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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	Lesotho Institute of Public Administration and Management
LP	Lerotholi Polytechnic
LUCT	Limkokwing University of Creative Technology
MAN	Maluti Adventist College
MoE	Ministry of Education
MoET	Ministry of Education and Training
NER	Net Enrolment Ratio/Rate
NCDC	National Curriculum Development Centre
NFE	Non-Formal Education
NHTC	National Health Training Center
NUL	National University of Lesotho
PSLE	Primary School Leaving Examination
PSN	Paray School of Nursing
PTC	Primary Teachers Certificate
RCM	Roman Catholic Church
RSN	Roma School of Nursing
Scott	Scott Hospital School of Nursing
SEN	Special Education Needs
SRV	Senqu River Valley
STC	Secondary Teachers Certificate
TVD	Technical and Vocational Department
TVET	Technical and Vocational Education Training
UNESCO	United Nations Education Science and Culture Organization
UPE	Universal Primary Education

Chapter 1: Background

Lesotho has made significant progress in its efforts towards Education for All by introducing Free Primary Education from 2000 through 2006, which was then reinforced to Free and Compulsory Primary Education by law in 2010. The importance of quality and recent education statistics cannot be overemphasized as a basis to improve strategic planning and accountability at all levels of the education sector.

1.1. The Education System

- **Basic Education:** This includes Early Childhood Development Education (ECCD) or pre-primary (ages 3-5 years), primary (Grades 1- 7), and lower secondary (Grades 8-10), as one level, with the official school going age of 3-15 years. pupils from preprimary automatically transit to lower secondary and only write an examination after completion of three years of lower secondary education. However, the analysis in this report will still separate the levels included in basic education because apart from examinations that are no longer written at the end of primary education but at the end of lower secondary education all other things did not change or remained the same.
- **Secondary Education:** Which includes senior high school (Grades 11-12 and learners are officially aged 16-17 years Progression from lower secondary to senior secondary school is through the Junior Certificate (JC) examination, administered by the Examinations Council of Lesotho
- **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 also 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 meet 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 empower the young generation with creative learning through its new teaching methodologies such as thinking skills, innovative mind-sets and creativity.

1.2 Agency or School Ownership

Lesotho's education institutions are owned either solely by government or 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.

1.3 Data Source and Coverage of the Census

1.3.1 Source

The main source of information reported here is from an annual education institution survey. 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 filling in the forms, the principals submit them 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 the 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.

1.3.2 Coverage of the Census

It should be noted that data was collected from schools that were operational and responded in the first two quarters of 2023 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. Including schools were non-operational, not because they were officially closed, but because they had no students at the time. Data was collected from 1504 schools in 2023.

Chapter 2: Early Childhood Care and Development (ECCD)

2.0 Introduction

Preprimary education is a crucial stage in a child's development. It helps children to develop the skills they need for success in school and beyond. It also helps them to learn how to interact with other students and teachers, which is essential for their social and emotional growth. Despite the benefits of preschool education, around 70 percent of preprimary age children in Lesotho are not in pre- primary education.

This is a concern because a failure to provide quality early childhood education limits children's futures by denying them opportunities to reach their full potential. Preprimary education provides the highest return on investment of all sub sectors because it is foundational learning. Government should progressively grow the preprimary system while ensuring quality.

Meeting the Curiosity of Children, Improving the concentration of children
Enhancing cognitive skills Diversified learning Helps in developing and boosting confidence
Boost socio-emotional skills Work as a team.

Little children are born with a curiosity to explore and understand the world around them. They possess a strong imagination and always want to discover new things. They want to make new associations, new friends and explore new environments and this form of education meets the curiosity and imagination of children so that they become good learners.

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 2021 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

Table 2.0 shows ECCD schools' gross enrolment and net enrolment rate by sex for the period 2016 to 2023 as recent data was not comprehensively available. From the table, it can be observed that gross enrolment rate (GER) have been decreasing over the past years.

Table 2.0: ECCD Schools Gross Enrolment Rate and Net Enrolment Rate by Sex, 2016-2023

Year	Gross Enrolment Rate (GER)		
	Males	Females	Total
2016	41.3	43	42.2
2017	40.8	42.4	41.6
2018	37.9	38.5	38.2
2019	36.3	36.8	36.6
2020	32,1	36,6	34,4
2021	34,1	35,1	34,6
2022	34,9	35,9	35,4
2023	34,7	35,7	35,2

2.2 Enrolment in Reception Classes

Table 2.1 shows enrolment in ECCD reception classes from 2010 to 2023. Enrolment in reception classes in 2014 was the highest with 6178, it decreased until it reached 4999 in 2023. Observed in the table again is that the number of schools gradually increased from 2010, (219 schools) to 2018 (243 schools), thereafter it fluctuated until it increased to 245 in 2023.

Table 2.1 Number of Reception schools and Enrolment 2010-2023

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
2021	5447	241	1
2022	4994	245	4
2023	4999	245	0

Table 2.2 shows enrolment and number of reception classes by district from 2020 to 2023. It can be observed from the table that overall enrolment and number of reception classes have been fluctuating from 2020 to 2023. In 2023, there was not much change in enrolment in the districts from 2022, excluding Qacha's Nek. The number of reception classes have increased from 240 in 2022 to 309 in 2023.

Table 2.2: Enrolment and Number of Reception Classes by District, 2020 - 2023

District	Enrolment				No. of reception classes			
	2020	2021	2022	2023	2020	2021	2022	2023
Botha-Bothe	479	492	479	479	19	19	19	26
Leribe	556	620	556	556	28	28	28	34
Berea	620	544	620	620	27	27	27	34
Maseru	709	937	709	709	34	34	34	41
Mafeteng	516	572	516	516	29	30	29	36
Mohale's Hoek	513	679	513	513	27	27	27	34
Quthing	350	338	350	350	19	19	19	26
Qacha's Nek	311	344	311	316	18	18	18	25
Mokhotlong	351	374	351	351	15	15	15	22
Thaba-Tseka	589	547	589	589	24	24	24	31
Total	4994	5447	4994	4999	240	241	240	309

Table 2.3 shows Reception classes by enrolment by sex, number of teaches and schools by district, in 2023. Table 2.3 indicates that total enrolment was 4999 in 2023. The distribution of ECCD enrolment by district indicates that Maseru was in the lead with 709 (14.2 percent) learners, followed by Berea with 620 (12.4 per cent) and then Thaba Tseka with 589 (11.8 percent) the least number of learners were in Qacha's Nek with 316 (6.3 per cent). Girls constituted 2,442 (48.8 per cent) and boys added up 2641 (52.8 per cent) of the enrolment in 2023.

Table 2.3: Enrolment and Number of Reception Classes by District, 2023

DISTRICTS	MALE	FEMALE	TOTAL	NO. OF SCHOOLS	TEACHERS
Botha Bothe	240	239	479	26	19
Leribe	296	260	556	34	28
Berea	338	282	620	34	28
Maseru	370	339	709	41	35
Mafeteng	261	255	516	36	30
Mohale's Hoek	274	239	513	34	27
Quthing	163	187	350	26	19
Qacha's nek	212	188	316	25	18
Mokhotlong	177	174	351	22	16
Thaba Tseka	310	279	589	31	25
Total	2641	2442	4999	309	245

2.3 Enrolment in ECCD (reception classes included)

Table 2.4 shows ECCD enrolment by district, age and sex in 2023. Enrolment in ECCD centers (including reception classes) decreased from 50,056 in 2018 to 47,447 children in 2019 and to 46622 in 2023.

The distribution of ECCD enrolment by district indicates that Maseru was in the lead with 10 507 (22.5 percent) learners, followed by Leribe with 8856 (19.0 per cent) and the least number of learners were in Qacha's Nek with 1844 (4.0 per cent). Comparison by sex and district shows that enrolment of girls exceeded that of boys in many districts except in Berea, Quthing and Botha Bothe where it is opposite. Girls constituted 23698 (50.8 per cent) and boys added up to 22,924 (49.2 per cent) of the enrolment in 2023.

Table 2.4: ECCD Enrolment by District, Age and sex, 2023

DISTRICTS	MALE	FEMALE	TOTAL
Botha Bothe	2125	2102	4227
Leribe	4387	4469	8856
Berea	3327	3293	6620
Maseru	5137	5370	10507
Mafeteng	1944	1980	3924
Mohale's Hoek	1577	1944	3521
Quthing	1036	965	2001
Qacha's nek	913	931	1844
Mokhotlong	1265	1365	2630
Thaba Tseka	1213	1279	2492
Total	22924	23698	46622

Table 2.5 illustrates ECCD teachers by district and sex in 2023. The number of teachers in ECCD centres during the year 2023 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 2.5: ECCD Teachers by District and Sex, 2023 *estimated by 2021 Teachers

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

Chapter 3: Primary School Education

3.0 Introduction

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, the Junior Secondary Certificate is now 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 2023. It is observed from the table that the total enrolment at this level was 311814 pupils in 2023. Out of this enrolment number, 51.0 percent of them were males enrolled at this level whereas females constituted 49.0 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. Most learners registered in primary schools are in the age group ranging from 6 to 14 years.

Table 3.1: Enrolment in Registered Primary Schools by Age, Grade and Sex, 2023

Age	GRADE1		GRADE2		GRADE3		GRADE4		GRADE5		GRADE6		GRADE 7		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
5	2022	1992	0	0	0	0	0	0	0	0	0	0	0	0	4014
6	15148	14119	816	882	0	0	0	0	0	0	0	0	0	0	30965
7	8211	6629	9844	11337	664	894	0	0	0	0	0	0	0	0	37579
8	2172	1408	7603	6679	8237	9631	657	955	0	0	0	0	0	0	37342
9	661	341	3272	2185	7919	7248	6634	8560	533	885	0	0	0	0	38238
10	357	176	1246	661	4341	2685	7808	7658	5632	7856	543	1139	0	0	40102
11	0	0	697	274	1787	926	4705	3168	6956	7240	4959	7446	724	1342	40224
12	0	0	0	0	1082	472	2347	1179	4709	3279	5828	6611	4436	6808	36751
13	0	0	0	0	0	0	1625	742	3146	1696	4651	3581	5064	6224	26729
14	0	0	0	0	0	0	0	0	1468	705	2482	1350	3635	3123	12763
15	0	0	0	0	0	0	0	0	0	0	1390	760	2128	1266	5544
16	0	0	0	0	0	0	0	0	0	0	0	0	957	606	1563
Total	28571	24665	23478	22018	24030	21856	23776	22262	22444	21661	19853	20887	16944	19369	311814

Table 3.2 displays the distribution of enrolment in registered primary schools by grade, sex, and year between 2019 to 2023. As indicated earlier, enrolment in primary schools has been showing an increasing trend from 2019 to 2020 but there after

enrolment trend decline from 2021 to 2023. The table further illustrates the Gender Parity Index (GPI) across the years which indicates that in 2023 there were 0.96 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, 2019-2023

Grade	2019		2020		2021		2022		2023	
	M	F	M	F	M	F	M	F	M	F
1	29680	25683	29749	25843	22569	24444	27900	24661	28571	24665
2	24030	22122	24155	22219	22772	25503	23553	21547	23478	22018
3	23990	22206	24077	22275	21825	23525	24830	22695	24030	21856
4	24067	22347	24171	22487	21966	23003	23727	21938	23776	22262
5	23032	22390	23150	22525	21972	22778	22573	21944	22444	21661
6	20605	22145	20777	22245	22208	21465	20608	21389	19853	20887
7	18148	21005	18224	21137	23227	20075	17915	20442	16944	19369
Total	163,552	157,898	164303	158731	156539	160793	161,106	154,616	159,096	152,718
GPI	0.97		0.97		0.97		0.96		0.96	
TOTAL	321,450		323,034		317,332		315,722		311,814	

Table 3.3 illustrates enrolment in registered primary schools by district, sex, and years from 2021 to 2023. In this period the highest number of learners in 2023 were enrolled in Maseru 73523 (23.6 percent), followed by Leribe 51490 (16.5 percent) and the least enrolled were in Qacha's Nek with 11917 (3.8 percent). The table further reveals that during these three years period, the total enrolment has been declining from 317332 in 2021 to 311814 in 2023.

Table 3.3: Enrolment in Registered Primary Schools by District, Year and Sex, 2021- 2023

DISTRICT	2021			2022			2023		
	M	F	Total	M	F	Total	M	F	Total
Butha-Buthe	9621	10161	19782	9944	9432	19376	9660	9162	18822
Leribe	25535	26841	52376	26588	25333	51921	26589	24901	51490
Berea	17896	19286	37182	19364	17702	37066	19666	18329	37995
Maseru	36557	38260	74817	38177	36067	74244	37639	35884	73523
Mafeteng	14721	15773	30494	15556	14600	30156	15229	14200	29429
Mohale's Hoek	13428	13631	27059	13832	13371	27203	13241	12994	26235
Quthing	9125	9196	18321	9089	8677	17766	8991	8603	17594
Qacha's Nek	6104	6240	12344	6384	6119	12503	6068	5849	11917
Mokhotlong	10157	9409	19566	9689	9940	19629	9574	9801	19375
Thaba-Tseka	13395	11996	25391	12483	13375	25858	12439	12995	25434
Grand Total	156539	160793	317332	161106	154616	315722	159096	152718	311814

Table 3.4 shows enrolment in registered primary schools by district, geographical location, and sex of learners. The table indicates that most primary school learners 187,412 (60.1 per cent) were in the rural areas, while 100,862 (32.3 percent) were in the urban areas and 25,540 (7.5 percent) were in the peri-urban areas. All geographical location had more male learners enrolled than females.

Table 3.4: Enrolment in Registered Primary Schools by District, Geographical location, and Sex, 2023

District	Rural		Peri-urban		Urban		Total
	M	F	M	F	M	F	
Butha-Buthe	6329	5906	0	0	3331	3256	18822
Leribe	16023	14639	1777	1717	8789	8545	51490
Berea	12272	11157	2546	2411	4848	4761	37995
Maseru	14195	13367	4151	3816	19293	18701	73523
Mafeteng	9596	8898	1666	1503	3967	3799	29429
Mohale's Hoek	8684	8592	353	250	4204	4152	26235
Quthing	6230	6036	524	511	2237	2056	17594
Qacha's Nek	4207	4184	306	284	1555	1381	11917
Mokhotlong	7466	7720	368	361	1740	1720	19375
Thaba-Tseka	10640	11271	508	488	28,602 221291	1236	25434
Total	95642	91770	12199	11341	51255	49607	311814

Table 3.5 presents enrolment in registered primary schools by district, ecological zone, and sex in 2023. It is observed from the table that enrolment was high in the Lowlands with 180,072 (57.7 percent); followed by the Mountains enrolment with 71,722 (23.0 percent) and the least enrolment was in Senqu river valley with 28,602 (9.1 percent).

Furthermore, the table shows that more males than females were enrolled in the Lowlands, Foothills and Senqu River; except the mountain areas, where enrolment of females surpasses that of males.

Table 3.5: Enrolment in Registered Primary Schools by District, Ecological Zone, and Sex, 2023

DISTRICT	LOWLANDS		FOOTHILLS		MOUNTAIN		SENQU RIVER VALLEY		TOTAL
	M	F	M	F	M	F	M	F	
Butha-Buthe	5781	5382	2923	2826	956	954	0	0	18822
Leribe	21375	19990	2094	1815	3120	3096	0	0	51490
Berea	16959	15673	2585	2426	122	230	0	0	37995
Maseru	30801	29322	4300	3999	2538	2563	0	0	73523
Mafeteng	11797	10830	3432	3370	0	0	0	0	29429
Mohale's Hoek	6304	5858	809	839	1817	2192	4311	4105	26235
Quthing	0	0	0	0	2885	2824	6106	5779	17594
Qacha's Nek	0	0	0	0	3631	3509	2437	2340	11917
Mokhotlong	0	0	0	0	9574	9801	0	0	19375
Thaba-Tseka	0	0	0	0	10663	11247	1776	1748	25434
Grand Total	93017	87055	16143	15275	35306	36416	14630	13972	311814

Table 3.6 illustrates enrolment of primary school learners in public and private schools by district and sex, in 2023. For 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 297,182 (95.3 per cent) learners were enrolled in public schools while only 14,632 (4.7 percent) were enrolled in private schools. The table indicates that Mohale's Hoek, Qacha's Nek, Mokhotlong and Thaba-Tseka have no registered private primary schools in 2023. 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 across all the districts as illustrated by the table below.

Table 3.6: Enrolment in Registered Public and Private Schools by District and Sex, 2023

DISTRICT	PUBLIC		PRIVATE		TOTAL
	M	F	M	F	
Butha-Buthe	9492	8971	168	191	18822
Leribe	24882	23119	1707	1782	51490
Berea	18172	16762	1494	1567	37995
Maseru	34642	32716	2997	3168	73523
Mafeteng	14691	13536	538	664	29429
Mohale's Hoek	13241	12994	0	0	26235
Quthing	8836	8402	155	201	17594
Qacha's Nek	6068	5849	0	0	11917
Mokhotlong	9574	9801	0	0	19375
Thaba-Tseka	12439	12995	0	0	25434
TOTAL	152037	145145	7059	7573	311814

Table 3.7 illustrates enrolment in registered primary schools by district, agency, and sex in 2023. It is observed from the table that enrolment was highest in LEC primary schools with 97,308 (31.2 percent) learners; followed by RCM with 96,503 (30.9 percent) learners and least number of learners enrolled was in AME schools with 3223 (1.0 percent) 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, 2023

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	504	518	1022	1051	3386	3205	2381	2260	1494	1264	145	126	560	547	168	191	18822
Leribe	1671	1576	1547	1501	7603	6803	7404	6930	4701	4250	322	247	1634	1812	1707	1782	51490
Berea	2716	2541	614	625	5520	4913	6572	5998	1571	1533			1179	1152	1494	1567	37995
Maseru	4052	3732	3299	3312	10581	9488	10582	10107	2877	2821	307	260	2944	2996	2997	3168	73523
Mafeteng	1233	1153	454	550	5614	5131	4407	3988	1878	1674	315	311	790	729	538	664	29429
Mohale's Hoek	1354	1212	537	628	4805	4627	4082	4109	1312	1122	186	161	965	1135	0	0	26235
Quthing	837	847	0	0	4190	3925	2522	2333	1220	1216	0	0	67	81	155	201	17594
Qacha's Nek	761	770	0	0	2339	2315	2104	1986	814	733	50	45	0	0	0	0	11917
Mokhotlong	961	947	0	0	3164	3311	3838	3946	898	896	395	353	318	348	0	0	19375
Thaba-Tseka	2038	2286	926	950	3192	3196	5363	5591	724	780	0	0	196	192	0	0	25434
Grand Total	16127	15582	8399	8617	50394	46914	49255	47248	17489	16289	1720	1503	8653	8992	7059	7573	311814

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 2023. In 2023, 21,973 (52.5 percent) of new entrants were male whereas females constituted 19,907 (47.5 percent). An age analysis indicates that the 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 -2023

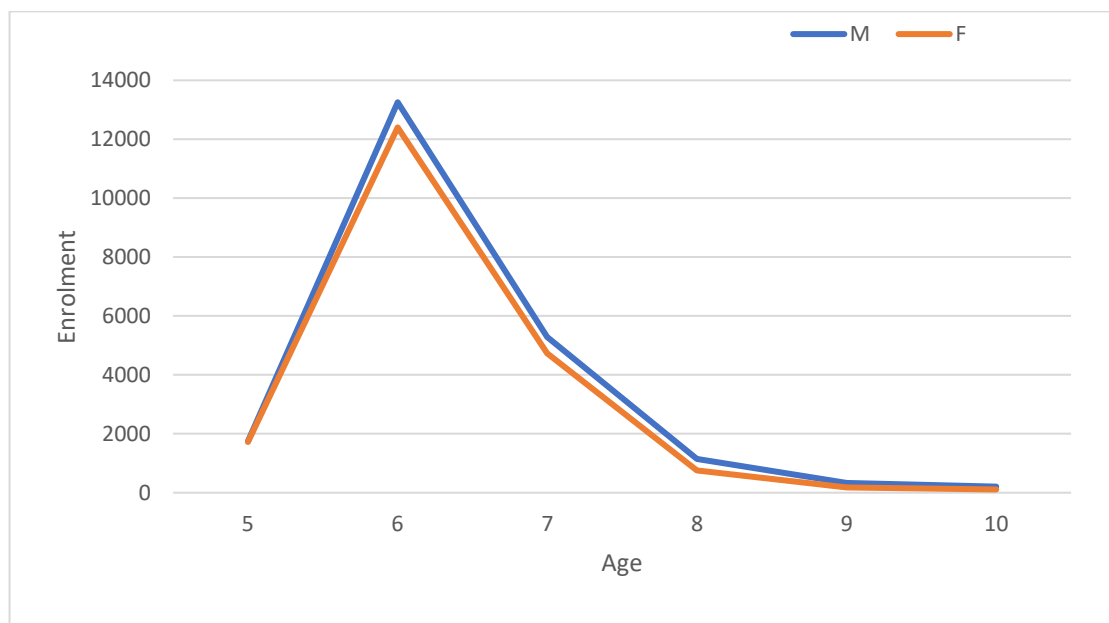


Table 3.8 demonstrates the enrolment of new learners in registered primary schools by district and sex in 2023. It is shown in the table that enrolment of new entrants has a similar pattern to that of the total enrolment in registered primary schools as it is observed that even for the new entrants, Maseru was leading with 9,064 (21.6 percent) of new entrants, followed by Leribe with 6,805 (16.2 per cent) and the least was Qacha's nek with 1,701 (4.1 percent).

Table 3.8: New Entrants in Primary Schools by District and Sex, 2023

Districts	Male	Male (%)	Female	Female (%)	Grand Total	Total (%)
Butha-Buthe	1254	5.7	1161	5.8	2415	5.8
Leribe	3649	16.6	3156	15.9	6805	16.2
Berea	2929	13.3	2595	13.0	5524	13.2
Maseru	4707	21.4	4357	21.9	9064	21.6
Mafeteng	1792	8.2	1600	8.0	3392	8.1
Mohale's Hoek	1953	8.9	1822	9.2	3775	9.0
Quthing	1330	6.1	1228	6.2	2558	6.1
Qacha's Nek	945	4.3	756	3.8	1701	4.1
Mokhotlong	1499	6.8	1398	7.0	2897	6.9
Thaba-Tseka	1915	8.7	1834	9.2	3749	9.0
Grand Total	21973	100	19907	100	41880	100

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

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. 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. As, it reflects the efficiency of the system in ensuring appropriate aged children enter primary.

Table 3.9 depicts registered schools apparent and net intake rates and gender parity indices by sex in the period 2011 to 2023. Total apparent intake has been above 100 except for 2013 and 2014. Over the years net intake rates have been fluctuating, where the highest NIR was in 2016 with 72.3. Both GPI indicates that there were more males than females, except for 2012 where NIR GPI was above one indicating that there were more girls than boys enrolled.

Table 3.9: Registered Primary Schools Apparent and Net Intake Rates and Gender Parity Indices by Sex, 2011-2023

Year	Apparent Intake Rates			GPI (AIR)	Net Intake Rates (NIR)			GPI (NIR)
	Males	Females	Total		Males	Females	Total	
2011	105.1	99.4	102.2	0.95	58	59.1	58.5	0.99
2012	103.3	97.3	100.4	0.94	56.9	57.7	57.3	1.01
2013	97.1	90.8	94	0.94	53.9	52.8	53.3	0.98
2014	99.4	92.6	96.1	0.93	55.3	54.7	55	0.99
2015	111.1	99.7	104.4	0.9	59.5	58.2	58.8	0.98
2016	139	123	131	0.88	73.4	71.3	72.3	0.97
2017	135.2	120	127.6	0.89	71.7	69.5	70.6	0.97
2018	132.5	117.7	125.1	0.89	71.4	67.9	69.7	0.95
2019	137	118.7	127.9	0.87	72.4	69.4	70.9	0.96
2020	137.1	119.9	128.6	0.87	72.6	68.6	70.6	0.94
2021	112.8	104.8	108.8	0.93	63.8	62.5	63.2	0.98
2022	128.9	114.6	121.7	0.89	68.7	66.8	67.7	0.97
2023	132.2	114.7	123.4	0.86	70.1	65.6	67.9	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.

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.

Net Enrolment Rate (NER) indicate the overall coverage of an educational system in relation to the population eligible for participation in the system. The overall coverage of participation of appropriately aged population in the education system (6-12 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 indicates that there was a high degree of participation in the targeted levels of education in 2016, 2011, 2017 and 2012 respectively, while low degree of participation in the targeted levels of education was observed in 2023 and 2015 as shown by the table below. The below table also highlights that Net Enrolment Rate (NER) was almost constant from 2011 to 2023 except in 2013, 2014 and 2015 with low degree of participation of the official school-age population.

Comparison by sex reveals that from 2011 to 2023, GER for males was higher than that of females. On the other hand, NER for females from 2011 to 2018 reflected a complete dominance over that of males, but from 2019 to 2023 the opposite is true. The table below again depicts that, NER was at its peak in 2016 (89.4) due to fact that 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, 2011-2023

Year	Gross Enrolment				Net Enrolment				PTR
	Males	Females	GPI	Total	Males	Females	GPI	Total	
2011	114.6	111.3	0.97	113	80.2	83.1	1.04	81.6	34
2012	111.6	108.8	0.97	110.2	79.6	82.6	1.04	81.1	34
2013	105.8	103.9	0.98	104.9	75.6	79	1.04	77.3	33
2014	103.4	101.1	0.98	102.3	75.1	78.2	1.04	76.6	33
2015	101	98.5	0.98	99.8	74.4	77.2	1.04	75.8	33
2016	119	113	0.98	116	89	89.8	1.01	89.4	34
2017	115.7	109.8	0.95	112.7	87.1.	87.8	1	87	33
2018	109.6	103.9	0.95	106.7	84.8	85.6	1	85.2	33
2019	108.4	102.2	0.94	105.3	85.9	85.7	1	85.8	32
2020	105.6	100.2	0.95	102.9	86.1	85.2	1.01	85.6	33
2021	103.3	98.5	0.95	100.8	82.6	81.7	0.99	82.2	32
2022	103.4	96.9	0.94	100.1	84.76	82.78	0.98	83.76	32
2023	102.0	95.5	0.94	98.7	83.75	81.67	0.98	82.67	31

Table 3.11 summarizes pupil-teacher ratios (PTR) for 2023 by districts. It is observed from the table that the pupil-teacher ratio for registered primary schools in general was estimated on average to be 31.1 pupils per teacher nationally. It ranged from 27.8 pupils per teacher in Qacha's Nek to 37.1 pupils per teacher in Mokhotlong.

Table 3.11: Learners Enrolled in Registered Primary Schools by District, 2023

District	Enrolment			Teachers			PTR
	M	F	Total	M	F	Total	
Botha-Bothe	9660	9162	18822	155	467	622	30.3
Leribe	26589	24901	51490	369	1252	1621	31.8
Berea	19666	18329	37995	301	939	1240	30.6
Maseru	37639	35884	73523	561	1723	2284	32.2
Mafeteng	15229	14200	29429	306	749	1055	27.9
Mohale's Hoek	13241	12994	26235	244	697	941	27.9
Quthing	8991	8603	17594	163	436	599	29.4
Qacha's nek	6068	5849	11917	108	320	428	27.8
Mokhotlong	9574	9801	19375	145	377	522	37.1
Thaba-Tseka	12439	12995	25434	232	477	709	35.9
Total	159096	152718	311814	2584	7437	10021	31.1

3.2 Disability in Registered Primary Schools

Out of the total enrolment of 311,814 in registered primary schools in 2023, about 17,842 were learners with special educational needs. This indicates that 5.7 percent of learners had some form of disability in 2023.

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 2023. It can be seen from the table that intellectual disability (ID) accounted for 8,677 (48.6 per cent) of the pupils with disability, followed by visual impairment (VI) with 4,206 (23.6 percent) and whereas pupils with physical disability (PD) were the smallest group with 1,128 (6.3 per cent). It should be noted that learners with ID includes disability which affect the intellectual processes such as learning difficulty, epilepsy, mental retardation etc.

Table 3.12: Learners with Special Educational Needs in registered Primary Schools by Disability, Grade and Sex, 2023

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	119	97	90	57	109	70	98	51	85	60	96	57	75	64	1128
VI	204	127	245	174	260	191	393	257	384	367	388	376	415	425	4206
HI	96	83	103	64	153	118	185	166	202	207	177	204	162	194	2114
ID	548	331	592	350	791	412	975	537	922	481	908	534	792	504	8677
OTHER	183	106	179	93	195	114	166	74	128	82	142	88	90	77	1717
Grand Total	1150	744	1209	738	1508	905	1817	1085	1721	1197	1711	1259	1534	1264	17842

Table 3.13 shows enrolment of learners with special educational needs by district, ecological zone, and sex in 2023. It indicates that Lowlands constituted more learners with disabilities 12081 (69.5 per cent) while few learners with disabilities were found in Foothills 1322 (7.6 per cent) during the review period. This is because formal special education schools are more in the Lowlands than other ecological zones.

Table 3.13 shows enrolment of learners with special educational needs by District, Ecological Zone, and Sex in 2023

District	LOWLANDS		FOOTHILLS		MOUNTAIN		SRV		Total		Total
	M	F	M	F	M	F	M	F	M	F	
Butha-Buthe	539	399	125	73	19	13	0	0	1168	479	1199
Leribe	1648	1132	102	44	93	60	0	0	3079	1157	2840
Berea	1004	620	192	120	1	1	0	0	1938	807	1986
Maseru	2246	1587	180	105	65	50	0	0	4233	1571	3902
Mafeteng	1273	837	184	118	0	0	0	0	2412	796	2046
Mohale's Hoek	447	349	51	28	91	62	267	167	1462	754	1918
Quthing	0	0	0	0	238	142	469	341	1190	429	1128
Qacha's Nek	0	0	0	0	153	102	91	63	409	183	469
Mokhotlong	0	0	0	0	638	401	0	0	1039	417	985
Thaba-Tseka	0	0	0	0	422	314	112	64	912	392	906
Total	7157	4924	834	488	1720	1145	939	635	17842	6985	17379

3.3 Orphanhood in Registered Primary Schools

Out of the total enrolment of 311,814 primary school learners in 2023, there were 64,690 (20.7 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 orphanhood, grade, and sex in 2023. It can be observed from the below table that out of total orphans in registered primary schools, there are more orphans without fathers 30,043 (46.4 per cent), followed by social orphans 17,068 (26.4 per cent), maternal orphans with 11,447 (17.7 per cent) and double orphans with 6,132 (9.5 per cent) respectively.

Table 3.14: Enrolment of Orphans in Registered Primary Schools by Type, Grade and Sex in 2023

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	1869	1466	1908	1553	2184	1887	2481	2185	2397	2334	2363	2493	2308	2615	30043
Maternal	661	639	705	619	742	617	898	815	981	874	987	910	895	1104	11447
Double	343	299	367	302	362	329	471	387	532	435	523	515	612	655	6132
Social	1659	1429	1347	1176	1331	1172	1271	1289	1010	1131	1154	1206	858	1035	17068
Total	4532	3833	4327	3650	4619	4005	5121	4676	4920	4774	5027	5124	4673	5409	64690

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

Table 3.15 presents enrolment of orphans in registered primary schools by districts, ecological zones, and sex 2023. It is reflected from the table below that there were more male orphans than female orphans across all the ecological zones except in the mountain zones where the reverse is true. Comparison by zones depicts that there were more orphans in the Lowlands 34,908 (53.9 per cent) followed by Mountains with 15,991(24.7 per cent), Senqu River valley with 7,014 (10.8 per cent) and Foothills with 6,777 (10.5 per cent) respectively.

Table 3.15: Orphans in Registered Primary Schools by District, Ecological Zone and Sex in 2023

DISTRICT	LOWLANDS			FOOTHILLS			MOUNTAIN			SENQU RIVER VALLEY			TOTAL
	F	M	T	F	M	T	F	M	T	F	M	T	
Botha-Bothe	876	922	1798	526	568	1094	123	137	260	0	0	0	3152
Leribe	3482	3675	7157	346	414	760	621	629	1250	0	0	0	9167
Berea	2854	3108	5962	413	459	872	4	4	8	0	0	0	6842
Maseru	5118	5615	10733	838	920	1758	612	662	1274	0	0	0	13765
Mafeteng	2311	2689	5000	840	921	1761	0	0	0	0	0	0	6761
Mohale's													
Hoek	2131	2127	4258	249	283	532	828	680	1508	1274	1420	2694	8992
Quthing	0	0	0	0	0	0	574	664	1238	1223	1355	2578	3816
Qacha's													
Nek	0	0	0	0	0	0	592	674	1266	523	518	1041	2307
Mokhotlong	0	0	0	0	0	0	2646	2475	5121			0	5121
Thaba-													
Tseka	0	0	0	0	0	0	2128	1938	4066	339	362	701	4767
TOTAL	16772	18136	34908	3212	3565	6777	8128	7863	15991	3359	3655	7014	64690

Table 3.16 demonstrates the following indicators enrolment in registered primary schools, number of schools, number of teachers and percentage change in enrolment from 2013 to 2023. It reveals that primary school enrolment decreased from 369,469 in 2013 to 311,814 in 2023. It also further indicates that the total number of primary schools increased from 1,472 in 2013 to 1,504 in 2023.

Table 3.16 furthermore portrays that number of orphans enrolled in primary school level has significantly dropped since 2013 to 2023 except in 2020 with (84380). The number of orphans constituted 20.7 per cent of the total enrolment in 2023, due to fact that Free Primary Education Programme has facilitated access to education for many orphans at this level of education.

The table below further shows that from 2013 to 2023, learners with special educational needs in registered primary schools have always been higher compared to orphans under the review period.

Table 3.16: Registered Primary School Enrolment; Number of Schools; Number of Teachers, and Percentage Change in Enrolment, 2013-2023

Indicators	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Enrolment	369469	366048	361637	360756	354847	340421	329770	323034	317332	315722	311814
% Change in Enrolment	-3.2	-0.9	-0.01	-0.2	-1.7	-4.2	-3.2	-2	-2	-0.5	-1.3
Number of Schools	1472	1477	1478	1478	1483	1486	1486	1486	1491	1493	1504
Number of Teachers	11324	11164	10932	10687	10699	10182	10193	9932	10011	10022	10021
Number of Orphans	115379	110825	94333	89466	82412	73046	61966	84380	69152	66052	64690
Number of Learners with Special needs	20100	20357	18951	18232	18875	17981	14537	17302	17379	17935	17842

Table 3.17 presents the distribution of registered primary schools by district and ecological zone. As a result, it is observed that in general, out of 1,504 schools in 2023, most schools 655 (43.6 per cent) were in the Lowlands; followed by 436 (28.9 per cent) schools in the Mountains. The Senqu river valley and foothills accounted for 14.9 and 12.6 per cent of registered primary schools respectively.

It is further observed from the table that within the Lowlands, Maseru had the highest number of schools (169); it was followed by Leribe with (153) and then Berea with (131) schools. The below table also depicts that there were four (4) districts without registered primary schools both in the Lowlands and Foothills namely Quthing, Qacha's Nek, Mokhotlong and Thaba-Tseka.

In the Foothills, most 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).

The table further shows that in the Mountains of Lesotho Thaba-Tseka and Mokhotlong districts accounted 119 (27.3 percent) and 106 (24.3 percent) of registered primary schools respectively.

According to Table 3.17, there are only four (4) districts with registered primary schools in the Senqu River Valley: Quthing with (78) schools, followed by Mohale's Hoek with (72) schools, Qacha's Nek with (50) schools and Thaba-Tseka with only (24) schools respectively.

Table 3.17: Registered Primary Schools by District and Ecological Zones in 2023

District	Lowlands	Foothills	Mountain	S R V	Total
Botha-Bothe	37	34	12	0	83
Leribe	153	21	32	0	206
Berea	131	18	1	0	150
Maseru	169	60	35	0	264
Mafeteng	118	42	0	0	160
Mohale's Hoek	47	14	37	72	170
Quthing	0	0	43	78	121
Qacha's Nek	0	0	51	50	101
Mokhotlong	0	0	106	0	106
Thaba-Tseka	0	0	119	24	143
Total	655	189	436	224	1504

Table 3.18 presents the number and percentage distribution of registered primary schools by district and type of institution in 2023. Most schools are publicly operated with 1460 (97 percent) as show below.

Maseru accounted for more registered public and private primary schools estimated at 17 and 36.4 per cent respectively, followed by Leribe with public and private schools indicated as 13.5 and 20.5 percent respectively. Botha Bothe had the least percentage of public schools while Quthing had the least percentage of private schools as illustrated by the below table.

Table 3.18: Number and Percentage Distribution of Registered Schools by District and Type of Institution in 2023

District	Public		Private		Total
	No. Of schools	%	No. Of schools	%	
Botha-Bothe	81	5.5	2	4.5	83
Leribe	197	13.5	9	20.5	206
Berea	138	9.5	12	27.3	150
Maseru	248	17.0	16	36.4	160
Mafeteng	156	10.7	4	9.1	264
Mohale's Hoek	170	11.6	0	0.0	170
Quthing	120	8.2	1	2.3	121
Qacha's Nek	101	6.9	0	0.0	101
Mokhotlong	106	7.3	0	0.0	106
Thaba-Tseka	143	9.8	0	0.0	143
Grand Total	1460	100	44	100	1504

Table 3.19 displays the number and percentage distribution of registered primary schools by residence and district in 2023. It shows that more registered primary schools were in the rural areas with 1,194 (79.4 percent) during the review period. Maseru constituted the highest percentage of the distribution of registered schools across all the areas compared to other districts estimated at 32.2 per cent, 36.6 per cent and 13.4 per cent respectively.

Table 3.19: Number and Percentage Distribution of Registered Primary Schools by Residence, and District in 2023

Residence	Urban		PERI-URBAN		Rural		
District	No. of Schools	Percent	No. of Schools	Percent	No. of Schools	Percent	Total
Botha-Bothe	14	6.5	0	0	69	5.8	83
Leribe	37	17.1	10	10.8	159	13.3	206
Berea	27	12.4	18	19.4	105	8.8	150
Maseru	70	32.3	34	36.6	160	13.4	264
Mafeteng	17	7.8	17	18.3	126	10.6	160
Mohale's Hoek	15	6.9	3	3.2	152	12.7	170
Quthing	15	6.9	3	3.2	103	8.6	121
Qacha's Nek	8	3.7	2	2.2	91	7.6	101
Mokhotlong	8	3.7	1	1.1	97	8.1	106
Thaba-Tseka	6	2.8	5	5.4	132	11.1	143
Grand Total	217	100	93	100	1194	100	1504

3.4 Inputs for Primary Education

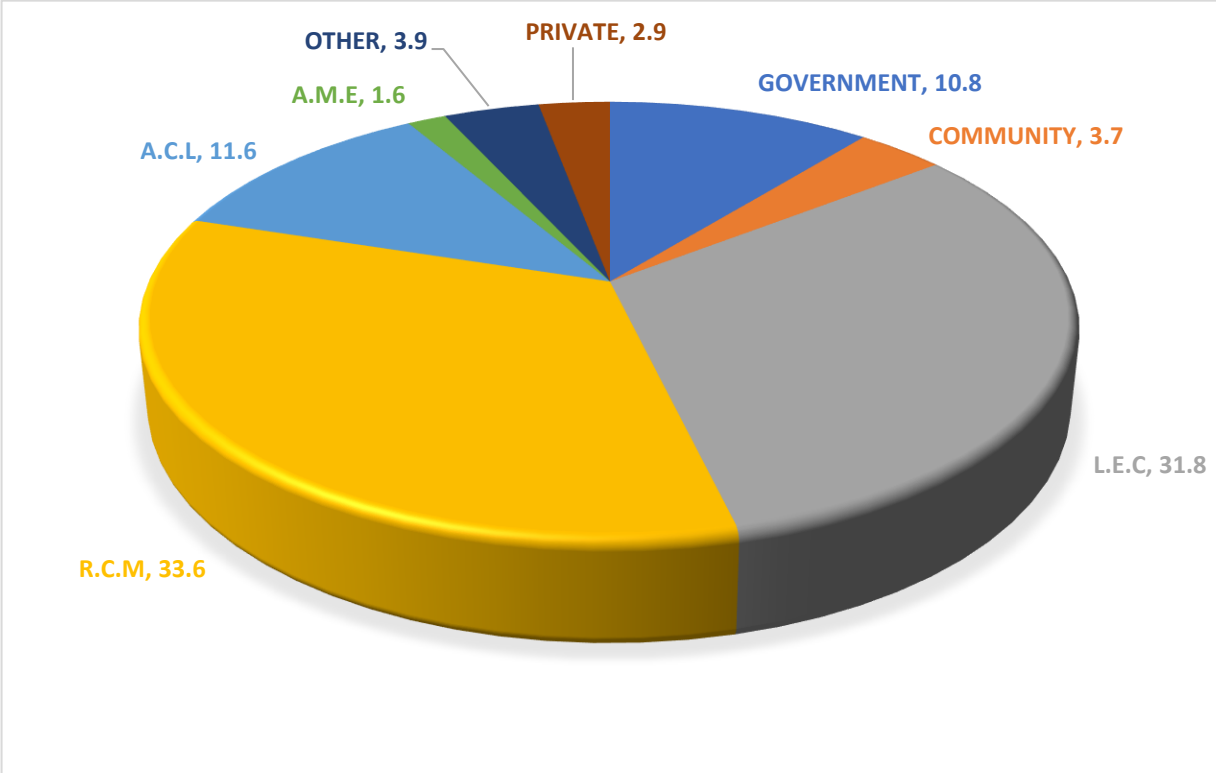
The Ministry of Education and Training invests heavily in primary education, including the provision of appropriate buildings, classrooms, facilities, teacher salaries, and education materials and equipment to ensure every child in Lesotho has an opportunity for quality education.

3.4.1 Primary Schools

Historically, most of the Lesotho primary schools belong either to the churches or the community, however government and private schools are increasing in number.

Figure 3.2 presents the percentage distribution/share of registered primary schools by agencies in 2023. Out of the total number of registered primary schools (1504), it is observed that 33.6 percent (506) of primary schools are owned by the Roman Catholic Mission Roman Catholic Mission(RCM), 31.8 percent (478) are owned by Lesotho Evangelical Church (LEC), 11.6 percent (175) are owned by Anglican Church of Lesotho (ACL), 3.9 percent (59) are owned by other churches not mentioned in the below figure and only 1.6 percent (24) of primary schools are owned by African Methodist Episcopal (AME) respectively

Figure 3.2 Percentage Distribution of Registered Primary Schools by Agency in 2023



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 the teachers by district and pupil to teacher ratio by district and sex.

Table 3.20 depicts enrollment, number of teachers and pupil to teacher ratios in registered primary schools by district and sex in 2023. The below table indicates that out of the total number of 10 021 primary school teachers during the review period, 9 975 (99.5 per cent) were qualified. In 2023 there are significantly more female primary teachers 7437 (74.2 per cent) than males’ counterpart 2 584.

Table 3.20: Enrolment, Number of Teachers and Pupil to Teacher Ratios in Registered Primary Schools by District and Sex in 2023

District	Enrolment			Total Teachers			Qualified Teachers			Unqualified Teachers			Pupil (qualified) Teacher Ratios	
	M	F	Grand Total	M	F	Total	M	F	Total	M	F	Total	PTR	PQTR
Butha-Buthe	9660	9162	18822	155	467	622	154	467	621	1		1	30.3	30.3
Leribe	26589	24901	51490	369	1252	1621	368	1250	1618	1	2	3	31.8	31.8
Berea	19666	18329	37995	301	939	1240	301	933	1234		6	6	30.6	30.8
Maseru	37639	35884	73523	561	1723	2284	558	1718	2276	3	5	8	32.2	32.3
Mafeteng	15229	14200	29429	306	749	1055	296	736	1032	10	13	23	27.9	28.5
Mohale's Hoek	13241	12994	26235	244	697	941	243	695	938	1	2	3	27.9	28.0
Quthing	8991	8603	17594	163	436	599	163	436	599				29.4	29.4
Qacha's Nek	6068	5849	11917	108	320	428	108	320	428				27.8	27.8
Mokhotlong	9574	9801	19375	145	377	522	145	376	521		1	1	37.1	37.2
Thaba-Tseka	12439	12995	25434	232	477	709	231	477	708	1		1	35.9	35.9
Total	159096	152718	311814	2584	7437	10021	2567	7408	9975	17	29	46	31.1	31.3

Table 3.21 illustrates teachers in registered primary schools by district, public-private, and sex in 2023. In general, there were more female teachers with 7,437 (74.2 percent) in primary than males with 2,584 (25.8 percent). The table further shows that, there were more teachers in public schools 9,541 (95.2 percent) compared to 480 private schools' teachers (4.8 percent) of the overall teachers in primary schools. The table below also highlighted that, only four (4) districts with zero teachers in private schools namely Mohale's Hoek, Qacha's Nek, Mokhotlong and Thaba-Tseka.

Table 3.21: Teachers in Registered Primary Schools by District, Public, Private and Sex in 2023

Districts	Public Primary			Private Primary			Grand Total
	M	F	Total	M	F	Total	
Butha-Buthe	151	457	608	4	10	14	622
Leribe	343	1182	1525	26	70	96	1621
Berea	265	851	1116	36	88	124	1240
Maseru	521	1573	2094	40	150	190	2284
Mafeteng	290	720	1010	16	29	45	1055
Mohale's Hoek	244	697	941	0	0	0	941
Quthing	161	427	588	2	9	11	599
Qacha's Nek	108	320	428	0	0	0	428
Mokhotlong	145	377	522	0	0	0	522
Thaba-Tseka	232	477	709	0	0	0	709
Grand Total	2460	7081	9541	124	356	480	10021

The distribution of teachers in registered primary schools by district, and by ecological zone is illustrated in Table 3.22. From the below table, it is observed that out of 10 021 teachers in registered primary schools during the review period, 5 843 (58.3 per cent) were in the Lowlands, 2 054 (20.5 percent) were in the Mountains, 1 087 (10.8 percent) were in the Foothills and 1 037 (10.3 percent) were SRV. Most of the lowland's teachers were in Maseru with 1849, followed by Leribe with 1079.

The below table indicates that four (4) districts don't have both Lowlands and Foothills zones, in addition Mokhotlong is the only district with one zone, being mountains during the review period.

Table 3.22: Teachers in Registered Primary Schools by District, by Ecological Zone in 2023

DISTRICT	LOWLANDS	FOOTHILLS	MOUNTAIN	SENQU RIVER VALLEY	Grand Total
Butha-Buthe	344	222	56	0	622
Leribe	1334	116	171	0	1621
Berea	1078	157	5	0	1240
Maseru	1849	286	149	0	2284
Mafeteng	832	223	0	0	1055
Mohale's Hoek	406	83	121	331	941
Quthing	0	0	196	403	599
Qacha's Nek	0	0	243	185	428
Mokhotlong	0	0	522	0	522
Thaba-Tseka	0	0	591	118	709
Grand Total	5843	1087	2054	1037	10021

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 conducted efficiently when a given quantity of output is obtained with a minimum number 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 of 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.

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 demonstrates enrolment of repeaters in registered primary schools by age, grade, and sex in 2023. It is revealed that out of the total 311 814 learners enrolled in registered primary schools during the review period, 29 318 (9.4 percent) were repeaters as shown below. The table also discloses that generally the highest number of repeaters was in grade 1 with 6 320 (21.6 per cent), followed by grade 3 with 4 701 (16 per cent), while the least number of repeaters were in grade 7 with 1 979 (6.8 per cent) as shown below.

In comparison with age in grade 1, the highest number of repeaters were aged seven (7) with 3 604 (12.3 per cent), followed by age eight (8) with 1 348 (4.6 per cent) and the lowest number of repeaters were aged five (5) with 60 (0.2 per cent) as illustrated by the table below.

Table 3.23: Enrolment of Repeaters in Registered Primary Schools by Age, Grade and Sex in 2023

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	33	27	0	0	0	0	0	0	0	0	0	0	0	0	60	0.2
6	468	316	5	9	0	0	0	0	0	0	0	0	0	0	798	2.7
7	2219	1385	178	163	11	7	0	0	0	0	0	0	0	0	3963	13.5
8	900	448	904	593	174	131	27	13	0	0	0	0	0	0	3190	10.9
9	260	104	819	397	947	620	114	111	10	7	0	0	0	0	3389	11.6
10	124	36	350	141	1015	539	715	545	109	116	10	17	0	0	3717	12.7
11	0	0	209	58	563	200	979	543	591	525	77	72	10	4	3831	13.1
12	0	0	0	0	346	148	685	295	890	470	381	360	49	72	3696	12.6
13	0	0	0	0	0	0	505	174	743	327	683	437	227	324	3420	11.7
14	0	0	0	0	0	0	0	0	470	193	507	267	324	334	2095	7.1
15	0	0	0	0	0	0	0	0	0	0	339	185	249	170	943	3.2
16	0	0	0	0	0	0	0	0	0	0	0	0	125	91	216	0.7
Total	4004	2316	2465	1361	3056	1645	3025	1681	2813	1638	1997	1338	984	995	29318	100

Table 3.24 describes registered primary school repeaters by district, ecological zone, and sex for the year 2023. It is revealed in the table below that the Lowlands had the higher number of primary school repeaters with 13 586 (46.3 per cent), followed by the Mountain with 8 952 (30.5 per cent) and the least was Foothills with 3 186 (10.9 per cent). The table also illustrated that Maseru had the highest number of repeaters which constituted 20.1 per cent, followed by Leribe with 13.1 per cent and the lowest was Qacha's Nek with 3.2 per cent.

Table 3.24: Registered Primary School Repeaters by District, Ecological Zone, Sex in 2023

DISTRICT	LOWLANDS			FOOTHILLS			MOUNTAIN			SENQU RIVER VALLEY			Grand Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Butha-Buthe	225	516	741	181	372	553	70	95	165	0	0	0	1459
Leribe	1036	1927	2963	88	167	255	249	389	638	0	0	0	3856
Berea	663	1314	1977	154	230	384	2	0	2	0	0	0	2363
Maseru	1697	2797	4494	334	604	938	207	268	475	0	0	0	5907
Mafeteng	854	1576	2430	324	546	870	0	0	0	0	0	0	3300
Mohale's Hoek	412	569	981	81	105	186	183	226	409	341	611	952	2528
Quthing	0	0	0	0	0	0	378	613	991	597	999	1596	2587
Qacha's Nek	0	0	0	0	0	0	214	335	549	141	263	404	953
Mokhotlong	0	0	0	0	0	0	1223	1867	3090	0	0	0	3090
Thaba-Tseka	0	0	0	0	0	0	1091	1542	2633	229	413	642	3275
%total	46.3			10.9			30.5			12.3			
Total	4887	8699	13586	1162	2024	3186	3617	5335	8952	1308	2286	3594	29318

3.5.2 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 each 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 explains transition rates from grade 7 to grade 8 for the period of 2011 to 2022. It indicates that more females than males proceeded from standard 7 to Form A from 2011 to 2022 except for 2012 where transition rate was the same for both females and males (74.8). The highest transition rate was in 2022 with 81.7, followed by 2017 with 80.5 and the least transition rate was in 2011 with 74.

Table 3.25: Transition Rates from Grade 7 to Grade 8, 2011-2022

Year	Pupils Transitioning from Grade 7 to 8			Transition Rates		
	Males	Females	Total	Males	Females	Total
2011	13811	18514	32325	72.5	75.2	74
2012	14158	17812	31970	74.8	74.8	74.8
2013	13672	17494	31166	74.3	74.8	74.6
2014	13450	17948	31398	74.4	76.1	75.4
2015	13863	18116	31979	75.6	77.9	76.9
2016	13976	18220	32196	75.9	78.3	77.3
2017	18550	22178	40728	77.9	82.8	80.5
2018	16413	19718	36131	75.5	82.6	79.3
2019	14281	17736	32017	74.7	81.7	78.4
2020	11271	14450	25721	61.8	68.4	65.3
2021	20075	23227	43302	73.7	80.1	77.1
2022	17915	20442	38357	78.8	84.3	81.7

Chapter 4: Secondary School Education

4.0 Introduction

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 shows distribution of enrolment in registered secondary schools by age, grade, and sex for the year 2023. The overall enrolment in 2023 in registered secondary schools was 111,800 students. This number consisted of 64,224 (57.4 per cent) girls and 47,576 (42.6 per cent) boys that enrolled in all registered secondary schools. Table further indicates that the age concentration of enrolment in secondary schools was between age 14 to 17.

Table 4.1: Distribution of Enrolment in Registered Secondary Schools by Age, Grade and Sex in 2023

Age	GRADE8		GRADE9		GRADE10		GRADE11		GRADE12		Total Male	Total Female	Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	
12	1053	2036	0	0	0	0	0	0	0	0	1053	2036	3089
13	4138	6783	612	1339	0	0	0	0	0	0	4750	8122	12872
14	4856	5749	3094	5685	477	1241	0	0	0	0	8427	12675	21102
15	3656	3130	3982	5678	1973	4203	332	926	0	0	9943	13937	23880
16	1921	1304	3029	3223	2809	4540	1422	2986	18	27	9199	12080	21279
17	810	514	1753	1326	2652	3206	1885	3012	37	32	7137	8090	15227
18	0	0	839	664	1607	1673	1614	2150	38	36	4098	4523	8621
19	0	0	0	0	1098	839	1017	1197	27	20	2142	2056	4198
20	0	0	0	0	0	0	811	685	8	11	819	696	1515
21	0	0	0	0	0	0	0	0	8	9	8	9	17
Total	16434	19516	13309	17915	10616	15702	7081	10956	136	135	47576	64224	111800

Table 4.2 illustrates enrolment in registered secondary schools by district, agency, and sex in 2023. It is observed from the table that enrolment was highest in RCM secondary schools with 28,696 (25.7 percent) learners; followed by LEC with 26,864 (24.0 percent) learners and least number of learners enrolled was in AME schools with 1,620 (1.4 percent) learners. In disaggregating enrolment by agency and sex, females dominated their male counterparts in all agencies.

Quthing is the only district that had no schools owned by community and Thaba-Tseka also did not have schools by Anglican Church of Lesotho (A.C.L). About four to five districts had no enrollment in African Methodist Episcopal (A.M.E), other churches and private agencies as these agencies did not have schools in those districts.

Table 4.2: Enrolment in Registered Secondary Schools by District, Agency, and Sex in 2023

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	382	601	523	682	915	1438	855	1083	775	1008	80	91	347	434	169	290	9673
Leribe	1064	1508	790	1051	2417	3123	2369	3326	1052	1113	59	84	296	506	571	891	20220
Berea	1582	1956	77	91	1099	1431	2263	2742	576	670	30	39	529	579	270	427	14361
Maseru	5073	5893	129	116	2814	3462	2957	4090	1010	1543	75	80	570	724	760	847	30143
Mafeteng	838	1045	345	486	1456	1741	672	1070	393	499	493	589	686	877	316	413	11919
Mohale's Hoek	669	845	276	303	728	851	1117	1534	248	467	0	0	331	510	0	0	7879
Quthing	445	512	0	0	770	851	418	624	356	643	0	0	0	0	0	0	4619
Qacha's Nek	612	987	17	33	545	723	444	789	30	64	0	0	0	0	0	0	4244
Mokhotlong	434	943	60	98	676	1282	180	440	94	218	0	0	0	0	0	0	4425
Thaba-Tseka	723	1282	16	31	209	333	501	1222	0	0	0	0	0	0	0	0	4317
Grand Total	11822	15572	2233	2891	11629	15235	11776	16920	4534	6225	737	883	2759	3630	2086	2868	111800

Table 4.3 displays the distribution of secondary enrolment in the districts by agency and sex in 2023. The table indicates that in 2023, there were 106,846 (95.6 per cent) of students enrolled in registered public secondary schools as compared to 4954 (4.4 percent) of students that enrolled in registered private secondary schools. In both public and private registered secondary schools, the number of girls enrolled was higher than that of boys.

Among students enrolled in registered private secondary schools in 2023, most students are enrolled in Maseru district with 1,607 (32.4 percent), while followed by Leribe with 1462 (29.5 percent), and the least was Botha-Bothe with 459 (9.3 percent). The five districts being, Mohale's Hoek, Quthing, Qacha's Nek, Mokhotlong, and Thaba-Tseka had no learners in private schools as private schools do not exist in respective districts.

Table 4.3: Distribution of Enrolment in Registered Public and Private Secondary Schools by District, Public, Private and Sex – 2023

District	PUBLIC			PRIVATE			Total		Grand Total
	M	F	Total	M	F	Total	M	F	
Butha-Buthe	3877	5337	9214	169	290	459	4046	5627	9673
Leribe	8047	10711	18758	571	891	1462	8618	11602	20220
Berea	6156	7508	13664	270	427	697	6426	7935	14361
Maseru	12628	15908	28536	760	847	1607	13388	16755	30143
Mafeteng	4883	6307	11190	316	413	729	5199	6720	11919
Mohale's Hoek	3369	4510	7879	0	0	0	3369	4510	7879
Quthing	1989	2630	4619	0	0	0	1989	2630	4619
Qacha's Nek	1648	2596	4244	0	0	0	1648	2596	4244
Mokhotlong	1444	2981	4425	0	0	0	1444	2981	4425
Thaba-Tseka	1449	2868	4317	0	0	0	1449	2868	4317
Grand Total	45490	61356	106846	2086	2868	4954	47576	64224	111800

Table 4.4 indicates the 2023 distribution of enrolment in registered secondary schools by district, ecological zone, and sex. The proportion of students who enrolled in registered secondary schools in Maseru is 27.3 percent, while Leribe and Berea followed with 18.1 percent and 12.7 percent respectively. The districts with the lowest student enrolment in registered secondary schools were Mokhotlong, Qacha's Nek and Thaba-Tseka with 3.8 percent, 3.6 percent and 3.5 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 76.6 percent of the total enrolment. This is followed by enrolment in the Mountains with 12.2 percent, while the lowest students' enrolment is in the Foothills and Senqu River Valley with 4.6 and 6.7 percent respectively.

Table 4.4: Distribution of Enrolment in Registered Secondary Schools by District, Ecological Zone, and Sex, 2023

District	LOWLANDS		FOOTHILLS		MOUNTAIN		SENQU RIVER VALLEY		Total
	M	F	M	F	M	F	M	F	
Butha-Buthe	3357	4529	604	850	85	248	0	0	9673
Leribe	7935	10551	322	451	361	600	0	0	20220
Berea	6158	7583	268	352	0	0	0	0	14361
Maseru	12720	15180	304	802	364	773	0	0	30143
Mafeteng	4904	6219	295	501	0	0	0	0	11919
Mohale's Hoek	2626	3442	97	169	40	50	606	849	7879
Quthing	0	0	0	0	258	597	1731	2033	4619
Qacha's Nek	0	0	0	0	1233	1913	415	683	4244
Mokhotlong	0	0	0	0	1444	2981	0	0	4425
Thaba-Tseka	0	0	0	0	1137	2303	312	565	4317
Total	37700	47504	1890	3125	4922	9465	3064	4130	111800

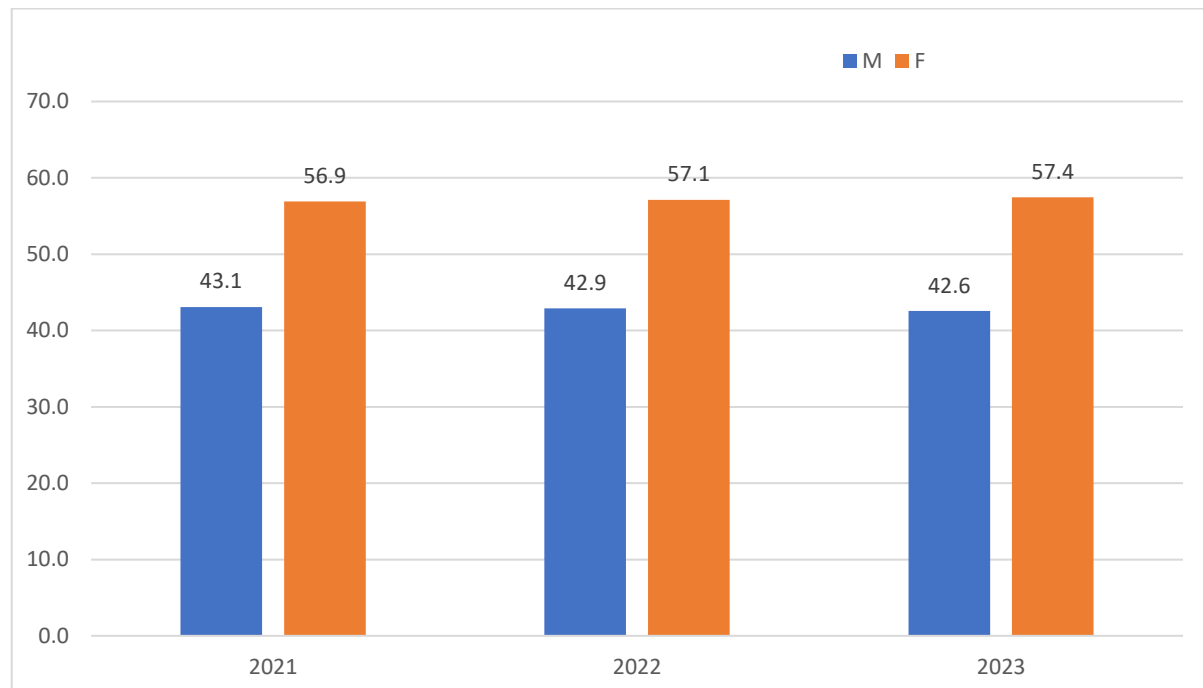
Table 4.5 reveals trend in secondary enrolment from 2021 to 2023 by district and sex. It can be observed from the table that enrolment has increased from 2021 to 2022 then decreased again in 2023. As shown in the below table, over the period, the three districts were leading in number of enrolments, are Maseru, Leribe and Berea. On the other hand, Thaba-Tseka had the least enrolments in secondary education during the period under review. Additionally, the table also shows that female enrolment is consistently higher than male enrolment in all the districts from 2021 to 2023.

Table 4.5: Number and Percentage distribution of Learners in Registered Secondary Schools by District, Sex and Percentage Distribution in 2021-2023

District	2021				2022				2023			
	M	F	Total	%	M	F	Total	%	M	F	Total	%
Botha-Bothe	4350	5981	10331	8.8	4457	6039	10496	8.7	4046	5627	9673	8.7
Leribe	9350	12250	21600	18.4	6914	8539	15453	12.8	8618	11602	20220	18.1
Berea	6652	8290	14942	12.7	9503	12414	21917	18.1	6426	7935	14361	12.8
Maseru	14570	18040	32610	27.8	14821	18328	33149	27.4	13388	16755	30143	27.0
Mafeteng	5651	6900	12551	10.7	5769	7413	13182	10.9	5199	6720	11919	10.7
Mohale's Hoek	3401	4581	7982	6.8	3540	4681	8221	6.8	3369	4510	7879	7.0
Quthing	2042	2662	4704	4.0	2222	3069	5291	4.4	1989	2630	4619	4.1
Qacha's Nek	1732	2655	4387	3.7	1754	2690	4444	3.7	1648	2596	4244	3.8
Mokhotlong	1415	2793	4208	3.6	1514	3130	4644	3.8	1444	2981	4425	4.0
Thaba-Tseka	1390	2644	4034	3.4	1431	2827	4258	3.5	1449	2868	4317	3.9
Total	50553	66796	117349	100	51925	69130	121055	100.0	47576	64224	111800	100

Figure 4.1 also illustrates the percentage distribution in registered secondary schools from 2021 to 2023. From the figure below it is evident that female enrolment had been higher than male enrolment throughout the period of 2021 to 2023.

Figure 4.1: Percentage distribution in Registered Secondary Schools from 2021 to 2023 by Sex

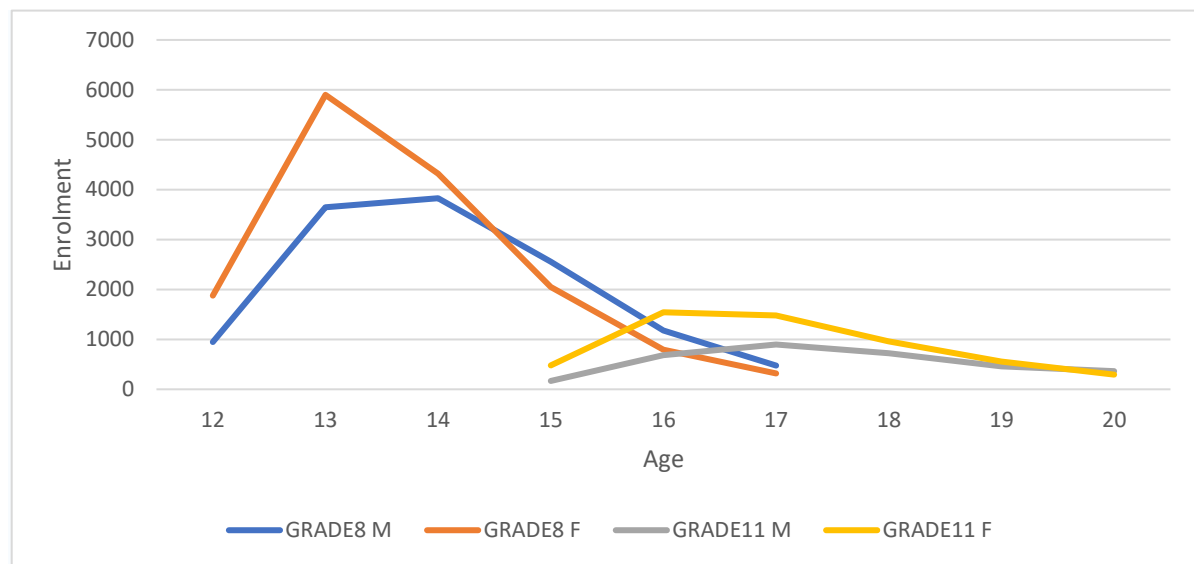


4.2 New Entrants in Registered Secondary Schools

Figure 4.2 depicts new entrants in lower secondary (Grade 8) and upper secondary (Grade 11) by age and sex in 2023. 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, most 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 in 2023



4.3 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. Gross and Net Enrolment Rates, Pupils to Teacher Ratios and the Gender Parity Indices for Registered Secondary Schools

Table 4.6 presents the trends in secondary enrolment rates, gender parity indices and pupil-teacher ratios. It demonstrates that despite more girls enrolled in secondary schools in the past, boys have caught up and there was now gender equity in 2023. The below table also depicts that 57.5 percent of learners 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 2023 was 50.1 percent indicated a significant number of overaged and underaged students enrolled in secondary schools.

Table 4.6: Secondary School Enrolment Rates, Gender Parity Indices and Pupil Teacher Ratios, 2011-2023

Year	Gross Enrolment Rates			Net Enrolment Rates					
	M	F	Total	GPI	M	F	Total	GPI	PTR
2011	46.5	64.4	55.4	1.4	27.6	44.2	35.8	1.6	24.9
2012	46.9	64	55.4	1.4	28.5	44.6	36.5	1.6	25.1
2013	46.9	63.6	55.2	1.4	29.2	45.6	37.3	1.6	24.1
2014	47.1	64.5	55.7	1.4	29.4	46.2	37.7	1.6	23.9
2015	47.3	64.5	55.8	1.4	30.4	47.3	38.7	1.6	24
2016	51.9	70.4	61.1	1.4	34	52.3	43.1	1.6	24
2017	51.5	69.4	60.4	1.3	34.6	52.1	43.3	1.5	25
2018	55.4	72.9	64.1	1.3	38.5	55.1	46.8	1.4	26
2019	56.7	75.7	66.1	1.3	41.4	59	50.1	1.4	25
2020	70.6	71.9	62.7	1.3	40.4	57.1	48.7	1.4	23.5
2021	50.2	67.7	58.8	1.3	37.7	54.1	45.9	1.4	21
2022	52.2	71	61.5	1.3	41.3	59	50.1	1.4	21.8
2023	48.4	66.9	57.5	1.4	41.2	59.3	50.1	1.4	19.7

Table 4.7 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 below table also denotes the decline of overall GER and NER rates from 2022 to 2023. 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 2023 the lower secondary schools NER for males was observed as 38.8 percent and the one for females was 58.4 percent. In the upper secondary education, it was estimated at 8.5 and 15.9 for males and females respectively.

Table 4.7 NER and GER for Lower and Upper Secondary Education, 2020 to 2023

NER and GER	2020			2021			2022			2023		
	M	F	T	M	F	T	M	F	T	M	F	T
NER Lower Secondary	36.8	54.6	45.6	31.8	49.3	40.5	37.3	56.1	46.6	38.8	58.4	48.5
NER Upper Secondary	10.7	20.2	15.4	10.4	19.4	14.8	12.6	23.3	17.8	8.5	15.9	12.1
NER Overall Secondary	40.4	57.1	48.7	37.7	54.1	45.9	41.3	59.0	50.1	40.1	57.2	48.6
GER Lower Secondary	68.8	89.2	79	64.2	84.1	74.1	67.8	89.2	78.4	68.7	91.7	80.1
GER Upper Secondary	31.3	45.7	38.4	29.4	42.8	36	28.9	43.4	36.1	18.2	29.1	23.6
GER Overall Secondary	70.6	71.9	62.7	50.2	67.7	58.8	52.2	71.0	61.5	48.4	66.9	57.5

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

Table 4.8 portrays the number of learners with special educational needs in registered secondary schools by district, location, and sex in 2023. Out of 111 800 learners enrolled in 2023 under review, 10 161 (9.1 percent) had special educational needs. Urban area had the highest number of learners with special educational needs with 6,642 (65.4 percent) followed by rural with 2,850 (28.0 percent) and the lowest was peri-urban with 1,139 (6.6 percent). It further illustrates that registered secondary schools with special education in Maseru had the highest number of students enrolled in 2023 with 2,390 (23.5 percent) learners, while Leribe district followed with 2,290 (22.5 percent) and Thaba-Tseka was the lowest with 244 (2.4 percent).

Table 4.8: Number of Learners with Special Educational Needs in Registered Secondary Schools by District, Location and Sex in 2023

District	URBAN			PERI-URBAN			RURAL			Grand Total
	M	F	Total	M	F	Total	M	F	Total	
Butha-Buthe	195	352	547	0	0	0	72	82	154	701
Leribe	566	885	1451	58	153	211	293	335	628	2290
Berea	123	172	295	64	49	113	288	441	729	1137
Maseru	887	1039	1926	11	10	21	165	278	443	2390
Mafeteng	210	314	524	96	137	233	92	152	244	1001
Mohale's Hoek	331	478	809	0	0	0	101	144	245	1054
Quthing	120	159	279	0	0	0	57	144	201	480
Qacha's Nek	142	251	393	20	22	42	13	18	31	466
Mokhotlong	84	146	230	7	21	28	50	90	140	398
Thaba-Tseka	70	118	188	10	11	21	8	27	35	244
Total	2728	3914	6642	266	403	669	1139	1711	2850	10161

Table 4.9 depicts the number of learners in registered secondary schools with special education by disability type, grade, and sex in 2023. This shows that among the secondary students with disability in 2023, learners with Visual Impairment presented the highest value 4 458 (43.9 per cent). The next largest group of disabled students were those with Intellectual Disability which constituted with 2 459 (24.2 per cent). Students who had Physical Disability constituted the lowest with 688 (6.8 percent) of all who registered in secondary schools in 2023.

Furthermore, secondary students with some forms of disabilities were largely found in the lower levels (Grades 8 to 10) for both sexes. The table below presents 1 438 (13.2 per cent) were males and 1 861(18.3 per cent) were females' secondary students with disabilities enrolled at Grade 8 in 2023. Generally, across all levels of secondary education there were more girls with some form of disability than boys as illustrated by the below table.

Table 4.9: Number of Learners with Disability in Registered Secondary Schools by Disability Type, Grade and Sex in 2023

Disability Type	GRADE8		GRADE9		GRADE10		GRADE11		GRADE12		Total
	M	F	M	F	M	F	M	F	M	F	
Physical Disability	97	105	90	88	71	114	42	71	0	10	688
Visual Impairment	508	721	444	770	405	779	286	514	12	19	4458
Hearing Impairment	226	356	172	296	142	260	108	189	2	2	1753
Intellectual Disability	481	538	342	318	187	270	153	168	1	1	2459
OTHER	126	141	134	135	59	106	45	57	0	0	803
Total	1438	1861	1182	1607	864	1529	634	999	15	32	10161

4.6 Orphans in Registered Secondary Schools

Table 4.10 portrays the number of orphans in registered secondary schools by type of orphan, level of education and sex in 2023. It can be seen from the table that most orphans, 17,792 (51.3 percent) learners are without fathers, followed by maternal orphans with 7,217 (20.8 percent) and the least was social orphans with 4,204 (12.1 percent).

Table 4.10: Orphans in Registered Secondary Schools by Type, Level of Education and Sex, 2023

Type	GRADE8		GRADE9		GRADE10		GRADE11		GRADE12		Total
	M	F	M	F	M	F	M	F	M	F	
Paternal	2553	3130	1996	2811	1634	2562	1202	1869	25	10	17792
Maternal	898	1125	852	1187	712	1096	499	834	8	6	7217
Double	634	794	594	832	579	888	417	719	6	6	5469
Social	604	859	472	732	319	524	286	398	7	3	4204
Total	4689	5908	3914	5562	3244	5070	2404	3820	46	25	34682

Table 4.11 presents the number of orphans in registered secondary schools by district, location, and sex in 2023. It is observed from the table that Maseru with 8,971 (25.9 percent) had the highest proportion of orphans, followed by Leribe with 5,935 (17.1 percent) orphans and the least number of orphans enrolled in secondary school was in Mokhotlong with 1,367 (3.9 percent). The table further shows that across all the districts, more orphans were found in urban areas schools; 15,839 (45.7 percent) while those in the rural areas contributed only 13,656 (39.4 percent).

Table 4.11: Orphans in Registered Secondary Schools by District, Location and Sex, 2023

DISTRICT	URBAN			PERI-URBAN			RURAL			Grand Total
	M	F	Total	M	F	Total	M	F	Total	
Butha-Buthe	478	658	1136	0	0	0	567	813	1380	2516
Leribe	1029	1324	2353	261	406	667	1217	1698	2915	5935
Berea	662	826	1488	412	584	996	736	1092	1828	4312
Maseru	2266	2854	5120	532	770	1302	1048	1501	2549	8971
Mafeteng	651	1003	1654	423	564	987	559	880	1439	4080
Mohale's Hoek	614	800	1414	57	72	129	436	694	1130	2673
Quthing	355	435	790	164	154	318	245	390	635	1743
Qacha's Nek	382	528	910	78	106	184	194	365	559	1653
Mokhotlong	148	326	474	68	144	212	230	516	746	1432
Thaba-Tseka	175	325	500	137	255	392	173	302	475	1367
Total	6760	9079	15839	2132	3055	5187	5405	8251	13656	34682

4.7 Inputs for Secondary Education

4.7.1 Secondary Schools

Table 4.12 represents the distribution of registered secondary schools by districts and school agency in 2023. School agency in this case means that the school is either owned by public or private agency. Public schools include those owned by the government, churches, and the community, while private schools include those owned by individual people.

The below table shows that most of registered secondary schools in Lesotho are owned by the public with 340 (94.2percent), while 21 (5.8 percent) of them are owned by the private agency. Most of these public schools are found in Maseru and Leribe with 72 (19.9 percent) and 73 (20.2 percent) respectively, while Berea district came third with 47 (13.0 percent). The districts with the lowest public secondary schools were Quthing and Mokhotlong with 17 (4.7 percent) and 16 (4.4percent) respectively.

Table 4.12: Number of Registered Secondary Schools by District, Public and Private in 2023

DISTRICT	PUBLIC	PRIVATE	Total	Percentage
Butha-buthe	24	3	27	7.5
Leribe	66	7	73	20.2
Berea	43	4	47	13.0
Maseru	68	4	72	19.9
Mafeteng	39	3	42	11.6
Mohale's Hoek	27	0	27	7.5
Quthing	17	0	17	4.7
Qacha's Nek	20	0	20	5.5
Mokhotlong	16	0	16	4.4
Thaba-Tseka	20	0	20	5.5
TOTAL	340	21	361	100.0

Table 4.13 depicts the distribution of registered secondary schools by district and location in 2023. It shows that most of registered secondary schools are more in the rural areas as compared to those in the urban and peri-urban areas. It further illustrates that of all registered secondary schools in Lesotho, 203 (56.2 percent) of them are in the rural areas, while 107 (29.6 percent) are in the urban areas.

It also portrays that out of the total (107) secondary schools found in the urban areas Maseru district have 30 registered schools which constitute 28.0 percent, followed by schools in Leribe district with 22 (20.6 percent) while Mokhotlong has only 2 (1.9 percent) registered secondary school in the urban area.

Table 4.13: Number of Registered Secondary Schools by District and urban-rural in 2023

District	URBAN	PERI-URBAN	RURAL	Grand Total
Butha-Buthe	11	0	16	27
Leribe	22	9	42	73
Berea	11	11	25	47
Maseru	30	12	30	72
Mafeteng	9	8	25	42
Mohale's Hoek	9	2	16	27
Quthing	5	2	10	17
Qacha's Nek	5	1	14	20
Mokhotlong	2	1	13	16
Thaba-Tseka	3	5	12	20
Total	107	51	203	361

Figure 4.3 reveals the percentage distribution of registered secondary schools by ecological zones in 2023. Most of the schools were in the Lowlands 67.0 percent and that the second highest percentage was for the Mountains with 17.2 percent while Foothills and Senqu River Valley had only 7.5 percent and 8.3 percent respectively.

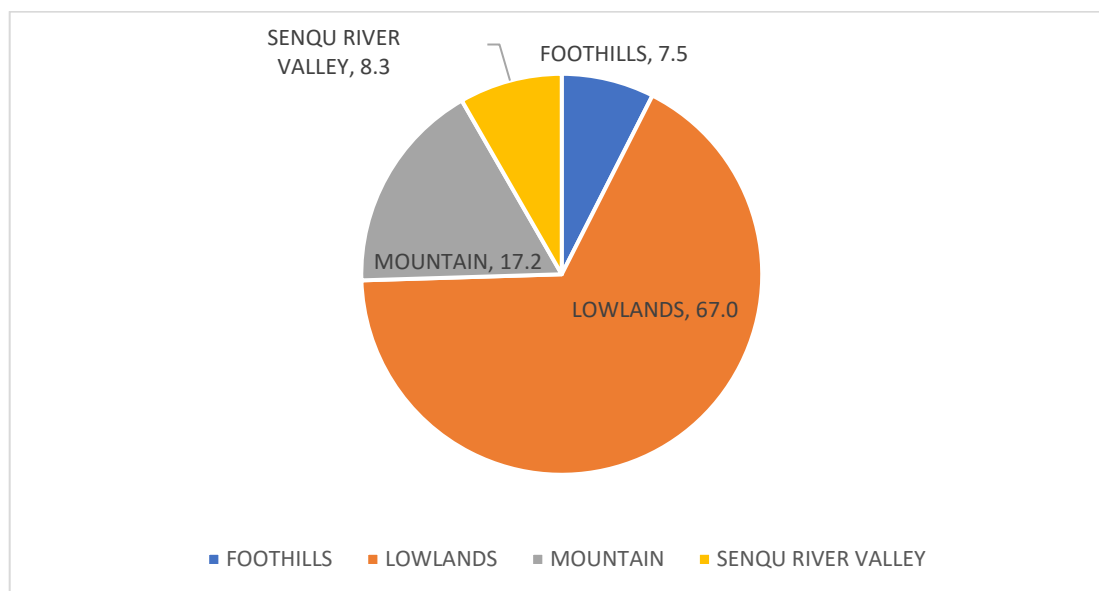
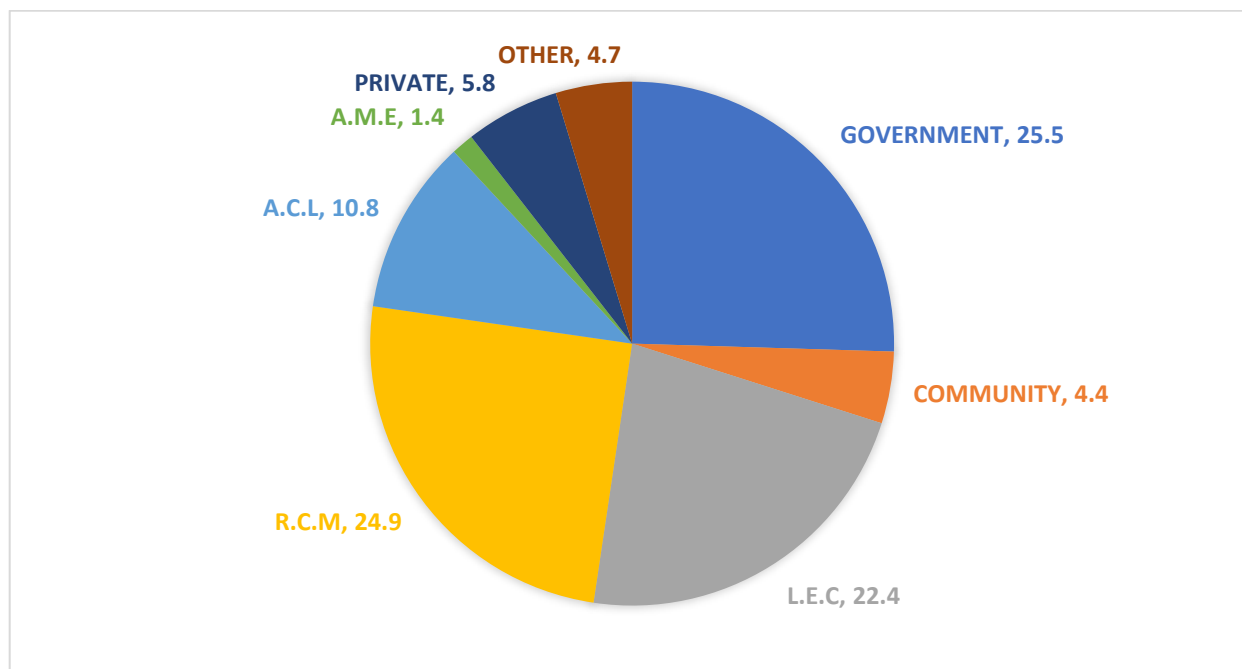
Figure 4.3: Percentage share of registered secondary schools by Ecological Zone, 2023

Figure 4.4 presents the distribution of registered secondary schools by agency in 2023. It is shown from the figure below that majority of schools were owned by Government and RCC and both recorded 25.5 and 24.9 percent respectively and the least schools were owned by A.M.E with 1.4 percent.

Figure 4.4: Percentage share of registered secondary schools by agency, 2023



4.7.2 Teachers in Registered Secondary Schools

Table 4.14 displays teachers in registered secondary schools by district and sex in 2023. There were 5,672 secondary school teachers in 2023 in registered schools, 3133 of them were males and 2539 were females. The highest proportion of teachers were in Maseru with 25.5 percent, followed by Leribe with 19.8, while the lowest proportion of teachers were in Thaba-Tseka with 3.5 percent.

Table 4.14 Teachers in registered secondary schools by district and sex in 2023

DISTRICT	Male	Female	Total	%
Butha-Buthe	212	235	447	7.9
Leribe	537	586	1123	19.8
Berea	326	425	751	13.2
Maseru	600	848	1448	25.5
Mafeteng	273	372	645	11.4
Mohale's Hoek	168	213	381	6.7
Quthing	127	112	239	4.2
Qacha's Nek	101	121	222	3.9
Mokhotlong	97	121	218	3.8
Thaba-Tseka	98	100	198	3.5
Grand Total	2539	3133	5672	100

Table 4.15 shows the number of teachers in registered secondary schools by district, public-private and sex in 2023. It discloses that most of the teachers are in public schools 5423 (95.6 percent), while those who work in private registered secondary schools constitutes 249 (4.4 percent). Some districts had no teachers in private schools as there are no private schools in those districts as shown in the table below.

Table 4.15 Teachers in registered secondary schools by District, Public-Private and Sex in 2023

District	Public Secondary			Private Secondary			Total
	M	F	Total	M	F	Total	
Butha-Buthe	203	223	426	9	12	21	447
Leribe	497	544	1041	40	42	82	1123
Berea	311	412	723	15	13	28	751
Maseru	558	810	1368	42	38	80	1448
Mafeteng	256	351	607	17	21	38	645
Mohale's Hoek	168	213	381	0	0	0	381
Quthing	127	112	239	0	0	0	239
Qacha's Nek	101	121	222	0	0	0	222
Mokhotlong	97	121	218	0	0	0	218
Thaba-Tseka	98	100	198	0	0	0	198
Grand Total	2416	3007	5423	123	126	249	5672

Table 4.16 shows the distribution of secondary teachers by district and school agency in 2023. Most teachers are found in RCM schools with 1,579 (27.8 percent) followed by teachers teaching in L.E.C secondary schools with 1,395 (24.6 percent) and least number of teachers were in A.M.E with 78 (1.4 percent). Two agencies had no teachers in five districts, being A.M.E and private, while other churches had four (4) districts with no teachers and only Thaba-Tseka had no teachers in A.C.L as illustrated in below table.

Table 4.16 Teachers in registered secondary schools by District, School agency and Sex in 2023

District	Government	Community	L.E.C	R.C.M	A.C.L	A.M.E	Other	Private	Total
Butha-Buthe	56	52	121	95	71	7	24	21	447
Leribe	165	73	276	321	134	11	61	82	1123
Berea	154	18	148	256	73	8	66	28	751
Maseru	442	15	321	387	137	6	60	80	1448
Mafeteng	112	32	175	110	62	46	70	38	645
Mohale's Hoek	90	31	75	134	31	0	20	0	381
Quthing	39	0	98	62	40	0	0	0	239
Qacha's Nek	71	5	63	75	8	0	0	0	222
Mokhotlong	58	6	90	52	12	0	0	0	218
Thaba-Tseka	79	4	28	87	0	0	0	0	198
Grand Total	1266	236	1395	1579	568	78	301	249	5672

Table 4.17 illustrated the distribution of secondary teachers by district, type of location and sex in 2023. From the table it is evident that Maseru teachers dominated in urban and peri-urban with 32.5 percent and 26.7 percent respectively, while Leribe teachers dominated rural with 23.1 percent and Butha-Buthe is the only district without teachers in peri-urban as peri-urban location does not exist. In comparison between locations, there were more teachers in urban areas with 45.6 percent, followed by rural areas with 38.4 percent and the least were in peri-urban areas with 15.9 percent.

Table 4.17 Teachers in registered secondary schools by district, location, and sex in 2023

DISTRICT	Urban Teachers		Peri-Urban Teachers		Rural Teachers		Grand Total
Butha-Buthe	213	8.2	0	0	234	10.7	447
Leribe	453	17.5	167	18.5	503	23.1	1123
Berea	281	10.9	192	21.2	278	12.8	751
Maseru	842	32.5	241	26.7	365	16.8	1448
Mafeteng	248	9.6	152	16.8	245	11.2	645
Mohale's Hoek	209	8.1	17	1.9	155	7.1	381
Quthing	117	4.5	38	4.2	84	3.9	239
Qacha's Nek	100	3.9	17	1.9	105	4.8	222
Mokhotlong	69	2.7	23	2.5	126	5.8	218
Thaba-Tseka	57	2.2	57	6.3	84	3.9	198
Grand Total	2589	45.6	904	15.9	2179	38.4	5672

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 5672 teachers in registered secondary schools in during the review period as shown in the table below. The pupil teacher ratio (PTR) was 20 (19.7) pupils per teacher for the entire country. The table further reveals that total pupil teacher ratio (PTR) and pupil-qualified teacher ratio (PQTR) were almost the same 19.7 pupils per teacher and 20.2 pupils per teacher respectively. The pupil teacher ratio and pupil qualified teacher ratio ranged from 20 to 21 pupils per teacher in 2023 indicating that both were below the official recommended average of 35 pupils per one teacher.

Table 4.18: Number of Teachers in Registered Secondary Schools by District and Sex in 2023

District	Enrolment			QUALIFIED			UNQUALIFIED			Total	PTR	PQTR
	M	F	Grand Total	M	F	T	M	F	T			
Butha-Buthe	4046	5627	9673	193	215	408	19	20	39	447	21.6	23.7
Leribe	8618	11602	20220	527	582	1109	10	4	14	1123	18.0	18.2
Berea	6426	7935	14361	301	411	712	25	14	39	751	19.1	20.2
Maseru	13388	16755	30143	597	845	1442	3	3	6	1448	20.8	20.9
Mafeteng	5199	6720	11919	270	372	642	3		3	645	18.5	18.6
Mohale's Hoek	3369	4510	7879	166	211	377	2	2	4	381	20.7	20.9
Quthing	1989	2630	4619	119	105	224	8	7	15	239	19.3	20.6
Qacha's Nek	1648	2596	4244	101	121	222				222	19.1	19.1
Mokhotlong	1444	2981	4425	92	115	207	5	6	11	218	20.3	21.4
Thaba-Tseka	1449	2868	4317	95	96	191	3	4	7	198	21.8	22.6
Grand Total	47576	64224	111800	2461	3073	5534	78	60	138	5672	19.7	20.2

4.8 Efficiency and Quality of Education in Registered Secondary Schools

4.8.1 Repeaters in Registered Secondary Schools

Table 4.19 presents the distribution of repeaters in registered secondary schools by districts, ecological zone, and sex in 2023. There are four (4) ecological zones in Lesotho, and each district has different ecological zone based on its location, but no district has all these four ecological zones. The table below shows that most of students who were repeaters were attending schools located in the Lowlands with 12003 (71.2 percent), followed by those who were in the Mountain with 3131 (18.6 percent) and the lowest were in the Foothills with 808 (4.8 percent).

Table 4.19: Repeaters in Registered Secondary Schools by District, Ecological Zone, and Sex in 2023

District	Foothills			Lowlands			Mountain			Senqu River Valley			Grand Total
	M	F	Total	M	F	Total	M	F	TOTAL	M	F	TOTAL	
Butha-Buthe	140	148	288	558	660	1218	5	11	16	0	0	0	1522
Leribe	50	62	112	1157	1371	2528	64	79	143	0	0	0	2783
Berea	46	44	90	1103	1074	2177	0	0	0	0	0	0	2267
Maseru	53	162	215	1615	1695	3310	85	170	255	0	0	0	3780
Mafeteng	29	49	78	828	921	1749	0	0	0	0	0	0	1827
Mohale's Hoek	14	11	25	466	555	1021	2	2	4	65	92	157	1207
Quthing	0	0	0	0	0	0	30	45	75	217	193	410	485
Qacha's Nek	0	0	0	0	0	0	390	470	860	65	100	165	1025
Mokhotlong	0	0	0	0	0	0	365	672	1037	0	0	0	1037
Thaba-Tseka	0	0	0	0	0	0	266	475	741	57	125	182	923
TOTAL	332	476	808	5727	6276	12003	1207	1924	3131	404	510	914	16856

Table 4.20 displays the distribution of repeaters in registered secondary schools by districts, location, and sex in 2023. It depicts that a higher proportion of the repeaters were in Maseru with 3,780 (22.4 percent), followed by Leribe with 2,783 (16.5 percent) and the district with least repeaters was Quthing with 485 (2.9 percent). Urban areas had the highest number of repeaters with 8,503 (50.4 percent), then follows rural with 5883 (34.6 percent), while the least was peri-urban with 2515 (14.9 percent).

Table 4.20 Repeaters in Registered Secondary Schools by District, Location, and Sex, 2023

DISTRICT	URBAN			PERI-URBAN			RURAL			Grand Total
	M	F	Total	M	F	Total	M	F	TOTAL	
Butha-Buthe	392	454	846	0	0	0	311	365	676	1522
Leribe	488	706	1194	194	217	411	589	589	1178	2783
Berea	430	294	724	304	337	641	415	487	902	2267
Maseru	1002	1066	2068	203	260	463	548	701	1249	3780
Mafeteng	375	449	824	273	262	535	209	259	468	1827
Mohale's Hoek	402	481	883	12	17	29	133	162	295	1207
Quthing	127	131	258	35	16	51	85	91	176	485
Qacha's Nek	289	353	642	25	21	46	141	196	337	1025
Mokhotlong	192	380	572	47	109	156	126	183	309	1037
Thaba-Tseka	178	314	492	65	118	183	80	168	248	923
TOTAL	3875	4628	8503	1158	1357	2515	2637	3201	5838	16856

Table 4.21 depicts the distribution of repeaters in registered secondary schools by age, grade, and sex in 2023. It denotes that a higher proportion of repeaters were in Grade 10 with 6,222 (36.9 percent) while those in Grade 8 and Grade 9 followed with 4,617 (27.4 percent) and 4,607 (27.3 percent) respectively. It further shows that most of these repeaters were in ages 16, 17 and 15 years with 4,057 (24.1 percent), 3,608 (21.4 percent) and 3,297 (19.5 percent) respectively.

Table 4.21: Repeaters in Registered Secondary Schools by Age, Grade and Sex in 2023

Age	GRADE8		GRADE9		GRADE10		GRADE11		GRADE12		Total
	M	F	M	F	M	F	M	F	M	F	
12	26	26	0	0	0	0	0	0	0	0	52
13	157	244	25	16	0	0	0	0	0	0	442
14	561	757	202	305	31	30	0	0	0	0	1886
15	757	711	510	798	191	318	4	8	0	0	3297
16	576	407	652	776	514	974	47	110	1	0	4057
17	247	148	440	389	831	1175	119	257	1	1	3608
18	0	0	295	199	616	717	179	230	0	0	2236
19	0	0	0	0	432	393	135	120	2	1	1083
20	0	0	0	0	0	0	117	76	0	0	193
21	0	0	0	0	0	0	0	0	2	0	2
Total	2324	2293	2124	2483	2615	3607	601	801	6	2	16856

4.8.2 Transition Rates from Grade 10 to Grade 11

Table 4.24 illustrates the transition rates from Grade 10 to Grade 11 in the period 2012-2022. Transition rates reveal that there were more females than males who progressed from Grade 10 to Grade 11 from 2012 to 2022 while more males than females progressed from 2014 to 2016 as shown the table below. It also reflects that on overall the gap between male and female transition rates was diminishing in the period under review (57.5).

Table 4.22: Transition Rates from Grade 10 to Grade 11, 2012 – 2022

Year	Males	Females	Total
2012	70.4	72.6	71.4
2013	74.4	75.2	74.9
2014	71.1	70.2	70.6
2015	76	70.9	73
2016	72.3	71.2	71.7
2017	71.4	72.1	71.8
2018	66.2	68	67.2
2019	64.2	65.6	65
2020	62.1	68.8	65.7
2021	56.5	60	58.5
2022	53.5	60.4	57.5

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

Table 5.2 displays enrolment in registered technical and vocational schools by district, agency and sex for the year 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	959
Berea	0	0	3	18	0	0	0	0	0	0	0	0	21
Maseru	144	441	15	38	0	0	206	97	0	0	684	1003	2628
Mohales hoek	0	0	28	16	0	0	46	394	0	0	0	0	484
Quthing	0	0	0	0	214	39	0	0	0	0	0	0	253
Mokhotlong	0	0	0	0	8	44	0	0	0	0	0	0	52
Thaba-tseka	134	53	0	0	0	0	0	0	0	0	0	0	187
Total	429	692	46	72	222	83	513	629	11	107	717	1063	4584

Table 5.3 shows repeaters in registered technical and vocational schools by district and sex for the year 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	10
Maseru	0	0	206	97	48	79	430
Mohales hoek	0	0	4	49	0	0	53
Quthing	12	0	0	0	0	0	12
Mokhotlong	1	2	0	0	0	0	3
Total	13	2	210	146	52	85	508

Table 5.4 demonstrates the number of students who left school in technical and vocational institutions by district, agency and sex for the year 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 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 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	12	4	6	41
Berea	0	0	3	2	0	0	0	0	0	0	5
Maseru	144	441	4	2	0	0	11	22	32	51	707
Mohales hoek	0	0	0	2	0	0	1	15	0	0	18
Mokhotlong	0	0	0	0	2	5	0	0	0	0	7
Total	154	450	7	6	2	5	12	49	36	57	778

Table 5.5 presents the number and percentage of students that dropped out of Technical and Vocational institutions by major reason for dropping out and sex. It is observed from the table that a total of 778 students were reported to have left school in 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

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

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

	GOVERNMENT		COMM		LEC		RCM		ACL		PRIVATE			
District	M	F	M	F	M	F	M	F	M	F	M	F	Total	%
Leribe	1	1	0	0	0	0	15	10	2	8	2	3	42	21.2
Berea	0	0	4	1	0	0	0	0	0	0	0	0	5	2.5
Maseru	2	3	4	3	0	0	7	6	0	0	26	19	70	35.4
Mohale's hoek	0	0	3	1	0	0	8	31	0	0	0	0	43	21.7
Quthing	0	0	0	0	17	2	0	0	0	0	0	0	19	9.6
Mokhotlong	0	0	0	0	2	2	0	0	0	0	0	0	4	2.0
Thaba-tseka	12	3	0	0	0	0	0	0	0	0	0	0	15	7.6
Total	15	7	11	5	19	4	30	47	2	8	28	22	198	100.0

Table 5.7 reflects teachers in registered technical and vocational schools by teacher's rank in 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
Total	105	93	198

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

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

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

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	10
Maseru	0	0	206	97	48	79	430
Mohales hoek	0	0	4	49	0	0	53
Quthing	12	0	0	0	0	0	12
Mokhotlong	1	2	0	0	0	0	3
Total	13	2	210	146	52	85	508

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

Table 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	13	1.7
Dismissed	0	2	2	0.3
Don't like schooling	5	8	13	1.7
Illness	6	10	16	2.1
Herding	1	0	1	0.1
Looking after the sick/old/children	0	2	2	0.3
Marriage	1	15	16	2.1
No funds	12	21	33	4.2
No guardian	1	1	2	0.3
Pregnancy	0	25	25	3.2
Seek Employment	180	467	647	83.2
Transfer	1	0	1	0.1
Other	0	7	7	0.9
Total	211	567	778	100.0

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	GOVERNMENT		COMM		LEC		RCM		ACL		PRIVATE		Total	%
	M	F	M	F	M	F	M	F	M	F	M	F		
Leribe	1	1	0	0	0	0	15	10	2	8	2	3	42	21.2
Berea	0	0	4	1	0	0	0	0	0	0	0	0	5	2.5
Maseru	2	3	4	3	0	0	7	6	0	0	26	19	70	35.4
Mohale's hoek	0	0	3	1	0	0	8	31	0	0	0	0	43	21.7
Quthing	0	0	0	0	17	2	0	0	0	0	0	0	19	9.6
Mokhotlong	0	0	0	0	2	2	0	0	0	0	0	0	4	2.0
Thaba-tseka	12	3	0	0	0	0	0	0	0	0	0	0	15	7.6
Total	15	7	11	5	19	4	30	47	2	8	28	22	198	100.0

Table 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	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
Total	105	93	198

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

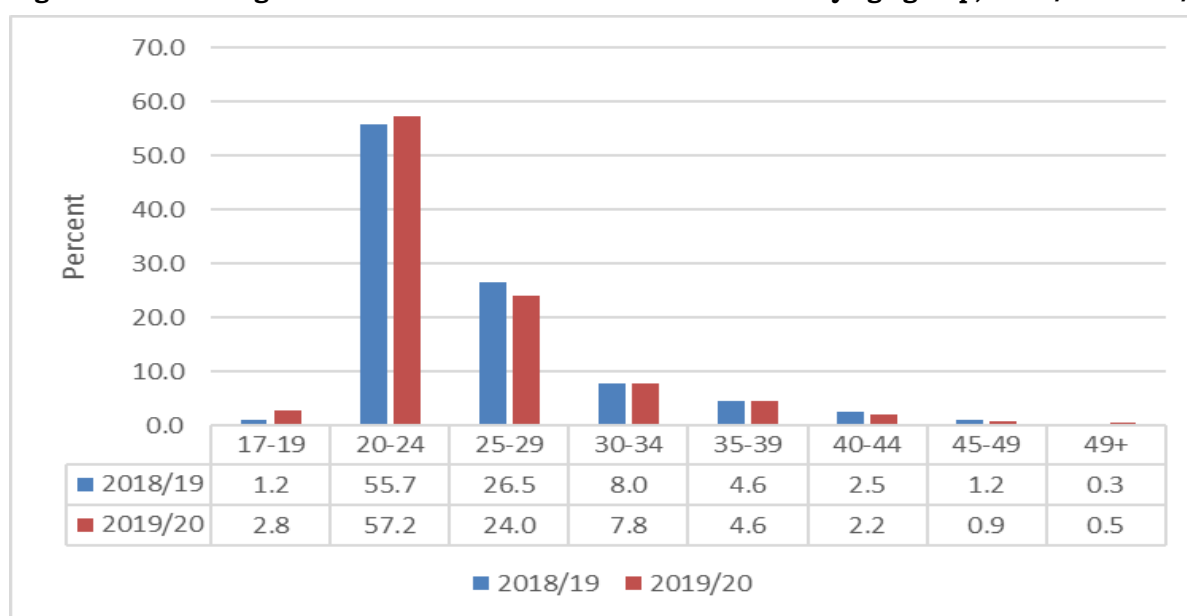
A total of 23,749 students were enrolled at HEIs in Lesotho in the academic year 2019/2020. Out of this number 62.4 percent were females while a 37.6 percent were males. According to the table majority of the students in this level of education, were in public institutions such as NUL, LUCT, LP and LCE, 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	636	515	528	1043	692	729	1421
Center of Accounting Studies	808	1055	1863	712	1081	1793	407	686	1093
Institute of Development Management	153	327	480	124	292	416	99	260	359
Lesotho Agricultural College	232	220	452	241	248	489	286	263	549
Lesotho College of Education	821	1988	2809	753	2001	2754	741	2030	2771
Lesotho Boston health alliance	4	4	8	6	5	11	7	7	14
Lesotho institute of public administration and management	93	280	373	71	217	288	82	233	315
Lerotholi Polytechnic	1367	1248	2615	1333	1289	2622	1202	1285	2487
Limkokwing University	1488	2038	3526	1538	2258	3796	1541	2452	3993
Maluti Adventist College	65	186	251	79	193	272	67	177	244
National Health Training College	142	325	467	123	295	418	124	261	385
National University of Lesotho	3435	5914	9349	3481	5996	9477	3596	6069	9665
Paray School of Nursing	34	115	149	28	115	143	29	110	139
Roma College of Nursing	28	100	128	28	99	127	25	106	131
Scott College of Nursing	23	123	146	41	142	183	30	153	183
TOTAL	9012	14240	23252	9073	14759	23832	8928	14821	23749

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.

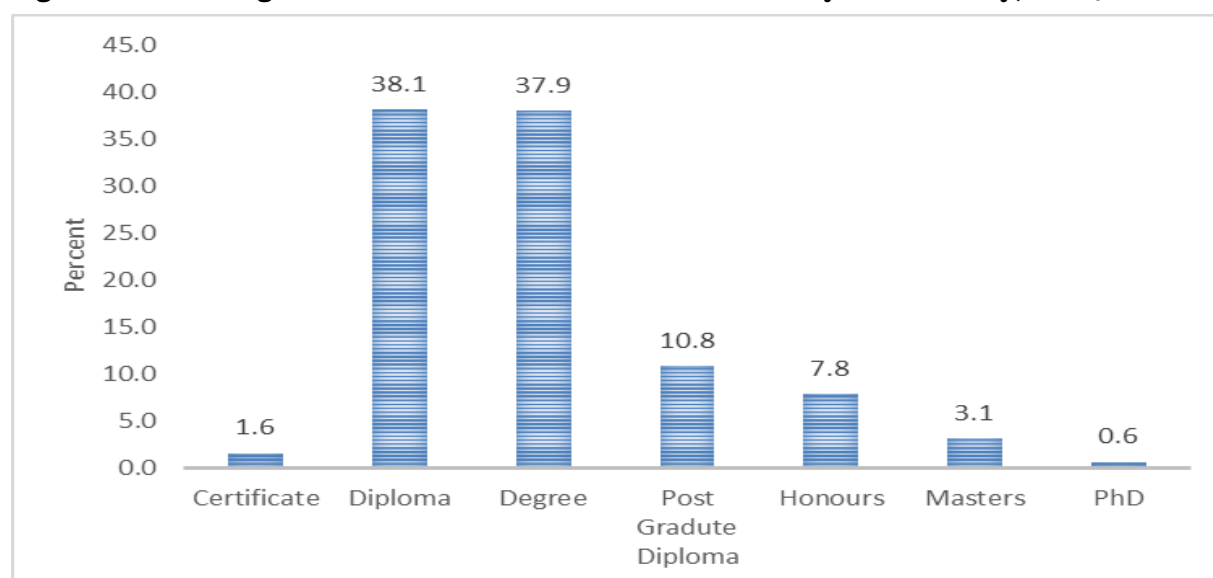
Figure 7.1 Percentage distribution of student enrolment in HEIs by age group, 2018/19- 2019/20

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

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

7.5 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.

7.6 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

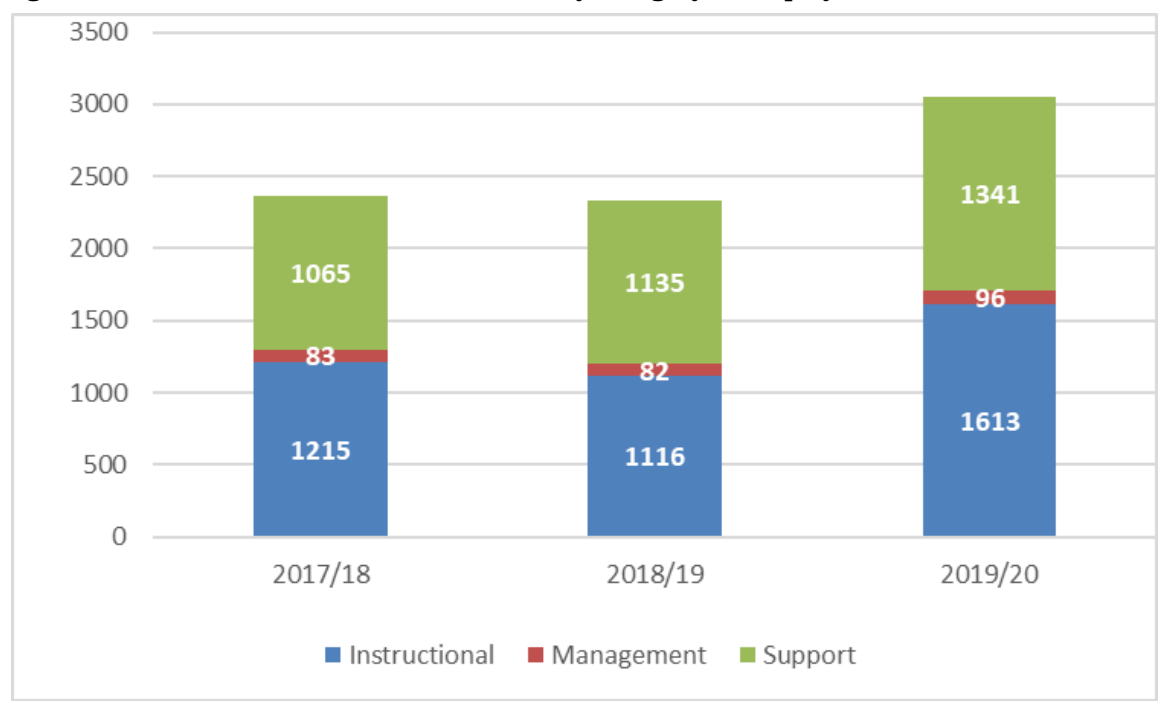
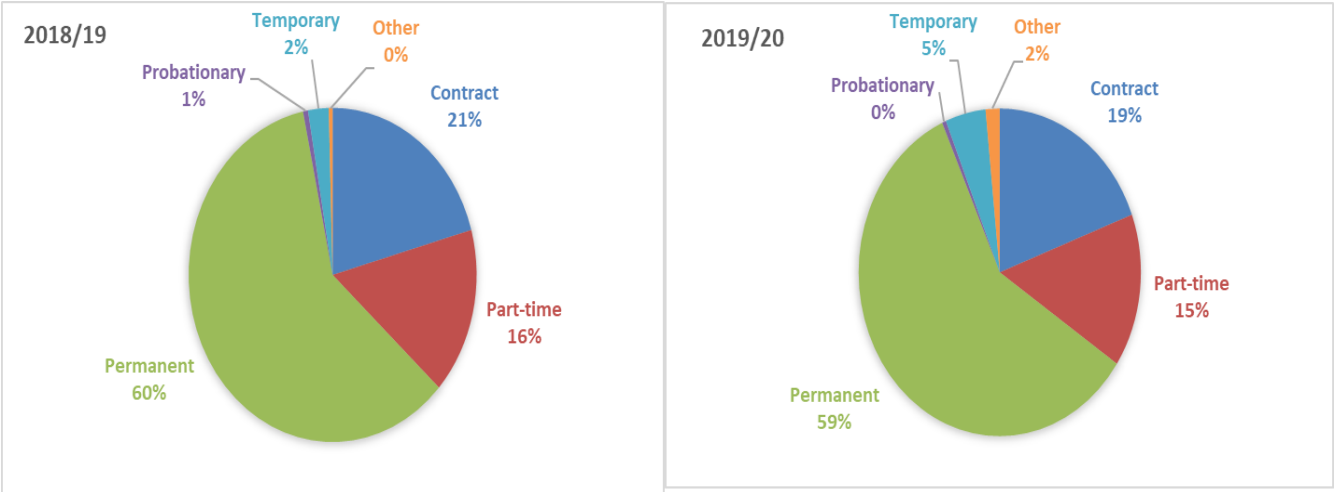


Figure 7.4 presents the percentage distribution of staff in HEIs by terms of employment in 2018/19 and 2019/20. As shown in the figure, staff in HEIs are predominately (around 60.0 percent) engaged on permanent basis. In both academic years contractual staff comprised about 20.0 percent and about 15.0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



7.7 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	41
Degree	4	270	30	7	0	0	311
PGD	0	12	0	0	0	0	12
Honours	4	42	20	10	0	0	76
Masters	2	252	426	92	40	0	812
PhD	0	18	106	18	123	32	297
Total	14	625	582	133	163	32	1549

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

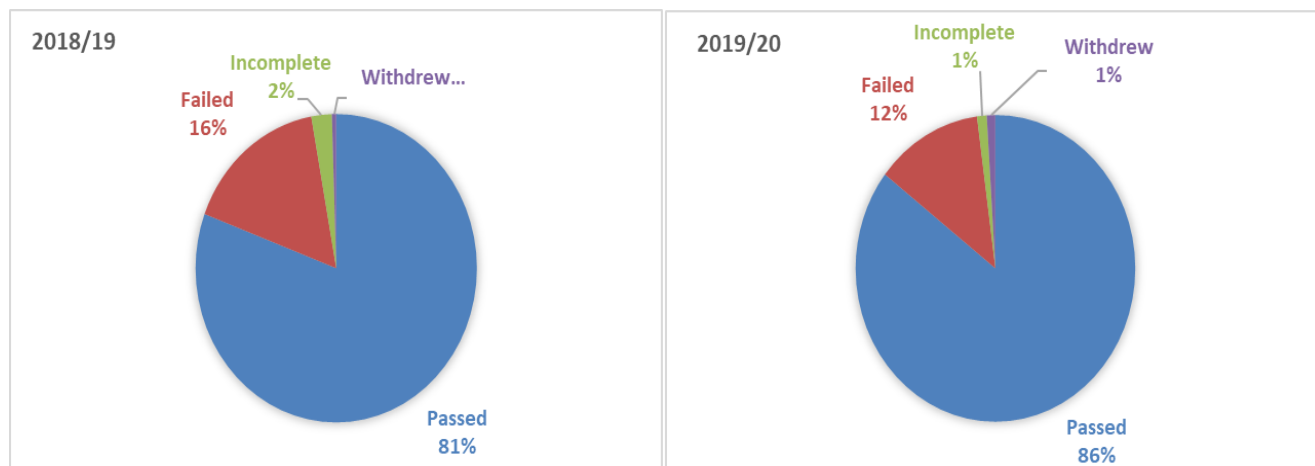
Institution	Modified Academic Quality Staff Index	
	2018/19	2019/20
Botho	80	72.2
CAS	11.1	10
IDM	75	63.2
LAC	26.5	31.1
LCE	63.6	61.3
LeBoHA	100	100
LIPAM	60.7	73.9
LP	28.2	26.9
LUCT	43.6	42.9
MAC	7.1	27.3
NHTC	17.8	17.5
NUL	89.3	89.3
PSN	23.8	21.7
RCN	7.1	0
SCN	14.3	40
Total	64.2	71.2

7.8 Graduates in HEIs

7.8.1 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.

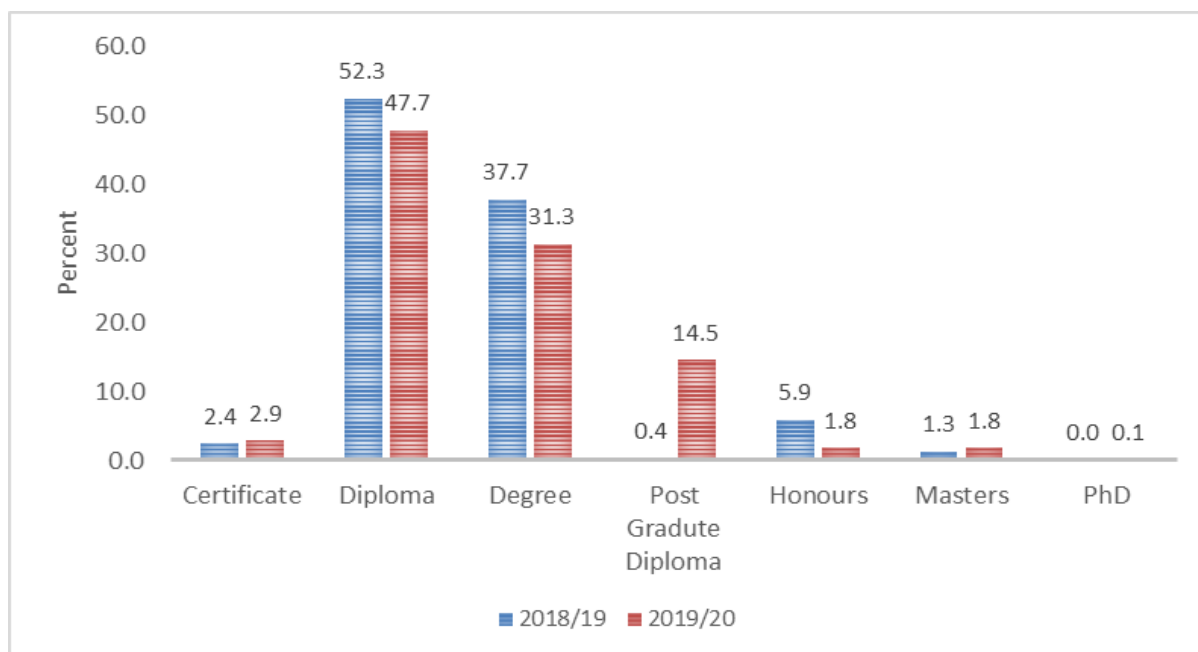
Figure 7.5 Percentage distribution of graduates by pass status, 2018/19 and 2019/20



7.8.2 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



7.8.3 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.

7.8.4 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.

7.8.5 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.

7.8.6. 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.

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.