Kingdom of Lesotho

Statistical Report
No. 25: 2020

2018 Education Statistics Report

Bureau of Statistics
P.O. Box 455
Maseru 100
Lesotho
Tel: +266 223263 93/22323852
Fax: +266 22310177
E-mail: sed@bos.gov.ls
Website: www.bos.gov.ls

Mission: To Coordinate the National Statistical System (NSS) and produce accurate, timely, reliable, culturally relevant and internationally comparable statistical data for evidence- based planning, decision making, research, policy, program formulation and monitoring and evaluation to satisfy the needs of users and producers.

LIST OF ACRONYMS

ACL	Anglican Church of Lesotho
ADSE	Advanced Diploma in Special Education
AME	African Methodist Episcopal
BoS	Bureau of Statistics
CAS	Centre for Accounting Studies
CECE	Certificate in Early Childhood Education
COSC	Cambridge Overseas School Certificate
CWIQ	Core Wealth Indicator Questionnaire
DEP	Diploma in Primary Education
DTE	Diploma in Technology Education
DTEP	Distance Teachers Education Programme
ECCD	Early Childhood Care and Development
EFA	Education for All
EGIS	Education Geographic Information System
EMIS	Education Management Information System
FPE	Free Primary Education
GER	Gross Enrolment Ratio/Rate
GoL	Government of Lesotho
GPS	Geographic Positioning Systems
HEIs	Higher Education Institutions
IDM	Institute of Development Management
JC	Junior Certificate
LAC	Lesotho Agricultural College
LeBoHA	Lesotho Boston Health Alliance
LANFE	Lesotho Association of Non-Formal Education
LCE	Lesotho College of Education
LCS	Lesotho Correctional Services
LDS	Lesotho Demographic Survey
LDTC	Lesotho Distance Teaching Centre
LGCSE	Lesotho General Certificate in Secondary Education
LEC	Lesotho Evangelical Church
LFS	Labour Force Survey
LIPAM	Lesotho Institute of Public Administration and Management
LP	Lerotholi Polytechnic
LUCT	Limkokwing University of Creative Technology
MAN	Maluti Adventist College
MoE	Ministry of Education
MoET	Ministry of Education and Training
NER	Net Enrolment Ratio/Rate
NCDC	National Curriculum Development Centre
NFE	Non-Formal Education
NHTC	National Health Training Center
NUL	National University of Lesotho
PSLE	Primary School Leaving Examination
PSN	Paray School of Nursing
PTC	Primary Teachers Certificate
RCM	Roman Catholic Church
RSN	Roma School of Nursing
Scott	Scott Hospital School of Nursing
SEN	Special Education Needs
SRV	Senqu River Valley
STC	Secondary Teachers Certificate
TVD	Technical and Vocational Department
TVET	Technical and Vocational Education Training
UNESCO	United Nations Education Science and Culture Organization
UPE	Universal Primary Education

Contents.....Page

List of Acronyms i
Table of Contents.....ii
List of Tables.....v
List of Figure.....vii

Chapter 1: Background..... 1

1.0 Introduction..... 1

1.2 Data Source and Quality 3
1.2.1 Source 3
1.2.2 Quality 4
2.0 Introduction..... 5

2.1 Enrolment in Reception Classes..... 5

Table 2.1: Number of Reception Classes and Enrolment, 2010-2018 5

2.2 Enrolment in ECCD (reception classes included)..... 6

2.2.1 Accessibility of Education in ECCD 8
2.2.1.1 New Entrants in ECCD..... 8
2.3 Disability in ECCD Schools 8

2.4 Orphan-hood in ECCD Schools 9

Chapter 3: Primary School Education 12

3.0 Introduction..... 12

3.1 Enrolment in Registered Primary Schools 12

3.1.1 Accessibility of Education 18
3.1.1.1 New Entrants in Registered Primary Schools..... 18
3.1.1.2 Registered Primary Schools Apparent Intake Rates (AIR) and Net Intake Rates (NIR) 19
Table 3.9: Registered Primary Schools Apparent and Net Intake Rates and Gender Parity Indices by Sex, 2000-2018..... 20

3.1.2 Gender Parity Index in Registered Primary Schools..... 20
3.1.3 Coverage of Participation in Primary Education 20
3.2 Disability in Registered Primary Schools 23

3.4 Inputs for Primary Education 26
3.4.1 Primary Schools..... 26
Table 3.16: Registered Primary School Enrolment, Number of Schools, Number of Teachers and Percentage Change in Enrolment, 2009-2018 28

3.4.2 Teachers in Registered Primary Schools..... 30
3.5 Efficiency and Quality of Education 32

3.5.1 Repeaters in Registered Primary Schools 32
When comparing the same rates by sex in table 3.26 it is realized that girls progress more than their boys' counterparts in all grades. 35
On the other hand boys repeat and dropout from school more than girls. This means that more girls than boys progress at primary level. This also means that girls are more retained those boys at school. 35
Table 3.26: Primary Schools Promotion, Repetition and Dropout Rates by SEX, 2017..... 35
3.5.3 Transition Rates from Standard 7 to Form A 35

3.5.4 Cohort Analysis 36
4.0 Introduction 38
4.1 Enrolment in Registered Secondary Schools 38
4.2 Trend Analysis of Registered Secondary Schools Enrolment 41
4.3 New Entrants in Registered Secondary Schools 42
4.4 Coverage of Participation in Secondary Education 43
4.4.1 Gross and Net Enrolment Rates, Pupils to Teacher Ratios and the Gender Parity Indices for Registered Secondary Schools 43
Table 4.5: Secondary School Enrolment Rates, Gender Parity Indices and Pupil Teacher Ratios, 2004-2018 44
4.5 Enrolment of Students with Special Educational Needs in Registered Secondary Schools 45
4.6 Orphans in Registered Secondary Schools 47
4.7 Inputs for Secondary Education 49
4.7.1 Secondary Schools 49
4.7.2 Secondary Schools Teachers 52
4.8 Efficiency and Quality of Education in Registered Secondary Schools 54
4.8.1 Repeaters in Registered Secondary Schools 54
4.8.2 Transition Rates from Form C to Form D 56
Table 4.20: Transition Rates from Form C to Form D, 2002 – 2017 56
4.8.3 Examination Results 56
4.8.3.1 Junior Certificate Examinations 56
Table 4.21: Junior Certificate Examination Results, 2008-2018 57
4.8.3.2 Lesotho General Certificate in Secondary Education (LGCSE) 57
Chapter 5: Technical and Vocational Education Training 59
5.0 Introduction 59
5.1 Enrolment 59
5.2 Teaching Staff 62
Chapter 7: Non Formal Education 64
7.0 Introduction 64
7.1 Enrolment 64
7.2 Special Educational Needs 66
7.3 Orphan-Hood 67
7.4 Teaching Staff 67

LIST OF TABLES **Page**

Table 2.1: Number of Reception Classes and Enrolment, 2007-2014..... 5
Table 2.2: Number of Reception Classes and Enrolment by District, 2012-2014.....6
Table 2.3: ECCD Enrolment by District, Age and Sex, 2014..... 7
Table 2.4(i): ECCD schools Gross and Net Enrolment Rates (NER) and (GER) by Sex, 2014.....7
Table 2.4(ii): ECCD New Entrants by District and Sex, 2014.....8
Table 2.5: ECCD enrolment of children with special educational needs or disability by District, Age and Sex, 2014.....8
Table 2.6: ECCD Enrolment of disabled pupils by Type of disability, Age and Sex, 2014 9
Table 2.7: ECCD Orphans by District, Age and Sex, 2014.....9
Table 2.8: ECCD Orphans by District, Age and Sex, 2014.....10
Table 2.9: ECCD Teachers by District and Sex, 2014.....10
Table 2.10: Number of ECCD Schools by district and Agency, 2014.....11
Table 3.1: Enrolment in Registered Primary Schools by Age, Grade and Sex, 2014.....12
Table 3.2: Enrolment in Registered Primary Schools by Grade, Sex and Year, 2010-2014.....13
Table 3.3: Enrolment in Registered Primary Schools by District, Sex and Year, 2012-2014.....13
Table 3.4: Enrolment in Registered Primary Schools by District, Urban and Rural and Sex, 2014.....14
Table 3.5: Enrolment in Registered Primary Schools by District, Zone and Sex, 2014.....14
Table 3.6: Enrolment in Registered Public and Private Schools by District and Sex, 2014.....15
Table 3.7: Enrolment in Registered Primary Schools by District, Agency and Sex, 2014 16
Table 3.8: New Entrants in Primary Schools by District and Sex, 2014 18
Table 3.9: Registered Primary Schools Apparent and Net Intake Rates and Gender Parity Indices by Sex, 2000-2014.....19
Table 3.10: Registered Primary Schools Gross and Net Enrolment Rates and Pupils Teacher Ratios, 2000-2014.....20
Table 3.11: Pupils Enrolled in Registered Primary Schools by District, 2014 21
Table 3.12: Enrolment of Pupils with Special Educational Needs in registered Primary by type of disability, Grade, 2014.....21
Table 3.13: Enrolment of Pupils with Special Needs in Registered Primary Schools by Age, Grade and Sex, 2014.....22
Table 3.14: Enrolment of Orphans in Registered Primary Schools by Type grade and Sex, 2014.....22
Table 3.15: Orphans in Registered Primary Schools by Age, Grade and Sex, 2014.....23

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

Table 3.17: Registered Primary Schools by District and Ecological Zones, 2014.....26
Table 3.18: Number and Percentage Distribution of Registered Public and Private Schools by District, 2014.....27
Table 3.19: Number and Percentage Distribution of Registered Primary Schools by Residence, and District, 2014.....27
Table 3.20: Enrolment, Number of Teachers and Pupil to Teacher Ratios in Registered Primary Schools by District and Sex, 2014.....28
Table 3.21: Number of Teachers in Registered Primary Schools by Rank, Agency and Sex, 2014.....29

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

Table 4.15: Number of Teachers in Registered Secondary Schools by District and Sex, 2014.....48
Table 4.16: Teachers in Public and Private Registered Secondary Schools by District and Sex, 2014.....49
Table 4.17: Repeaters in Registered Secondary Schools by District, Zone and Sex, 2014.....49
Table 4.18: Repeaters in Registered Secondary Schools by District, Urban and Rural and Sex, 2014..... ..50
Table 4.19: Repeaters in Registered Secondary Schools by Age, Form and Sex, 2014 50
Table 4.20: Transition Rates from Form C to Form D, 2002 – 2013.....51
Table 4.21: Junior Certificate Examination Results, 2004-2014.....52
Table 4.22: LGCSE Examination Results, 2014.....52
Table 5.1: Enrolment in Registered Technical and Vocational Schools by Age and Sex, 2014.....54
Table 5.2: Enrolment in TVET Institutions by level of education and Sex, 2014.....55
Table 5.3: Enrolment in Registered Technical and Vocational Schools by District, Agency and Sex, 2014.....55
Table 5.4: Repeaters in Registered Technical and Vocational Schools by District and Sex, 2014.....56
Table 5.5: Students Who Left School in Registered Technical and Vocational Schools by Reason and Sex, 2014.....56
Table 5.6: Students Who Left School in Technical and Vocational Institutions by District, Agency and Sex, 2014.....57
Table 5.7: Teachers in Registered Technical and Vocational Schools by Teacher's Rank and Sex, 2014.....57
Table 5.8: Teachers in Technical and Vocational Institutions by District, Agency and Sex, 2014.....59
Table 6.1: Enrolment by Type of Institution, 2012/2013.....61
Table 6.2: Enrolment in Tertiary level by Institution and Sex, 2012/2013.....61

Table 6: 3: Enrolment and Percentage Change from 2011/2012 to 2012/2013.....62

Table 6.4: Enrolment by Sex, Institution and Programme, 2012/2013.....62
Table 6.5: Enrolment in Tertiary by Mode of Delivery and Qualification being pursued 2012/2013.....63
Table 6.6: Enrolment in Tertiary by Institution and Mode of delivery, 2012/2013.....64
Table 6.7: Students who registered for End of Programme Examinations by Field of Study and Result End, 2012/2013.....68
Table 6.8: Staff Members by Institution and Classification, 2012/2013.....69
Table 6.9: Staff by Institution and Nationality, 2012/2013.....70
Table 6.10: Staff by Qualification and Classification, 2012/2013..... 72
Table 6.11: Distribution of Staff Members by Institution and Classification of Staff, 2012/2013..... 72
Table 6.12: Staff who Left the Institutions by Reasons for Leaving, 2011/2012 74

Table 7.1: Enrolment in Non Formal Education by Age, Level and Sex, 2014.....76
Table 7.2: Enrolment in Non Formal Education by District, Level and Sex, 2014.....77
Table 7.3: Non Formal Education Learners with Special Educational Needs by District, Level and Sex, 2014.....77
Table 7.4: Orphans in Non Formal Education by Age, Level and Sex, 2014.....78
Table 7.5 Teachers in Non Formal Education by District, Level and Sex, 2014 79
Table 7.6: Non Formal Education Teachers in Literacy and Numeracy by District, Qualification and Sex, 2013.....79
Table 7.7: Number of Learning Posts/Centers in Non Formal Education by District and Level, 2014.....80

LIST OF FIGURES **PAGE**

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

Chapter 1: Background

1.0 Introduction

Lesotho has a population of 2.2 million and is one of the smallest countries in Southern Africa. The Ministry of Education and Training (MoET) is tasked with managing a national education system with more than 350,000 students in over 1,800 institutions.

The Lesotho EMIS (Education Management information System) is envisaged to collect and aggregate data on institutions facilities, students and staff from schools in paper-based form and then entered centrally in a database developed for this purpose through yearly censuses.

Without good data and information the decisions made by education policy leaders can never be as effective and efficient as they need to be to meet the needs and requirements of their learners and education institutions.

Addressing problems of access, equity, quality and relevance of education requires an evidence-based management system to monitor progress towards national goals and global commitments. It is also required for local and national education managers, policy and decision makers to effectively assess challenges and determine courses of action as well as gaps in education services as well as realistic assessments of resources required. An effective Education Management Information System (EMIS) is specially designed to monitor the performance of education systems and to manage the distribution and allocation of educational resources. It is designed to improve planning, resource allocation and mobilization, monitoring, evaluation, policy formulation, and decision making in general. A school-based standardized information system is fundamental to improve the management of education at all levels. Ideally the system should allow tracking of individual children across the grades. In the education management process, the information system should inform the different actors and partners on the state of the sector, its internal and external efficiency, its pedagogical and institutional operation, its performance, shortcomings and needs.

The EMIS has to be positioned and technologically integrated to the relevant data sources allowing to know, for example, who is spending what, on whether children are actually learning what they need to know, and with feasibility of data disaggregation at the school or even the student level. These characteristics make an EMIS relevant for the policy planning and the management of education systems.

1.1.1 The Education System

The system of education in Lesotho has 8 levels starting from level 0 to level 7. Pre-primary or kinder garden (level 0), elementary or primary school (level 1), Secondary education includes junior (level 2) and senior high school (level 3), post-secondary (vocational and technical schools, IBM) (level 4) tertiary or Higher education, (Level 5, 6 and 7).

Level 0 is known as pre-primary education or preparatory education, intended to provide early childhood care and development education. These are institutions that have been developed for children ranging from the ages of three to five in Lesotho. The playing activities, experience, and social interaction at this level are accepted as essential aspects of developing skills and knowledge of a child. Few preparatory schools are operated formally by government, churches and private individuals while many are operated informally by private individuals, local communities and non-governmental organizations. Many parents, especially those in urban areas, take their children to preparatory schools as early as when they are three or four years old. Preparatory schools are usually more expensive than primary schools (level 1).

Schools at level 1 offer primary education. This is the basic education in reading, writing and arithmetic, as well as other subjects such as history, geography, religious and social studies. Officially, primary education starts at Grade 1 when a child is at least six years old and lasts for seven years. Successful candidates usually complete primary education when they are 12 or 13 years old, but many complete primary level at older ages because they begin Grade 1 late. At the end of the seven-year primary level schooling, pupils sit for the primary school leaving examination (PSLE) administered by the Examinations Council of Lesotho.

The sitting for PSLE assists in making the decision about the promotion and selection of those who qualify to attend secondary school (level 2). The first three years (Forms A, B and C) are called junior or lower secondary; usually referred to as 'secondary' or Level 2. The remaining two years (Level 3) are called 'senior or upper secondary', usually referred to as high school (Form D and E).

Progression from secondary to high school is through the Junior Certificate (JC) examination, administered by the Examinations Council of Lesotho. High school candidates sit for the Cambridge Overseas Certificate (COSC) of the University of Cambridge Examination Syndicate. The COSC currently called LGCSE forms the entry requirement for higher and tertiary programs. The difference between COSC and LGCSE is that LGCSE is a locally prepared while COSC was internationally prepared. Level 4 refers to post-secondary education which is not tertiary education. Institutions belonging to this category offer technical training, they are technical and vocational. All such institutions are owned by the government.

Levels 5, 6 and 7 are all grouped under tertiary education. Some of the institutions belonging to this level, to name a few are; Lesotho Collage of Education (LCE) the

National University of Lesotho (NUL) and Limkokwing University of Creative Technology (LUCT). LCE trains teachers in both primary and junior secondary schools. It trains part-time teachers that are already in-service as well as full time teachers who have not yet been absorbed into the labour market but were able to precede secondary education and met the entry requirement of LCE. The NUL offers degrees in education, humanities, natural sciences, agriculture, social sciences and law, as well as certificate and diploma courses. It also offers a limited number of postgraduate programs. LUCT, founded in 2008, is determined to transform tertiary education and empower the young generation with creative learning through its new teaching methodologies such as thinking skills, innovative mind-sets and creativity.

1.1.2 Agency or School Ownership

The centres, schools or institutions are owned either solely by government, solely by private companies or jointly by government and private companies, churches or communities. These centres, schools or institutions are considered 'public' if they are solely owned by government, or not owned by the government, but government has a stake in them, For instance, government either pays their teachers' salaries or student school fees. Otherwise, schools are considered private.

1.2 Data Source and Quality

1.2.1 Source

The main source of information highlighted in this report is the annual school survey. The survey is conducted by sending ER42 (Annual Statistical Returns) forms to district education officers (DEO's) who in turn transmit the forms to the principals of schools. After completion, the principals submit the form to the DEO's who in turn convey them to Education Planning Unit, Maseru.

The ER42 form is a detailed questionnaire that collects information from schools, centres and institutions. This collected information includes schools' physical location, type of ownership, general enrolment information, enrolment of repeaters, and orphans, teacher's profiles, school fees and general facilities such as buildings, classrooms and equipment. The questionnaire collects similar information for all levels of education with minor differences depending on the level's needs.

Apart from information collected from individual schools, centres or institutions, other information is acquired from secondary data within the Ministry of Education and Training; sources include Examinations Council, secondary school bursaries and annual budget plans. Further, information on tertiary bursaries and students studying abroad is gathered from other government departments such as National Manpower Development Secretariat (NMDS). Arrangements are in place to collect data from non- registered schools in the country to locate them to know their coverage so that these schools can be assisted to register with Ministry of Education. Their registration will ease the monitoring of quality of education offered at these schools. The foreign countries' embassies in Lesotho will also be visited to solicit information on Lesotho citizens who are studying in those respective countries.

1.2.2 Quality

Data quality is fairly good. In 2018, about 99.8 percent of all levels of education, including primary and secondary schools submitted their ER42 forms. At the data processing stage, missing information was substituted via proxies, 2017 information from the same schools.

The total number of registered primary schools that responded was 1486 in 2018. It should be noted that these are the schools that were operational and responded in the first two quarters of 2018 school calendar. The schools that were not operational during the data collection period were not covered even if they were already registered schools or opened towards the end of that calendar year. Some of the schools were non-operational, not because they were officially closed, but because they had no students at the time. In 2018 the number of registered secondary schools was 347.

Chapter 2: Early Childhood Care and Development (ECCD) Education

2.0 Introduction

Early childhood is viewed as a time of immense growth and development, when the brain develops most rapidly and a period when walking, talking, self-esteem, vision of the world and moral foundations are created within a child. The ECCD as an integral part of the pre-schooling process is influenced by three main dividends.

Firstly, children that are exposed to an effective ECCD are better equipped for the demands of the school system; this has been substantiated by records of improved academic achievement compared to children who did not attend the pre-schools. Therefore, ECCD programs enhance children's readiness for school. Secondly, ECCD activities reduce the number of repeat cases and failure rates, therefore allowing the system to optimally apply its limited resources to reach more school children. Lastly, ECCD has strong gender implications as it enables mothers to go to work and participate in development activities while children are being cared for, therefore ECCD programs also help improve gender equality.

ECCD education in Lesotho is divided into reception classes, home bases and centres; reception classes are centres attached to some of the existing primary schools. ECCD centres are privately owned by individuals while home bases are community-initiative pre- schools. All these schools offer the same curriculum; they only differ in ownership status. Data on ECCD education has been difficult to collect and to capture due to poor formal registration of centres and/or home bases which result in inadequate coverage of these centres.

2.1 Enrolment in Reception Classes

Table 2.1 shows enrolment in ECCD reception classes from 2010 to 2018. Enrolment in reception classes in 2014 was the highest with 6178 children; it can be observed from the table that enrolment has been decreasing since 2015 to 2018. It is also observed that the number of reception schools gradually increased from 2010, (219 schools) to 2018 (243 schools).

Table 2.1: Number of Reception Classes and Enrolment, 2010-2018

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

Table 2.2 shows enrolment and number of reception classes by district from 2016 to 2018. It can be observed from the table that overall enrolment have been decreasing in reception classes, from 5832 in 2016 to 5352 in 2018. From 2017 to 2018, the following districts had an increase in enrollment: Botha-Bothe, Leribe, Quthing and Qacha; while the remaining districts had a decrease in enrollment.

Table 2.2: Enrolment and Number of Reception Classes by District, 2016 - 2018

District	Enrolment			No. of schools		
	2016	2017	2018	2016	2017	2018
Botha-Bothe	542	483	486	19	19	19
Leribe	688	621	648	28	28	28
Berea	712	649	461	27	26	28
Maseru	939	911	871	34	34	35
Mafeteng	677	665	568	30	30	30
Mohale's Hoek	508	508	423	27	27	27
Quthing	346	317	354	19	19	19
Qacha's Nek	365	337	550	18	18	18
Mokhotlong	427	387	350	15	15	15
Thaba-Tseka	628	664	641	24	24	24
Total	**5832**	**5542**	**5352**	**241**	**240**	**243**

2.2 Enrolment in ECCD (reception classes included)

Table 2.3 shows ECCD enrolment by district, age and sex in 2018. Enrolment in ECCD centres (including reception classes) decreased from 53803 in 2017 to 50056 in 2018 which implies a decrease by 7.0 percent. The table reveals that total enrolment increased with age, for instance, from age less than 3 years (5491) up to age 4 years (13579) but declined to 8570 at age greater than 5 years. The distribution of ECCD enrolment by district indicates that Maseru was in the lead with 14236 (28.4 percent) pupils, followed by Leribe with 7938 (15.9 percent) and the least number of pupils were in Quthing with 1788 (3.6 percent). Comparison by sex and district shows that enrolment of girls exceeded that of boys in all the districts, girls constituted 25 236 (50.4 percent) and boys added up to 24 820(49.6 percent).

Table 2.3: ECCD Enrolment by District, Age and sex, 2018

District	Age<3		Age 3		Age 4		Age 5		Age>5		Total	%
	M	F	M	F	M	F	M	F	M	F		
Butha-Buthe	223	268	370	435	559	576	542	550	329	335	4187	8.4
Leribe	447	479	660	724	1096	1073	988	1010	761	700	7938	15.9
Berea	350	356	503	517	761	769	588	573	404	457	5278	10.5
Maseru	859	848	1334	1424	1952	1945	1910	1806	1095	1063	14236	28.4
Mafeteng	201	188	374	423	554	580	682	656	404	392	4454	8.9
Mohales' Hoek	151	149	344	313	536	580	677	674	382	394	4200	8.4
Quthing	69	101	173	167	217	228	256	257	157	163	1788	3.6
Qachas' Nek	112	108	142	176	279	308	299	306	226	213	2169	4.3
Mokhotlong	130	151	188	170	306	302	318	322	199	202	2288	4.6
Thaba-Tseka	142	159	294	275	482	476	468	528	327	367	3518	7.0
Total	**2684**	**2807**	**4382**	**4624**	**6742**	**6837**	**6728**	**6682**	**4284**	**4286**	**50056**	**100**

2.2.1 ECCD Schools Gross and Net Enrolment Rates

Gross Enrolment Ratio (GER) for ECCD indicates enrolment of pupils regardless of age expressed as a percentage of the total population aged 3 to 5. This indicator is used to demonstrate the general level of participation at ECCD level. It is also used to indicate the degree to which over-aged and under-aged children enrol in ECCD centres. A high GER shows that, there is a high degree of participation. The overall coverage of participation of the eligible population in the education system is usually indicated by Net Enrolment Rate (NER). A high value of NER indicates a high degree of participation of the official school-age population.

Table 2.4(i) shows ECCD schools gross enrolment and net enrolment rate by sex for the period 2016 to 2018. From the table, it can be observed that both gross enrolment rate (GER) and net enrolment rate (NER) have been decreasing from 42.2 in 2016 to 38.2 in 2018 and 29.5 in 2016 to 27.5 in 2018 respectively. When compared with sex, GER and NER both show that there were more females than males in ECCD schools from 2016 to 2018.

Table 2.4(i): ECCD Schools Gross Enrolment Rate and Net Enrolment Rate by Sex, 2016-2018

Year	Gross Enrolment Rate (GER)			Net Enrolment Rate (NER)		
	Males	Females	Total	Males	Females	Total
2016	41.3	43.0	42.2	28.8	30.2	29.5
2017	40.8	42.4	41.6	29.2	30.2	29.7
2018	37.9	38.5	38.2	27.2	27.7	27.5

2.2.2 Accessibility of Education in ECCD

Accessibility refers to a proportion of pupils that have equal and equitable opportunities to take full advantage of their education out of all children of admission age at the corresponding grade, which is age 3 for ECCD centres.

2.2.3 New Entrants in ECCD

Table 2.4(ii) illustrates ECCD new entrants by district and sex for the year 2018. There were 24 240 new entrants in 2018, out of this number 12 192 (50.3 percent) were girls and 12 048 (49.3 percent) were boys. It was observed that the general pattern of new entrants by district is almost like the general pattern of the total enrolment. For instance, Maseru accounted for 6373 (26 percent), followed by Leribe with 3560 (15 percent) and the least was Quthing with 898 (4 percent).

Table 2.4(ii): ECCD New Entrants by District and Sex, 2018

DISTRICT	M	F	Total	Percentage
Butha-Buthe	1035	1064	2099	9
Leribe	1751	1809	3560	15
Berea	1233	1181	2414	10
Maseru	3238	3135	6373	26
Mafeteng	1115	1083	2198	9
Mohales Hoek	1075	1080	2155	9
Quthing	418	480	898	4
Qachas Nek	556	597	1153	5
Mokhotlong	590	647	1237	4
Thaba-Tseka	1037	1116	2153	9
Total	**12048**	**12192**	**24240**	**100**

2.3 Disability in ECCD Schools

Table 2.5 shows ECCD enrolment of children with special educational needs or disability by district, age and sex in 2018. Out of the total enrolment of 50056 pupils in ECCD centres, 686 (1.4 percent) pupils had some form of disability. Furthermore, sex comparison shows that 381 (55.5 percent) were boys and 305 (44.5 percent) were girls.

Among the districts, there were more males with special educational needs than their female counterparts in each district except for Botha-Bothe district where females with special educational needs were higher than the males. The Table further shows that Maseru had the highest number of pupils with some form of disability of 117 (17.1 percent); it was followed by Leribe with 103 (15.0 percent) and then Mohale's Hoek with 98(14.3 percent).

Table 2.5: ECCD enrolment of children with special educational needs or disability by District, Age and Sex, 2018

District	Age<3		Age 3		Age 4		Age 5		Age>5		Total
	M	F	M	F	M	F	M	F	M	F	
Butha-Buthe	7	7	7	4	9	18	12	15	7	8	94
Leribe	1	3	9	9	16	4	20	15	16	10	103
Berea	5	5	5	8	8	5	10	6	9	6	67
Maseru	0	0	12	10	20	12	22	16	18	7	117
Mafeteng	2	2	3	8	10	10	11	4	8	8	66
Mohales Hoek	1	3	5	5	15	12	21	13	13	10	98
Quthing	0	0	2	1	0	2	2	0	4	1	12
Qachas Nek	3	0	3	2	3	3	2	4	5	0	25
Mokhotlong	3	4	4	5	5	9	11	5	7	3	56
Thaba-Tseka	4	3	3	4	4	2	7	11	7	3	48
Total	**26**	**27**	**53**	**56**	**90**	**77**	**118**	**89**	**94**	**56**	**686**

Table 2.6 displays enrolment of children with special education by type of disability, age and sex for the year 2018. When disaggregating enrolment of pupils with special education by type of disability, majority of children with special education had intellectual disability and other forms of disability with 175 (25.5 percent) and 176 (25.7 percent) respectively. Intellectual disability includes forms of learning difficulty, epilepsy and mental retardation. Hearing impairment had the least number of children with 75 (10.9 percent).

Table 2.6: ECCD Enrolment of Children with Special Education by Type of Disability, Age and Sex, 2018

Disability type	Age<3		Age 3		Age 4		Age 5		Age>5		Total
	M	F	M	F	M	F	M	F	M	F	
Physical Disability	7	11	18	11	20	21	18	17	24	12	159
Visual Impairment	2	5	6	3	15	11	23	17	10	9	101
Hearing Impairment	3	1	4	11	6	9	11	14	7	9	75
Intellectual Disability	8	8	13	17	27	11	30	21	26	14	175
OTHER	6	2	12	14	22	25	36	20	27	12	176
Total	**26**	**27**	**53**	**56**	**90**	**77**	**118**	**89**	**94**	**56**	**686**

2.4 Orphan-hood in ECCD Schools

Table 2.7 displays ECCD orphans by type, age and sex in 2018. Out of the total enrolment in ECCD centres, 2137 were pupils that had either lost one or both of their parents in 2018. It can be observed from the table that paternal orphans constituted about 1420 (66.4 percent) of these orphans, whereas maternal and double orphans accounted for 22.0 and 11.6 percent respectively.

Table 2.7: ECCD Orphans by Type, Age and Sex, 2018

Orphan Type	Age<3		Age 3		Age 4		Age 5		Age>5		Total
	Male	Female	Male	Female	Male	Female	Male	Femal	Male	Female	
Paternal	39	68	83	94	153	170	249	229	162	173	1420
Maternal	21	21	32	32	46	45	76	85	60	52	470
Double	8	11	9	14	24	19	52	44	26	40	247
Total	**68**	**100**	**124**	**140**	**223**	**234**	**377**	**358**	**248**	**265**	**2137**

Table 2.8 displays ECCD orphans by district, age and sex in 2018. Maseru had the higher percentage of orphans in ECCD centres as it was represented by 492 (23.0 percent). It was followed by Leribe and Mafeteng with 15.0 and 10.9 percent respectively. Quthing was the least with 2.8 percent orphans' country wide.

Table 2.8: ECCD Orphans by District, Age and Sex, 2018

District	Age<3		Age 3		Age 4		Age 5		Age>5		Total
	M	F	M	F	M	F	M	F	M	F	
Butha-Buthe	7	10	6	8	15	16	34	35	10	22	163
Leribe	12	16	13	25	32	36	55	56	37	39	321
Berea	11	18	21	20	24	27	26	38	24	19	228
Maseru	23	29	27	32	65	52	94	69	52	49	492
Mafeteng	4	9	17	21	23	21	53	30	30	26	234
Mohales Hoek	2	6	10	4	20	15	43	39	27	31	197
Quthing	1	0	2	5	6	5	12	10	9	9	59
Qachas Nek	0	5	7	4	10	9	18	21	16	18	108
Mokhotlong	4	6	11	4	11	27	16	23	17	20	139
Thaba-Tseka	4	1	10	17	17	26	26	37	26	32	196
Total	**68**	**100**	**124**	**140**	**223**	**234**	**377**	**358**	**248**	**265**	**2137**

Table 2.9 displays ECCD teachers by district and sex in 2018. The number of teachers in ECCD centres during the year 2018 was 2985. The table shows that there were more female teachers with 2909 (97.5 percent) than their male counterparts with 76 (2.5 Percent). A similar trend is observed for districts whereby Maseru was leading with 24.6 percent of teachers in this level of education. It was seconded by Leribe with 17.2 percent and then Berea with 11.3 percent.

Table 2.9: ECCD Teachers by District and Sex, 2018

District	Male	Female	Total	Percent
Butha-Buthe	3	232	235	7.9
Leribe	27	486	513	17.2
Berea	5	333	338	11.3
Maseru	31	703	734	24.6
Mafeteng	4	274	278	9.3
Mohales Hoek	1	239	240	8.0
Quthing	1	112	113	3.8
Qachas Nek	1	157	158	5.3
Mokhotlong	2	151	153	5.1
Thaba-Tseka	1	224	225	7.5
Total	**76**	**2,909**	**2,985**	**100**

Table 2.10 shows the number of ECCD schools by district and agency in 2018. Maseru had the highest number of schools with 442 (20.0 percent), Leribe followed with 344(15.6 percent) ECCD and Quthing was the least with 97(4.4 percent).

Among these schools, 1 552 (70.3 percent) were owned by community, followed private with 335 (15.2 percent) schools and then government with 90 (4.1 percent) ECCD schools.

Table 2.10: Number of ECCD Schools by district and Agency, 2018

District	Government	Community	LEC	RCM	ACL	AME	Other	Private	Total
Butha-Buthe	15	133	5	9	2	0	5	7	176
Leribe	8	260	6	12	2	0	18	38	344
Berea	4	177	5	8	1	0	11	48	254
Maseru	12	201	7	14	2	2	8	196	442
Mafeteng	15	177	12	8	2	2	11	10	237
Mohales Hoek	13	158	9	6	2	0	7	12	207
Quthing	4	70	7	3	1	2	4	6	97
Qachas Nek	8	97	4	6	0	0	1	7	123
Mokhotlong	5	110	5	5	0	0	2	5	132
Thaba-Tseka	6	169	6	5	0	0	4	6	196
Total	**90**	**1,552**	**66**	**76**	**12**	**6**	**71**	**335**	**2,208**

Chapter 3: Primary School Education

3.0 Introduction

Free Primary Education (FPE) Policy commenced in 2000 in Lesotho, this policy eliminated school fees on annual incremental basis beginning with grade one in 2000 and was completed in 2006 when all primary education was free. The first cohort of free primary education entered into secondary schools in 2007 and completed junior secondary in 2009 and senior secondary or high school in 2011. In 2016 basic education level was introduced, comprising of pre-primary, primary and lower secondary levels. In basic education level the first formal certificate is obtained at the end of Junior secondary education. Prior to 2016, the primary school leaving examination was obtained as a prerequisite to enter junior secondary education.

3.1 Enrolment in Registered Primary Schools

Table 3.1 below shows enrolment in registered primary schools by age, grade and sex in 2018. It is observed from the table that the total enrolment at this level was 340,421 in 2018. Out of this enrolment number, 51.1 percent of them were males enrolled at this level whereas females constituted 48.9 percent.

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

Table 3.1: Enrolment in Registered Primary Schools by Age, Grade and Sex, 2018

Age	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<6	2492	2527	0	0	0	0	0	0	0	0	0	0	0	0	5019
6	15940	15020	731	871	0	0	0	0	0	0	0	0	0	0	32562
7	7928	6584	10354	11442	704	909	0	0	0	0	0	0	0	0	37921
8	2193	1418	8489	7705	8088	9737	692	1075	0	0	0	0	0	0	39397
9	573	282	3254	2055	8330	7725	6724	8812	702	1117	0	0	0	0	39574
10	230	104	1327	622	4716	3043	8186	8452	5646	8541	639	1339	0	0	42845
11	78	28	489	236	1926	926	4934	3265	7104	7520	4706	7551	650	1272	40685
12	23	18	147	78	745	317	2575	1245	5099	3465	6445	7255	4238	7148	38798
13	30	20	86	34	325	119	1219	540	3272	1763	5259	3950	5659	7218	29494
14	22	2	25	9	130	43	523	191	1603	802	3347	1907	5072	4220	17896
15	1	1	4	2	65	17	203	81	697	313	1630	787	3221	2249	9271
16	1	1	4	2	15	20	50	19	232	104	612	304	1721	1094	4179
17	2	0	3	2	3	1	16	6	84	36	231	117	751	433	1685
18	1	1	0	4	10	3	6	3	33	11	72	48	287	152	631
19	2	2	0	0	0	2	2	0	8	4	18	14	66	45	163
20	0	0	0	0	2	0	0	1	4	3	4	5	13	12	44
>20	34	0	33	1	23	1	28	0	31	2	30	5	48	21	257
Total	**29,550**	**26,008**	**24,946**	**23,063**	**25,082**	**22,863**	**25,158**	**23,690**	**24,515**	**23,681**	**22,993**	**23,282**	**21,726**	**23,864**	**340,421**

Table 3.2 shows the distribution of enrolment in registered primary schools by grade, sex and year starting from 2014 up to 2018. As indicated earlier, enrolment in primary schools has been showing a declining trend since 2014 to 2018.
The table further illustrates that 16.3 percent was enrolment for grade 1 which was followed by grade 4 and grade 5 with 14.3 and 14.2 percent enrolment respectively. The lowest enrolment was in grade 7, valued at 13.4 percent.

Table 3.2: Enrolment in Registered Primary Schools by Grade, Sex and Year, 2014-2018

Grade	2014		2015		2016		2017		2018	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	29218	26082	29839	26555	30257	26370	29757	26179	29550	26008
2	27079	24574	24739	23120	25247	23710	25470	23107	24946	23063
3	29624	26132	26435	23937	25227	23714	25124	23719	25082	22863
4	33945	28962	29491	26071	27580	24546	25579	23857	25158	23690
5	26440	25867	32365	28981	27688	25909	26259	24409	24515	23681
6	21961	24583	23452	24977	28799	28588	25335	25450	22993	23282
7	18339	23242	18411	23264	19519	23602	23808	26794	21726	23864
Total	**186,606**	**179,442**	**184,732**	**176,905**	**184,317**	**176,439**	**181,332**	**173,515**	**173,970**	**166,451**
Sex Ratio (M/F)		**1.040**		**1.044**		**1.045**		**1.045**		**1.045**
TOTAL		**366,048**		**361,637**		**360,756**		**354,847**		**340,421**

Table 3.3 shows enrolment in registered primary schools by district, sex and years from 2016 to 2018. The highest number of learners were enrolled in Maseru with 79,117 (23.2 percent), followed by Leribe with 53,286 learners (15.7 percent) and the least were in Qacha's Nek with 13,821 (4.1 percent). The table further reveals that during these three years period, the total enrolment has been declining from 360,756 in 2016 to 340,421 in 2018. Enrolment in primary schools declined between 2016 and 2018 in all the districts.

Table 3.3: Enrolment in Registered Primary Schools by District, Sex and Year, 2016- 2018

District	2016			2017			2018		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Botha-Bothe	11776	11159	22935	11709	11160	22869	11209	10590	21799
Leribe	28859	26689	55548	28646	26518	55164	27568	25718	53286
Berea	22929	20726	43655	22421	20211	42632	20903	19077	39980
Maseru	42493	40447	82940	41948	40178	82126	40469	38648	79117
Mafeteng	18627	16956	35583	17905	16345	34250	17038	15540	32578
Mohale's Hoek	15904	15446	31350	15703	15080	30783	15228	14616	29844
Quthing	10940	10477	21417	10887	10314	21201	10342	9845	20187
Qacha's Nek	7445	7129	14574	7334	7063	14397	7110	6711	13821
Mokhotlong	10907	11770	22677	10890	11634	22524	10552	11080	21632
Thaba-Tseka	14437	15640	30077	13889	15012	28901	13551	14626	28177
Total	**184,317**	**176,439**	**360,756**	**181,332**	**173,515**	**354,847**	**173,970**	**166,451**	**340,421**

Table 3.4 shows enrolment in registered primary schools by district, geographical location and sex of learners. In general, it is shown that majority of primary school pupils (72.4 percent) were in the rural areas whereas, less than half of this percentage was in the urban areas.

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

Table 3.4: Enrolment in Registered Primary Schools by District, Geographical Location and Sex, 2018

District	Urban			Rural			Total
	Male	Female	Total	Male	Female	Total	
Botha-Bothe	4236	4121	8357	6973	6469	13442	21799
Leribe	6099	5829	11928	21469	19889	41358	53286
Berea	2706	2567	5273	18197	16510	34707	39980
Maseru	19435	19104	38539	21034	19544	40578	79117
Mafeteng	4558	4133	8691	12480	11407	23887	32578
Mohale's Hoek	3140	2967	6107	12088	11649	23737	29844
Quthing	1833	1672	3505	8509	8173	16682	20187
Qacha's Nek	1744	1688	3432	5366	5023	10389	13821
Mokhotlong	2142	2174	4316	8410	8906	17316	21632
Thaba-Tseka	1814	2041	3855	11737	12585	24322	28177
Total	**47707**	**46296**	**94003**	**126263**	**120155**	**246418**	**340421**

Table 3.5 displays enrolment in registered primary schools by district, ecological zone and sex in 2018. It is observed from the table that enrolment was high in the Lowlands with 54.7 percent; followed by the Mountains enrolment with 23.7 percent and the least enrolment was in Senqu river valley with 10.2 percent.

Furthermore, the table shows that more males than females were enrolled in the Lowlands, Foothills and Senqu River. In the mountain areas, majority of districts had higher enrolment among females in 2018 as illustrated in table below.

Table 3.5: Enrolment in Registered Primary Schools by District, Zone and Sex, 2018

District	Lowlands		Foothills		Mountain		Senqu River Valley		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Botha-Bothe	6867	6466	3199	2961	1143	1163	0	0	21799
Leribe	20275	18775	4281	3940	3012	3003	0	0	53286
Berea	17273	15807	3499	3105	131	165	0	0	39980
Maseru	31421	30074	5985	5425	3063	3149	0	0	79117
Mafeteng	13786	12381	3252	3159	0	0	0	0	32578
Mohale's Hoek	6750	6188	55	50	2600	2692	5823	5686	29844
Quthing	0	0	0	0	3071	3114	7271	6731	20187
Qacha's Nek	0	0	0	0	3066	2864	4044	3847	13821
Mokhotlong	0	0	0	0	10552	11080	0	0	21632
Thaba-Tseka	0	0	0	0	12932	13964	619	662	28177
Total	**96372**	**89691**	**20271**	**18640**	**39570**	**41194**	**17757**	**16926**	**340421**

Table 3.6 illustrates enrolment of primary school learners in public and private schools by district and sex. For the purpose of analysis in this report, public schools represent those owned by government, churches and communities. These are the schools that get aids or 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 332,101 (97.6 percent) of learners were enrolled in public schools while only 8,320 (2.4 percent) was enrolled in private schools. Amongst all districts, the number of males enrolled in public primary schools was higher than the enrolment for females, except for Mokhotlong and Thaba-Tseka where the number of females enrolled in public primary schools outstripped that of males.

The table further displays that within the private schools, some districts such as Mohale's Hoek, Quthing, Qacha's Nek, Mokhotlong and Thaba-Tseka had no enrolment or private primary schools in 2018. Enrolment of males in private primary schools was slightly higher than that of females in Berea and Mafeteng while enrolment of females was slightly higher than that of males in Botha Bothe, Leribe and Maseru.

Table 3.6: Enrolment in Registered Public and Private Schools by District and Sex, 2018

District	Public			Private			Total
	Male	Female	Total	Male	Female	Total	
Botha-Bothe	11034	10377	21411	175	213	388	21799
Leribe	26456	24597	51053	1112	1121	2233	53286
Berea	20410	18604	39014	493	473	966	39980
Maseru	38424	36485	74909	2045	2163	4208	79117
Mafeteng	16770	15283	32053	268	257	525	32578
Mohale's Hoek	15228	14616	29844	0	0	0	29844
Quthing	10342	9845	20187	0	0	0	20187
Qacha's Nek	7110	6711	13821	0	0	0	13821
Mokhotlong	10552	11080	21632	0	0	0	21632
Thaba-Tseka	13551	14626	28177	0	0	0	28177
Total	**169877**	**162224**	**332101**	**4093**	**4227**	**8320**	**340421**

Table 3.7 illustrates enrolment in registered primary schools by district, agency and sex in 2018. It is observed from the table that enrolment was highest in LEC primary schools with 111,058(32.6 percent) learners; followed by RCM with 108,793(32.0 percent) learners and least number of learners was in AME with 3,532(1.0 percent) learners. In disaggregating enrolment by agency and sex, males dominated the enrolment for females in all the districts except community, other churches and private schools where females were more than their male counterparts.

Table 3.7: Enrolment in Registered Primary Schools by District, Agency and Sex, 2018

District	Government		Community		LEC		RCM		ACL		AME		Other		Private		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Botha-Bothe	570	568	1321	1332	4077	3746	2744	2595	1569	1342	210	183	543	611	175	213	21799
Leribe	1841	1680	1607	1467	8316	7654	7691	7113	4950	4540	288	252	1763	1891	1112	1121	53286
Berea	2796	2530	491	555	6480	5690	7827	7050	1858	1830	0	0	958	949	493	473	39980
Maseru	4379	3954	4095	4166	11741	10638	12055	11588	3395	3380	311	242	2448	2517	2045	2163	79117
Mafeteng	1546	1444	467	548	6855	6241	5008	4399	1815	1683	351	316	728	652	268	257	32578
Mohale's Hoek	1627	1427	543	587	5583	5266	4675	4683	1533	1344	176	113	1091	1196	0	0	29844
Quthing	955	998	0	0	4944	4672	2952	2697	1422	1396	0	0	69	82	0	0	20187
Qacha's Nek	914	866	0	0	2823	2626	2485	2327	827	832	61	60	0	0	0	0	13821
Mokhotlong	1150	1059	0	0	3450	3619	4181	4499	1026	1161	493	476	252	266	0	0	21632
Thaba-Tseka	2345	2661	962	1146	3156	3481	6000	6224	827	855	0	0	261	259	0	0	28177
Total	**18123**	**17187**	**9486**	**9801**	**57425**	**53633**	**55618**	**53175**	**19222**	**18363**	**1890**	**1642**	**8113**	**8423**	**4093**	**4227**	**340421**

3.1.1 Accessibility of Education

Accessibility is defined as the proportion of children who have access to schooling out of all children of admission age at the corresponding grade, which is age 6 for grade 1 (primary school) admission in Lesotho. In this section, the extent of access to the first grade of primary education is discussed in detail.

3.1.1.1 New Entrants in Registered Primary Schools

Figure 3.1 below shows the enrolment of new entrants in registered primary schools by age and sex in 2018. History has shown that since the year 2009, the number of new entrants for boys has been higher than that of their female counterparts. This is also observed in the year 2018 where the percentage of new male enrollees stood at 52.6 percent and females constituted 47.4 percent. The figure portrays that enrolment of new entrants was at the peak precisely at the age of six (the official admission age) for both boys and girls. Afterwards enrolment for both sexes drastically dropped until it was almost zero at ages 10 and upwards with male's enrolment being slightly higher.

Figure 3.1 Enrolment of New Entrants in Registered Primary Schools by Age and Sex, 2018

Table 3.8 demonstrates the enrolment of new learners in registered primary schools by district and sex in 2018. 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 11931(24.2 percent) of new entrants. It was followed by Leribe with 8031(15.6 percent); then Berea and Mafeteng with 6086(11.8) and 4860(9.4 percent) respectively.

Table 3.8: New Entrants in Primary Schools by District and Sex, 2018

District	Male	Male (%)	Female	Female (%)	Total
Botha-Bothe	1501	5.5	1410	5.8	2911
Leribe	4219	15.5	3812	15.6	8031
Berea	3256	12.0	2830	11.6	6086
Maseru	6210	22.9	5721	23.4	11931
Mafeteng	2542	9.4	2318	9.5	4860
Mohale's Hoek	2427	8.9	2162	8.8	4589
Quthing	1633	6.0	1473	6.0	3106
Qacha's Nek	1168	4.3	1019	4.2	2187
Mokhotlong	1833	6.8	1564	6.4	3397
Thaba-Tseka	2361	8.7	2187	8.9	4548
Total	**27150**	**100**	**24496**	**100**	**51646**

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

The Apparent Intake Rates (AIR) and Net Intake Rates (NIR) for Lesotho from 2000 to 2018 are shown in Table 3.9. The Apparent and Net intake rates indicate accessibility of new entrants of a particular entering age for a particular grade, out of all children of admission age at the corresponding grade, which is age 6 in Lesotho for primary schools. The two ratios are essential to policy-makers and planners because they specify the degree of accessibility of primary school education. AIR is a crude measure because it considers all new entrants irrespective of age while NIR accounts for official entrance age for new entrants.

The Apparent Intake Rate (AIR) was highest in the year 2000 (200.9 percent) as seen in Table 3.9, thereafter it decreased continuously until 2013 then started to increase with fluctuations from 96.1 in 2014 to 125.1 in 2018. The year 2000 recorded a massive AIR due to the commencement of free primary education which resulted in high enrolment. Gender comparison in AIR indicates that more males had access to primary education than females.

Net Intake Rate (NIR) on the other hand, has been fluctuating since 2000 to 2018 ranging between 53.3 and 72.3 percent. Unlike AIR which has been in favour of boys, NIR demonstrates that girls of primary school going age had more access than boys to primary education from 2000 to 2008 and thereafter boys took the lead except in 2012.

Table 3.9: Registered Primary Schools Apparent and Net Intake Rates and Gender Parity Indices by Sex, 2000-2018

Year	Apparent Intake Rates			GPI (AIR)	Net Intake Rates (NIR)			GPI
	Males	Females	Total		Males	Females	Total	(NIR)
2000	210.9	190.8	200.9	0.90	63.2	65.1	64.1	1.03
2001	150.0	134.0	142.1	0.89	61.7	62.8	62.2	1.02
2002	129.2	121.0	125.1	0.94	60.2	62.5	61.3	1.04
2003	124.9	118.0	121.5	0.94	61.3	63.0	62.1	1.03
2004	132.5	120.7	126.6	0.91	55.4	56.2	55.8	1.01
2005	117.0	110.1	113.6	0.94	53.6	54.1	54.1	1.01
2006	118.0	111.2	114.6	0.94	55.9	57.9	56.9	1.04
2007	111.5	105.1	108.3	0.94	54.7	55.0	54.9	1.01
2008	106.1	102.7	104.4	0.97	54.8	56.5	55.6	1.03
2009	105.5	98.8	102.2	0.94	55.4	54.7	55.0	0.99
2010	106.1	98.2	102.2	0.93	60.8	59.1	60.0	0.97
2011	105.1	99.4	102.2	0.95	58.0	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	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	0.99
2015	111.1	99.7	104.4	0.90	59.5	58.2	58.8	0.98
2016	139.0	123.0	131.0	0.88	73.4	71.3	72.3	0.97
2017	135.2	120.0	127.6	0.89	71.7	69.5	70.6	0.97
2018	132.5	117.7	125.1	0.89	71.4	67.9	69.7	0.95

3.1.2 Gender Parity Index in Registered Primary Schools

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

However, when the appropriate school going age is considered, NIR indicates that for most of the years under review, generally more females than males have had access to primary schooling; which is consistent with the fact that some males attend school at older ages as they become herd boys before they start going to school especially in the mountainous districts. Even though there were differences between AIR and NIR, GPI has been around one (1), which means that the gender parity gap for admission into primary schools was slightly low over the years from 2000 to 2018.

3.1.3 Coverage of Participation in Primary Education

Gross Enrolment Ratio (GER) is defined as enrolment in a specified level of education (regardless of age) expressed as a percentage of the total official age population for that level. This indicator is used to demonstrate the general level of participation in a particular level of education. It is also used to signify the degree to which over-aged and under-aged children enroll in primary school in this case. A high GER shows that, there is a high degree of participation. Therefore, a GER of 100 percent indicates that a country is able to accommodate all of its school-age population into school although in practical terms this is not an easy task to achieve.

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

As a result, Table 3.10 shows a slow fall in GER from 2016 to 2018, which reflects gradual decrease in the degree of participation, with NER also reducing from 89.4 to 85.2 percent during the same period.

Comparison by sex reveals that from 2014 to 2018 GER for males was higher than that of females while the opposite was largely observed in the preceding period. On the other hand, NER for females reflected a complete dominance over that of males, reaching its peak in 2016 at 89.8 percent during the period except in 2017.

Provision of quality basic education is one of the strategic goals of the Ministry of Education and Training and in order to achieve this, the Ministry set itself targets; one such is the reduction of the pupil-teacher ratio from 46 pupils to 1 teacher in 2003 to 41:1 in 2007 and then 40:1 by the year 2015. It is evident that these targets have already been attained. For instance, in 2007, the ratio was 37 pupils to one teacher which was clearly above the Ministry's target. The ratio further dropped to 34 pupils to one teacher from 2009 to 2012 and then approximately 33 pupils to one teacher in 2013 to 2018.

Table 3.10: Registered Primary Schools Gross and Net Enrolment Rates and Pupils Teacher Ratios, 2001-2018

	Gross Enrolment				Net Enrolment				
Year	**Male**	**Female**	**GPI**	**Total**	**Males**	**Females**	**GPI**	**Total**	**PTR**
2001	120.6	123.2	1.02	121.9	79.5	85.4	1.07	82.7	47
2002	122.7	124.9	1.02	123.8	81.1	87.0	1.07	84.0	47
2003	123.8	125.9	1.02	124.9	82.0	88.1	1.07	85.0	46
2004	126.2	127.0	1.01	126.6	81.0	86.0	1.06	83.0	44
2005	126.0	126.3	1.00	126.1	80.6	85.7	1.06	83.1	42
2006	127.3	127.5	1.00	127.4	81.6	86.3	1.06	83.9	41
2007	120.8	120.2	1.00	120.5	79.5	83.4	1.05	81.4	37
2008	119.3	118.6	0.99	119.0	79.9	84.1	1.05	82.0	35
2009	116.2	116.2	1.00	116.2	78.6	83.2	1.06	80.9	34
2010	116.2	113.9	0.98	115.1	80.1	83.5	1.04	81.8	34
2011	114.6	111.3	0.97	113.0	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	79.0	1.04	77.3	33
2014	103.4	101.1	0.98	102.3	75.1	78.2	1.04	76.6	33
2015	101.0	98.5	0.98	99.8	74.4	77.2	1.04	75.8	33.1
2016	119.0	113.0	0.98	116.0	89.0	89.8	1.01	89.4	33.8
2017	115.7	109.8	0.95	112.7	87.1	86.9	1.00	87.0	33.0
2018	109.6	103.9	0.95	106.7	84.8	85.6	1.00	85.2	33.4

Table 3.11 summarizes pupil teacher ratios (PTR) for 2018 by districts. It is observed from the table that the pupil teacher ratio for registered primary schools in general was estimated at 33.4 pupils per teacher. It ranged from 30.1 in Mohale's Hoek to 40.0 pupils per teacher in Mokhotlong.

Table 3.11: Learners Enrolled in Registered Primary Schools by District, 2018

District	Enrolment			Teachers			PTR
	M	**F**	**Total**	**M**	**F**	**Total**	**Total**
Botha-Bothe	11209	10590	21799	153	513	666	32.7
Leribe	27568	25718	53286	359	1264	1623	32.8
Berea	20903	19077	39980	275	960	1235	32.4
Maseru	40469	38648	79117	543	1725	2268	34.9
Mafeteng	17038	15540	32578	296	778	1074	30.3
Mohale's Hoek	15228	14616	29844	259	731	990	30.1
Quthing	10342	9845	20187	167	464	631	32.0
Qacha's Nek	7110	6711	13821	114	327	441	31.3
Mokhotlong	10552	11080	21632	161	380	541	40.0
Thaba-Tseka	13551	14626	28177	244	505	749	37.6
Total	**173970**	**166451**	**340421**	**2567**	**7619**	**10182**	**33.4**

3.2 Disability in Registered Primary Schools

Out of the total enrolment of 340,421 in registered primary schools in 2018, about 17,981 were learners with the special educational needs. This implies that 5.3 percent of learners had some form of disability in 2018.

Table 3.12 below demonstrates enrolment of learners with special educational needs in registered primary schools by type of disability, grade and sex in 2018. It can be seen from the table that intellectual disability accounted for 9568 (53.2 percent) of the pupils with disability, followed by visual impairment with 3830 (21.3 percent) and the form of disability with less pupils is physical disability with 1106 (6.2 percent). It should be noted that intellectual disability includes forms of learning difficulty, epilepsy and mental retardation.

Table 3.12: Enrolment of Pupils with Special Educational Needs in registered Primary by type of disability, Grade, 2018

Disability Type	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Physical Disability	134	83	92	60	69	64	97	67	78	81	69	59	82	71	1106
Visual Impairment	206	142	264	157	239	171	337	255	353	282	338	336	382	368	3830
Hearing Impairment	108	89	96	77	104	116	154	165	179	221	179	221	184	157	2050
Intellectual Disability	550	344	619	314	783	423	1024	546	1126	626	1087	608	920	598	9568
Other	176	99	115	64	135	85	121	61	118	73	148	83	102	47	1427
Total	**1174**	**757**	**1186**	**672**	**1330**	**859**	**1733**	**1094**	**1854**	**1283**	**1821**	**1307**	**1670**	**1241**	**17981**

Table 3.13 shows enrolment of learners with special educational needs by age, grade and sex in 2018. There were more learners with disability around the ages of 10, 11 and 12. The number of learners with special needs was at the in grade 5 with 3137 (17.4 percent) followed by grade 6, grade 7 and grade 4 with 3128 (17.4 percent), 2911 (16.2 percent) and 2827 (15.7 percent) respectively. The least number of learners with special needs were in grade 2 with 1,858 (10.3 percent).

Table 3.13: Enrolment of Pupils with Special Needs in Registered Primary Schools by Age, Grade and Sex, 2018

Age	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<6	36	24	0	0	0	0	0	0	0	0	0	0	0	0	60
6	555	362	26	13	0	0	0	0	0	0	0	0	0	0	956
7	298	196	391	244	39	31	0	0	0	0	0	0	0	0	1199
8	129	82	343	224	312	231	50	34	0	0	0	0	0	0	1405
9	59	40	197	98	428	268	319	270	50	59	0	0	0	0	1788
10	32	20	137	47	268	175	490	353	327	341	34	50	0	0	2274
11	17	8	48	16	150	70	357	190	434	334	267	299	50	55	2295
12	8	7	17	11	55	45	247	127	424	225	410	319	270	273	2438
13	18	11	19	9	45	18	155	57	299	141	412	250	343	282	2059
14	17	1	4	4	18	7	70	46	149	87	339	159	368	239	1508
15	1	2	3	0	4	4	26	9	84	46	183	94	294	169	919
16	0	1	0	1	6	5	9	3	42	27	100	75	172	75	516
17	1	0	1	4	1	2	5	2	17	9	40	26	78	69	255
18	1	1	0	0	3	1	4	2	19	5	25	19	54	41	175
19	2	2	0	0	0	1	0	0	6	4	5	8	20	18	66
20	0	0	0	0	1	0	0	1	1	2	2	3	3	7	20
>20	0	0	0	1	0	1	1	0	2	3	4	5	18	13	48
Total	**1174**	**757**	**1186**	**672**	**1330**	**859**	**1733**	**1094**	**1854**	**1283**	**1821**	**1307**	**1670**	**1241**	**17981**

3.3 Orphan-hood in Registered Primary Schools

Out of the total enrolment of 340,421 pupils in 2018, there were 73,046 learners enrolled in registered primary schools who had either lost one or both parents through death.

Table 3.14 displays enrolment of orphans in registered primary schools by type of orphan-hood, grade and sex in 2018. It is observed from the table that the percentage of paternal orphans was leading with 44661 (61.1 percent) of all the orphans in registered primary schools; then followed maternal orphans with 16036 (22.0 percent) and double orphans with 12349 (16.9 percent). The table further shows that majority of orphans were males in all the grades except in Grade 7.

Table 3.14: Enrolment of Orphans in Registered Primary Schools by Type, grade and Sex, 2018

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	2682	2201	2502	2297	3072	2469	3322	3000	3603	3476	3774	3801	3992	4470	44661
Maternal	827	733	822	831	1053	913	1175	1161	1310	1302	1433	1441	1457	1578	16036
Double	515	415	514	363	648	572	906	781	1085	943	1279	1192	1499	1637	12349
Total	**4024**	**3349**	**3838**	**3491**	**4773**	**3954**	**5403**	**4942**	**5998**	**5721**	**6486**	**6434**	**6948**	**7685**	**73046**

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

Table 3.15 presents enrolment of orphans in registered primary schools by age, grade and sex 2018. It is observed from the table that there were more male orphans in all the grades except grade 7. It is also shown that there was a fewer number of orphans in the lower grades and more orphans in the upper grades. This has been the observation for the previous five years.

Table 3.15: Orphans in Registered Primary Schools by Age, Grade and Sex, 2018

Age	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<6	273	245	0	0	0	0	0	0	0	0	0	0	0	0	518
6	1964	1879	102	115	0	0	0	0	0	0	0	0	0	0	4060
7	1205	851	1401	1606	131	127	0	0	0	0	0	0	0	0	5321
8	364	257	1260	1166	1349	1530	144	218	0	0	0	0	0	0	6288
9	118	65	614	392	1467	1288	1163	1543	142	269	0	0	0	0	7061
10	52	26	274	149	980	673	1704	1747	1150	1742	189	320	0	0	9006
11	21	9	109	35	480	206	1120	792	1592	1711	1099	1735	201	360	9470
12	7	6	43	10	208	79	682	370	1340	1033	1662	1962	1044	1870	10316
13	11	6	22	10	89	29	342	168	954	571	1552	1203	1663	2158	8778
14	4	2	8	4	42	6	165	71	476	233	1045	690	1709	1617	6072
15	0	0	0	2	16	9	58	27	212	102	537	319	1212	912	3406
16	1	0	2	2	6	2	11	3	82	34	260	122	669	469	1663
17	3	1	3	0	2	0	7	3	30	11	99	48	292	191	690
18	0	2	0	0	2	4	5	0	11	7	25	24	114	63	257
19	1	0	0	0	0	1	1	0	7	2	14	5	33	28	92
20	0	0	0	0	1	0	0	0	0	3	2	1	5	5	17
>20	0	0	0	0	0	0	1	0	2	3	2	5	6	12	31
Total	**4024**	**3349**	**3838**	**3491**	**4773**	**3954**	**5403**	**4942**	**5998**	**5721**	**6486**	**6434**	**6948**	**7685**	**73046**

Figure 3.2 presents the percentage distribution of orphans in registered primary school by age and sex in 2018. It is observed from the figure that majority of orphans were at ages 10 to 13 for both sexes. It can also be seen that for both sexes, the number of orphans has been increasing from age less than 6 to 12 years of age, then declines from age 13. The figure also shows dominance of female orphans from age 8 to age 12 while in the higher ages (ages 13 to 16) male orphans had the larger percentage distribution.

3.4 Inputs for Primary Education

The Ministry of Education and Training values inputs to primary education as key to shifting this level to the higher step; to ensure the support to primary education, the Ministry's huge responsibility comprises of provision of appropriate buildings, qualified teachers, sufficient facilities and education materials to increase the accessibility of schools and achieve sustainable enrolment gains at this level of education.

3.4.1 Primary Schools

Since the past century, the majority of the schools in the country belong to the churches and community. However, schools owned by Government are currently increasing and those that are privately owned even though they are still fewer than those owned by churches. Despite the fact that provision of quality education is a joint responsibility between agencies and the government, the government is largely responsible for the payment of teachers and provision of financial support for most of these registered schools belonging to these agencies.

Figure 3.3 presents the percentage share of registered primary schools and agencies in 2018. It is observed from the figure that RCM had the majority of the registered primary schools with 34 percent, followed by LEC with 32 percent and schools registered by AME were the least with 1 percent. In general, most primary schools were owned by the churches.

Table 3.16 illustrates the enrolment in registered primary schools, number of schools, number of teachers and percentage change in enrolment from 2009 to 2018. The table demonstrates that primary school enrolment decreased from 389,424 in 2009 to 340,421 in 2018. The table further indicates that the total number of primary schools increased continuously from 1,472 in 2007 to 1,473 in 2010. The number of schools gradually increased until it stood at 1,486 in 2018. It should be noted that these are the schools that have responded to the annual survey and were operational during data collection period for these ten years. Some of the schools that were not operational were schools that were not officially shut down or closed but rather none-operational because they had no students enrolled in the first and the second quarters of school calendar during data collection.

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

Table 3.16 furthermore shows that number of orphans enrolled in primary school level have been relatively high as it constituted 21.5 percent of the total enrolment in 2018. Evidently, free primary education has facilitated access to education for many orphans at this level of education.

It is further shown that the number of learners with special educational needs in registered primary schools has been higher over the years under observation, however lower than that of orphans.

Table 3.16: Registered Primary School Enrolment, Number of Schools, Number of Teachers and Percentage Change in Enrolment, 2009-2018

Indicators	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Enrolment	*389424*	388681	385437	381690	369469	366048	361637	360756	354847	340421
% Change in Enrolment	-1.7	-0.2	-0.8	-1	-3.2	-0.9	-0.01	-0.2	-1.7	-4.2
Number of schools	1479	1473	1468	1469	1472	1477	1478	1478	1483	1486
Number of teachers	11536	11508	11378	11200	11324	11164	10932	10687	10699	10182
Number of Orphans	121155	120463	116558	122178	115379	110825	94333	89466	82412	73046
Number of Learners with Special needs	20527	20490	20635	19682	20100	20357	18951	18232	18875	17981

Table 3.17 presents the distribution of schools by district and ecological zone. As a result, it is observed that in general, out of 1,486 registered primary schools in 2018, majority of them which is represented by 628 (42.3 percent) were in the lowlands; this percentage was followed by those in the mountains with 441 (29.7 percent). The Senqu river valley and foot hills accounted for 15.5 and 12.5 percent of schools respectively.

It is further observed from the table that within the Lowlands, Maseru had the highest number of schools (256); it was followed by Leribe with 204 and then Mohale's Hoek with 172 while Mafeteng had 158 registered primary schools in this ecological zone. It is further observed that from Quthing to Thaba-Tseka there were no Lowlands or no schools in the Lowlands.

In the Foothills, majority of schools were also in Maseru (64); it was followed by Mafeteng with 35 schools; Leribe with 33; Botha-Bothe with 29 and lastly Berea with 24 schools; whereas; the rest of the districts had no Foothills or no schools in that Ecological zone.

Berea had only one (1) school in the Mountains while Mafeteng had no school in the Mountains or there are no Mountainous areas in that district. Botha-Bothe had 12 schools in the same Ecological zone. On the other hand, Thaba-Tseka and Mokhotlong accounted for 134 (30.4 percent) and 106 (24.0 percent) respectively of schools in the Mountains of Lesotho. There are only four districts with the Senqu River Valley; Namely; Mohale's Hoek; Quthing and Qacha's Nek and their respective percentages ranged from 3.5 to 38.5.

Table 3.17: Registered Primary Schools by District and Ecological Zones, 2018

District	Lowlands	Foothills	Mountain	S R V	Total
Botha-Bothe	42	29	12	0	83
Leribe	139	33	32	0	204
Berea	114	24	1	0	139
Maseru	156	64	36	0	256
Mafeteng	123	35	0	0	158
Mohale's Hoek	54	1	47	70	172
Quthing	0	0	35	89	124
Qacha's Nek	0	0	38	64	102
Mokhotlong	0	0	106	0	106
Thaba-Tseka	0	0	134	8	142
Total	**628**	**186**	**441**	**231**	**1486**

Table 3.18 presents the number and percentage distribution of registered schools by district and type of institution. It is shown from the table that majority of registered primary schools were public, while private schools were fewer in number. In general out of 1,486 registered primary schools in Lesotho, 98.3 percent were public schools in 2018.

Maseru accounted for more registered public and private primary schools estimated at 16.9 and 36.0 percent respectively. It was followed by Leribe that had public and private schools that are shown as 13.4 and 32.0 percent. Botha Bothe had the least percentages of public and private schools.

Table 3.18: Number and Percentage Distribution of Registered Schools by District and type of institution, 2018

District	PUBLIC		PRIVATE		Total
	No. Of Schools	Percent	No. Of Schools	Percent	
Botha-Bothe	81	5.5	2	8.0	83
Leribe	196	13.4	8	32.0	204
Berea	136	9.3	3	12.0	139
Maseru	247	16.9	9	36.0	256
Mafeteng	155	10.6	3	12.0	158
Mohale's Hoek	172	11.8	0	0	172
Quthing	124	8.5	0	0	124
Qacha's Nek	102	7.0	0	0	102
Mokhotlong	106	7.3	0	0	106
Thaba-Tseka	142	9.7	0	0	142
Total	**1461**	**100**	**25**	**100**	**1486**

Table 3.19 displays the number and percentage distribution of registered primary schools by residence and district in 2018. It is shown in the table that 85.0 percent of the registered primary schools were in the rural areas.

In the urban areas, Maseru constituted the highest percentage estimated at 28.7 while in the rural areas Maseru and Leribe accounted for about 15.2 percent and 14.2 orderly.

Table 3.19: Number and Percentage Distribution of Registered Primary Schools by Residence, and District, 2018

Residence	Urban		Rural		
District	**No. of Schools**	**Percent**	**No. of Schools**	**Percent**	**Total**
Botha-Bothe	19	8.5	64	5.1	83
Leribe	25	11.2	179	14.2	204
Berea	13	5.8	126	10.0	139
Maseru	64	28.7	192	15.2	256
Mafeteng	24	10.8	134	10.6	158
Mohale's Hoek	19	8.5	153	12.1	172
Quthing	19	8.5	105	8.3	124
Qacha's Nek	9	4.0	93	7.4	102
Mokhotlong	17	7.6	89	7.0	106
Thaba-Tseka	14	6.3	128	10.1	142
Total	**223**	**100**	**1263**	**100**	**1486**

3.4.2 Teachers in Registered Primary Schools

This sub-section focuses mainly on teachers and whether they were qualified or not. It further compares them by district and pupil to teacher ratio by district and sex. Out of the total number of 10,182 primary school teachers in 2018, 87.6 percent were qualified. However, it is observed that these qualified teachers were not willing to teach in the mountainous districts such as Mokhotlong and Thaba-Tseka. It is further observed that generally there were more pupils per qualified primary school teacher than primary school pupils per teacher irrespective of the qualifications. Thus one qualified teacher was to teach 38 primary school learners, whereas, there were 33 primary school learners who were supposed to be taught by one teacher irrespective of the teacher's qualification.

The ratios for the qualified teachers were highest in Thaba-Tseka and Mokhotlong with 47 and 45.8 pupils per qualified teacher respectively; then followed Maseru district with 39.2 pupils per qualified teacher. Even though the ratios for all teachers were high also in Mokhotlong and Thaba-Tseka they were lower than the ones for the qualified teachers as they were estimated at 40 and 37.6 respectively.

The table further shows that the female teachers outnumbered their male counterparts as they constituted for 75.7 percent among qualified teachers and 68.4 percent among unqualified teachers.

Table 3.20: Enrolment, Number of Teachers and Pupil to Teacher Ratios in Registered Primary Schools by District and Sex, 2018

District	Enrolment			Total Teachers			Qualified Teachers			Unqualified Teachers			Pupil Teacher Ratios	qualified)
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	PTR	PQTR
Botha-Bothe	11209	10590	21799	153	513	666	140	465	605	13	48	61	32.7	36.0
Leribe	27568	25718	53286	359	1264	1623	318	1183	1501	41	81	122	32.8	35.5
Berea	20903	19077	39980	275	960	1235	227	846	1073	48	114	162	32.4	37.3
Maseru	40469	38648	79117	543	1725	2268	482	1538	2020	61	187	248	34.9	39.2
Mafeteng	17038	15540	32578	296	778	1074	264	669	933	32	109	141	30.3	34.9
Mohale's Hoek	15228	14616	29844	259	731	990	204	634	838	55	97	152	30.1	35.6
Quthing	10342	9845	20187	167	464	631	129	409	538	38	55	93	32.0	37.5
Qacha's Nek	7110	6711	13821	114	327	441	88	275	363	26	52	78	31.3	38.1
Mokhotlong	10552	11080	21632	161	380	541	134	338	472	27	42	69	40.0	45.8
Thaba-Tseka	13551	14626	28177	244	505	749	182	417	599	62	88	150	37.6	47.0
Total	**173970**	**166451**	**340421**	**2567**	**7619**	**10182**	2167	6753	8917	400	866	1265	**33.4**	**38.2**

The distribution of teachers in registered primary schools by district, agency and sex is illustrated in Table 3.21. From the table, it is observed that out of 10,182 teachers in registered primary schools, 9,922 which are 97.4 percent of them were in public schools. There were also more female teachers than male teachers in registered primary schools as female teachers in registered public primary schools were represented by 74.8 percent and those in private primary schools also accounted for 75.3 percent.

The table further shows that Maseru district accounted for 2268 (22.3 percent) of all primary teachers; it was followed by Leribe with 1623 (15.9 percent) and then Berea and Mafeteng with 1235 (12.1 percent) and 1074 (10.5 percent) respectively.

Table 3.21: Teachers in Registered Primary Schools by District, Agency and Sex, 2018

District	Public			Private			Total
	M	F	Total	M	F	Total	
Butha-Buthe	148	499	647	5	14	19	666
Leribe	342	1209	1551	17	56	73	1623
Berea	265	945	1210	10	15	25	1235
Maseru	511	1616	2127	32	109	141	2268
Mafeteng	290	759	1049	6	19	25	1074
Mohale's Hoek	259	731	990	0	0	0	990
Quthing	167	464	631	0	0	0	631
Qacha's Nek	114	327	441	0	0	0	441
Mokhotlong	161	380	541	0	0	0	541
Thaba-Tseka	244	505	749	0	0	0	749

Total	**2498**	**7424**	**9922**	**70**	**213**	**283**	**10182**

3.5 Efficiency and Quality of Education

The term 'efficiency' is derived from economic theory; it is defined as the optimal relationship between inputs and outputs. An activity is said to be carried out efficiently when a given quantity of output is obtained with a minimum amount of inputs or when a given quantity of inputs produces maximal output. The term applies to all types of planned behavior geared towards defined objectives hence its adoption by planners in the field of education.

The pupil-year concept is a convenient, non-monetary way of measuring inputs. One pupil-year stands for all the resources used to keep one pupil in school for one academic year. Therefore, it represents one year's worth of education and accompanying expenditure. Two pupil years, for instance, represent the resources needed to keep one pupil in school for two years. If a pupil repeats a grade, he is getting only one year's worth education, but consuming two years' worth of expenditure. If it takes 6 years to qualify for a certain diploma, a pupil who has dropped out of school after only three years has used three years' worth of expenditure but failed to obtain the qualifying diploma. In the analysis of efficiency, repeaters and dropouts represent waste in the educational system.

In order to track the flow of pupils through an education system, at the beginning of the year it is necessary to ask a question such as: "What has become of the pupils enrolled in a particular grade the previous year?" There are three possible and mutually exclusive events: (a) Pupils may have been promoted to the next higher grade, (b) Pupils may have repeated the same grade, (c) Pupils may have dropped out (that is, left school entirely, emigrated to another school system or died).

Successful pupils might have gone through the cycle and graduated from the final year of the cycle. Promotion, repetition and dropout rates are the three likely paths of pupils' flow from grade to grade and they characterize the efficiency of the education system in producing graduates. These rates are, therefore, used for monitoring, evaluation and projection of the efficiency of pupil flow in an education system.

3.5.1 Repeaters in Registered Primary Schools

Table 3.22 illustrates enrolment of repeaters in registered primary schools by age, sex and grade in 2018. It is revealed that out of the total 340,421 of learners enrolled in registered primary schools in 2018, about 6.4 percent were repeaters. The table also discloses that generally the calculated percentage of repeaters was 18.4 in grade 1 and reduced to 13.7 in grade 2. The percentage of repeaters increased afterwards from 13.8 in grade 3 to 17.3 percent in grade 5 and then declined to 8.3 percent in grade 7.

The percentage of repeaters was highest at 13.1 in age 11 years, and then followed age 10 years with 12.5 percent. About 12.2 percent of repeaters were in age 12 years. For age 13 and 7, the percentages were 11.0 and 10.9 percent respectively.

The table further shows that the male repeaters were higher in all grades except in grade 7, where the opposite was experiential.

Table 3.22: Enrolment of Repeaters in Registered Primary Schools by Age, Grade and Sex, 2018

Age	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Total		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<6	4	2	0	0	0	0	0	0	0	0	0	0	0	0	4	2	6
6	218	187	6	1	0	0	0	0	0	0	0	0	0	0	224	188	412
7	1311	881	107	73	3	8	0	0	0	0	0	0	0	0	1421	962	2383
8	621	331	638	489	105	81	9	5	0	0	0	0	0	0	1373	906	2279
9	175	101	621	300	528	356	88	69	10	12	0	0	0	0	1422	838	2260
10	77	34	347	134	636	352	548	412	94	76	9	13	0	0	1711	1021	2732
11	21	7	118	59	371	133	815	398	474	327	57	62	5	8	1861	994	2855
12	7	3	46	15	194	59	531	216	670	378	240	226	26	48	1714	945	2659
13	16	9	24	4	82	21	310	96	580	306	377	281	122	173	1511	890	2401
14	3	1	10	3	29	6	114	52	363	159	376	212	205	290	1100	723	1823
15	0	1	0	0	13	14	53	14	146	62	235	112	206	229	653	432	1085
16	0	2	0	0	3	1	17	2	57	20	110	57	149	122	336	204	540
17	0	0	0	0	0	2	5	1	24	8	28	28	89	54	146	93	239
18	1	1	0	0	2	0	0	0	5	0	20	10	35	25	63	36	99
19	2	2	0	0	0	0	0	0	1	2	3	4	9	10	15	18	33
20	0	0	0	0	1	0	0	0	0	1	1	0	3	1	5	2	7
>20	0	0	0	1	0	0	1	0	0	0	2	1	2	3	5	5	10
Total	**2456**	**1562**	**1917**	**1079**	**1967**	**1033**	**2491**	**1265**	**2424**	**1351**	**1458**	**1006**	**851**	**963**	**13564**	**8259**	**21823**

The analysis of repeaters by District, Ecological Zone, and Sex is shown in Table 3.23. It is revealed in the table below that the Lowlands and Mountains had the higher number of primary school repeaters represented by 45.0 and 31.2 percent respectively, while the Foothills and Senqu River Valley had the least number of repeaters estimated at 11.8 and 12.0 percent respectively.

Maseru also had the highest number of repeaters represented by 22.3 percent, whereas Qacha's Nek constituted only 2.6 percent of repeaters.

Table 3.23: Registered Primary School Repeaters by District, Ecological Zone and Sex, 2018

District	Lowlands			Foothills			Mountain			Senqu River Valley			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Botha-Bothe	333	145	478	126	69	195	27	21	48	0	0	0	721
Leribe	1157	569	1726	189	119	308	221	146	367	0	0	0	2401
Berea	377	219	596	120	53	173	0	0	0	0	0	0	769
Maseru	2146	1280	3426	651	401	1052	220	161	381	0	0	0	4859
Mafeteng	1735	922	2657	494	342	836	0	0	0	0	0	0	3493
Mohale's Hoek	565	364	929	3	5	8	301	250	551	637	423	1060	2548
Quthing	0	0	0	0	0	0	439	303	742	767	447	1214	1956
Qacha's Nek	0	0	0	0	0	0	208	130	338	146	74	220	558
Mokhotlong	0	0	0	0	0	0	929	610	1539	0	0	0	1539
Thaba-Tseka	0	0	0	0	0	0	1701	1146	2847	72	60	132	2979
Total	**6313**	**3499**	**9812**	**1583**	**989**	**2572**	**4046**	**2767**	**6813**	**1622**	**1004**	**2626**	**21823**

The repetition rates in Table 3.24 also exhibited a similar pattern to that of repeaters in that male repetition rates were higher than the rates for females. This has been the case over the years since 2013. This observation was consistent within the grades, though the repetition rates were lower in the lower grades and gradually increased along the upper grades from 2013 to 2016. However, the table reflects that repetition rates in 2017 have shown a new turn whereby lower grades have higher repetition rates while upper grades have lower repetition rates; a scenario observed in the previous past years. Improvement has been shown since 2013 whereby repetition rate was 8.7 and reduced to 6.1 in 2017.

Table 3.24: Repetition Rates in Registered Primary School by Grade, Year and Sex 2013-2017

	2013			2014			2015			2016			2017		
Grade	**M**	**F**	**T**	**M**	**F**	**T**	**M**	**F**	**T**	**M**	**F**	**T**	**M**	**F**	**T**
1	6.4	4.4	5.5	7.7	5.3	6.6	9.2	6.3	7.8	9.5	6.7	8.2	8.3	6.0	7.2
2	3.9	2.7	3.4	6.9	4.4	5.7	8.6	5.0	6.9	9.0	5.3	7.2	7.5	4.7	6.2
3	3.8	2.1	3.0	6.9	4.5	5.8	9.4	5.8	7.7	9.7	6.0	7.9	7.8	4.4	6.1
4	17.4	11.3	14.5	8.3	5.3	6.9	12.2	7.2	9.9	11.4	6.9	9.3	9.7	5.3	7.6
5	16.1	10.9	13.5	14.4	9.0	11.7	10.7	7.0	9.0	11.2	7.0	9.2	9.2	5.5	7.5
6	12.9	10.1	11.4	13.4	10.1	11.7	13.4	9.8	11.6	9.1	6.5	7.8	5.8	4.0	4.9
7	10.8	11.6	11.2	10.8	11.5	11.2	12.1	11.5	11.7	10.0	10.5	10.3	3.6	3.6	3.6
TOTAL	**9.8**	**7.4**	**8.7**	**9.5**	**7.1**	**8.3**	**10.7**	**7.5**	**9.1**	**10.0**	**7.0**	**8.5**	**7.5**	**4.8**	**6.1**

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

When comparing the promotion, repetition and dropout rates from 2015 to 2017 in Table 3.25, a general little decrease is observed in progress of children at this level of education; promotion rate has minimally decreased from 90.6 in 2015 to 89.8 in 2017, while there is a great improvement at repetition rate because reduced from 9.1 percent to 6.1 percent; however most loss of children is on dropout, the rate increased from 0.2 to 4.1 percent during the same period.

Table 3.25: Primary Schools Promotion, Repetition and Dropout Rates by Grade, 2015- 2017

Grade	2015			2016			2017		
	Prom	Rep	Drop	Prom	Rep	Drop	Prom	Rep	Drop
1	81	7.8	11.2	90.6	8.2	1.2	80.5	7.2	12.3
2	92.1	6.9	1	92	7.2	0.8	92.5	6.2	1.3
3	92	7.7	0.3	91.9	7.9	0.2	92.3	6.1	1.5
4	86.6	9.9	3.6	85.6	9.3	5.2	89.9	7.6	2.5
5	84.4	9	6.6	85.3	9.2	5.5	86.5	7.5	6.1
6	78.9	11.6	9.5	80.7	7.8	11.5	86.2	4.9	8.9
7	84	11.7	4.2	81.2	10.3	8.5	80.5	3.6	15.9
Total	**90.6**	**9.1**	**0.2**	**89.8**	**8.5**	**1.6**	**89.8**	**6.1**	**4.1**

When comparing the same rates by sex in table 3.26 it is realized that girls progress more than their boys' counterparts in all grades.

On the other hand boys repeat and dropout from school more than girls. This means that more girls than boys progress at primary level. This also means that girls are more retained those boys at school.

Table 3.26: Primary Schools Promotion, Repetition and Dropout Rates by SEX, 2017

	Promotion Rate			Repetition Rate			Dropout Rate		
Grade	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	77,4	84,0	80,5	8,3	6,0	7,2	14,4	10,1	12,3
2	90,8	94,5	92,5	7,5	4,7	6,2	1,7	0,9	1,3
3	90,2	94,5	92,3	7,8	4,4	6,1	2,0	1,1	1,5
4	86,4	93,6	89,9	9,7	5,3	7,6	3,9	1,1	2,5
5	82,0	91,3	86,5	9,2	5,5	7,5	8,8	3,2	6,1
6	82,4	90,0	86,2	5,8	4,0	4,9	11,8	6,1	8,9
7	77,9	82,8	80,5	3,6	3,6	3,6	18,5	13,6	15,9
	88,5	91,2	89,8	7,5	4,8	6,1	4,1	4,1	4,1

3.5.3 Transition Rates from Standard 7 to Form A

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

Table 3.27 illustrates that transition rates have been fluctuating since the year 2001 to 2017; the lowest transition rate was recorded in 2003 as 61.6 while the highest transition rate has been recorded as 80.5 in 2018. The table also indicates that more males than females proceeded from standard 7 to Form A from 2001 to 2007. The trend reversed direction from 2008 to 2017 whereby more females than males progressed from standard 7 to Form A.

Table 3.27: Transition Rates from Standard 7 to Form A, 2001-2017

	Transits from Standard 7 to Form A			Transition Rates		
Year	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
2001	9799	13035	22834	67.0	66.7	66.8
2002	10354	13698	24046	65.3	62.2	63.5
2003	10121	13138	23259	63.6	62.1	61.6
2004	10892	14367	24809	67.5	64.7	66.5
2005	11586	14999	26585	69.6	68.3	68.9
2006	10924	14205	25129	70.3	69.1	69.6
2007	12995	17980	30975	68.3	66.4	67.2
2008	12527	17525	30052	68.0	70.0	69.2
2009	13198	18105	31303	71.7	74.1	73.1
2010	13725	18630	32355	75.3	75.6	75.5
2011	13811	18514	32325	72.5	75.2	74
2012	14158	17812	31970	74.8	74.8	74.8
2013	13672	17494	31166	74.3	74.8	74.6
2014	13450	17948	31398	74.4	76.1	75.4
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

3.5.4 Cohort Analysis

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

Table 3.28 displays the crude and net cohort survival rates in registered primary schools from 2012 to 2018; it is therefore observed from this table that the net cohort survival rates have been fluctuating for the years under review. The crude and net cohort survival rates of 71.6 and 86.0 percent in 2017 suggest highest percentages recorded during the period under review. In 2018 the crude and Net Cohort Survival Rates were recorded at 67.6 and 80.9 respectively.

Table 3.28: Crude and Net Cohort Survival Rates in Primary Schools, 2012-2018

Enrolment/Repeaters	2012	2013	2014	2015	2016	2017	2018
Total Enrolment	381,690	369,469	366,048	361,637	360,756	354,847	340,421
Total Repeaters	63,613	50,497	32,027	30,363	33,074	30,743	21,823
Net of Enrolment	318,077	318,972	334,021	331,274	327,682	324,104	318,598
Cohort	**2006-12**	**2007-13**	**2008-14**	**2009-15**	**2010-16**	**2011-17**	**2012-2018**
Crude Cohort Survival Rate	53.9	54.6	57.4	60.1	61.3	71.6	67.6
Net Cohort Survival Rate	65.5	67.4	71.8	72	72.7	86.0	80.9

Chapter 4: Secondary School Education

4.0 Introduction

Secondary education is an intermediate level between Primary Level and Technical School College or University. This level of education generally comprises of Junior or Lower and Senior or Upper Secondary Education. Junior secondary level covers Form A to Form C, and the Junior Certificate (JC) is awarded on successful completion of Form C.
However, Junior Certificate also forms part of basic education level which comprise of pre-primary, primary and lower secondary levels. Senior Secondary level begins from Form D to Form E. Cambridge Overseas School Certificate (COSC) which is currently known as the Lesotho General Certificate in Secondary Education (LGCSE) is awarded on successful completion of Form E. Usually provided at this level is general, technical or vocational and college preparatory curricula. In Lesotho, junior and senior secondary schools are inseparable in terms of facilities and teaching staff.

4.1 Enrolment in Registered Secondary Schools

Table 4.1 below shows enrolment in Lower and Upper Registered Secondary schools by age, level of education and sex in 2018. The total enrolment in the lower secondary education (Form A - C) for the year 2018 was 104,372 which consist of 46,000 boys and 58,372 girls. While in the upper secondary education (Form D - E) total enrolment in the same year was 34,522 which consist of 14,382 boys and 20,140 girls. The overall enrolment in 2018 in registered secondary schools was 138,894 students. This number consists of 60,382 (43.5 percent) boys and 78,512 (56.5 percent) girls enrolled in all registered secondary schools.

The overall enrolment in 2018 in registered secondary schools was 138,894 students, while in 2017 the total enrolment was 129,192. This shows an increase in enrolment of 7.51 percent between 2017 and 2018. While between 2015 and 2016 the total enrolment in registered secondary schools increased by 0.06 percent. On the other hand, between 2014 and 2015 the enrolment increased by 0.18 percent.

Table 4.1: Distribution of Enrolment in Lower and Upper Registered Secondary Schools by Age, Level of education and Sex, 2018

Age	Form A		Form B		Form C		Total			Form D		Form E		TOTAL			Total
	M	F	M	F	M	F	M	F	T	M	F	M	F	M	F	T	
<13	831	1778	0	0	0	0	831	1778	2609	0	0	0	0	0	0	0	2609
13	3703	6486	596	1422	0	0	4299	7908	12207	0	0	0	0	0	0	0	12207
14	4978	6702	2413	4792	423	1016	7814	12510	20324	0	0	0	0	0	0	0	20324
15	4386	4500	3413	5134	1641	3367	9440	13001	22441	342	867	0	0	342	867	1209	23650
16	3310	2576	3226	4031	2128	3644	8664	10251	18915	1285	2623	280	724	1565	3347	4912	23827
17	2029	1201	2798	2510	2152	2787	6979	6498	13477	1843	2810	1038	2152	2881	4962	7843	21320
18	947	555	1707	1265	1757	1856	4411	3676	8087	1772	2277	1378	2118	3150	4395	7545	15632
19	277	208	721	573	1074	946	2072	1727	3799	1368	1486	1205	1548	2573	3034	5607	9406
20	96	85	290	152	524	402	910	639	1549	827	831	1019	980	1846	1811	3657	5206
21	21	23	82	47	240	147	343	217	560	431	369	631	509	1062	878	1940	2500
22	11	14	34	25	91	44	136	83	219	196	165	383	271	579	436	1015	1234
23	3	1	17	13	46	24	66	38	104	83	75	156	118	239	193	432	536
24	0	1	3	6	15	10	18	17	35	29	37	69	49	98	86	184	219
>24	4	4	4	9	9	16	17	29	46	13	56	34	75	47	131	178	224
Total	**20596**	**24134**	**15304**	**19979**	**10100**	**14259**	**46000**	**58372**	**104372**	**8189**	**11596**	**6193**	**8544**	**14382**	**20140**	**34522**	**138894**

Table 4.2 displays the distribution of secondary enrolment in the districts by agency and sex in 2018. This shows that 136,054 (98.0 percent) of students enrolled in registered public secondary schools as compared to 2840 (2.0 percent) enrolled in registered private secondary schools. In both public and private registered secondary schools, the number of girls enrolled is higher than that of boys. There were 77,000 (56.6 percent) girls enrolled in registered public secondary schools compared to 59,054 (43.4 percent) boys. While in private registered secondary schools there were 1512 (53.2 percent) girls and 1328 (46.8 percent) boys.

This also depicts that among students who enrolled in registered private secondary schools a larger proportion of students are enrolled in Maseru district with 58.5 percent, while Leribe followed with 29.3 percent. Berea and Butha-Buthe followed with 8.1 percent and 2.5 percent respectively, and Mafeteng had the lowest enrolment with 1.5 percent.

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

Table 4.2: Distribution of Enrolment in Registered Public and Private Secondary Schools by District, Public, Private and Sex - 2018

District	Public			Private			Total
	Male	Female	Total	Male	Female	Total	
Butha-Buthe	4507	6128	10635	32	40	72	10707
Leribe	10809	14143	24952	356	477	833	25785
Berea	8333	9736	18069	110	120	230	18299
Maseru	16173	19423	35596	807	854	1661	37257
Mafeteng	6877	8290	15167	23	21	44	15211
Mohales Hoek	3496	4803	8299	0	0	0	8299
Quthing	2876	3749	6625	0	0	0	6625
Qachas Nek	2087	3246	5333	0	0	0	5333
Mokhotlong	2065	4042	6107	0	0	0	6107
Thaba-Tseka	1831	3440	5271	0	0	0	5271
Total	**59054**	**77000**	**136054**	**1328**	**1512**	**2840**	**138894**

Table 4.3 portrays distribution of enrolment in registered secondary schools in the districts, ecological zones and sex in 2018. It shows that registered secondary schools in Maseru have the highest proportion of enrolment as compared to other districts. The proportion of students who enrolled in registered secondary schools in Maseru is 26.8 percent, while Leribe and Berea followed with 18.6 percent and 13.2 percent respectively. The districts with the lowest student enrolment in registered secondary schools were Mokhotlong, Thaba-Tseka and Qacha's Nek with 4.4 percent, 3.8 percent respectively.

This table further shows that students' enrolment in the lowlands are higher than those in other ecological zones. For instance, the proportion of students enrolled in the lowlands is 71.4 percent of the total enrolment. This is followed by enrolment in the mountainous with 13.8 percent, while the lowest students' enrolment is in the Foothills and Senqu River Valley with 8.0 and 6.8 percent respectively.

Table 4.3: Distribution of Enrolment in Registered Secondary Schools by District, Ecological Zone and Sex, 2018

District	LOWLANDS			FOOTHILLS			MOUNTAIN			SENQU RV			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Butha-Buthe	3580	4611	8191	850	1291	2141	109	266	375	0	0	0	10707
Leribe	9427	11852	21279	1359	1996	3355	379	772	1151	0	0	0	25785
Berea	7724	9066	16790	719	790	1509	0	0	0	0	0	0	18299
Maseru	15271	17360	32631	1058	1797	2855	651	1120	1771	0	0	0	37257
Mafeteng	6431	7584	14015	469	727	1196	0	0	0	0	0	0	15211
Mohales Hoek	2740	3501	6241	0	0	0	76	118	194	680	1184	1864	8299
Quthing	0	0	0	0	0	0	288	590	878	2588	3159	5747	6625
Qachas Nek	0	0	0	0	0	0	1448	2018	3466	639	1228	1867	5333
Mokhotlong	0	0	0	0	0	0	2065	4042	6107	0	0	0	6107
Thaba-Tseka	0	0	0	0	0	0	1831	3440	5271	0	0	0	5271
Total	**45173**	**53974**	**99147**	**4455**	**6601**	**11056**	**6847**	**12366**	**19213**	**3907**	**5571**	**9478**	**138894**

4.2 Trend Analysis of Registered Secondary Schools Enrolment

Table 4.4 reveals trend enrolment from 2016 to 2018 by district and sex. Although enrolment in secondary education has been generally increasing over years, Table 4.4 depicts a slight difference in the districts from 2016 to 2018. While there was a slight increase of enrolment in some districts, others experienced a small decline in enrolment. As shown in the table, from 2016 to 2018 the three districts were leading in enrolments, Maseru with 27 percent, Leribe with 19 percent and Berea with 13 percent, whereas Qacha's Nek and Thaba-Tseka had the least enrolments resulting to low percentage representations. This pattern has been the same in the past three years displayed in the table.

The table further illustrates that enrolment of males had been fluctuating for the period under review, whereas females' enrolment had been steadily increasing. The table also shows that female enrolment had been higher than male enrolment in all the districts from 2016 to 2018.

Table 4.4: Number and Percentage distribution of Students in Registered Secondary Schools by District, Sex and Percentage Distribution, 2016-2018

District	2016				2017				2018			
	M	F	Total	%	M	F	Total	%	M	F	Total	%
Botha-Bothe	4119	5511	9630	7.5	4279	5833	10112	7.8	4539	6168	10707	7.7
Leribe	10355	13797	24152	18.8	10350	13588	23938	18.5	11165	14620	25785	18.6
Berea	7787	9573	17360	13.5	7569	9332	16901	13.1	8443	9856	18299	13.2
Maseru	15251	19191	34442	26.7	15559	19162	34721	26.9	16980	20277	37257	26.8
Mafeteng	6212	7830	14042	10.9	6447	7924	14371	11.1	6900	8311	15211	11.0
Mohale's Hoek	3346	4652	7998	6.2	3361	4604	7965	6.2	3496	4803	8299	6.0
Quthing	2731	3587	6318	4.9	2540	3657	6197	4.8	2876	3749	6625	4.8
Qacha's Nek	1781	2793	4574	3.6	1843	2850	4693	3.6	2087	3246	5333	3.8
Mokhotlong	1826	3739	5565	4.3	1818	3703	5521	4.3	2065	4042	6107	4.4

Thaba-Tseka	1624	3075	4699	3.6	1663	3110	4773	3.7	1831	3440	5271	3.8
Total	**55032**	**73748**	**128780**	**100.0**	**55429**	**73763**	**129192**	**100.0**	**60382**	**78512**	**138894**	**100.0**

Figure 4.1: Enrolment in Registered Secondary Schools from 2016 to 2018

4.3 New Entrants in Registered Secondary Schools

Figure 4.2 depicts new entrants in lower secondary (Form A) and upper secondary (Form D) by age and sex in 2018. In Form A, the new entrants were at peak at age 14 for both sexes, while ages 13 to age 15 were the next highest. From age 16 the decrement to age to age 19, the opposite is observed. In Form D, the number of new entrants was dominated at age 17 for both males and females. For ages 16 to 18 years new entrants were high; for both form A and Form D females' new entrants surpassed that of their male counterparts.

4.4 Coverage of Participation in Secondary Education

The Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) indicate the overall coverage of an educational system in relation to the population eligible for participation in the system. A high NER denotes a high degree of participation of the official school-age population. The theoretical maximum value is 100 percent. Therefore, increasing trends reflect improvement in the participation at the specified level of education. The incidence of under-aged and over-aged enrolment can be observed by the GER.

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

Table 4.5 demonstrates gross and net enrolment rates, pupils' teacher ratios and gender parity index for registered secondary schools for the period 2004 to 2018. Compared to the primary level, secondary school ratios remained quite low for the period under review. However, unlike primary schools where rates have been decreasing, in secondary schools rates have been generally increasing over the years, as they increased from 2004 to 2018. For instance, the total net enrolment rate has been increasing from 23.8 percent in 2004 to 46.8 percent in 2018.

The gender parity indices from gross enrolment rates and net enrolment rates have almost remained constant in more than 10 years' time. This signifies that the gender disparity is slightly in favour of females at this level of education.

The pupils' teacher ratios represent the average number of students per teacher; the figures from 2004 to 2018 are displayed in Table 4.5. During the period under review, the pupil teacher ratios have been fluctuating between 23.5 and 26.6. Although the pupil teacher ratios seemed to be low, some teachers may still be

loaded and teach many children while others may be underutilized. The situation originates from the uneven distribution of enrolments and teachers in registered secondary schools. Many teachers would not like to teach in the remote areas hence, are overcrowded in the schools located in the lowlands or urban areas.

Table 4.5: Secondary School Enrolment Rates, Gender Parity Indices and Pupil Teacher Ratios, 2004-2018

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

Table 4.6 displays the net enrolment rates for lower and upper secondary schools aggregated by sex. Generally, the GER and NER for the lower secondary education are much higher than those in the upper secondary education. For the NER, this implies that there was high degree of participation of the official school age population in lower secondary than upper secondary. The table also denotes the improvement of both GER and NER rates between 2016 and 2018. 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 2018 the lower secondary schools NER for males was observed as 33.0 percent and the one for females was

52.0 percent. In the upper secondary education, it was estimated at 10.1 and 19.2 for males and females respectively.

Table 4.6 NER and GER for Lower and Upper Secondary Education, 2016 to 2018

NER and GER	2016			2017			2018		
	M	F	T	M	F	T	M	F	T
NER Lower Secondary	25.7	44.8	35.2	27.5	46.2	36.8	33.0	52.0	42.0
NER Upper Secondary	10.8	19.4	15.1	10.4	19.6	15.0	10.1	19.2	29.2
NER Overall Secondary	34.0	52.3	43.1	34.6	52.1	43.3	38.5	55.1	46.8
GER Lower Secondary	63.2	85.7	74.4	63.6	84.5	74.0	70.8	90.6	80.6
GER Upper Secondary	35.1	47.5	41.3	33.8	47.0	40.3	32.7	46.6	39.6
GER Overall Secondary	51.9	70.4	61.1	51.5	69.4	60.4	55.4	72.9	64.1

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

Table 4.7 portrays the distribution of students enrolled in registered secondary schools with special education by district, urban-rural residence and sex in 2018. This shows that 4567 (53.8%) of students with special education were enrolled in registered secondary schools in rural areas while 3926 (46.2%) were enrolled in the urban areas. It further illustrates that registered secondary schools with special education in Leribe had the highest number of students who enrolled in 2018 with 2195 (25.8%), while Maseru district followed with 1674 (19.7%) and Thaba-Tseka was the lowest with 219 (2.6%).

Table 4.7: Number of Students with Special Education in Registered Secondary Schools by District, Urban-Rural and Sex, 2018

District	Urban			Rural			Total	
	Male	Female	Total	Male	Female	Total		Perecent
Butha-Buthe	165	281	446	64	168	232	678	8.0
Leribe	461	789	1250	398	547	945	2195	25.8
Berea	51	81	132	530	605	1135	1267	14.9
Maseru	437	571	1008	225	441	666	1674	19.7
Mafeteng	102	122	224	287	419	706	930	11.0
Mohales Hoek	130	193	323	74	146	220	543	6.4
Quthing	107	160	267	64	107	171	438	5.2
Qachas Nek	18	28	46	101	137	238	284	3.3
Mokhotlong	19	13	32	86	147	233	265	3.1
Thaba-Tseka	67	131	198	7	14	21	219	2.6
Total	**1557**	**2369**	**3926**	**1836**	**2731**	**4567**	**8493**	**100**

Table 4.8 depicts the number of students in registered secondary schools with special education by disability type, level of education and sex in 2018. This shows

that among the disability type that students have in registered secondary schools in 2018, 47.2 percent of them had visual impairment. It was followed by those with Intellectual Disability which constituted 20.0 percent. Students who had Physical Disability constituted the lowest with 6.3 percent of all who registered in secondary schools in 2018.

Furthermore, students with some form of disabilities in those registered secondary schools were highest in the lower levels for both males and females and lowest in the higher levels. In Form A, students with disabilities amounted to 1122 (13.2 percent) for males and 1319 (15.5 percent) for females while in Form E, males and females added to 390 (4.6 percent) and 659 (7.8 percent) respectively. Generally, in every level of secondary education there were more girls with some form of disability than boys. A higher proportion of boys with disability type were in Form A with 13.2 percent, while the lowest number was in Form E with 4.6 percent.

Table 4.8: Distribution of Students with Special Education in Registered Secondary Schools by Disability Type, Level of Education and Sex, 2018

Disability Type	Form A		Form B		Form C		Form D		Form E		Total
	M	F	M	F	M	F	M	F	M	F	
Physical Disability	99	107	47	59	34	44	47	63	19	18	537
Visual Impairment	486	589	329	639	266	511	219	429	203	334	4005
Hearing Impairment	144	228	126	215	101	187	59	159	57	128	1404
Intellectual Disability	277	287	190	247	137	133	95	124	87	120	1697
Other	116	108	87	102	77	102	67	108	24	59	850
Total	**1122**	**1319**	**779**	**1262**	**615**	**977**	**487**	**883**	**390**	**659**	**8493**

Table 4.9 portrays the number of students in registered secondary schools with special education (disability) by age, level of education and sex. It can be observed from the table that out of 138894 students who enrolled, 8493 (6.1%) had some form of disability. The table further shows that a higher proportion of students with some form of disability were in Form A with 2441 (28.7%) of the total disabled. This was followed by those in form B with 2041 (24.0%). The lowest proportions of students with some form of disability were in form E. This shows that disability decreases as the level of education increases.

Table 4.9: Students with Special Education(disability) in Registered Secondary Schools by age, Level of Education and Sex, 2018

Age	Form A		Form B		Form C		Form D		Form E		Total
	M	F	M	F	M	F	M	F	M	F	
<13	54	117	0	0	0	0	0	0	0	0	171
13	276	328	39	79	0	0	0	0	0	0	722
14	259	297	142	283	30	76	0	0	0	0	1087
15	179	243	166	275	96	199	23	77	0	0	1258
16	149	175	154	248	106	244	81	185	22	63	1427
17	108	78	135	216	148	208	96	192	67	137	1385
18	52	42	79	104	110	143	113	202	83	138	1066
19	21	17	27	30	74	68	74	106	79	123	619
20	14	6	28	19	27	23	51	79	58	88	393
21	4	8	7	5	15	8	27	15	26	63	178
22	4	5	0	2	6	2	13	18	38	25	113
23	1	0	1	0	0	4	4	4	14	18	46
24	0	2	1	1	1	1	1	1	2	2	12
>24	1	1	0	0	2	1	4	4	1	2	16
Total	**1122**	**1319**	**779**	**1262**	**615**	**977**	**487**	**883**	**390**	**659**	**8493**

4.6 Orphans in Registered Secondary Schools

Table 4.10 portrays the number of orphans in registered secondary schools by Orphan type, level of education and sex in 2018. It can be seen from the table that the proportion of paternal orphans is high with 28,010 (56.4), followed by students who are double orphans with 12,209 (24.6) and the least was maternal orphans with 9,479 (19.1).

Table 4.10: Orphans in Registered Secondary Schools by Type, Level of Education and Sex, 2018

Orphan Type	Form A		Form B		Form C		Form D		Form E		Total
	M	F	M	F	M	F	M	F	M	F	
Paternal	3967	4706	2967	4005	2059	2918	1681	2498	1326	1883	28010
Maternal	1294	1571	1002	1298	699	960	670	858	482	645	9479
Double	1536	1922	1190	1732	900	1358	792	1153	686	940	12209
Total	**6797**	**8199**	**5159**	**7035**	**3658**	**5236**	**3143**	**4509**	**2494**	**3468**	**49698**

Table 4.11 presents the number of orphans in registered secondary schools by district, urban-rural and sex in 2018. It is observed from the table that Maseru had the highest proportion of orphans with 12,846 (25.8), followed by Leribe with 8846 (17.8) and the least number of orphans was in Thaba Tseka with 1825 (3.7).

The table further shows that in all the districts, the rural areas had the higher number of orphans than the urban areas. Orphans in the rural areas constituted 31,797 (64.0) while those in the urban areas contributed only 17,901 (36.0).

Table 4.11: Orphans in Registered Secondary Schools by District, Urban-Rural and Sex, 2018

District	Urban			Rural			Total	%
	Male	Female	Total	Male	Female	Total		
Butha-Buthe	670	887	1557	734	1084	1818	3375	6.8
Leribe	1198	1564	2762	2555	3529	6084	8846	17.8
Berea	633	690	1323	2295	2776	5071	6394	12.9
Maseru	3205	3684	6889	2588	3369	5957	12846	25.8
Mafeteng	522	691	1213	2080	2695	4775	5988	12.0
Mohales Hoek	464	594	1058	734	1187	1921	2979	6.0
Quthing	445	565	1010	806	1034	1840	2850	5.7
Qachas Nek	441	588	1029	362	677	1039	2068	4.2
Mokhotlong	84	159	243	795	1489	2284	2527	5.1
Thaba-Tseka	275	542	817	365	643	1008	1825	3.7
Total	**7937**	**9964**	**17901**	**13314**	**18483**	**31797**	**49698**	**100**

Table 4.12 depicts the distribution of orphans in registered secondary schools by age, level of education and sex in 2018. According to the definition of orphans any person under the age of 18 years is considered as dependent, and therefore if she/he loses one of both parents due to death is regarded as an orphan. The table shows that out of 138894 students enrolled in 2018, 49698 (35.8 percent) of them were orphans. Among all orphans enrolled in registered secondary schools in 2018, a larger proportion of them were in form A with 14996 (30.2 percent). This was followed by those in form B with 12194 (24.5 percent), while those in Form E were the lowest with 5962 (12.0 percent).

Table 4.12: Orphans in Registered Secondary Schools of by Age, Level of education and Sex, 2018

Age	Form A		Form B		Form C		Form D		Form E		Total
	M	F	M	F	M	F	M	F	M	F	
<13	178	413	0	0	0	0	0	0	0	0	591
13	1062	1884	146	362	0	0	0	0	0	3	3457
14	1650	2313	809	1494	141	295	0	0	0	0	6702
15	1462	1706	1079	1788	622	1171	142	313	0	0	8283
16	1210	1074	1118	1542	748	1389	484	1028	151	311	9055
17	775	509	964	1036	824	1157	672	1082	432	794	8245
18	318	198	621	509	644	678	692	970	508	874	6012
19	104	64	283	191	359	347	514	537	485	636	3520
20	26	16	93	66	177	127	348	317	421	418	2009
21	7	6	31	25	82	42	177	142	224	213	949
22	3	4	10	17	32	17	70	58	165	109	485
23	0	1	2	1	18	3	27	20	68	52	192
24	1	10	3	3	5	2	11	17	29	23	104
>24	1	1	0	1	6	8	6	25	11	35	94
Total	**6797**	**8199**	**5159**	**7035**	**3658**	**5236**	**3143**	**4509**	**2494**	**3468**	**49698**

4.7 Inputs for Secondary Education

4.7.1 Secondary Schools

Table 4.13 represents the distribution of registered secondary schools by districts and school agency in 2018. School agency in this case means that the school is either owned by public or private agency. The public schools include those owned by government, churches and the community, while private schools include those owned by individual people.

The table shows that most of registered secondary schools in Lesotho are owned by the public, almost 335 (96.5 percent), while 12 (3.5 percent) of them are owned by the private agency. Most of these public schools are found in Maseru and Leribe districts with 69 (20.6 percent) and 66 (19.7 percent) respectively, while Berea district came third with 41 (12.2 percent). The districts with the lowest public secondary schools were Quthing and Mokhotlong with 17 (5.1 percent) and 16 (4.8 percent) respectively.

Table 4.13: Number of Registered Secondary Schools by District, Public and Private, 2018

District	Public	Private	Total	Percentage
Butha-Buthe	23	1	24	7.0
Leribe	66	4	70	20.2
Berea	41	2	43	12.4
Maseru	69	4	73	21.0
Mafeteng	39	1	40	11.5
Mohales Hoek	25	0	25	7.2
Quthing	17	0	17	4.9
Qachas Nek	20	0	20	5.8
Mokhotlong	16	0	16	4.6
Thaba-Tseka	19	0	19	5.5
Total	**335**	**12**	**347**	**100**

Table 4.14 depicts the distribution of registered secondary schools by district and urban-rural setting in 2018. It shows that most of registered secondary schools are in the rural areas as compared to those in the urban areas. It further illustrates that of all registered secondary schools in Lesotho, 264 (76.1 percent) of them are in the rural areas, while 23.9 percent are in the urban areas.

It also portrays that out of the total (83) secondary schools found in the urban areas Maseru district have 31 registered schools which constitute 37.3 percent. This is followed by schools in Leribe district with 15 (16.0 percent) while Mokhotlong has only one registered secondary school in the urban area.

Table 4.14: Number of Registered Secondary Schools by District and urban-rural, 2018

District	Urban	Rural	Total
Butha-Buthe	8	16	24
Leribe	15	55	70
Berea	6	37	43
Maseru	31	42	73
Mafeteng	5	35	40
Mohales Hoek	4	21	25
Quthing	4	13	17
Qachas Nek	5	15	20
Mokhotlong	1	15	16
Thaba-Tseka	4	15	19
Total	**83**	**264**	**347**

Figure 4.2 Reveals The Percentage Distribution Of Registered Secondary Schools By Ecological Zones In 2018. Most Of The Schools Were In The Lowlands (63 Percent) And That The Second Highest Percentage Was For The Mountains With 18.0 Percent While Foothills And Senqu River Valley Had Only 10.0 Percent And 9.0 Percent Respectively.

Figure 4.3 presents the distribution of registered secondary schools by agency in 2018. It is shown from the figure that majority of schools were owned by Government and RCM and both recorded 26 percent each. Community, Other churches and Private schools also shared 4.0 percent each while AME schools were the least with only 1.0 percent.

4.7.2 Secondary School Teachers' qualifications

This sub-section focuses on teachers' qualifications and their distribution at secondary level. These qualified and unqualified teachers in registered schools are compared by district, pupil to teacher ratio, district and sex. There were 5330 teachers in registered secondary schools in 2018. Unqualified teachers refer to teachers without teaching qualifications; these include graduates in other fields of study as well as teachers who have only obtained secondary qualifications like LGCSE and JC.

Table 4.15 indicates that female teachers constituted 55.0 percent while males represented 45.0 percent of the total teachers. Out of the total teachers, 5152 were qualified and 55.5 percent were females and 44.5 percent were males. Overall district comparison reflects that Maseru had the highest percentage of teachers (26.0 percent); seconded by Leribe (20.0 percent) then Berea (13.1 percent).

The pupil teacher ratio (PTR) was 26 pupils per teacher for the entire country and it ranged from 24 to 30 pupils per teacher across the districts. The table further reveals that qualified pupil-teacher ratio (QPTR) was 27, a number slightly higher than the overall pupil teacher ratio (PTR) in 2018. Leribe, and Mohale's Hoek had the lowest QPTRs estimated at 25 children per teacher each; this means that there were many qualified teachers compared to enrolment in these districts. Thaba Tseka, Quthing, Qacha's Nek and Mokhotlong had the least qualified teachers compared to other districts, with 30 and 29 pupils per teacher respectively.

Table 4.15: Number of Teachers in Registered Secondary Schools by District and Sex, 2018

District	Enrolment			Teachers			Qualified			Unqualified				
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	PTR	QPTR
Botha-Bothe	4539	6168	10707	208	209	417	206	208	414	11	8	19	26	26
Leribe	11165	14620	25785	519	547	1066	495	539	1034	2	1	3	24	25
Berea	8443	9856	18299	304	379	683	293	371	664	24	8	32	27	28
Maseru	16980	20277	37257	578	823	1400	555	795	1350	17	10	27	27	28
Mafeteng	6900	8311	15211	258	338	596	241	328	569	23	28	51	26	27
Mohale's Hoek	3496	4803	8299	150	189	339	146	185	331	4	4	8	24	25
Quthing	2876	3749	6625	126	113	237	121	111	231	1	0	1	28	29
Qacha's Nek	2087	3246	5333	86	129	215	72	111	183	14	18	32	25	29
Mokhotlong	2065	4042	6107	86	129	215	85	129	214	5	2	7	28	29
Thaba-Tseka	1831	3440	5271	86	88	174	85	88	173	1	0	1	30	30
Total	**60382**	**78512**	**138894**	**2396**	**2938**	**5330**	**2294**	**2860**	**5152**	**102**	**79**	**181**	**26**	**27**

Table 4.16 shows the distribution of teachers in registered secondary schools by district school agency and sex in 2018. It discloses that most of teachers are teaching in the registered public secondary schools (98.0 percent), while those who work in private registered secondary schools constitutes 2.0 percent. It also shows that a larger proportion of these teachers were in the district of Maseru with 26.0 percent, followed by Leribe district with 19.4 percent and the lowest was Thaba-Tseka with 3.4 percent.

Table 4.16: Secondary Teachers in Registered Secondary Schools by District, Public-Private and Sex, 2018

District	Public			Private			Total
	Male	Female	Total	Male	Female	Total	
Butha-Buthe	280	164	444	0	8	8	417
Leribe	662	480	1142	25	18	43	1066
Berea	268	454	722	4	7	11	683
Maseru	575	866	1441	16	45	61	1400
Mafeteng	472	242	714	0	8	8	596
Mohales Hoek	198	173	371	0	0	0	339
Quthing	175	69	244	0	0	0	237
Qachas Nek	89	160	249	0	0	0	215
Mokhotlong	95	120	215	0	0	0	215
Thaba-Tseka	86	101	187	0	0	0	174
Total	**2898**	**2827**	**5725**	**45**	**86**	**131**	**5330**

4.8 Efficiency and Quality of Education in Registered Secondary Schools

4.8.1 Repeaters in Registered Secondary Schools

Table 4.17 presents the distribution of repeaters in registered secondary schools by districts, ecological zone and sex in 2018. There are four ecological zones in Lesotho, and each district has different ecological zone based on its location, but no district has all these four ecological zones.

It shows that most of students who were repeaters were attending schools located in the Lowlands with 11419 (72.6%), followed by those who were in the Mountains with 2207 (14.0%) and the lowest were in the Senqu River Valley with 859 (5.1%).

Table 4.17: Repeaters in Registered Secondary Schools by District, Ecological Zone and Sex, 2018

District	Lowlands			Foothills			Mountains			SRV			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Butha-Buthe	415	527	942	109	160	269	0	4	4	0	0	0	1215
Leribe	1107	1310	2417	166	221	387	71	146	217	0	0	0	3021
Berea	895	1044	1939	76	84	160	0	0	0	0	0	0	2099
Maseru	1767	1695	3462	95	195	290	96	126	222	0	0	0	3974
Mafeteng	916	1039	1955	59	76	135	0	0	0	0	0	0	2090
Mohales Hoek	321	383	704	0	0	0	10	9	19	75	106	181	904
Quthing	0	0	0	0	0	0	24	40	64	176	254	430	494
Qachas Nek	0	0	0	0	0	0	191	213	404	91	157	248	652
Mokhotlong	0	0	0	0	0	0	235	370	605	0	0	0	605
Thaba-Tseka	0	0	0	0	0	0	228	444	672	0	0	0	672
Total	**5421**	**5998**	**11419**	**505**	**736**	**1241**	**855**	**1352**	**2207**	**342**	**517**	**859**	**15726**

Table 4.18 displays the distribution of repeaters in registered secondary schools by districts, urban-rural location and sex in 2018. It depicts that a higher proportion of the repeaters were in Maseru, Leribe and Berea with 3974(25.3%), 3021(19.2%) and 2099(13.3%) respectively. The lowest proportions of repeaters were in Quthing, Mokhotlong and Qacha's Nek districts with 494 (3.1%), 605(3.8%) and 652(4.1%) respectively. It further shows that 10435 (66.4 percent) repeaters were in the rural areas while 5291(33.6 percent) were in the urban areas.

Table 4.18: Repeaters in Registered Secondary Schools by District, Urban-Rural and Sex, 2018

District	Urban			Rural			Total
	M	F	Total	M	F	Total	
Butha-Buthe	258	326	584	266	365	631	1215
Leribe	399	523	922	945	1154	2099	3021
Berea	215	198	413	756	930	1686	2099
Maseru	924	868	1792	1034	1148	2182	3974
Mafeteng	169	217	386	806	898	1704	2090
Mohales Hoek	147	151	298	259	347	606	904
Quthing	62	101	163	138	193	331	494
Qachas Nek	150	167	317	132	203	335	652
Mokhotlong	31	29	60	204	341	545	605
Thaba-Tseka	110	246	356	118	198	316	672
Total	**2465**	**2826**	**5291**	**4658**	**5777**	**10435**	**15726**

Table 4.19 depicts the distribution of repeaters in registered secondary schools by age, level of education and sex in 2018. It denotes that a higher proportion of repeaters were in form B with 5904 (39.6 percent) while those in Form A and Form D followed with 4002 (25.4 percent) and 3373 (21.4 percent) orderly. It further shows that most of these repeaters were in ages 17, 16 and 18 years with 3187(20.3), 2956(18.8) and 2737(17.4) respectively.

Table 4.19: Repeaters in Registered Secondary Schools by Age, Level of Education and Sex, 2018

Age	Form A		Form B		Form C		Form D		Form E		Total
	M	F	M	F	M	F	M	F	M	F	
<13	11	7	0	0	0	0	0	0	0	0	18
13	135	221	9	9	0	0	0	0	0	0	374
14	335	425	137	238	0	2	0	0	0	0	1137
15	491	525	372	655	24	51	10	34	0	0	2162
16	475	389	580	919	96	238	82	176	1	0	2956
17	343	235	673	739	169	344	244	429	4	7	3187
18	181	106	526	432	264	341	310	513	18	46	2737
19	45	36	243	163	174	191	316	357	27	32	1584
20	22	8	96	51	102	75	205	248	37	31	875
21	5	2	23	10	50	26	103	133	12	9	373
22	1	1	13	4	16	9	63	66	9	9	191
23	1	0	4	2	7	3	27	26	3	6	79
24	0	0	0	2	5	0	10	5	3	1	26
>24	1	1	1	3	4	3	3	13	2	4	35
Total	**2046**	**1956**	**2677**	**3227**	**911**	**1283**	**1373**	**2000**	**116**	**145**	**15734**

4.8.2 Transition Rates from Form C to Form D

Table 4.20 illustrates the transition rates from form C to form D. Transition rates reveal that there were more females than males who progressed from Form C to Form D from 2010 to 2013 while more males than females progressed from 2014 to 2016. It also reflects that on overall the gap between male and female transition rates was diminishing in the period under review. The table also reveals that the transition rate had improved from 2016 (71.7) to 2017 where 71.8 percent was noted.

Table 4.20: Transition Rates from Form C to Form D, 2002 – 2017

Year	Male	Female	Total
2002	74.3	75.2	74.8
2003	79.0	77.0	77.9
2004	78.3	76.4	77.2
2005	75.2	73.7	74.4
2006	68.7	67.0	67.7
2007	71.8	75.7	74.0
2008	71.7	78.2	75.3
2009	78.6	76.2	77.2
2010	73.6	75.3	74.6
2011	69.7	72.7	71.4
2012	70.4	72.6	71.4
2013	74.4	75.2	74.9
2014	71.1	70.2	70.6
2015	76.0	70.9	73.0
2016	72.3	71.2	71.7
2017	71.4	72.1	71.8

4.8.3 Examination Results

Examinations Council of Lesotho (ECOL) conducts examinations and assessment tests, for primary and secondary education, in a manner that will improve the culture of learning and maintain the quality and standards of education in Lesotho in order to open opportunities for further education and the world of work within the country and beyond. One of its objectives is to provide certificates to all candidates who have achieved the desired levels of performance in primary and secondary schools. Below is an analysis of Junior Certificate and Cambridge Overseas School Certificate (COSC) examinations results.

4.8.3.1 Junior Certificate Examinations

Table 4.21: Junior Certificate Examination Results, 2008-2018

Indicators	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Candidates	16056	18774	20766	21010	21414	20894	21688	21678	21314	20913	22308
Total passes	11423	12840	14523	14556	14639	14862	14856	14830	14694	14533	14608
Percentage of passes	71.1	68.4	70.0	69.3	68.4	71.1	68.5	68.4	68.9	69.5	65.5
Number of first class with merit	233	253	333	352	369	379	306	418	288	344	407
Merit percentages	1.5	1.3	1.6	1.7	1.7	1.8	1.4	1.9	1.4	1.6	1.8
Number of first class passes	997	1451	1524	1582	1706	1567	1412	1384	1388	1398	1315
First class percentages	6.2	7.7	7.3	7.5	8.0	7.5	6.5	6.4	6.5	6.7	5.9
Number of second class passes	8370	9364	10656	10679	10285	10596	10490	10425	10641	10232	10213
Second class percentages	52.1	49.9	51.3	50.8	48.0	50.7	48.4	48.1	49.9	48.9	45.8
Number of third class passes	1823	1772	2010	1943	2279	2320	2648	2603	2377	2559	2673
Third class percentages	11.4	9.4	9.7	9.2	10.6	11.1	12.2	12	11.2	12.2	12.0
Number of failures	4633	5934	6243	6454	6775	6032	6832	6848	6620	6380	7700
Percentages of failures	28.9	31.6	30.0	30.7	31.6	28.9	31.5	31.5	31.1	30.5	34.5

Table 4.21 displays the Junior Certificate examination results from 2008 to 2018. It is shown from the table that the percentages for Merit and first classes had been fluctuating with minimal differences during the period under review. Recently, merit pass declined from 1.9 in 2015 to 1.8 percent in 2018. First class percentages also dropped from 6.4 to 5.9 during the same period. Second Class Passes decreased from 48.1 to 45.8 whereas third class passes were approximately stable at 12 percent from 2015 to 2018. The number of those who failed declined from 31.5 in 2015 to 34.5 percent in 2018.

4.8.3.2 Lesotho General Certificate in Secondary Education (LGCSE)

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

Table 4.22 displays LGCSE/IGSE examinations results per district in 2018. The table illustrates that Maseru was top with 3966(27.6%) students that sat for the examinations and was followed by Leribe and Berea with 2896(20.2%) and 2047(14.3%) respectively. The table further illustrates that most students passed their subjects with symbol E followed by symbol D and C.

Table 4.22: LGCSE/IGCSE Examination Results, 2018

DISTRICT	Student Total	A*	A	B	C	D	E	F	G	Total	A*-G	%	A*-A	%
Butha Buthe	1047	55	222	708	1459	1431	1540	1349	857	8004	7621	95.2	277	5.5
Leribe	2896	119	492	1934	4156	4471	4192	3459	2086	21814	20909	95.9	611	2.8
Berea	2047	47	256	962	2647	2833	2780	2609	1706	14578	13840	94.9	303	2.1
Maseru	3966	190	811	2543	5413	5807	5459	4664	2817	29101	27704	95.2	1001	3.4
Mafeteng	1597	53	205	854	2358	2555	2291	1856	1065	11675	11237	96.3	258	2.2
Mohale's Hoek	756	43	168	608	1114	1109	1018	893	617	5883	5570	94.7	211	3.6
Quthing	716	11	60	228	691	1020	1043	1024	771	5325	4848	91.0	71	1.3
Qacha's Nek	443	2	38	210	626	748	691	572	269	3274	3156	96.4	40	1.2
Mokhotlong	518	14	63	292	745	787	737	609	399	3789	3646	96.2	77	2.0
Thaba Tseka	378	6	43	240	477	476	540	515	297	2722	2594	95.3	49	1.8
Totals for all Centres	**14364**	**540**	**2358**	**8579**	**19692**	**21256**	**21256**	**17552**	**10884**	**106165**	**101125**	**95.3**	**2898**	**2.7**

Chapter 5: Technical and Vocational Education Training

5.0 Introduction

Technical and Vocational Education Training (TVET) can be defined as an occupation and employment-based education. Learning may be facilitated either through formal schools, centres or institutions that are publicly or privately owned, or through informal, traditional-apprenticeship and or non-formal semi-structured training. The nature of the content is purposefully designed to prepare learners for specific trades, crafts and careers, largely through practical-based learning and complementary theory to equip learners with the acquisition of practical competencies, the know-how and attitudes necessary to perform in their respective occupations within the labour market. Institutions belonging to this category in Lesotho award appreciation, national and international certificates and diploma's in a range of study fields from agriculture, basic handicrafts, home economics, hospitality, construction, engineering, business, management and IT. 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 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 5.1: Enrolment in Registered Technical and Vocational Schools by Age and Sex, 2018

Age	Male	Female	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 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 5.2: Enrolment in Registered Technical and Vocational Schools by District, Agency and Sex, 2018

District	Government		Community		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 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 5.3: 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 5.4 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 drop outs; this number was followed by that of Leribe which was 41 (5.3 percent) while Mohale's Hoek had 18(2.3 percent) as number of students who left school.

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

Table 5.4: Students Who Left School in Technical and Vocational Institutions by District, Agency and Sex, 2018

District	Government		Community		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 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 5.5: Students Who Left School in Registered Technical and Vocational Schools by Reason and Sex, 2018

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

5.2 Teaching Staff

Table 5.6 displays teachers in technical and vocational institutions by district, agency and sex for the year 2018. 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, 2018

District	Government		Community		LEC		RCM		ACL		Private		Total	
	M	F	M	F	M	F	M	F	M	F	M	F		%
Leribe	1	1	0	0	0	0	15	10	2	8	2	3	42	21.2
Berea	0	0	4	1	0	0	0	0	0	0	0	0	5	2.5
Maseru	2	3	4	3	0	0	7	6	0	0	26	19	70	35.4
Mohales Hoek	0	0	3	1	0	0	8	31	0	0	0	0	43	21.7
Quthing	0	0	0	0	17	2	0	0	0	0	0	0	19	9.6
Mokhotlong	0	0	0	0	2	2	0	0	0	0	0	0	4	2.0
Thaba-Tseka	12	3	0	0	0	0	0	0	0	0	0	0	15	7.6
Total	**15**	**7**	**11**	**5**	**19**	**4**	**30**	**47**	**2**	**8**	**28**	**22**	**198**	**100.0**

Table 5.7 reflects teachers in registered technical and vocational schools by teacher's rank in 2018. It is shown that out of 198 teachers in 2018, 105 (53 percent) were males while 93 (47 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, 2018

Teacher's Rank	Male	Female	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: Non Formal Education

7.0 Introduction

Non-Formal Education (NFE) may be defined as a type of education in which content is adapted to suit the unique needs of students to maximize their learning capacity. It is more learner-centred, as optional curriculum is emphasized unlike formal education where the prescribed sequential curriculum is used. NFE learning is facilitated typically through interest-based courses, workshops, community courses, projects and or seminars. Much like formal education, learning takes place in formal learning environments (learning centres) which do not however observe the usual formal school education conventions such as keeping roll, enforcing discipline and writing reports.

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

7.1 Enrolment

Table 7.1 portrays enrolment in non-formal education by age, level and sex in 2018. The table reveals uneven distribution of enrolment by sex in favour of males whereby males were recorded as 7,315, or 70 percent and females 3,128 (30 percent). Age distribution shows that 2,389 (22.9 percent) was enrolment of learners were below 19 years and 8054 (77.1 percent) learners were above 18 years. The table also highlights that most learners below 18 years were enrolled under literacy and numeracy, represented by 2,061 which is 86.3 percent; it was followed by those who were pursuing secondary constituting 223 (9.3 percent) and primary with 105 (4.4 percent). Sex disparity within those aged below 19 years indicates a wide gap between males and females enrolled whereby 2,071 (86.7 percent) were males and 318 (13.3 percent) were their female counterparts. However, the gap reduced between male and female learners that were aged above 18 years, since males were 5,244 (65.1 percent) while females were 2,810 (34.9 percent).

Table 7.1: Enrolment in Non-Formal Education by Age, Level and Sex, 2018

	Literacy and numeracy			Primary			Secondary			Total		
AGE	M	F	Total	M	F	Total	M	F	Total	M	F	Total
<6	21	15	36	38	26	64	0	0	0	59	41	100
6	5	3	8	1	0	1	0	0	0	6	3	9
7	10	0	10	0	0	0	0	0	0	10	0	10
8	7	5	12	0	0	0	0	0	0	7	5	12
9	24	0	24	0	0	0	0	0	0	24	0	24
10	41	0	41	0	0	0	0	0	0	41	0	41
11	34	1	35	0	0	0	0	0	0	34	1	35
12	94	5	99	0	0	0	0	2	2	94	7	101
13	146	3	149	0	0	0	0	0	0	146	3	149
14	186	7	193	0	0	0	1	2	3	187	9	196
15	291	14	305	2	1	3	2	0	2	295	15	310
16	317	17	334	5	0	5	8	23	31	330	40	370
17	324	8	332	8	2	10	22	37	59	354	47	401
18	443	40	483	13	9	22	28	98	126	484	147	631
Sub Total	**1943**	**118**	**2061**	**67**	**38**	**105**	**61**	**162**	**223**	**2071**	**318**	**2389**
19	343	33	376	7	6	13	42	137	179	392	176	568
20	367	61	428	8	14	22	55	155	210	430	230	660
21-35	2130	572	2702	73	50	123	198	555	753	2401	1177	3578
36-55	1381	626	2007	27	10	37	25	91	116	1433	727	2160
>55	577	472	1049	5	8	13	6	20	26	588	500	1088
Sub Total	4798	1764	6562	120	88	208	326	958	1284	5244	2810	8054
Total	6741	1882	8623	187	126	313	387	1120	1507	7315	3128	10443

Table 7.2 demonstrates the enrolment of non-formal education by district, level and sex for the year 2018. Total enrolment by district reveals that the highest number of learners were in Mokhotlong and Maseru which were recorded as 2, 098 (20.0 percent) and 1,570 (15.0 percent), respectively. They were followed by Thaba-Tseka and Mafeteng with 1,502 (14.4 percent) and 1060 (10.2 percent) orderly.

The table furthermore shows that in 'Primary continuing education' under this level of education, Maseru had the highest percentage of 80.2, and it was followed by Mohale's Hoek and Mafeteng with 7.0 and 3.8 percent respectively. In 'secondary continuing education', Leribe was leading with 259 (17.2 percent) followed by Quthing and Mafeteng with 200 (13.3 percent) and 191 (12.7 percent), repectively.

With regard to Literacy and Numeracy, district comparison shows that Mokhotlong was leading with 1,912 (22.2 percent); it was followed by Thaba-Tseka with 1,418 (16.4 percent), and the least was Mohale's Hoek with 184 (2.1 percent).

Table 7.2: Enrolment in Non-Formal Education by District, Level and Sex, 2018

DISTRICT	Literacy and Numeracy			PRIMARY			SECONDARY			TOTAL		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Butha-Buthe	211	139	350	0	0	0	23	85	108	234	224	458
Leribe	371	193	564	7	4	11	54	205	259	432	402	834
Berea	701	257	958	8	3	11	4	39	43	713	299	1012
Maseru	912	293	1205	161	90	251	43	71	114	1116	454	1570
Mafeteng	608	249	857	0	12	12	49	142	191	657	403	1060
Mohales Hoek	173	11	184	9	13	22	38	147	185	220	171	391
Quthing	221	104	325	0	0	0	54	146	200	275	250	525
Qachas Nek	604	246	850	0	0	0	53	95	148	657	341	998
Mokhotlong	1842	70	1912	2	4	6	53	122	175	1897	196	2093
Thaba-Tseka	1098	320	1418	0	0	0	16	68	84	1114	388	1502
Total	6741	1882	8623	187	126	313	387	1120	1507	7315	3128	10443

7.2 Special Educational Needs

Table 7.3 displays non-formal education learners with special education needs by district, level and sex for the year 2018. Out of 10,443 learners enrolled in NFE, 267 (2.6 percent) learners were identified as those with special educational needs in 2018. As indicated in the table, Maseru generally topped with 90 (33.7 percent) students with special education while Thaba-Tseka followed with 52 (5.2 percent) while Mokhotlong had no learners with special education. Most learners were in Literacy and numeracy and accounted for 89.9 percent of the total enrolment of children with special educational needs. Children with special educational needs in 'continuing education' in both primary and secondary contributed only 9.1 percent. Males with special educational needs were 227 (85.0 percent); this number surpassed their female counterparts who were only 40 (15.0 percent).

Table 7.3: Non-Formal Education Learners with Special Educational Needs by District, Level and Sex, 2018

District	Literacy and Numeracy			Primary			Secondary			Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Butha-Buthe	1	0	1	0	0	0	0	0	0	1	0	1
Leribe	1	0	1	0	0	0	1	0	1	2	0	2
Berea	9	2	11	0	0	0	0	13	13	9	15	24
Maseru	71	9	80	3	1	4	6	0	6	80	10	90
Mafeteng	24	2	26	0	0	0	0	0	0	24	2	26
Mohales Hoek	20	0	20	0	0	0	1	1	2	21	1	22
Quthing	23	6	29	0	0	0	0	0	0	23	6	29
Qachas Nek	19	1	20	0	0	0	1	0	1	20	1	21
Mokhotlong	0	0	0	0	0	0	0	0	0	0	0	0
Thaba-Tseka	47	5	52	0	0	0	0	0	0	47	5	52
Total	215	25	240	3	1	4	9	14	23	227	40	267

7.3 Orphan-Hood

Table 7.4 portrays orphans in non-formal education by age, level and sex in 2018. Out of the total enrolment in non-formal education,10443, 294 (2.8 percent) students were orphans; out of which 241 (82.0 percent) were male orphans while female orphans were 53 (18.0 percent). Under 'literacy and numeracy', 90.7 percent of all orphans were males, and 9.3 percent were females. For those who were in continuing education those in 'primary education' males accounted for 73.3 percent whereas among those who were in 'secondary continuing education' majority were female orphans with 61.5 percent.

Distribution of orphans by age shows that the number of orphans increased with age, thus, at younger ages there were few orphans, but as age increased the number of orphans also increased. The number of male orphans was higher than the number of female orphans in all ages in 2018.

Table 7.4: Orphans in Non-Formal Education by Age, Level and Sex, 2018

Age	Literacy and Numeracy			Primary			Secondary			Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
<6	10	9	19	0	0	0	0	0	0	10	9	19
6	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0
11	2	0	2	0	0	0	0	0	0	2	0	2
12	12	0	12	0	0	0	0	0	0	12	0	12
13	6	2	8	0	0	0	0	0	0	6	2	8
14	20	2	22	0	0	0	1	2	3	21	4	25
15	30	2	32	1	2	3	0	0	0	31	4	35
16	37	0	37	5	2	7	5	3	8	47	5	52
17	41	5	46	8	3	11	5	9	14	54	17	71
18	46	1	47	8	1	9	4	10	14	58	12	70
Total	204	21	225	22	8	30	15	24	39	241	53	294

7.4 Teaching Staff

Table 7.5 displays teachers in non-formal education by district, level and sex for the year 2018. Maseru was leading with the number of teachers in non-formal education who were estimated at 18.7 percent, followed by Mokhotlong with 13.6 percent and the least was Quthing with 4.0 percent. Under 'Literacy and Numeracy education' Maseru was leading with 16.8 percent of teachers and was also leading in 'primary and secondary continuing education' with 34 (24.1 percent). The distribution of number of teachers by sex reveals inequality in favour of females, in both categories of literacy and numeracy education and continuing education with 385 (70.5 percent) and 161 (29.5 percent) respectively.

Table 7.5: Teachers in Non-Formal Education by District, Level and Sex, 2018

District	Literacy and Numeracy			Primary and Secondary			Total		
	M	F	Total	M	F	Total	M	F	Total
Butha-Buthe	6	17	23	7	6	13	13	23	36
Leribe	10	23	33	13	1	14	23	24	47
Berea	14	41	55	1	4	5	15	45	60
Maseru	18	50	68	15	19	34	33	69	102
Mafeteng	11	35	46	6	8	14	17	43	60
Mohales Hoek	0	9	9	6	8	14	6	17	23
Quthing	3	11	14	6	2	8	9	13	22
Qachas Nek	5	35	40	6	6	12	11	41	52
Mokhotlong	11	49	60	5	9	14	16	58	74
Thaba-Tseka	10	47	57	8	5	13	18	52	70
Total	**88**	**317**	**405**	**73**	**68**	**141**	**161**	**385**	**546**

Table 7.6 illustrates non-formal education teachers in continuing education by district, qualification and sex for the year 2018. It can be observed from the table that there were 405 continuing education teachers out of which 144 (35.6 percent) had primary education, 82 (20.2 percent) had Junior Certificate, 125 (30.9 percent) had COSC and 54 (13.3 percent) had qualifications higher than COSC such as Diplomas, Bachelor's Degree and many others.

Table 7.6: Non-Formal Education Teachers in continuing education by District, Qualification and Sex, 2018

District	Primary Education			Junior Certificate			COSC			Above COSC			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Butha-Buthe	0	1	1	0	2	2	5	13	18	1	1	2	6	17	23
Leribe	0	2	2	3	6	9	5	7	12	2	8	10	10	23	33
Berea	3	12	15	2	8	10	4	17	21	5	4	9	14	41	55
Maseru	9	20	29	1	8	9	2	14	16	6	8	14	18	50	68
Mafeteng	3	6	9	2	13	15	5	11	16	1	5	6	11	35	46
Mohale's Hoek	0	5	5	0	2	2	0	3	3	0	0	0	0	10	10
Quthing	0	1	1	0	3	3	3	3	6	0	4	4	3	11	14
Qacha's Nek	0	17	17	3	8	11	1	7	8	1	2	3	5	34	39
Mokhotlong	7	39	46	1	4	5	3	6	9	0	0	0	11	49	60
Thaba-Tseka	2	17	19	3	13	16	4	12	16	1	5	6	10	47	57
Total	24	120	144	15	67	82	32	93	125	17	37	54	88	317	405

Table 7.7 reveals that out of total number of 400 learning posts and centres, literacy and numeracy had 384 (96 percent) while continuing education had only 16 (4 percent). Most of the literacy and numeracy learning posts were in the mountainous districts namely Mokhotlong and Thaba-Tseka. Thaba-Tseka was forefront with 60 (15.6 percent) learning posts followed by Mokhotlong with 56 (14.6 percent). Most of the districts had one 'continuing education' centre except Maseru and Berea that had 6 and 2 learning centres respectively.

Table 7.7: Number of Learning Posts/Centres in Non-Formal Education by District and Level, 2018

District	Literacy and Numeracy	Continuing Education	Total
Butha-Buthe	19	1	20
Leribe	34	1	35
Berea	54	2	56
Maseru	55	6	61
Mafeteng	45	1	46
Mohales Hoek	9	1	10
Quthing	13	1	14
Qachas Nek	39	1	40
Mokhotlong	60	1	61
Thaba-Tseka	56	1	57
Total	384	16	400

Chapter 8: Tertiary Institutions

Beyond the previous Cambridge Overseas School Certificate (COSC) which is currently known the Lesotho General Certificate in Secondary Education (LGCSE), there are higher level institutions which are known as Tertiary or Higher Education Institutions. There are currently 15 institutions recognised by the Government of Lesotho from which nine (10) are public institutions and 5 are private institutions namely, Limkokwing, Paray School of Nursing, Maluti Adventist College (MAN), Scott Hospital School of Nursing (Scott) Roma School of Nursing (RSN);namely they are:

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

Tertiary Enrolment by Institution

A total of 22,802 students were enrolled at HEIs in Lesotho in the academic year 2017/2018. Out of this number 61.3 percent were females while a 38.7 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 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 percent of the students throughout the years as presented in Table 1.

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

The number of students pursuing tertiary education in Lesotho was estimated at 23,545 in 2013/14, 58.5 percent were females whereas 41.5 percent were males. Similar to the previous years, NUL, LCE, LUCT and LP had the largest number of students enrolled (see Figure 3). More than 80 percent of the students were enrolled in public institutions, mostly NUL, LCE and LP, as has been the trend since 2010/11. Private institutions enrolled less than 20 percent of the students throughout the years as presented in Figure 4.

Table 8.1: Enrolment in tertiary institutions by sex 2014/15, 2015/16, 2016/17 and 2017/18

	2014-15			2015-16			2016-2017			2017-2018		
Institution	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
Botho University	0	0	0	88	94	182	167	174	341	319	317	636
Center Of Accounting Studies	344	468	812	764	905	1669	412	530	942	659	894	1553
Institute Of Development Management	127	195	322	99	178	277	5	4	9	144	310	454
Lerotholi Polytechnic	1589	844	2433	1352	840	2192	1334	1007	2341	1367	1248	2615
Lesotho Agricultural College	344	317	661	238	236	474	220	178	398	232	220	452
Lesotho Boston Health Alliance	1	4	5	4	4	8	4	4	8	4	4	8
Lesotho College Of Education	1148	2388	3536	960	1976	2936	886	1916	2802	821	1988	2809
Limkokwing University	1378	1759	3137	1300	1920	3220	1404	1835	3239	1488	2038	3526
Maluti Adventist College	47	138	185	54	132	186	69	187	256	65	186	251
National Health Training College	124	325	449	116	309	425	7	385	392	142	325	467
National University Of Lesotho	3427	5812	9239	3452	6108	9560	3476	6249	9725	3435	5914	9349
Paray School Of Nursing	31	98	129	44	132	176	38	115	153	34	115	149
Roma College Of Nursing	25	96	121	28	94	122	26	96	122	29	100	129
Scott College Of Nursing	29	97	126	33	126	159	34	136	170	81	323	404
Lesotho Institute Of Public Administration And Management	29	116	145	0	0	0	66	218	284	0	0	0
Total	**8643**	**12657**	**21300**	**8532**	**13054**	**21586**	**8148**	**13034**	**21182**	**8820**	**13982**	**22802**

2017-18 Institutional Enrolment by Programme and Gender

Institution			Gender		Total
			F	M	
Botho University	Programme	Bachelor Of Science (Honours) In Accounting	80	79	**159**
		Bachelor Of Science (Honours) In Business Management	60	31	**91**
		Bachelor Of Science (Honours) In Computing	66	140	**206**
		Bachelor Of Science (Honours) In Health Information Management	111	69	**180**
	Total		**317**	**319**	**636**
Center Of Accounting Studies	Programme	Cat	247	172	**419**
		Chartered Accountant	108	109	**217**
		CIMA Certificate	43	40	**83**
		CIMA Diploma	3	2	**5**
		CIMA Management	4	5	**9**
		CIMA Operational	19	21	**40**
		CIPFA Advanced Diploma	39	11	**50**
		CIPFA Certificate	44	22	**66**
		CIPFA Diploma	82	38	**120**
		General Accounting	305	239	**544**
	Total		**894**	**659**	**1553**
Institute Of Development Management	Programme	Adv Dip In Project Management	28	23	**51**
		Cips Level 2	19	11	**30**
		CIPS Level 3	53	30	**83**
		CIPS Level 4	41	23	**64**
		CIPS Level 5	20	9	**29**
		CIPS Level 6	7	4	**11**
		DABS	40	16	**56**
		DHRM	79	15	**94**
		Dip In Logistics Transport	23	13	**36**
	Total		310	144	454
Lerotholi Polytechnic	Programme	Diploma In Architectural Technology	28	76	**104**
		Diploma In Business Management	302	135	**437**
		Diploma In Civil Engineering	71	228	**299**
		Diploma In Civil Engineering	0	2	**2**
		Diploma In Computer Systems Engineering	29	108	**137**

		Diploma In Construction Management	62	195	**257**
		Diploma In Electrical & Electronic Engineering	22	151	**173**
		Diploma In Hospitality Management	93	15	**108**
		Diploma In Marketing Management	193	80	**273**
		Diploma In Mechanical Engineering	14	127	**141**
		Diploma In Office Administration & Management	205	54	**259**
		Diploma In Tourism Management	153	63	**216**
		Diploma In Water & Environmental Engineering	76	133	**209**
	Total		**1248**	**1367**	**2615**
Lesotho Agricultural College	Programme	Daelwm	15	59	**74**
		DFRM	41	36	**77**
		DHE	85	14	**99**
		DIA	79	123	**202**
	Total		**220**	**232**	**452**
Lesotho Boston Health Alliance	Programme	Family Medicine	4	4	**8**
	Total		**4**	**4**	**8**
Lesotho College Of Education	Programme	Certificate In Early Childhood Education	134	2	**136**
		Diploma In Education (Primary)	1003	315	**1318**
		Diploma In Education (Secondary)	625	425	**1050**
		Diploma In Education Primary(DTEP)	226	79	**305**
	Total		**1988**	**821**	**2809**
Limkokwing University	Programme	Associate Degree In Architecture Technology	23	114	**137**
		Associate Degree In Broadcasting Radio & Tv	98	44	**142**
		Associate Degree In Business Information Technology	46	69	**115**
		Associate Degree In Business Management	98	57	**155**
		Associate Degree In Creative Advertising	56	40	**96**
		Associate Degree In Events Management	47	11	**58**
		Associate Degree In Fashion & Apparel Design	136	15	**151**
		Associate Degree In Film Production	40	23	**63**
		Associate Degree In Graphic Design	25	125	**150**
		Associate Degree In Hotel Management	119	18	**137**
		Associate Degree In Information Technology	37	77	**114**
		Associate Degree In International Tourism	105	40	**145**

		Associate Degree In Journalism & Media	80	34	**114**
		Associate Degree In Marketing	94	40	**134**
		Associate Degree In Multimedia & Software Engineering	18	68	**86**
		Associate Degree In Public Relations	108	31	**139**
		Associate Degree In Retail Management	43	21	**64**
		Associate Degree In Tourism Management	123	42	**165**
		B BUS Hons In Entrepreneurship	102	50	**152**
		B Bus Hons In International Business	74	58	**132**
		B Des Hons In Professional Design	11	25	**36**
		BA Hons In Broadcasting & Journalism	76	25	**101**
		Ba Hons In Digital Film & Television	33	26	**59**
		Ba Hons In Fashion & Retailing	56	9	**65**
		Ba Hons In Human Resource Management	102	37	**139**
		Ba Hons In Interior Architecture	15	80	**95**
		Ba Hons In Professional Communication	88	26	**114**
		Ba Hons In Tourism Management	87	48	**135**
		Bsc HONS IN BUSINESS INFORMATION TECHNOLOGY	39	67	**106**
		Bsc HONS IN INFORMATION TECHNOLOGY	34	81	**115**
		Bsc HONS IN SOFTWARE ENGINEERING WITH MULTIMEDIA	25	87	**112**
	Total		**2038**	**1488**	**3526**
Maluti Adventist College	Programme	Midwifery	50	7	**57**
		Nursing	136	58	**194**
	Total		**186**	**65**	**251**
National Health Training College	Programme	Auxiliary Social Work	15	6	**21**
		Dental Therapy	12	6	**18**
		Environmental Health	20	18	**38**
		General Nursing	138	30	**168**
		Medical Laboratory Sciences	18	17	**35**
		Midwifery	36	17	**53**
		Nursing Assistant	29	7	**36**
		Ophthalmic Nursing	9	1	**10**
		Pharmacy Technology	26	34	**60**
		Primary Health Care	14	3	**17**
		Psychiatric Mental Health Nursing	8	3	**11**

	Total		**325**	**142**	**467**
National University Of Lesotho	Programme	B. Sc. Computer Science	14	64	**78**
		B. SC. ENVIRONMENTAL SCIENCE	6	10	**16**
		B. SC. INFORMATION SYSTEMS	8	19	**27**
		B.ENG. COMPUTER SYSTEMS AND NETWORKS	2	26	**28**
		B.SC. IN ENVIRONMENTAL HEALTH	60	59	**119**
		B.SC. IN NURSING AND MIDWIFERY	125	61	**186**
		BA PRACTICAL PHILOSOPHY AND APPLIED ETHICS	7	2	**9**
		BACHELOR OF ARTS	436	184	**620**
		BACHELOR OF ARTS (HONOURS) IN PHILOSOPHY	0	1	**1**
		BACHELOR OF ARTS IN ECONOMICS	240	217	**457**
		BACHELOR OF ARTS IN BUSINESS AND ENTREPRENEURSHIP	287	106	**393**
		BACHELOR OF ARTS IN GEOGRAPHY	2	7	**9**
		BACHELOR OF ARTS IN POLITICAL SCIENCE AND PUBLIC ADMINISTRATION	266	145	**411**
		BACHELOR OF ARTS IN PUBLIC ADMINISTRATION & SOCIOLOGY	14	12	**26**
		BACHELOR OF ARTS IN PUBLIC ADMINISTRATION & DEVELOPMENT STUDIES	3	1	**4**
		BACHELOR OF ARTS IN SOCIOLOGY	45	37	**82**
		BACHELOR OF ARTS IN SOCIOLOGY AND DEVELOPMENT STUDIES	51	18	**69**
		BACHELOR OF ARTS IN SPIRITUAL CARE AND COUNSELLING STUDIES	143	34	**177**
		BACHELOR OF ARTS IN STATISTICS AND DEMOGRAPHY	47	47	**94**
		BACHELOR OF ARTS IN URBAN AND REGIONAL PLANNING	136	87	**223**
		BACHELOR OF ARTS IN URBAN AND REGIONAL PLANNING AND SOCIOLOGY	57	49	**106**
		BACHELOR OF COMMERCE	177	116	**293**
		BACHELOR OF COMMERCE IN ACCOUNTING	94	54	**148**
		BACHELOR OF COMMERCE IN HUMAN RESOURCE MANAGEMENT	13	7	**20**
		BACHELOR OF EDUCATION	652	249	**901**
		BACHELOR OF EDUCATION (HONOURS) EDUCATIONAL MAGT, LEADERSHIP & PO	6	6	**12**
		BACHELOR OF EDUCATION (PRIMARY)	204	57	**261**
		BACHELOR OF EDUCATION IN SPECIAL EDUCATION	59	19	**78**
		BACHELOR OF EDUCATION(ADULT EDUCATION)	57	20	**77**
		BACHELOR OF EDUCATION(HONOURS) EDUCATIONAL PSYCHOLOGY	4	2	**6**
		BACHELOR OF EDUCATION(HONOURS) EVALUATION & ASSESSMENT STREAM	3	0	**3**
		BACHELOR OF EDUCATION(HONOURS) INTRUCTIONAL DESIGN, ASSESSMENT	1	2	**3**
		BACHELOR OF EDUCATION(HONOURS) SPECIAL EDUCATION	5	1	**6**
		BACHELOR OF ENGINEERING IN ELECTRONICS	2	29	**31**
		BACHELOR OF LAWS	217	139	**356**
		BACHELOR OF NURSING SCIENCE	5	2	**7**

	BACHELOR OF PHARMACY(HONOURS)	83	94	**177**
	BACHELOR OF SCIENCE	142	264	**406**
	BACHELOR OF SCIENCE IN AGRICULTURE	69	92	**161**
	BACHELOR OF SCIENCE IN AGRICULTURE (AGRIC. ECONOMICS)	29	17	**46**
	BACHELOR OF SCIENCE IN AGRICULTURE (AGRIC. EXTENSION)	18	14	**32**
	BACHELOR OF SCIENCE IN AGRICULTURE (ANIMAL SCIENCE)	29	54	**83**
	BACHELOR OF SCIENCE IN AGRICULTURE (CROP SCIENCE)	4	11	**15**
	BACHELOR OF SCIENCE IN AGRICULTURE (SOIL SCIENCE)	15	47	**62**
	BACHELOR OF SCIENCE IN BIOTECHNOLOGY	15	17	**32**
	BACHELOR OF SCIENCE IN CHEMICAL TECHNOLOGY	13	28	**41**
	BACHELOR OF SCIENCE IN CONSUMER SCIENCES	15	0	**15**
	BACHELOR OF SCIENCE IN NURSING AND MIDWIFERY	35	17	**52**
	BACHELOR OF SCIENCE IN NUTRITION	99	27	**126**
	BACHELOR OF SCIENCE IN STATISTICS	7	13	**20**
	BACHELOR OF SCIENCE WITH EDUCATION	60	130	**190**
	BACHELOR OF SOCIAL WORK	303	75	**378**
	BARCHELOR OF COMMERCE IN MARKETING	6	4	**10**
	CERTIFICATE IN STATISTICS	6	11	**17**
	DIPLOMA IN LIBRARY & INFORMATION STUDIES	10	5	**15**
	DIPLOMA IN ADULT EDUCATION	257	50	**307**
	DIPLOMA IN AGRICULTURAL EDUCATION	10	9	**19**
	DIPLOMA IN APPLIED PHILOSOPHY AND PUBLIC ETHICS	6	5	**11**
	DIPLOMA IN LABOUR LAW (CONCILIATION & ARBITRATION)	1	1	**2**
	DIPLOMA IN MANAGEMENT	606	309	**915**
	DIPLOMA IN MASS COMMUNICATION	175	37	**212**
	DIPLOMA IN PASTORAL CARE AND COUNSELLING	1	0	**1**
	DIPLOMA IN SPIRITUAL CARE AND COUNSELLING	24	6	**30**
	DOCTOR OF PHILOSOPHY	2	4	**6**
	DOCTOR OF PHILOSOPHY IN ENGLISH LANGUAGE AND LINGUISTICS	1	3	**4**
	DOCTOR OF PHILOSOPHY IN SOIL SCIENCE & RESOURCE CONSERVATION	0	1	**1**
	HIGHER DIPLOMA IN EDUCATION(PRIMARY)	184	56	**240**
	M.ED IN CURRICULUM DESIGN & DEVELOPMENT & CLINICAL SUPERVISION	0	1	**1**
	M.ED IN CURRICULUM STUDIES	2	2	**4**
	M.ED IN EDUCATIONAL MANAGEMENT, LEADERSHIP & POLICY STUDIES	9	6	**15**
	M.ED IN EDUCATIONAL PSYCHOLOGY	3	2	**5**
	M.ED IN GUIDANCE AND COUNSELLING	2	0	**2**
	M.ED IN INCLUSIVE EDUCATION	1	1	**2**

		M.ED IN SOCIO & PHILOSOPHICAL FOUNDATIONS OF EDUCATION	2	0	**2**
		M.ED IN TESTING AND MEASUREMENT	2	0	**2**
		MASTER OF ARTS IN AFRICAN LANGUAGES	2	2	**4**
		MASTER OF ARTS IN EDUCATION	36	10	**46**
		MASTER OF ARTS IN DEVELOPMENT STUDIES	13	11	**24**
		MASTER OF ARTS IN ENGLISH LANGUAGE AND LINGUISTICS	8	2	**10**
		MASTER OF ARTS IN HISTORICAL STUDIES	3	1	**4**
		MASTER OF ARTS IN PHILOSOPHY	1	0	**1**
		MASTER OF EDUCATION	1	0	**1**
		MASTER OF EDUCATION IN INCLUSIVE EDUCATION	2	0	**2**
		MASTER OF EDUCATION(ADULT EDUCATION)	5	7	**12**
		MASTER OF SCIENCE IN EDUCATION	16	15	**31**
		MASTER OF SCIENCE (ECONOMICS)	16	27	**43**
		MASTER OF SCIENCE DEGREE IN AGRICULTURAL EXTENSION	3	6	**9**
		MASTER OF SCIENCE DEGREE IN ANIMAL SCIENCE	6	5	**11**
		MASTER OF SCIENCE DEGREE IN SOIL SCIENCES	2	3	**5**
		MASTER OF SCIENCE IN AGRICULTURE(CROP SCIENCE)	5	2	**7**
		MASTER OF SCIENCE IN SOCIOLOGY	2	0	**2**
		POSTGRADUATE DIPLOMA IN HUMAN RESOURCE MANAGEMENT	52	14	**66**
		POSTGRADUATE DIPLOMA IN LABOUR LAW, CONCILIATION & ARBITRATION	10	8	**18**
		TEACHERS' DIPLOMA IN PSYCHO-SOCIAL CARE, SUPPORT & PROTECTION	37	20	**57**
	Total		**5914**	**3435**	**9349**
Paray School Of Nursing	Programme	Certificate In Nursing Assistant	25	8	**33**
		Diploma In Midwifery	27	10	**37**
		Diploma In Nursing	63	16	**79**
	Total		**115**	**34**	**149**
Roma College Of Nursing	Programme	General Nursing	75	26	**101**
		MIDWIFERY	25	3	**28**
	Total		100	29	**129**
Scott College of Nursing	Programme	General Nursing	95	20	**115**
		Midwifery	28	3	**31**
	Total		**323**	**81**	**404**

*ppn growth 1.34%

Population 2016				Estimated pop 2017			Estimated pop 2018		
	Sex		Total	Sex		Total	Sex		Total
Age	Male	Female		Male	Female		Male	Female	
0	18970	18580	37550	19 224	18 829	38053	19 482	19 081	38 563
1	19434	18680	38114	19 694	18 930	38625	19 958	19 184	39 142
2	20451	20377	40828	20 725	20 650	41375	21 003	20 927	41 930
3	20884	21083	41967	21 164	21 366	42529	21 447	21 652	43 099
4	21054	20642	41696	21 336	20 919	42255	21 622	21 199	42 821
5	21868	22067	43935	22 161	22 363	44524	22 458	22 662	45 120
6	21724	21524	43248	22 015	21 812	43828	22 310	22 105	44 415
7	22260	22748	45008	22 558	23 053	45611	22 861	23 362	46 222
8	22280	22840	45120	22 579	23 146	45725	22 881	23 456	46 337
9	21821	22344	44165	22 113	22 643	44757	22 410	22 947	45 357
10	22611	22517	45128	22 914	22 819	45733	23 221	23 124	46 346
11	21764	22458	44222	22 056	22 759	44815	22 351	23 064	45 415
12	22137	21537	43674	22 434	21 826	44259	22 734	22 118	44 852
13	21692	21440	43132	21 983	21 727	43710	22 277	22 018	44 296
14	19865	20247	40112	20 131	20 518	40650	20 401	20 793	41 194
15	21733	21051	42784	22 024	21 333	43357	22 319	21 619	43 938
16	21891	21401	43292	22 184	21 688	43872	22 482	21 978	44 460
17	20953	20686	41639	21 234	20 963	42197	21 518	21 244	42 762
18	21523	20747	42270	21 811	21 025	42836	22 104	21 307	43 410
19	20068	19684	39752	20 337	19 948	40285	20 609	20 215	40 824
20	20489	20951	41440	20 764	21 232	41995	21 042	21 516	42 558
21	19406	19456	38862	19 666	19 717	39383	19 930	19 981	39 910
22	19984	20394	40378	20 252	20 667	40919	20 523	20 944	41 467
23	19436	20190	39626	19 696	20 461	40157	19 960	20 735	40 695
24	19500	19431	38931	19 761	19 691	39453	20 026	19 955	39 981
25	20165	19982	40147	20 435	20 250	40685	20 709	20 521	41 230
26	18946	18936	37882	19 200	19 190	38390	19 457	19 447	38 904
27	19009	18707	37716	19 264	18 958	38221	19 522	19 212	38 734
28	19529	18253	37782	19 791	18 498	38288	20 056	18 745	38 801
29	18135	17245	35380	18 378	17 476	35854	18 624	17 710	36 335
30	19574	19029	38603	19 836	19 284	39120	20 102	19 542	39 644
31	17082	15563	32645	17 311	15 772	33082	17 543	15 983	33 526
32	17224	16613	33837	17 455	16 836	34290	17 689	17 061	34 750
33	17141	15454	32595	17 371	15 661	33032	17 603	15 871	33 474
34	15912	14502	30414	16 125	14 696	30822	16 341	14 893	31 235
35	15300	13665	28965	15 505	13 848	29353	15 713	14 034	29 746
36	15125	13916	29041	15 328	14 102	29430	15 533	14 291	29 825
37	13331	12261	25592	13 510	12 425	25935	13 691	12 592	26 282
38	12905	11776	24681	13 078	11 934	25012	13 253	12 094	25 347
39	11568	10486	22054	11 723	10 627	22350	11 880	10 769	22 649
40	11568	11196	22764	11 723	11 346	23069	11 880	11 498	23 378
41	10349	10002	20351	10 488	10 136	20624	10 628	10 272	20 900
42	9634	9477	19111	9 763	9 604	19367	9 894	9 733	19 627

43	8988	8969	17957	9 108	9 089	18198	9 230	9 211	18 441
44	8115	7970	16085	8 224	8 077	16301	8 334	8 185	16 519
45	7899	7798	15697	8 005	7 902	15907	8 112	8 008	16 120
46	8512	8707	17219	8 626	8 824	17450	8 742	8 942	17 684
47	6764	7750	14514	6 855	7 854	14708	6 946	7 959	14 906
48	7155	7694	14849	7 251	7 797	15048	7 348	7 902	15 250
49	6082	6498	12580	6 163	6 585	12749	6 246	6 673	12 919
50	6862	7634	14496	6 954	7 736	14690	7 047	7 840	14 887
51	6560	8159	14719	6 648	8 268	14916	6 737	8 379	15 116
52	6598	8177	14775	6 686	8 287	14973	6 776	8 398	15 174
53	6126	7858	13984	6 208	7 963	14171	6 291	8 070	14 361
54	5623	6735	12358	5 698	6 825	12524	5 775	6 917	12 691
55	5275	6773	12048	5 346	6 864	12209	5 417	6 956	12 373
56	5884	7659	13543	5 963	7 762	13724	6 043	7 866	13 908
57	4628	6608	11236	4 690	6 697	11387	4 753	6 786	11 539
58	5402	7063	12465	5 474	7 158	12632	5 548	7 254	12 801
59	4561	5940	10501	4 622	6 020	10642	4 684	6 100	10 784
60	4528	6159	10687	4 589	6 242	10830	4 650	6 325	10 975
61	4071	5436	9507	4 126	5 509	9634	4 181	5 583	9 763
62	4111	5584	9695	4 166	5 659	9825	4 222	5 735	9 957
63	3947	5554	9501	4 000	5 628	9628	4 053	5 704	9 757
64	4108	5709	9817	4 163	5 786	9949	4 219	5 863	10 082
65	3580	4882	8462	3 628	4 947	8575	3 677	5 014	8 690
66	3635	5029	8664	3 684	5 096	8780	3 733	5 165	8 898
67	2594	3836	6430	2 629	3 887	6516	2 664	3 939	6 603
68	2807	4418	7225	2 845	4 477	7322	2 883	4 537	7 420
69	2690	3875	6565	2 726	3 927	6653	2 763	3 980	6 742
70	2819	4422	7241	2 857	4 481	7338	2 895	4 541	7 436
71	2333	3462	5795	2 364	3 508	5873	2 396	3 555	5 951
72	2271	3162	5433	2 301	3 204	5506	2 332	3 247	5 580
73	2155	3542	5697	2 184	3 589	5773	2 213	3 638	5 851
74	2429	4197	6626	2 462	4 253	6715	2 495	4 310	6 805
75	2044	3289	5333	2 071	3 333	5404	2 099	3 378	5 477
76	2484	4220	6704	2 517	4 277	6794	2 551	4 334	6 885
77	1545	2779	4324	1 566	2 816	4382	1 587	2 854	4 441
78	1296	2922	4218	1 313	2 961	4275	1 331	3 001	4 332
79	1097	2492	3589	1 112	2 525	3637	1 127	2 559	3 686
80	1156	2739	3895	1 171	2 776	3947	1 187	2 813	4 000
81	939	2087	3026	952	2 115	3067	964	2 143	3 108
82	1192	3036	4228	1 208	3 077	4285	1 224	3 118	4 342
83	1527	3705	5232	1 547	3 755	5302	1 568	3 805	5 373
84	600	1626	2226	608	1 648	2256	616	1 670	2 286
85	503	1205	1708	510	1 221	1731	517	1 238	1 754
86	555	1353	1908	562	1 371	1934	570	1 390	1 959
87	328	1043	1371	332	1 057	1389	337	1 071	1 408
88	267	1009	1276	271	1 023	1293	274	1 036	1 310
89	223	592	815	226	600	826	229	608	837
90	151	529	680	153	536	689	155	543	698
91	164	454	618	166	460	626	168	466	635

92	155	515	670	157	522	679	159	529	688
93	99	292	391	100	296	396	102	300	402
94	95	337	432	96	342	438	98	346	444
95	84	313	397	85	317	402	86	321	408
96	62	336	398	63	341	403	64	345	409
97	41	188	229	42	191	232	42	193	235
98	119	610	729	121	618	739	122	626	749
Total	982133	1025068	2007201	995 294	1 038 804	2034097	1 008 631	1 052 724	2 061 354