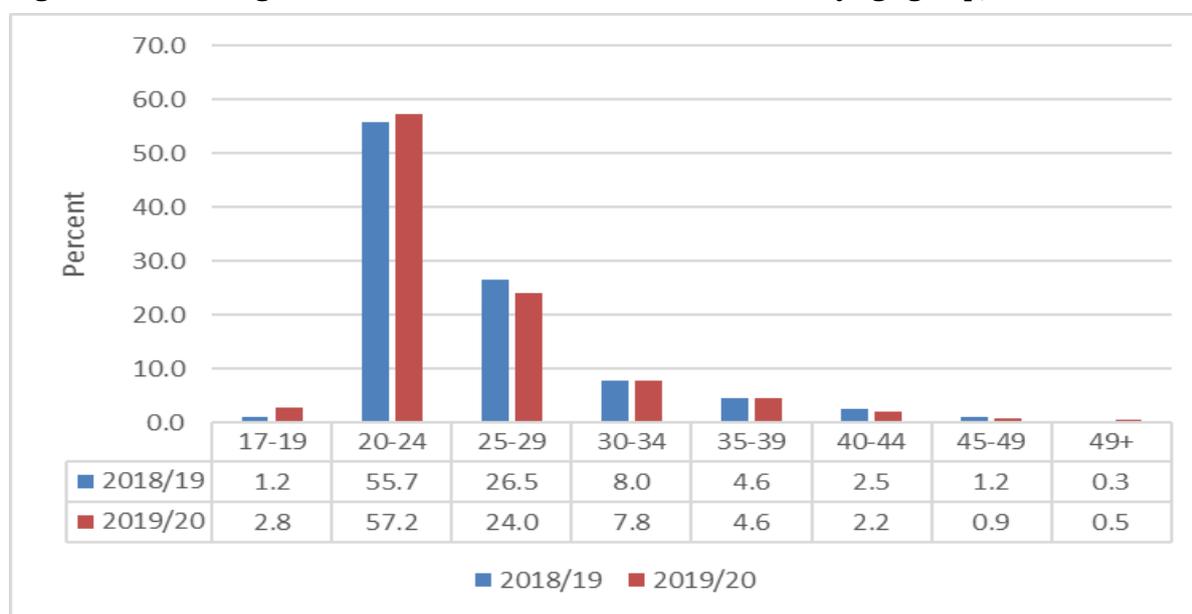
**Table 7.1 Enrolment in Tertiary Institutions by Sex by Year**

HIGHER EDUCATION INSTITUTION	2017/18			2018/19			2019/20		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Botho University	319	317	<b>636</b>	515	528	<b>1043</b>	692	729	<b>1421</b>
Center of Accounting Studies	808	1055	<b>1863</b>	712	1081	<b>1793</b>	407	686	<b>1093</b>
Institute of Development Management	153	327	<b>480</b>	124	292	<b>416</b>	99	260	<b>359</b>
Lesotho Agricultural College	232	220	<b>452</b>	241	248	<b>489</b>	286	263	<b>549</b>
Lesotho College of Education	821	1988	<b>2809</b>	753	2001	<b>2754</b>	741	2030	<b>2771</b>
Lesotho Boston health alliance	4	4	<b>8</b>	6	5	<b>11</b>	7	7	<b>14</b>
Lesotho institute of public administration and management	93	280	<b>373</b>	71	217	<b>288</b>	82	233	<b>315</b>
Lerotholi Polytechnic	1367	1248	<b>2615</b>	1333	1289	<b>2622</b>	1202	1285	<b>2487</b>
Limkokwing University	1488	2038	<b>3526</b>	1538	2258	<b>3796</b>	1541	2452	<b>3993</b>
Maluti Adventist College	65	186	<b>251</b>	79	193	<b>272</b>	67	177	<b>244</b>
National Health Training College	142	325	<b>467</b>	123	295	<b>418</b>	124	261	<b>385</b>
National University of Lesotho	3435	5914	<b>9349</b>	3481	5996	<b>9477</b>	3596	6069	<b>9665</b>
Paray School of Nursing	34	115	<b>149</b>	28	115	<b>143</b>	29	110	<b>139</b>
Roma College of Nursing	28	100	<b>128</b>	28	99	<b>127</b>	25	106	<b>131</b>
Scott College of Nursing	23	123	<b>146</b>	41	142	<b>183</b>	30	153	<b>183</b>
<b>TOTAL</b>	<b>9012</b>	<b>14240</b>	<b>23252</b>	<b>9073</b>	<b>14759</b>	<b>23832</b>	<b>8928</b>	<b>14821</b>	<b>23749</b>

## 7.2 Tertiary Enrolment by Age

The standard population eligible for enrolment in higher education is the population in the age range of 18 to 25 years. The percentage distribution of students enrolled in HEIs by age presented in figure 7.2 shows that in 2018/19 some 57.0 percent of all students enrolled were in the age range 17 to 24 years and in 2019/20 students in this age category accounted for 60.0 percent of enrolments in HEIs. In both academic years, 75.0 percent of students enrolled in HEIs are concentrated in the age range 20 to 29.

**Figure 7.1 Percentage distribution of student enrolment in HEIs by age group, 2018/19- 2019/20**

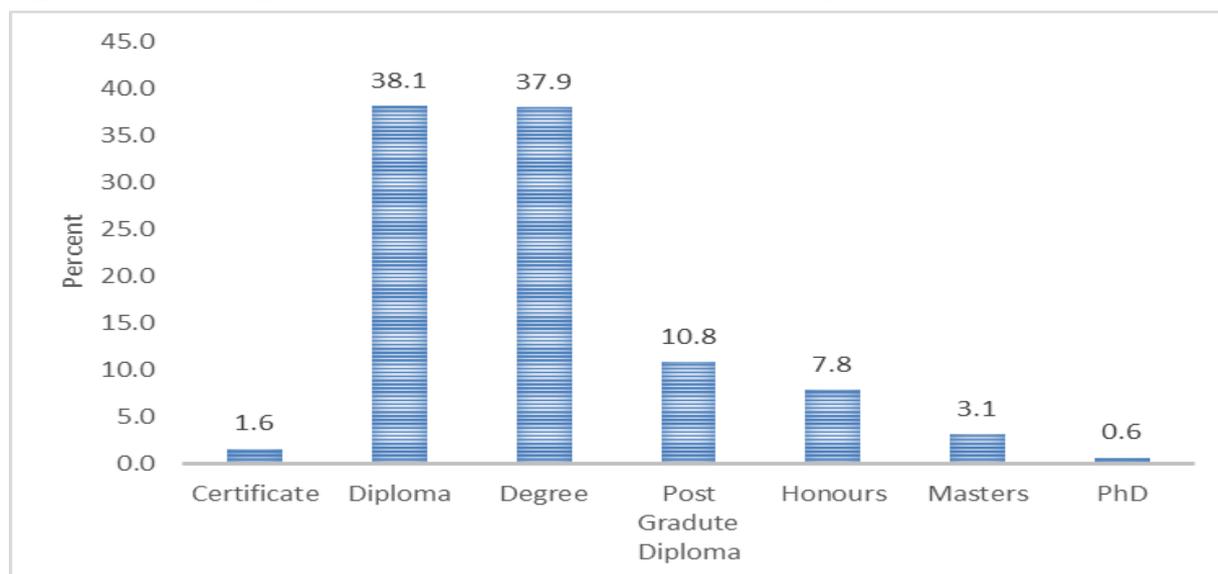


The national higher education policy promotes access to higher education for prospective students who are not recent school leavers, that is, adult students (age group 26-50 years). In 2018/19 adult students accounted for 32.0 percent of the students enrolled while in 2019/20 this age group accounted for 34.0 percent of all enrolments in HEIs, many of which are enrolled part time programmes and, in some cases, adult education programmes. In 2019/20 students in the age group 26 to 50 years accounted for 63.0 percent part-time students and 29.0 percent of full-time students.

### 7.3 Enrolment by level of study

The percentage distribution of students enrolled in HEIs by level of study depicted in Figure 7.3 shows that about 38.0 percent of the students are enrolled in diploma programmes and another 38.0 percent in degree programmes. The figure suggests that enrolment in HEIs is predominately at undergraduate level with post graduate students accounting for about 22.0 percent of all students enrolled in HEIs. Of great concern is the fact that there are very few postgraduate programmes and students at both master’s and doctoral levels.

**Figure 7.2 Percentage distribution of students enrolled in HEIs by level of study, 2019/20**



### 7.4 Enrolment by Programme of Study

Data on enrolment in HEIs by programme of study and gender are presented in Table 7.2. The enrolment in the ICT, Engineering, and agriculture programmes are largely male and only one third or less of the students enrolled in these programmes are females. In addition, only 45.0 percent enrolled in science are females. The table further shows that over 70.0 percent of the students enrolled in education, nursing, media/communication and tourism are females.

**Table 7.2 Enrolment in HEIs by Programme of Study and Gender, 2019/20**

<b>HEI Programme</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>% Total</b>
Accounting/Business	3165	1500	<b>4665</b>	<b>67.8</b>
Education	2801	1061	<b>3862</b>	<b>72.5</b>
ICT	266	600	<b>866</b>	<b>30.7</b>
Nursing	883	306	<b>1189</b>	<b>74.3</b>
Science	1170	1429	<b>2599</b>	<b>45.0</b>
Agriculture	361	578	<b>939</b>	<b>38.4</b>
Engineering	151	526	<b>677</b>	<b>22.3</b>
Health	276	190	<b>466</b>	<b>59.2</b>
Law	328	187	<b>515</b>	<b>63.7</b>
Humanities	640	247	<b>887</b>	<b>72.2</b>
Social Sciences	2540	1189	<b>3729</b>	<b>68.1</b>
Media/Communication	963	325	<b>1288</b>	<b>74.8</b>
Tourism	821	236	<b>1057</b>	<b>77.7</b>
Design and Innovation	476	689	<b>1165</b>	<b>40.9</b>
<b>Total</b>	<b>14841</b>	<b>9063</b>	<b>23904</b>	<b>62.1</b>

### **7.3 Teaching and Learning in Higher Education**

Improving teaching and learning in higher education is one of the key objectives of the national higher education policy. Central to this objective is the quality of the staff employed in HEIs, particularly instructional staff.

#### **7.3.1 Staff by category of employment and terms of employment**

Figure 7.3 presents the number of staff members in HEIs by category of employment for the academic years 2017/18 to 2019/20. The figure shows that in 2017/18 and 2019/20 just over 50.0 percent of the staff in HEIs were instructional staff and about 44.0 percent of the staff were support staff. In 2018/19 the proportion of instructional staff in HEIs was almost equal to that of support staff at about 48.0 percent.

**Figure 7.3 Number of staff members in HEIs by category of employment. 2017/18 to 2019/20**

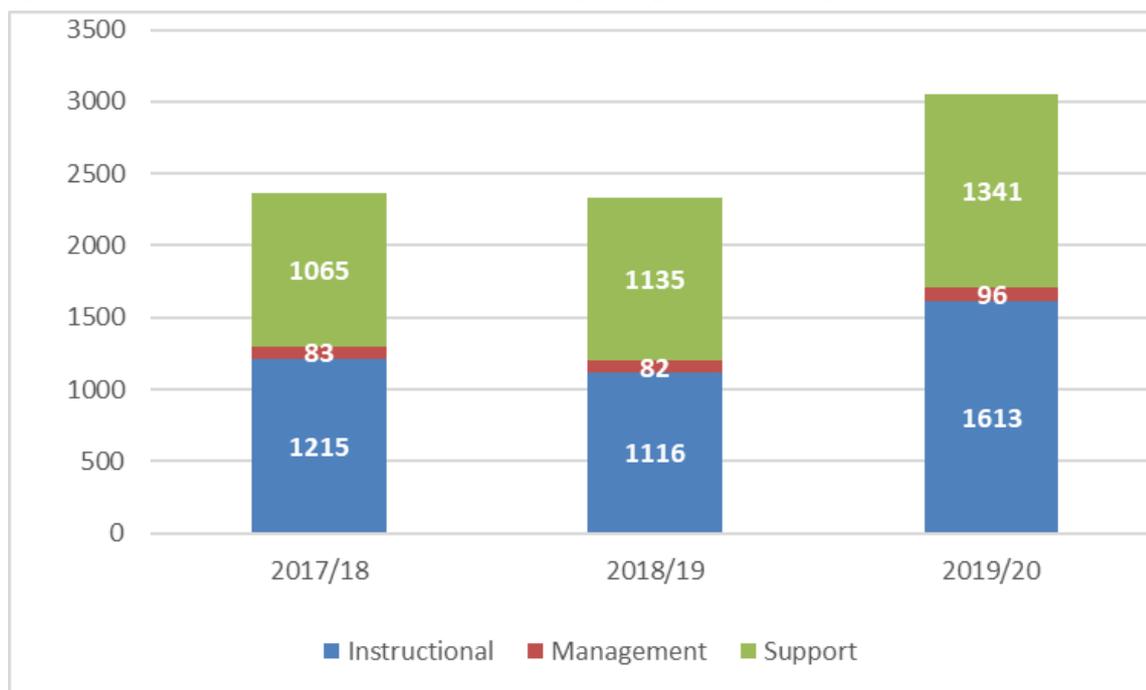
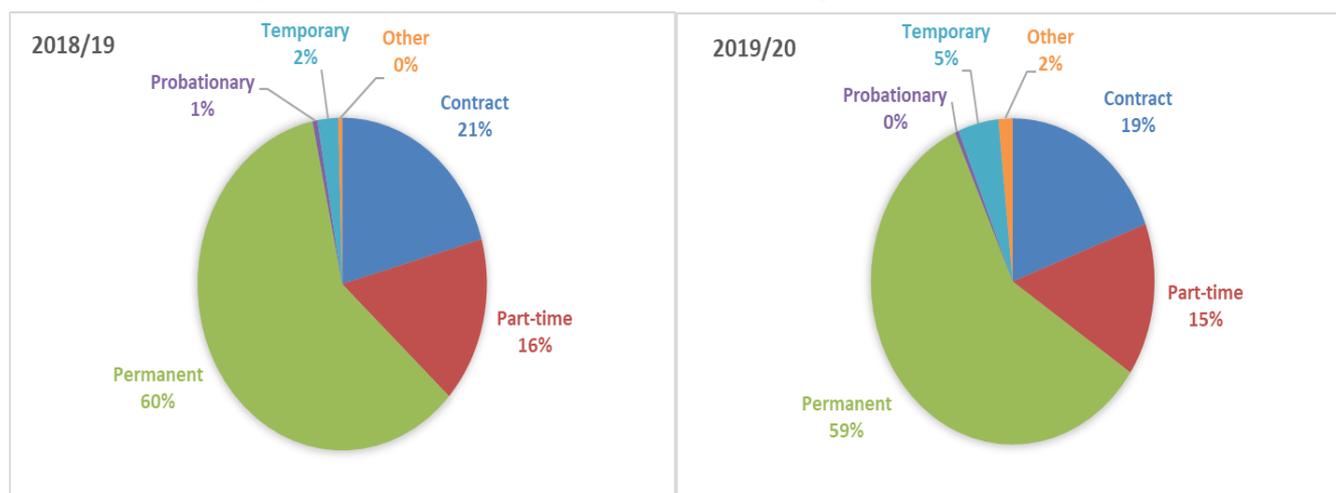


Figure 7.4 presents the percentage distribution of staff in HEIs by terms of employment in 2018/19 and 2019/20. As shown in the figure, staff in HEIs are predominately (around 60.0 percent) engaged on permanent basis. In both academic years contractual staff comprised about 20.0 percent and about 15.0 percent of the staff were engaged on part-time basis.

**Figure 7.4 Percentage distribution of staff in HEIs by terms of employment, 2018/19 and 2019/20**



### 7.3. Staff by qualifications

One of the higher education quality assurance standards on the quality of staff provides that except for programmes leading to the highest qualification, at least 90.0 percent of the teaching staff should hold a qualification that is higher than the program exit level. The distribution of instructional staff in higher education institutions by qualification and level taught presented in

Table 7.3 shows that in general, Lesotho higher education institutions comply with this standard. The table shows that majority of the staff teaching diploma level programs have either Bachelor's or Master's degrees, 47.0 and 36.0 percent respectively. About 77.0 percent of the staff teaching degree level programs have Master's degrees and 16.0 percent have PhDs.

**Table 7.3 Instructional Staff in HEIs by Qualifications level taught**

Qualification	Level Taught						Total
	Certificate	Diploma	Degree	Honours	Masters	PhD	
Diploma	4	31	0	6	0	0	<b>41</b>
Degree	4	270	30	7	0	0	<b>311</b>
PGD	0	12	0	0	0	0	<b>12</b>
Honours	4	42	20	10	0	0	<b>76</b>
Masters	2	252	426	92	40	0	<b>812</b>
PhD	0	18	106	18	123	32	<b>297</b>
<b>Total</b>	<b>14</b>	<b>625</b>	<b>582</b>	<b>133</b>	<b>163</b>	<b>32</b>	<b>1549</b>

As shown in Table 7.4 the total modified staff quality index increased from 62.2 percent in 2018/19 to 71.2 percent in 2019/20. The increase can be attributed to the 47.0 percent increase in academic staff with Masters degrees and 80.0 percent increase in staff with PhD of over the period.

**Table 7.4 Modified Staff Quality Index by institution 2018/19 and 2019/20**

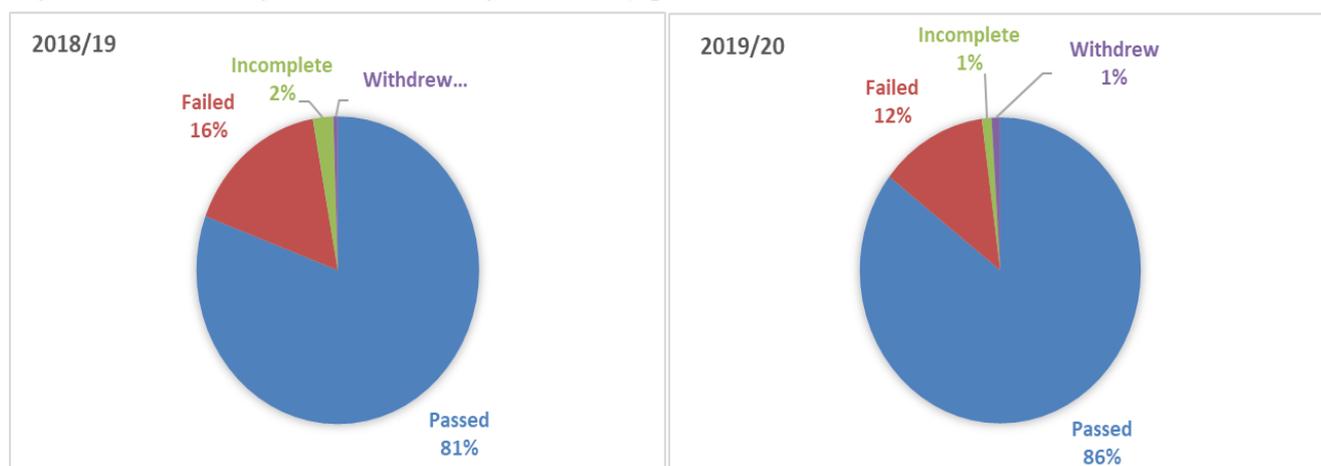
Institution	Modified Academic Quality Staff Index	
	2018/19	2019/20
Botho	80	72.2
CAS	11.1	10
IDM	75	63.2
LAC	26.5	31.1
LCE	63.6	61.3
LeBoHA	100	100
LIPAM	60.7	73.9
LP	28.2	26.9
LUCT	43.6	42.9
MAC	7.1	27.3
NHTC	17.8	17.5
NUL	89.3	89.3
PSN	23.8	21.7
RCN	7.1	0
SCN	14.3	40
<b>Total</b>	<b>64.2</b>	<b>71.2</b>

## 7.5 Graduates in HEIs

### 7.5 Graduate performance in HEIs

Graduate completion rates reflect institution efficiency and quality of teaching and learning. In 2018/19 some 81.0 percent of graduates successfully completed their studies while 16.0 percent failed. In 2019/20 the majority (86.0 percent) of students successfully completed their studies at the end of the academic year and graduated while 12.0 percent of the students failed.

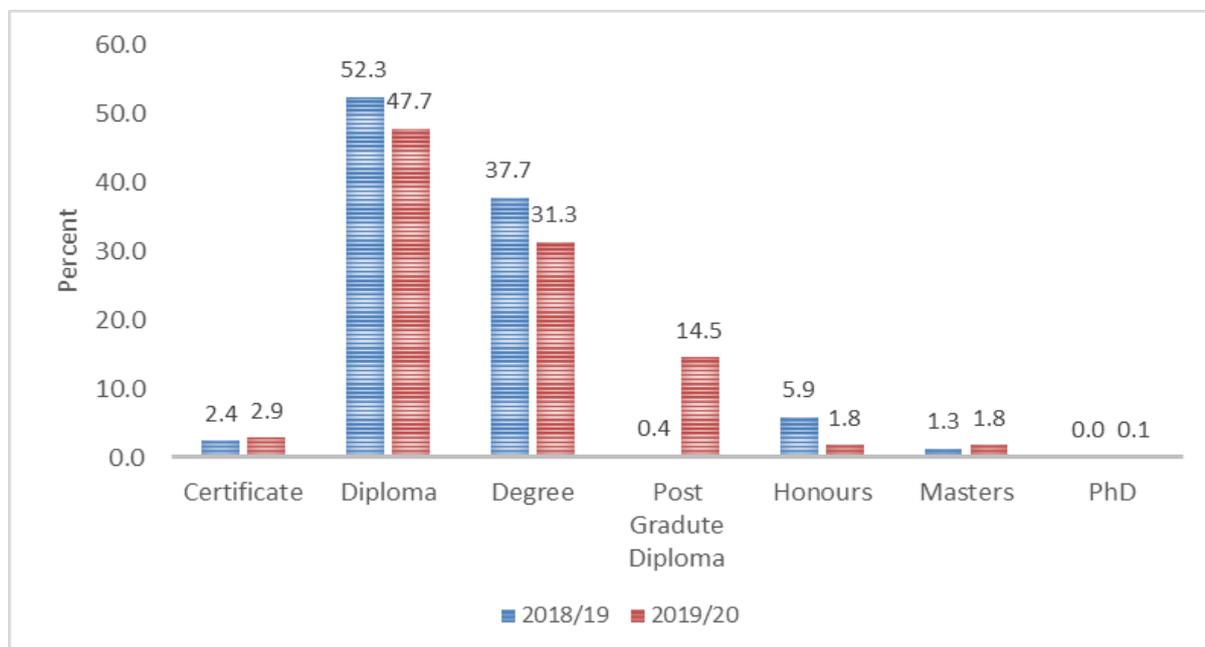
**Figure 7.5 Percentage distribution of graduates by pass status, 2018/19 and 2019/20**



### 7.7.2 Graduates by level of study

The higher education sector is expected to produce graduates that can make meaningful contribution to the country's development. The distribution of graduates by the level of study presented in Figure 7.7.2 indicates that overall there is a decline on graduates in diplomas and degrees in 2019/2020 compared to 2018/19 but there is a significant increase in proportion of graduates graduating with postgraduate qualifications.

**Figure 7.6 Percentage distribution of graduates by level of study**



## 7.8 Impact of COVID-19 on higher education

The current reporting period coincided with the global COVID-19 pandemic which saw most countries institute national lockdowns to curb the spread of the pandemic. The Government of Lesotho declared a state of emergency and imposed a national lockdown in March 2020. Noting at that time that the main mode of teaching in HEIs was face-to-face it was anticipated that the lockdown CHE would adversely affect teaching and learning in HEIs. CHE conducted a rapid assessment on teaching and learning in the COVID-19 environment in July 2020. In addition, the rapid assessment of higher education conducted in September to November 2021 included questions on measures taken to ensure that teaching and learning continued in the COVID-19 era, comments on the effectiveness of these measures and the challenges experienced. This section is a synthesis of the data collected in 2020 and in 2021.

### 7.8.1 Teaching and learning

At the time when COVID-19 pandemic began the predominant mode of teaching in most HEIs was face-to-face. This meant that aside from loss of teaching time owing to government instituted lockdowns, HEIs were faced with challenge of putting in place alternative modes of teaching and learning.

#### 7.8.1.1 Measures undertaken to ensure that teaching and learning continued

Some institutions such as CAS, MAC, NUL and Botho already had online teaching platforms in place at the beginning of the COVID-19 pandemic and were already using blended teaching approaches, albeit to varying extents. For these institutions the transition to online teaching and learning was relatively smooth. However, not all teaching staff were adequately equipped to switch to online teaching and to develop content for online

teaching platforms. HEIs were forced to capacitate staff in the use of online teaching platforms. For example, Maluti Adventist College (MAC) capacitated staff from some of the nursing colleges on the use of Moodle Cloud online teaching and learning Platform; Centre for Accounting Studies trained staff on the use of Office 365, Lesotho College of Education trained staff on the development, delivery and monitoring of online teaching processes.

Some institutions provided staff and students with devices to use for online teaching and learning. For instance, Botho provided staff with laptops and students with tablets to use for accessing online teaching and learning platforms. Some institutions provided staff with data bundles to facilitate teaching and learning. All institutions that benefited from the zero-rating of educational platforms facilitated by CHE and provided by the Lesotho Communication Authority (LCA).

National COVID-19 guidelines forced some institutions to continue face-to-face teaching but on a rotational basis. Students were divided into groups and came to campus turns for a block teaching period. The institutions ensured that student maintain social distancing by using 50 per cent of the capacity of lecture rooms for lectures. This approach was used at LUCT, LCE and CAS.

#### **7.8.1.2 Challenges of teaching and learning in the era of COVID-19**

The COVID-19 epidemic exposed the inadequacy of the ICT infrastructure in most HEIs. Another major challenge was the quality of internet services in most HEIs where the quality was not up to standard to use of online teaching platforms. Coupled with this, some students and staff did not have funds for data costs inherent in online teaching. This despite the zero-rating of some platforms provided to HEIs by LCA through the initiative of CHE. Online teaching meant that students who were residing in areas with no electricity and or access to internet were disadvantaged.

Rotational teaching led to some institutions extending teaching time beyond the normal school calendar to make up for time lost because of the lockdown and adherence to social distancing guidelines.

Some institutions could not admit student for the 2020/21 academic year as the institutions' infrastructure could not permit adherence to Covid-19 conditions without compromising the quality of education. In addition, other institutions did not have adequate financial resources to cater for adherence to Covid-19 pandemic guidelines. In some institutions the number of students admitted was reduced so as to facilitate compliance with Covid-19 guidelines. Institutions that offer programmes with a significant practical component reported that blended teaching and rotational teaching compromised the quality of the practical component to the courses.

## **7.9 Conclusion**

Enrolment in higher education has remained almost unchanged over the reporting period. The absorptive capacity of the higher education sector remains relatively low. This is because of limited infrastructure which makes it impossible for institutions to increase enrolments without compromising the quality of education.

The Higher Education sector is far from achieving equitable access to higher education for all. Most HEIs remain inaccessible to students with disabilities in terms of physical access and for nursing programmes, in terms of the nature of programmes offered.

The higher education sector programmes offerings are predominantly at undergraduate level. Over half of the graduate output of the higher education sector is at diploma level. Given the competences associated with this level, this implies that most graduates are not capacitated to create jobs or to make meaningful contribution to the country's economy.

## **Annex**

### **KEY INDICATORS**

**The Apparent Intake Rate (AIR)** is the number of new entrants in grade 1 in primary schools as a percentage of the population of 6-year-olds. AIR is a crude measure because it considers all new entrants irrespective of age.

**The Net Intake Rate (NIR)** measures only those new entrants of the official entrance age for new entrants as a proportion of population of 6-year-olds in Lesotho. It reflects the efficiency of the system in ensuring appropriate aged children enter primary

**Gender Parity Index** measures the proportion of girls enrolled to that of boys by dividing total girls enrolled by the number of boys. A value of one (1) indicates enrolment equality between males and females, while an index value of greater than one (1) signifies more females than males in the selected group are enrolled whereas an index value of less than one (1) indicates that more males than female learners are enrolled. The index should be one if equity is reached.

**Gross Enrolment Ratio (GER)** 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 an education level. It is also used to indicate the degree to which over-aged and under-aged children enrolled in at this level. A high GER shows that, there is a high degree of participation.

**Net Enrolment Rate (NER)** indicates the overall coverage of participation of the eligible population in the education system, namely those of the appropriate official school age for that level measured against the total population for that same age group. A high value of NER indicates a high degree of participation of the official school-age population.