

Kingdom of Lesotho

Education Sector Plan 2016 – 2026

Government of Lesotho
Ministry of Education and Training
August, 2016



Preface

My Office paid a special attention to the development of this Plan because I wanted to see it standing to the test of time in the next ten years in enabling the Ministry to advance the country's development agenda. The Plan will indeed be pivotal for the realization of our strategic goals in the next ten years. Formulation of these goals was guided by four main pillars, namely access, quality, equity and relevance, and these emanate from the tenets of Sustainable Development Goals, Africa 2063, SADC Protocol on Education and Lesotho National Strategic Development Plan (2012/13 – 2016/17). Detailed analysis of the Ministry's Education Sector Strategic Plan (2005 – 2015) was also carried out in order to inform processes and content of this Sector Plan.

The Plan was developed against the backdrop of a world economic crunch, with a concomitant plummeting of support from Development Partners, and an ailing national economy, characterized by escalation of youth unemployment and, by all accounts, the country is precariously teetering on the edge of **diploma explosion**, if skyrocketing joblessness among teachers and other professionals is anything to go by. The country is also still reeling from disastrous effects of **El Nino**, which saw unprecedented massive crop failure, and an almost extermination of the country's arguably number-one contributor to the Gross Domestic Product: animals. During the same period, over thirty-one primary schools were either razed to the ground or classrooms walls were left rickety by sporadic torrential rains.

Accordingly, this Sector Plan gives impetus to the operationalization of Curriculum and Assessment Policy in order to produce learners and systems that are resolute and robust during difficult times and also to reclaim and reposition the Ministry of Education and Training as a training hub to produce school leavers and graduates who can fend for themselves in the face of myriad challenges besetting us in the current times. In any event, the future looks much brighter, with the current crop of dedicated staff, at every facet of the Ministry – headquarters, district and school /institution level. The presence of Integrated Early Childhood Care and Development Policy, National School Feeding Policy and on-going curriculum reforms, as well as efforts to revamp Technical and Vocational Education and Training and develop policies on teacher training and special education are

all pointers to an environment conducive for the attainment of targets encapsulated in the Plan. Higher education is also making remarkable strides in the incubation of scientists and institutionalization of parameters for assessment of programmes and evaluation of qualifications. These make the Ministry to be more poised to playing its central role of producing productive labour force for the country.



Foreword

The Education Sector Plan 2016 – 26 is organized into thirteen chapters, covering major sub-sectors of the Ministry. The Plan is a product of extensive consultations with key players having a stake in education and training. These consultations began with different sub-sectors discussing contents with stakeholders, after which different chapters were consolidated into this neat document. The Ministry is indebted to these educationists, technocrats and partners who toiled round the clock in order produce this masterpiece which we are so proud of.

The Plan articulates the Ministry’s aspirations during 2016 – 2026 period and remains a blue-print for guiding Ministry’s activities and budget allocation during the same period. As it will be discerned, the Plan is more skewed towards certain sub-sectors, in response to the difficult predicament in which the Ministry finds itself in: we are grappling with low performance in STEM subjects across all levels of education; distressingly high wastage in the school system; and teachers’ wage bill which gobbles up to 90 percent of the budget. This plan, therefore, presents an attempt to redress this situation by re-focusing the ministry’s attention to strategic areas which have potential to improve service delivery and strengthen our resilience in the midst of scarce resources.

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Abbreviations and Acronyms

ADHD	Attention Deficit Hyperactivity Disorder
AGOA	Africa Growth Opportunities Act
AIDS	Acquired Immune Deficiency Syndrome
AS	Advanced Subsidiary
BCC	Behavior Change Communication
BTL	Break Through to Literacy
CAP	Curriculum and Assessment Policy
CCT	Child Cash Transfer
CEO	Chief Education Officer
CFS	Child Friendly School
CHE	Council on Higher Education
COSC	Cambridge Overseas School Certificate
CSO	Civil Society Organizations
CSE	Comprehensive Sexuality Education
DM	Disaster management
DRR	Disaster Risk Reduction
DTEP	Distance Teacher Education Programme
ECCD	Early Childhood Care and Development
ECI	Early Childhood Intervention
ECOL	Examination Council of Lesotho
EFA	Education For All
EFU	Education Facilities Unit
EMIS	Educational Management Information System
ESA	Education Sector Analysis
ESP	Education Sector Plan
FBO	Faith-Based Organizations
FCPE	Free and Compulsory Primary Education
FED	Faculty of Education
FPE	Free Primary Education
FTE	Full-Time Equivalent
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GER	General Enrolment Rate
GoL	Government of Lesotho
GPE	Global Partnership for Education
HAKT	HIV-AIDS Knowledge Test
HEI	Higher Education Institutions
HEISAM	Higher Education Institutions Subvention Allocation Model
HIV	Human Immunodeficiency Virus
HTC	HIV Testing and Counseling
ICT	Information Communication Technology
IDM	Institute for Development Management

IECCD	Integrated Early Childhood Care and Development
IEMS	Institute of Extra Mural Studies
INDF	Interim National Development Framework
JC	Junior Certificate
JS	Junior Secondary
KCD	Kananelo Centre for the Deaf
LCE	Lesotho College of Education
LD	Learning Disabilities
LDTCC	Lesotho Distance Teaching Centre
LEG	Local Education Group
LGCSE	Lesotho General Certificate of Secondary Education
LP	Lerotholi Polytechnic
LPA	Learning Post Administrators
LSA	Lesotho Skills Authority
LSBSE	Life Skills Based Sexuality Education
LSE	Life Skills Education
LSEN	Learners with Special Educational Needs
MoET	Ministry of Education and Training
NCC	National Craft Certificate
NCDC	National Curriculum Development Centre
NER	Net Enrolment Ratio
NFE	Non-Formal Education
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
NSDP	National Strategic Development Plan
NTF	National Training Fund
NUL	National University of Lesotho
ODL	Open and Distance Learning
OoSC	Out of School Children
PA	Public Assistance
PPP	Public-Private-Partnership
PRS	Poverty Reduction Strategy
PSLE	Primary School Leaving Examination
PTC	Primary Teachers' Certificate
R&D	Research and Development
RCB	Resource Centre for the Blind
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SADC	South African Development Community
SDGs	Sustainable Development Goals
SEU	Special Education Unit
SHN	School Health and Nutrition
SRH	Sexual and Reproductive Health
SSU	School Supply Unit
STEM	Science, Technology Engineering and Mathematics
SWAP	Sector Wide Approach
TSCS	Teaching Service Career Structure

TSD	Teaching Service Department
TSU	Teaching Service Unit
TTI	Thaba-Tseka Training Institute
TVD	Technical and Vocational Department
TVET	Technical and Vocational Education and Training
TVT	Technical and Vocational Training
UNDP	United Nations Development Programme
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund

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PART ONE

Strategic Plan Context and Broad Objectives

Chapter 1

1. Introduction

The Ministry of Education and Training is mandated to provide quality education services to all Basotho, with the ultimate goal of ensuring that every Mosotho has the opportunity of being literate and productive, with grounded moral and ethical values. In line with the Government of Lesotho's broad objectives, the Ministry continues to expand learners' enrolments and retention at all educational levels. The education quality issues are addressed through the provision of teaching and learning materials, equipping schools and educational centres, reforming the curriculum, investing in teacher training and development, and conducting the cost-effective and efficient teacher supervision and support.

The Ministry is organized into technical and administrative purviews which involve management at all levels. The central level of the Ministry comprises of thirteen programs which are mandated to develop, coordinate and oversee implementation of education policies and strategies. At district level, the education office oversees and supervises implementation of education.

Lesotho's education system is organized along formal and informal domains. Currently the formal education system is organized in five levels: pre-primary, primary, secondary (junior and senior secondary), post-secondary (vocational and technical schools, IB¹) and higher learning education. Informal education exists to address the educational needs of youth and adults who are un-able to go through the formal education setting and it offers primary and secondary level education.

In total, the formal system comprises of 2,204 pre-primary schools (243 reception classes), 1,478 primary schools, 341 post-primary schools (250 offer both JC and LGCSE and 91 offer JC only), 26 technical and vocational schools (offering Automotive Mechanics, Bricklaying and Plastering and Home Sciences, etc.) and 14 higher education institutions.

This strategic plan is intended to provide the Ministry of Education and Training with an effective long-term planning instrument over the 2016 to 2026 period and it is divided into three parts. Part One gives the strategic plan context and broad objectives, Part Two presents the education sector's main strategic programmes and cross cutting issues while Part Three covers the implementation framework, planning, monitoring and evaluation and finances.

¹ International Baccalaureate

1.1 Macroeconomic and Social Context

1.1.1 Global Context

The Kingdom of Lesotho is a landlocked country spread over thirty thousand square kilometres of land. The country is entirely surrounded by the Republic of South Africa. Lesotho is divided into four ecological zones – lowlands, foothills, mountains and Senqu River valley. It is the only independent state in the world that lies entirely above 1,400 meters (4,593 ft.) in elevation. The country's total population is estimated at 2.135 million (2015 census, 52 percent female), with a low annual growth rate of 0.08². Three-quarters of the population lives in the rural, rugged areas, but urbanization is on the rise at the rate of 3.8 percent per annum. The country is vulnerable to disasters, particularly floods and drought, food insecurity and modifiable disease outbreaks. Vulnerability to natural hazards is aggregated by chronic insecurity, low agricultural productivity, poverty, malnutrition, and the impact of Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS).

Lesotho is a small open economy, with modest growth, limited economic diversification, and limited resilience to negative shocks. Despite per-capita income of roughly US\$1,040, more than half the population lives below the poverty line, unemployment levels have peaked at 29 percent and wealth inequalities are high: the Gini coefficient is 0.52. The country ranks 161 of 188 countries on the 2014 human development index³.

The average annual Gross Domestic Product (GDP) growth rate was around 4.5 percent over the past five years but is expected to slow down in the near future to around 4 percent. Poverty is widespread, persistent, and deep, especially in the rural areas. The poverty rate remained unchanged since 2003 at about 57 percent, while inequality increased from a Gini coefficient of 0.51 to 0.53 in the same period.⁴ Lesotho has a high poverty gap of about 30 percent for a country of its income level and fares worse than most African countries in relation to shared prosperities.⁵ There is a strong geographic pattern to poverty incidence as more than half of the population lives in remote and difficult to access Mountainous areas.

The country has the world's second highest adult HIV/AIDS prevalence rate at 25 percent⁶, low life expectancy at 49 years, an infant mortality rate of 59 per 1,000 live births, under 5 mortality rate of 85 percent and low Lower school completion, at only 75.7 percent in 2014. The adult literacy rate in Lesotho was at 76 percent in 2009 and was below the national rate of 86 percent in 2000 but above the Sub-Saharan Africa average of 60 percent in 2010.

²Population projection summary report, Lesotho 2006-2016

³ Lesotho Human Development report, 2015

⁴ Household Surveys 2002/2003 and 2010/2011

⁵ Lesotho Systematic Country Diagnostic 2015

⁶ 2014 Lesotho Demographic Health Survey

1.1.2 Macro-level Strategies and Policies

In 2011, Lesotho renewed its commitment and strategic guidance towards achieving the vision 2020 goals by developing the 2012/13- 2016/17 National Strategic Development Plan (NSDP). The plan serves as the implementation strategy for the National Vision 2020 and builds on the foundation set by earlier documents such as the Poverty Reduction Strategy (PRS) and the Interim National Development Framework (INDF). The main key strategic objectives stipulated in the NSDP are to: (i) Pursue high, shared and employment creating economic growth; (ii) Develop key infrastructure; (iii) Enhance the skills base, technology adoption foundation for innovation; (iv) Improve health, combat HIV and AIDS and reduce vulnerability; (v) Reverse environmental degradation and adapt to climate change; and (vi) Promote peace, democratic governance and build effective institutions. All the mentioned strategic objectives are meant to address the long-term vision of Lesotho which focuses on attaining, inter-alia, a stable and united democracy, well-developed human resource base, strong economy, and technologically advanced nation by 2020.

1.2 Education Sector Context

Lesotho has made substantial gains in education service delivery with the introduction of Free Primary Education (FPE) on a phased basis between 2000 and 2006. In 2010, the Government of Lesotho further improved Free Primary Education initiative by introducing Free and Compulsory Primary Education (FCPE) by law. In line with infrastructure development and provision, the government constructed fairly high number of lower basic education and secondary schools since 2000. Although the situation has been improved, the education sector is still running without the required or adequate number of facilities (schools), especially in the mountainous districts that also face difficulties to attract and retain teachers.

Improvement on some core indicators was also realized though there is still a need to improve on some. The net enrolment ratio in Lower Basic Education increased from 82 percent to 95 percent between 2000 and 2010⁷ and the gross enrolment ratio in grade 1 was 98percent in 2014. For the proportion of young population that does not at all enter Lower Basic Education, gender and more importantly, geographic location matters in Lesotho. The results from the 2010 continuous multiple survey shows that 2 percent of girls and 5 percent of boys never enrolled in school in Lesotho. Apart from that, huge disparities across districts also exist, with mountainous districts showing poor performance compared to lowland districts in line with pupils enrolled for Lower Basic Education.

For the Secondary Education, fee policies and shortage of secondary schools in remote rural areas contribute to lowering demand and access for education among the poorest families.

⁷ Continuous Multipurpose Survey/Household Budget Survey 2010

According to the Education Statistical Bulletin (2015), the transition rate of pupils from Lower Basic Education to Secondary Education at the end of 2014 was 70.6 percent while the 2015 Gross Enrolment Rate (GER) for junior and senior secondary was at 66.9 and 38.9 percent respectively; GER for males was estimated at 56.8 percent and 32.9 percent; while GER for females was 77.3 and 44.9 for junior and senior secondary levels respectively.

It is worth noting that there are a number of players in the Education sector of Lesotho. Majority of schools (Lower Basic Education and Secondary) in the country are owned by different churches followed by government then community. Almost all education personnel fall under Government employment through the Ministry of Education and Training and are obliged to follow the Government's rules and regulations. The Government pays teachers and extends subsidies for learners' fees especially with respect to free lower basic education. Vexing

One of the most disturbing problems of Lesotho is the compromised relevance of Higher Education training to the market demand. The National Strategic Development Plan 2012/13-2016/17 emphasises a skills-gap in Lesotho's five productive sectors, namely; Agriculture and the rural economy, Manufacturing, Tourism, Mining, and Micro, Small and Medium enterprises (MSMEs). Apart from that a significant proportion of Basotho students (33percent) still travel to study at Higher Education Institutions abroad.

1.3 Financing

Concerning public financing of education services, the Government of Lesotho continues to make significant efforts towards financing its system. On average it is estimated that the education sector is allocated 23.3 percent of total Government recurrent budget, an amount corresponding to 9.2 percent of the national GDP. Over the years, the country's expenditure on education has been higher than the average for comparable Sub-Saharan countries. In Lesotho Lower Basic Education gets the largest share (55.3percent) of total spending for the education sector followed by secondary education (32.2percent) then higher education (10.3 percent) and lastly the pre-primary education (0.8percent)⁸. The Government's recurrent allocation to the Ministry of Education and Training over the period of 2000/01 – 2014/15 is shown in Table 1 below.

⁸ 2005-15 Diagnostic study

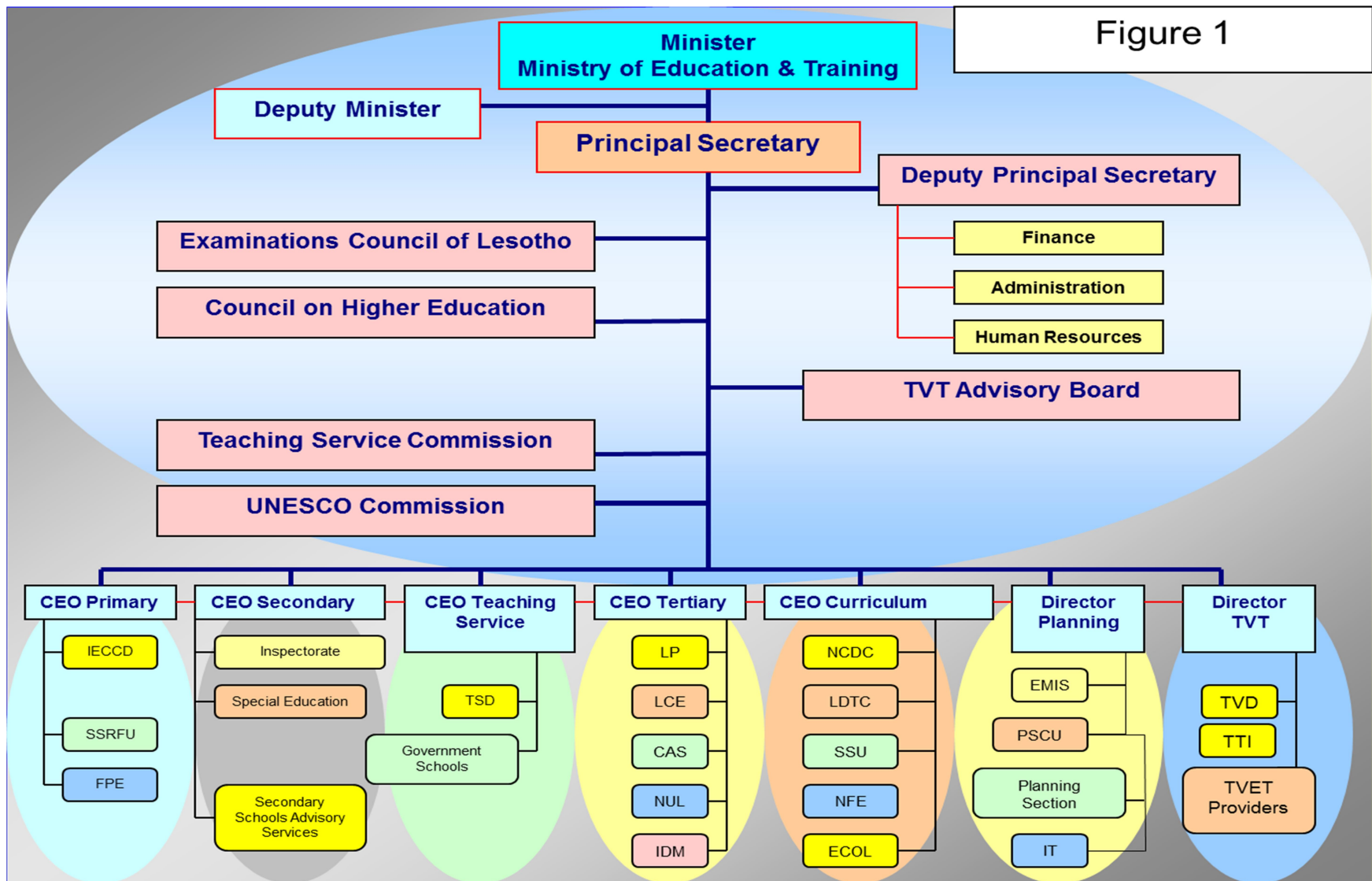
Table 1: Public Recurrent Expenditure on Education								
Years	Public Recurrent expenditure on education					Public capital spending on education		
	Amount		/ Pop 6-17	Amount		Total	External funding	
	Current prices	Constant prices		Current prices as % of		Current prices	As % of total	
	Million LSL	Million LSL (2013)	LSL (2013)	Public current budget	GDP	Million LSL		
2000	507.1	1,234.4	2,006.8	21.1 %	9.5%	25.0	-	-
2001	579.0	1,318.2	2,123.2	24.7 %	9.5%	32.0	-	-
2002	679.0	1,375.5	2,197.1	25.0 %	9.8%	109.0	-	-
2003	738.0	1,394.2	2,209.8	25.5 %	10.1%	162.0	-	-
2004	647.0	1,163.4	1,831.4	21.0 %	8.1%	98.0	-	-
2005	737.0	1,280.4	2,004.0	21.1%	8.5%	168.0	-	-
2006	799.4	1,309.4	2,041.9	20.0 %	8.3%	86.1	46.0	53.4%
2007	1,055.6	1,601.2	2,491.1	23.2 %	9.4%	98.4	48.0	48.8%
2008	1,224.4	1,677.5	2,607.4	20.5 %	9.1%	250.1	185.1	74.0%
2009	1,534.7	1,958.9	3,045.7	22.2 %	10.6%	220.0	155.0	70.5%
2010	1 599.8	1,970.5	3,068.0	21.4 %	10.0%	181.6	123.2	67.8%
2011*	1,913.4	2,244.0	3,496.2	22.9 %	10.4%	130.7	83.7	64.0%
2012*	1,985.8	2,194.9	3,422.8	23.1 %	10.1%	115.9	98.9	85.3%
2013*	1,973.1	2,078.5	3,243.9	22,4 %	9.2%	153.3	113.3	73.9%
2014*	2,187.9	2,187.9	3,417.7	23.3%	9.2%	142.0	105.1	74.0%

* Since 2010 most macro and public finance figures are estimates

1.4 Organizational Structure

The current organizational structure of the Ministry of Education and Training is shown in figure 1 below. The three key positions Minister, Deputy Minister and Principal Secretary are political appointees. The Ministry is headed by the Minister who is assisted by the Deputy Minister. The Principal Secretary is the administrative head of the Ministry and is assisted by the Deputy Principal Secretary. Ministry has six technical programmes/departments, each headed by Chief Education Officer's (CEO's) or Directors.

Figure 1



1.5 Plan-development Approach

The Education Sector Plan 2016-2026 is a successor plan for Education Sector Strategic Plan 2005-2015. The process of developing the Education Sector Plan 2016-2026 and the Action Plan 2017-2020 began in 2015 with a diagnostic study and stakeholder consultations. The sector diagnostic study provided an in depth analysis and identified key challenges facing the Education Sector of Lesotho. The main focus was on access, equity, efficiency and learning. It highlighted or identified the following as main challenges for the sector:

- Poor retention rates at primary and secondary levels.
- Low student learning outcomes / achievements.
- Graduates with inadequate skills for the world of work.
- High inefficiency in the system.
- HIV and AIDS.
- Poor school governance.

The consultation process was an intense and prolonged engagement of technical working groups comprised of stakeholders from the Ministry and her partners. The technical working groups were classified as Curriculum and Assessment, ECCD, Primary, Secondary, TVET, Teaching Service, Tertiary and Cross-cutting issues. The working group's membership also included the Local Education Group (LEG).

The consultations were facilitated by external consultants who were engaged through the GPE financial assistance. Each group / sub sector identified strategic priorities, objectives and costs to address the sector's challenges highlighted in the diagnostic study.

Chapter 2

Mission, Goals and Objectives

2. Background

The Education Sector Plan 2016-2026 is set to implement the sector policies which are drawn from the national and global agenda. The Government of Lesotho developed the first long-term strategy (National Vision 2020) in the 21st century to chart the nation's long-term goals. The national long-term goals associated with the education sector are: to improve access, quality and equity; to enhance relevance and applicability of skills; expand and upgrade TVET institutions; improve performance in science and maths at all levels of teaching and learning, institute appropriate curriculum and best practices in teaching at all levels and transform the tertiary institutions within the education sector to be world class.

The Government of Lesotho through the education sector continues to align herself to the regional and international conventions. This strategic plan is aligned to the Education For All (EFA) and Sustainable Development Goals (SDGs) principles and frameworks. Table 2 below identifies the SDGs directly linked with the education sector (SDG 4) and those closely associated with the sector which are addressed throughout the ESP 2016-2026.

The Lesotho Ministry of Education and Training reinforced her commitment to improving the quality of education and highlighted the important role that education can play in supporting the development of more just and inclusive societies. The ESP 2016-2026 seeks to avoid discussing sector priorities in terms of access versus quality. Rather, access and quality are seen as two sides of the same coin: the commitment to providing quality basic education for all emphasizes both access and quality. There are many social and economic factors that PULL children away from school before they have attained basic education, for instance the prospect of employment in the case of child headed of families. Interventions which provide alternative forms of basic education (i.e., to young mothers, youth with income generation responsibilities, or over-age children who dropped out) are access innovation programs which allow children, for whom traditional models are insufficient, to complete basic education and thus acquire basic skills.

Table 2: Sustainable Development Goals, selected goals directly and partially related to the Education Sector	
Number	Goal
SDG 4	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
SDG5	Achieve gender equality and empower all women and girls.
SDG8	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
SDG 10	Reduce inequality within and among countries.

2.1 Vision

To have a literate and productive society with well-grounded moral and ethical values.

2.1.1 Mission statement

To enhance the system that will deliver relevant and inclusive quality education to all Basotho effectively, efficiently and equitably.

2.2 Overall Goals

- Improve access to quality and relevant education and training at all levels.
- Ensure that curricula and materials are relevant to the needs of Lesotho.
- Strengthen leadership, accountability and governance at all levels of the Education sector.
- Promote gender equality and ensure empowerment to disadvantaged groups.
- Ensure equivalence, harmonization and standardization of the Lesotho education and training system with international education goals.

2.3 Strategic Objectives

Table 3: Specific interventions during the life of the Strategic Plan	
Objectives	Methods
To reform the national curriculum and assessment system to meet the needs of Lesotho.	A strong link between curriculum and assessment will be established to ensure that feedback on the learning progress is used to formulate strategies that will lead to improved teaching and learning processes and outcomes. The curriculum aspects and learning areas which are juxtaposed to identify competencies will be promoted in different contexts.
To improve access to comprehensive early childhood care and development, especially for the most vulnerable and disadvantaged children.	Additional reception classes will be attached to lower basic education schools especially in hard to reach areas with significant numbers of vulnerable and disadvantaged children. The subsidy bracket for community teachers will also be expanded.
To increase access to quality free and compulsory Lower Basic Education.	The government will continue to support free lower basic education across the nation. Community mobilization and sensitization will also be continued to ensure that all school age children are enrolled at lower basic education school as it is compulsory also.
To increase access to quality Secondary Education.	The subsector will put in place an enabling environment for equitable access to quality and inclusive education.
To increase access to Technical and Vocational Education.	Artisan training will be developed for the completers of lower basic education under the umbrella of TVD. Pre-vocational stream will be created in upper basic education schools while in secondary level; vocational technical streams will be created. At higher level existing TVET institutions will be expanded and new facilities shall be constructed.
To improve relevance of programs offered at Higher Learning Institutions.	The programs offered at graduate level shall be diversified in collaboration with key stakeholders including industry, CSOs and development partners. All programs offered at higher learning institutions shall be exposed to contemporary quality assurance mechanisms.

To improve the effectiveness and efficiency of Non-Formal Education delivery	Awareness campaigns to inform communities on non-formal education shall be decentralized to ensure overall coverage within the country. The program will be linked with formal education to ensure sharing of expertise and infrastructure.
To curb the spread of HIV and AIDS among sector employees, teachers and learners by 2025	HIV and AIDS prevention services shall be institutionalized within the Education sector of Lesotho. Schools will be made the focal points for reproductive health education, including HIV and AIDS and its link to Gender issues.
To improve strategic information, planning and accountability at all levels of the sector.	Informed annual operational planning will be institutionalized within the sector. The Education Management Information System will be reviewed to include data capturing of all the events that take place within the sector and annual sector reviews will be conducted.

2.4 Core Values

The Ministry of Education and Training in striving to attain her Mission and Vision shall be guided by the following core values and principles:

- Integrity.
- Responsiveness.
- Innovativeness.
- Public accountability.
- Commitment to high quality services.

2.5 Guiding Principles

Accessibility and Availability: Education services shall be progressively extended to reach all communities in Lesotho. Special attention shall be given to the disadvantaged regions and underserved communities.

Affordability: progressive policies will be put in place to reduce burden of school fees on parents with greater attention on vulnerable groups.

Community Participation: Communities shall be actively encouraged and supported to participate in decision-making and planning for Education services.

Decentralization: In line with the Local Government Act education services shall be delivered to the people of Lesotho using a decentralized approach where local governments shall be responsible for services delivery at district and lower levels.

Efficiency in use of Resources: As much as possible, resources shall be used where the greatest benefit to an individual or community is envisaged. Periodic cost- effectiveness analysis shall be carried out to identify cost effective interventions.

Equity: In accordance with the Constitution of Lesotho, all Basotho shall have equal access to quality education. Particular attention shall be paid to resource distribution patterns in Lesotho to identify and accelerate the correction of any disparities.

Evidence-Based Decision-Making: The development and implementation of education interventions programs shall be based on research evidence, cost-effectiveness and where appropriate international best practices.

Inter-Sectoral Collaboration and Partnership: Government and non-Government sectors will be consulted and will be involved in the implementation, monitoring and evaluation of education services delivery using effective collaborative mechanisms.

Political Commitment: The GoL is committed to poverty reduction with emphasis on economic growth. This commitment will provide the critical guidance in priority-setting and resource allocation. Commitment to this Plan will be required at all levels of political, civil and cultural leadership.

Quality: Efforts will be made to ensure that all Basotho receive quality education services.

Sustainability: New and on-going programmes will be subjected to sustainability assessment.

Situational Analysis

2.6 SWOT Analysis

Table 4 below presents the analysis of internal factors (strengths and weaknesses) and the external factors (opportunities and threats) that might affect the successful implementation of education interventions either positively or negatively as detailed in this strategic plan.

Table 4: SWOT Analysis for implementation of Strategic Plan

Strengths	Weaknesses
<p>-GoL's strong track record of financing the Education sector.</p> <p>-Existence of basic infrastructure for providing education services.</p> <p>-Existence of caregivers to support –Early Childhood Care and Development.</p> <p>Existence of key documents such as Curriculum and Assessment policy, Higher Education policy.</p> <p>The existence of Education ACT.</p> <p>Existence of EMIS, and other mechanisms for collecting data.</p> <p>-Existence of partnerships with Education Sector development partners, private sector and NGOs.</p> <p>-Accessibility of free and compulsory lower basic education nationally.</p> <p>-Capacity to mobilize resources.</p>	<p>-Limited implementation of policies and plans such as the Higher Education policy.</p> <p>-Weak quality assurance systems within the Education sector.</p> <p>-Weak link between HEIs and world of work (work-integrated learning).</p> <p>-Lack of comprehensive Education Policy.</p> <p>-Education Act is not all encompassing (specific to Basic Education).</p> <p>-Lack of coordination with line Ministries.</p> <p>-Silo working syndrome within programmes/departments.</p> <p>-Weak regulatory frameworks for supply of teaching and learning materials.</p> <p>-Low capacity to discharge procurement functions.</p> <p>-Shortage of human resource and inequitable distribution at all levels.</p> <p>-Low capacity of staff across the programmes to execute their mandate.</p> <p>-Weak coordination between MoET and Higher Learning Institutions.</p> <p>-Inadequate training places in the TVET institutions.</p> <p>-Shortage of TVET institutions.</p> <p>-Inadequate access to quality ECCD services.</p> <p>-Inadequate secondary school coverage and utilization.</p> <p>-Weak M&E system and poor utilization of data for decision making.</p> <p>-Weak implementation of decentralization.</p> <p>Poor implementation of Performance - Management System.</p> <p>-Low utilization of ICT within the sector.</p> <p>-Poor communication.</p> <p>-Lack of partner coordination/failure to engage non-state stakeholders.</p> <p>-Lack of accountability.</p> <p>-Weak leadership.</p>

OPPORTUNITIES	THREATS
<ul style="list-style-type: none">-Substantial international good-will to support the Education sector.-Existence of free and compulsory lower basic education.-Government's commitment to the Education sector.-Strengthened governance through the decentralization process.-SDGS	<ul style="list-style-type: none">-High attrition rate of professionals at Higher Learning institutions.-Dependency of Higher Education facilities on Government for financial resources.-High teachers wage bill.-High level of dependency on external consultants for the development of key documents governing the sector.-Inadequate strategy for retaining experts at Higher Education.-Low production of Maths and Science experts.

PART TWO

Strategic Programmes and Cross-cutting Issues

3. Curriculum and Assessment

3.1 Introduction

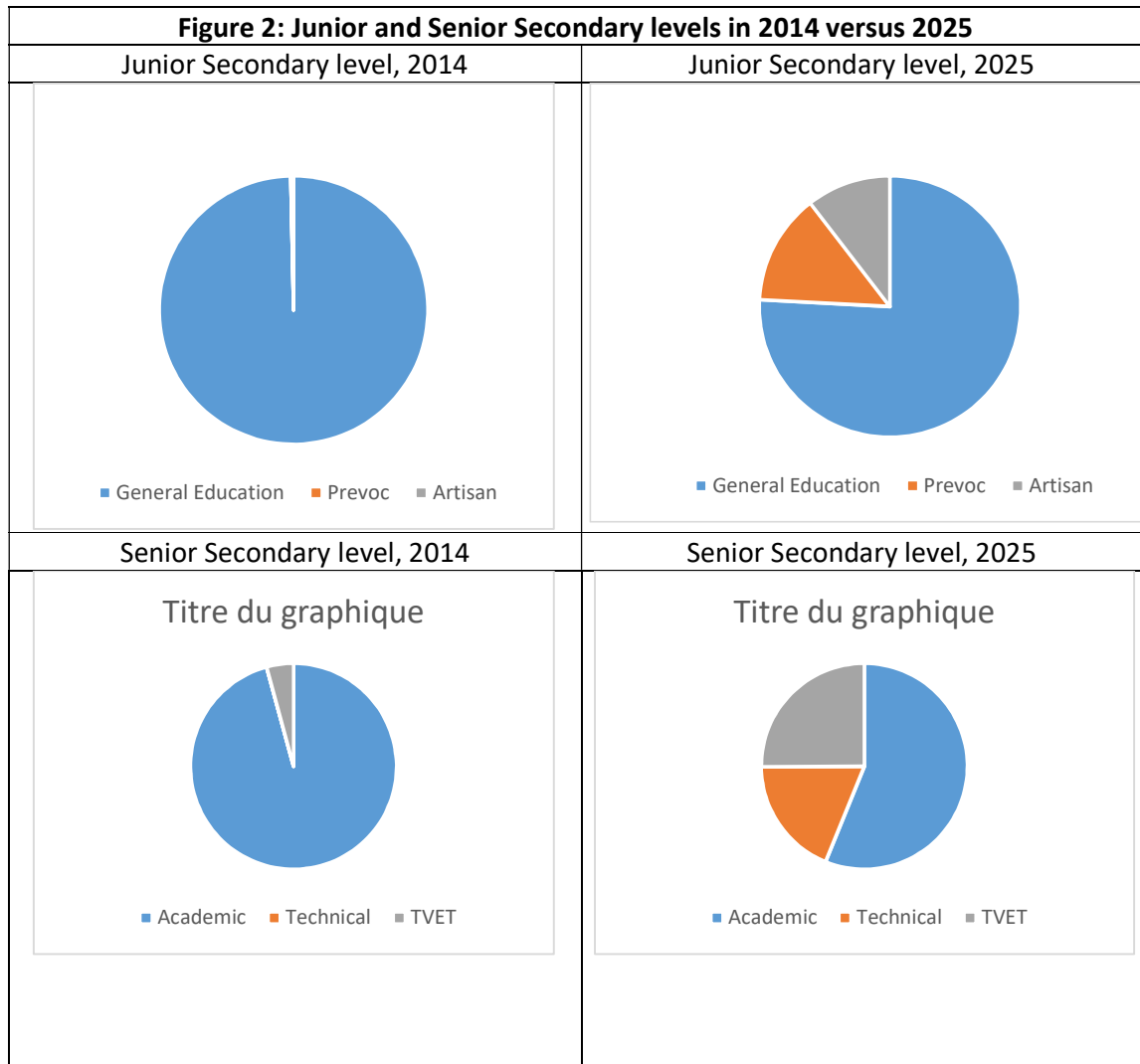
The curriculum and assessment sub sector is made up of several departments and units of the ministry. These are the National Curriculum Development Centre (NCDC), Lesotho Distance Teaching Centre (LDTC), Examinations Council of Lesotho (ECOL), School Supply Unit (SSU) and the Non-Formal Education (NFE) unit.

MoET published the Curriculum and Assessment Policy (CAP) in 2009. This policy gives principles and guidelines for the national curriculum reform and assessment system. It advocates for “the establishment of a very strong link between curriculum and assessment so that the feedback on the learning progress should be used to formulate strategies that will improve the teaching and learning processes.” This policy utilises “curriculum aspects and learning areas which are juxtaposed to identify competencies to be promoted in different contexts”. In a more operational direction, it aims to tackle the low performance standards revealed by recurrent surveys and assessments and to address the remaining high levels of repetition and drop-out rates. The policy further envisages improved pedagogic approaches that will increase the quality of education delivery.

3.2 Situational Analysis

The implementation of the curriculum reform process started in 2010 with the revision of curriculum and assessment materials spearheaded by NCDC and ECOL in collaboration with the Inspectorate, teacher training institutions and other relevant stakeholders; this process is on-going. The curriculum for Basic Education has been revised and implemented up to Grade 6 while grade 7 is at the pilot stage. The revision and development of Grade 8 curriculum is currently (2016) in progress.

The implementation of CAP objectives necessitates the restructuring of the education system as a whole, where a three stream system is envisaged that will consist of the academic, technical and vocational streams.



3.3 Critical Challenges

Teaching/Learning Resources

- The 2014 National Assessment study uncovered that teaching and learning resources remain a challenge for many teachers in schools. The number of teachers without basic resources such as chalkboards, books and other resources remain notably high. An example is the 47 percent of teachers who did not have a teacher’s guide for Mathematics, 48 percent for English and 50 percent for Sesotho.
- There are also no policy guidelines on teaching and learning materials supply for the Ministry.

Declining trend in Mathematics performance in Grade 4 and Grade 6 from 2004 to 2014

The performance of learners in Mathematics has been decreasing steadily down the years until it reached;

- 35 percent in Grade 4 and
- 51 percent in Grade 6 in 2014.

This calls for attention for programmes that improve Mathematics performance.

Implementation challenges of Curriculum and Assessment Policy

- Devising an assessment strategy for ensuring retention of learners in school for the duration of Basic Education.
- Implementation of relevant and sustainable TVET programmes that will be acceptable to the Basotho Nation.
- Development of valid and reliable assessment strategies for TVET qualifications.
- Identification of a reputable accreditation partner for TVET and A–level qualifications.

3.4 Main Strategies and Policies

In the context of the above, the following shall constitute the main interventions in the area of curriculum and assessment during the strategic plan period. The main aspects of the reform are as follows:

- A special focus has been set up on literacy, both in Sesotho and English, as well as on Mathematics, at the Lower Basic Education and Secondary levels. This new focus took into consideration the findings of the ESA report (2015) which highlights the link between the low learning outcomes in Junior Secondary and the students' weaknesses in English and Mathematics reported from Lower Basic Education level.
- The phasing out of Primary School Leaving Examination (PSLE) in 2016 and the implementation of national assessments at grades 4, 7 and 10; the tests at grade 7 will assess the students' profiles and assist in their ultimate choice between academic, technical or vocational studies at Grade 9.
- The envisaged three tier system at basic and secondary education levels is intended to be piloted in 2018 and rolled out nationally in 2019. This system will strengthen what is already in existence in secondary schools.
- The implementation of the reform necessitates the change of a ten year basic education programme to eleven years, with the 11th year earmarked for the sitting of the Lesotho General Certificate of Secondary Education (LGCSE).

- The introduction of Advanced Subsidiary (AS) and Advanced (A) level certificates at secondary education respectively, starting as a pilot in 2016.

The Technical and Vocational Department is expected to support NCDC in the design of the new curriculum related to technical skills and subjects.

The new design of the three streams system and the new curriculum are expected to result in some major improvements in the education system as a whole:

- A reduction of repetition and drop-out rates at the Basic Education level (Lower Basic Education and Junior Secondary), due to expanding choices of subjects and to the continuous assessment system, replacing the former pen-and-pencil examination system that did not provide students with helpful and regular information about their strengths and weaknesses. The delivery of assessment packages to the schools and teachers is an efficient way to ensure the standardisation of assessment practices and their relevance to reasonable requirements; it will ensure a fair and solid evaluation of the students' learning and avoid some unjustified repetitions.
- A better relevance to the individual and national needs, due to (i) the introduction of life orientation skills, social sciences, creativity and entrepreneurship among the core subjects (ii) the new weight of technical and vocational streams throughout the basic and secondary schools levels.

The implementation of this major reform follows a careful and long-term pace:

- A pilot experimentation is led for each important change in assessment or in curriculum;
- The reform is implemented in a progressive way, following the progression of the cohorts along the ladder. Hence, the schools and the MoET departments are aware, a long time in advance, about the conditions to meet in order to comply with the new organisation, both in terms of staff training and new materials and equipment.

MoET is on its way to set up performance standards for these new curricula.

3.5 Priority Matrix: Curriculum and Assessment

Strategic Goals	Strategic Objectives	Target	Strategic Action
To have Curricular and instructional materials relevant to the needs of Lesotho.	To reform the curriculum and assessment standards (in line with international trends).	Reform operational by 2023.	<p>Conduct needs assessment to determine priority areas.</p> <p>Develop curriculum for basic and secondary education that will include the emerging cross-cutting issues.</p> <p>Review the Curriculum and Assessment Policy aligning it to contemporary needs and trends.</p> <p>Develop and implement the Education Language policy.</p> <p>Capacitate NCDC and ECOL personnel on curriculum and assessment issues.</p> <p>Facilitate training on curriculum and assessment issues.</p> <p>Localise secondary education curriculum towards A levels.</p>
	To strengthen the school supply system to improve access to quality instructional materials to all learners.	All schools supplied with instructional materials by 2026.	<p>Develop guidelines of instructional materials for basic and secondary education.</p> <p>Develop and implement textbook policy for basic and secondary education.</p> <p>Monitor and evaluate use of teaching and Learning materials.</p> <p>Supply Science, Mathematics and Technical subjects'</p>

			<p>equipment and materials to laboratories and workshops.</p> <p>Develop guidelines for the implementation of technical/vocational streams in secondary education.</p> <p>Engage accreditation partner for TVET programmes.</p> <p>Overhaul ECoL'S IT system to house and generate different types of data on learners' performance.</p>
Improved performance of the Education System.	To maintain and enhance quality of education system.	Conducted by 2018 and every 2 years thereafter.	Conduct national assessment surveys at grades 4, 7 and 9.

Chapter 4

4. Early Childhood Care and Development

4.1 Introduction

The Early Childhood Care and Development (ECCD) is viewed as a time of immense growth and development, when the brain develops most rapidly; a period when walking, talking, self-esteem, vision of the world and moral foundations are created within a child. Care, as an element of Integrated Early Childhood Care and Development (IECCD), refers to a set of practices and actions that are provided by caregivers (families, communities and services institutions) in order to ensure child survival, growth and development. It is a sum of a requisite enabling environment that promotes intellectual, spiritual, and psychosocial development of a child. It incorporates the development of life skills in children, and involves care in and outside the home where different practices and activities are undertaken according to the different ages of children. It also includes early detection of disabilities that may necessitate early intervention.

4.2 Situational Analysis

The Government of Lesotho recognizes the importance of the early years of life as a foundation for human development and lifelong learning. The Education Sector Strategic Plan 2005-2015 stipulated that all children from 0 to 6 years of age should have access to integrated early childhood education by the year 2015, a target that was not reached; only 33%⁹ was achieved. The Government of Lesotho remains committed to supporting IECCD providers, especially for the pre-school years from 0 to 5 years.

Access

As part of the Ministry's efforts to expand and promote IECCD throughout the country as stipulated in the National Policy for IECCD (Nov, 2013) and also to achieve target 4.2 of goal 4 in the SDGs, that points out that; by 2030 all girls and boys should have access to quality early childhood development, care and pre-primary education so that they are ready for primary education, the MoET is currently facilitating registration of all preschools for regulatory purposes. This will enable the government to increase IECCD resource allocations to facilitate the subsidy provision of stipends for home-based caregivers, school feeding of children in the mountainous also ensuring the integration of children with special educational needs in IECCD programmes. There is a need to attach more reception classes

⁹ Education Statistical Bulletin 2015

to existing lower basic education schools to address the decreasing enrolment (6.7 percent)¹⁰ from 2014 to 2015.

The ECCD has the following four approaches in Lesotho for children aged 0 to 5:

- Reception classes that are attached to public lower basic education schools (that provide a single year before beginning lower basic education for five-year olds)– fully supervised and supported by MoET through provision of learning and other special materials and food by school-catering system and provision of wages for caregivers and or teachers. According to the MoET Statistical Bulletin, in 2014, 243 reception classes accommodated around 6,200 children; a figure to be put into perspective against the number of registered lower basic education public schools in same year, 1,45911;
- Centre-based pre-schools for 3 to 5 year olds, formerly called ECCD Centres; which are private and are characterized by high fees and are developed by communities, NGOs, churches and partly supported by MoET through school feeding and some short-term training of caregivers, but with very limited supervision by MoET; it was estimated in 2013 that around 2,000 schools enrolled approximately 51,000 children;
- Home-based services for orphans and vulnerable children (free services) aged 3 to 5 years, which are supported by communities. The government provides them with teaching and learning materials, in-service training and feeding through WFP;
- In addition to the approaches above there is a large number of day care centres or child care services that have been established and operate in households, hired flats and around urban centres and factories, especially for infants and toddlers (aged 0 to 2).

In 2014 there were 2,063 ECCD centres, 57 home-based centres, 245 reception classes attached to lower basic education schools country-wide. To date, all ECCD centres accommodate 53,530 children, which is much higher than 6,178 children of reception classes. A fairly good pre-school coverage is observed in Lesotho as compared to other countries in the region. This is depicted by a high increase in enrolment since 2000 up- to-date. It that GER was estimated at around 40% in 2012 for children aged 3-5¹², enrolment being higher in the last pre-school year.

Quality

¹⁰ Education Statistical Bulletin

¹¹ Education Statistics Report, Table 3.18

¹²ESA report. Although the situation is improving, it has to be noted that ECCD data are difficult to collect due to poor formal registration of standard and home-based centres.

To achieve quality services in ECCD, the MOET in collaboration with UNICEF provides support to in-service training of caregivers on how best they should provide care, stimulation and pre-schooling education to children. Out of 3,000 caregivers, 100 are in-service trained annually. Moreover, the Lesotho College of Education offers a Certificate in Early Childhood Education (CECE). Out of 183 CECE graduates from LCE, 140 ECCD teachers have been absorbed by the Moet's teaching service department since 2009. This contributed to job creation and women empowerment in ECCD. These teachers are spread both in the lowlands and mountains of Lesotho.

Amongst other guidelines developed by the MoET through the ECCD Unit and the multi-sectoral team, the National Integrated Early Childhood Care and Development (IECCD) Policy and the Strategic Plan were approved by Cabinet, in November 2013. The process was financially supported by UNICEF-Lesotho. This has been done as a means of achieving quality IECCD services by provision of a holistic child development in education, health, nutrition, hygiene and protection of young children, from preconception to five years of age.

4.3. Critical Challenges

Currently the IECCD does not have a system for quality assurance and accountability, and due to the different natures of pre-school centres, services provided experience a varying quality;

- Children from disadvantaged families are often unable to access quality pre-school services. Irrespective of quality, access remains uneven among urban and rural areas, and among districts;
- In-service training is inadequate, particularly for centre-based preschools which are the main providers of preschool services. In current circumstances, only about 100 teachers from centre-based preschools can benefit from some training over a year, but this pace in the delivery of training services is not in line with the size of the problem (a stock of almost 3,000 teachers);
- Lack of intra-structures, facilities and a conducive learning environment. There is need to erect structures for reception classes because they have been moved to store-rooms and staff-rooms. Currently, out of 245 reception classes that have been attached, 97 have been moved out of the classrooms and now occupy store-rooms and staff-rooms leaving Lower Basic Education pupils to occupy the classrooms;
- The quality of day-care centre services is very poor. These children suffer from developmental delays, malnutrition, chronic illnesses and even disabilities were observed;
- Lack of parenting education, despite the publication of the parenting manual;

- The need to revise the ECCD curriculum since the current Lesotho Early Childhood Development Curriculum 1998 does not include emerging issues such as HIV and AIDS, play-based learning, disabilities, and children 0 to 5 years old.

4.4 Main Strategies and Policies

To main Goal of the IECCD Policy is “to provide all Basotho children and their parents or guardians with equitable access to comprehensive, continuous, culturally appropriate, high-quality, participatory and sustainable IECCD services from preconception to 5 years of age to ensure children will be healthy and well nourished, achieve their potential in all developmental areas, be ready for school, and become productive citizens of the Kingdom of Lesotho”, the following strategies shall be given priority attention:

- Improve and expand preconception, antenatal and neonatal services for mothers, fathers and infants;
- Develop IECCD Centres and services, with priority given to children from 0 to 3 years and their parents to ensure holistic child development;
- Ensure vulnerable children with developmental delays, malnutrition, HIV and AIDS or disabilities receive early childhood intervention services;
- Improve and expand preschool services (including community-based, home-based and reception year services) for children 3 to 5 years old, and improve transition from home and pre-school to lower basic education;
- Promote the rights and protection of children and parents, especially for children in difficult circumstances;
- Expand and improve the system for pre- and in-service training for all IECCD services;
- Design and implement a structure and plan for policy monitoring, evaluation, action research and follow-up planning;
- Develop and implement annual plans for policy advocacy and social communications.

4.5 Priority Matrix: Early Childhood Care and Development

Strategic Goal	Strategic Objectives	Target	Strategic Action
Improved access to comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.	To increase enrolment of learners in reception classes and home-based centres.	15,938 children enrolled by 2026	Attach 30 reception classrooms annually to existing Lower Basic Education schools where classrooms are readily available. Subsidize 200 home-based caregivers Facilitate construction of 10 reception classrooms.
	To promote water, sanitation and hygiene practises in ECCD centres.	20% of ECCD centres have age appropriate water and sanitation facilities by 2026.	Facilitate construction of water and sanitation facilities in selected ECCD centres.
	To increase number of children with special educational needs who access IECCD facilities.	55% of children with special educational needs' access to IECCD facilities by 2026.	Build capacity of existing IECCD caregivers in inclusive pre-school education. Conduct public gatherings to sensitize parents and guardians on special educational needs.
	To establish IECCD centres to provide services with priority given to children from 0 to 3 years and their parents to ensure holistic child development.	All pre-schools registered by 2026. 3 IECCD Centres fully functional by 2026.	Facilitate construction of 3 pilot IECCD centres in the regions by 2026. Facilitate implementation of Early Childhood Intervention (ECI) services.

	To promote the rights and protection of children and parents, especially for children in difficult circumstances.	90% of the under 5 children OVCs receive packages of supports.	Place priority on Child Programme for families with children 0 to 5.
	To capacitate all IECCD service-providers.		Strengthen the pre-school registration and certification system. Develop in-service training manual.
	To promote parent-teacher partnerships	70% of IECCD service-providers trained by 2026.	Conduct annual in-service training.
	To improve coordination of IECCD programmes.	30% of IECCD service-providers trained by 2026.	Advocate for enrolment of IECCD service-providers at Tertiary level.
Improved quality of IECCD learning programmes.	To provide quality assurance and accountability through developing a system for policy monitoring, evaluation and reporting linked to continuous programme planning	All parents sensitized by 2026. Coordinated IECCD programmes. Integrated EMIS established by 2017.	Conduct sensitization campaigns through public gatherings and media. Hold annual IECCD forums to share best practices and plan for coordinated action. Facilitate development of an IECCD Management Information System and integrate it to EMIS.
	To assess the holistic development of a child.	Two National Child Development Assessments conducted by 2026.	Conduct two national assessments. Conduct further analysis of the survey results.

	To review and revise current pre-school curricula and educational materials and methods	Pre-school curricula, materials and manuals reviewed by 2018	Review and revise current curricula to include new topics and conduct in-service training on the new curricula
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Chapter 5

5. Lower Basic Education

5.1 Introduction

In line with the SADC Protocol on Education and Training, basic education covers the first ten years of learning and is made up of Lower Basic Education, covering grades 1-7, and Upper Basic/Secondary Education which covers Grades 8-10. In Lesotho, in accordance with the newly revised Curriculum and Assessment Policy, the MoET has begun phasing out the Primary School Leaving Examination (PSLE) qualification which was taken on completion of Grade 7 so that Basic Education is continuous for ten years.

Schools at the Lower Basic Education level are either publicly or privately owned; public schools are under the ownership of government, community and churches, while private schools are owned by individuals. All public schools form part of the government's initiative to provide free lower basic education (Free Primary Education) and receive financial support in the form of i) teachers' salaries ii) teaching and learning materials (including textbooks and stationery), iii) school feeding which is free for all iv) construction and rehabilitation of classrooms and v) utility grant (for overhead costs). This government initiative was introduced in 2000 to improve access to lower basic education, and was followed by the introduction of Free and Compulsory Primary Education (FCPE) in 2010, which provides free and compulsory lower basic education by law in Lesotho.

5.2 Situational Analysis

Disparities

Issues of disparities include gender, economic and geographic differences. Topography makes the largest discrepancies in access and completion especially in the mountainous regions. In the highlands population is scattered and therefore access becomes costly. Moreover learners have to travel long distances to schools. The numbers of children who do not at all enter in Lower Basic Education schools differ significantly among the districts: 0.1 percent in Berea, 2.9 percent in Maseru, 7.7percent in Quthing, 9.9 percent in Mokhotlong.

Most of the Out of School Children (OoSC) got to Grade 1 and did not achieve Grade 7. In 2010, a survey identified very strong disparities in drop-out (between grades 1 and 7) across the

various districts of the country; between 21 percent in Botha Bothe and the very high figure of 68 percent in Mokhotlong.

On the other hand, there are gender disparities as well that affect education at this level. According to different sources, 3.3 percent to 4.5 percent of the young population does not at all enrol in Lower Basic Education. This rate is different for boys (4.7 percent) and girls (1.7 percent). This gender disparity against boys is unusual at this age, which may be attributed to traditional herding activities of the boys (herd boys). Gender disparities in Lower Basic Education do not follow the same pattern as in the other subsectors; there are more boys than girls enrolled in Lower Basic Education schools (gender ratio 0.96) except in grades 6 and 7. Another difference is seen in the mountains where boys are less in numbers.

These disparities have a negative impact on progression of education and therefore pose a number of serious challenges. The affected areas include access, efficiency and even quality.

5.3 Critical Challenges

The main challenges, according to the Education Sector Analysis, are related to access, completion and quality.

Access and Efficiency

- In spite of the Government's efforts to improve access at this level, enrolments continue to decline.
- As shown above, 3.3 percent to 4.5 percent of the young population does not at all enrol in Lower Basic Education.
- According to 2015 Statistics Bulletin, enrolment of new entrants was at the peak precisely at the age of six (the official admission age); however, there were still significant numbers of new entrants at ages 7 – 9.
- Repetition rates are still high, especially for grades 4 and 5. In 2014, the percentage of repeaters in Lower Basic Education schools was 17percent, but the trend is beginning to change positively in the early grades.
- The number of drop-outs is generally improving but there is still an outstandingly high rate at grade 1 and 6 which recorded 11 percent and 8.8 percent respectively in 2013. The population of 6 to 12 years old out-of-school children has been estimated at 17,723 in 2010 and still remains high.

- The completion rate is still low in 2014 (estimated at 75percent) and not related to the slight demographic constraint or to the very high level of public expenditure in education (8.4percent of the GDP).
- There is mismanagement of funds due to low level of financial management skills at school level.

Quality

International comparison

- According to SACMEQ III data (2011), Basotho learners tested low in both language and mathematics; the average figure for the country is 472 points, while the average for the 13 competing countries stands at 514 points, and only two countries (Zambia and Malawi) depict an average that stands below that of Lesotho. The scale used is meant to generate a reference whose average is 500.
- Per learner spending at the Lower Basic Education level is the highest among the 14 SACMEQ countries but performance does not correlate with the high spending public on education. The low level of learning outcomes at the Lower Basic Education level is not associated with insufficient mobilization of resources but with other socio-economic or demographic factors such as poverty, orphan hood largely due to the high prevalence of HIV/AIDS.

National assessment survey

- Out of the 3,400 children tested in English, Sesotho, Mathematics, Sciences and Life Skills in grades 4 and 6, there are geographical disparities in the learning outcomes. There is a big gap between lowlands and other areas with the lowlands better off. Being in foothills or in the mountains makes a little difference.
- Learners' performance remains poor despite efforts like i) improved teachers' salaries as shown by Teachers' Structure of 2009 ii) improved pupil teacher ratio which was 33:1 in 2015. Because of the complexity of performance's outcome, several inputs like management, absenteeism, curriculum, environment and human resources to mention a few, need to be taken into consideration. Teacher's absenteeism, although not precisely reported and quantified, is known to be quite a widespread phenomenon that is constraining quality learning. It might be triggered by several factors: the race for

qualification, the loose disciplinary action by school boards and in the remote areas, the hard living conditions¹³.

- In order to enhance quality in education, the Ministry started Break Through to Literacy (BTL) in the early 2000s. This is a methodology of teaching in which more emphasis is put on reading and writing in lower grades. There is need to evaluate this methodology which seems to be dying and yet it could help curb issues of drop-out, repetition and others.

5.4 Main Strategies and Policies

SDG Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The basic goal of The Government's policy for Lower Basic Education is to provide learners with the opportunity to become responsible and respectful global citizens, through the provision of a sustainable, improved, quality assured, free and compulsory primary education that recognizes the importance of individual learning processes. In consideration of all these, the following shall be the main objectives of the Lower Basic Education section during the period 2016-2026.

- Ensure that all children have access to and complete 7 years of quality Lower Basic Education.
- Improve all aspects of the quality education to ensure opportunity for excellence and achievement of measureable learning outcomes by all.
- Create a child-friendly school environment that is healthy, tolerant, gender sensitive and respects children's rights.

Access and completion, supply side

- The MoET will realize a precise mapping of supply in the districts or areas where the enrolment rates are still low, in order to identify and localize the main shortages in education services supply. Inspectorate will be mandated to provide accurate local reports suggesting solutions to be developed towards a relevant upgrading of the services supply (new schools implementation, additional classrooms or teachers in existing schools, boarding schools, multi-grade, etc.).

¹³ These questions are further developed in chapter 9.

- As multi-grade teaching is a sustainable pattern for locations with a limited number of students in the neighbourhood, the MoET, through the Inspectorates, will upscale its use and organize special training sessions for strengthening teachers in multigrade teaching.
- As teachers are often reluctant to stay at unattractive places, the MoET will work on an incentive scheme. Under the former “Lesotho Basic Education Project”, a pilot teacher incentive scheme has provided cash incentives to over 1,096 teachers who accepted jobs in 540 most-difficult-to-access schools. According to the Project Implementation Completion Report (2015) “the incentive scheme had highly attracted new teachers to their schools”. Replicating this incentive scheme may not be sustainable under current budget circumstances; MoET will consider other forms of incentives: please refer to chapter 9 for further development.

The new missions of the Inspectorates include providing support to schools’ principals in order to strengthen their day-to day management. This should result in the elimination of cases of chronic absenteeism of teachers, often turning into very irregular operation of schools, repetition and drop-out of children.

Access and completion-demand side policies

The universal free school feeding programme supported by MoET is a strong policy to attract all school-age children into Lower Basic Education schools. In addition, other ministries and private institutions have developed demand-side policies, briefly reflected below.

- The Ministry of Social Development implements a “Child Grant Program” in some community councils, according to their poverty level. A follow-up survey of this program shows that the bulk of the money is used by the parents for some spending in education. As a result, a pilot is about to be run, to turn the current mechanism into a conditional cash transfer scheme, the attendance of school being the main condition.
- Over 300,000 children are orphans and lack parental guidance and indeed, being orphan strongly affects a child’s School Life Expectancy. Many programs exist, under the umbrella of Ministry of Social Development, the Queen’s Office, NGOs and private foundations. Ministry of Education will set up a comprehensive mapping of these initiatives in order to create synergies, to check that they do not leave unanswered situations and to establish links between these programs and the educational authorities.
- With the support of UNICEF, an OoSC survey had been led in 2008, but figures and patterns need an update using the new methodology promoted by UNICEF and other

partners since 2012. The renewed study will provide data and explanations necessary for better policy adjustment and the development of pilot experiments.

Quality

- The new curriculum is expected to turn into major improvements in learning outcomes and in a rapid decrease of repetition and drop-out rates. For the first grades, the curriculum has been refocused on the most fundamental topics. Throughout the Lower Basic Education cycle, a more practical focus on life skills will better retain the attention and interest of children. The new assessment scheme, more flexible, will also help students in improving their performance. The new curriculum implemented so far in junior grades is turning into a decrease in repetitions, and a similar result is expected for the following grades.
- The MoET will support the progressive upscale of Children Friendly Schools' standards among the schools and this will result in better working conditions, in an atmosphere at school that will be warm, caring and demanding altogether. The MoET and the Inspectorates will pay a special attention to the prohibition of corporal punishment (one of the CFS criteria).

To achieve the set policies and objectives, the Ministry shall continue to carry out, in a more enhanced manner, the activities in the table below.

5.5 Priority Matrix: Lower Basic Education

Strategic Goals	Strategic Objectives	Target	Strategic Action
Increased access through provision of quality Free and Compulsory Basic Education.	To strengthen the delivery of quality free and compulsory lower Basic Education.	100% GER achieved by 2026; 85% enrolment of children into Lower Basic Education at age 6 achieved by 2026.	Produce and disseminate information on free and compulsory primary education. Build and upgrade education facilities that are child, disability and gender sensitive. Avail emergency materials and equipment for schools with the need at all times. Expand the Child Friendly School concept to school communities.
	To improve efficiency of the Lower Basic school system.	95% Lower Basic Education completion rate achieved by 2026 in the formal education system.	Build capacity of school principals and school boards on CFS and efficient running of schools. Strengthen multigrade teaching in rural areas.
	To enhance partnerships in Basic Education services provision.	Harmonized and regulated efforts towards implementation of Basic Education initiatives in place.	Strengthen the inspection system. Resuscitate BTL in the schools. Conduct sensitization workshops to enhance partnerships in education.

Chapter 6

6. Secondary Education

6.1 Introduction

In Lesotho, Secondary Education is a five-year school system; with the first three (Upper Basic Education or Junior Secondary) years of schooling leading to the attainment of Junior Certificate (JC) and the last two (Senior Secondary) years of schooling leading to the attainment of Lesotho General Certificate of Secondary Education (LGCSE). The first three years cover Forms A, B and C or Grades 8, 9, and 10 while the last two cover Forms D and E or Grades 11 and 12. There are 341 post-primary schools, of which 250 offer both JC and LGCSE while 91 schools offer up to JC level only.

Plans are afoot to overhaul secondary education curricular by phasing out the JC and replacing it with a four-year schooling programme, leading to attainment of Advanced Subsidiary (AS). The AS is to be followed by a one-year leading to A-Level qualification, both reforms aiming to start in 2021¹⁴. These developments are meant to respond to the needs of the country's economy as well those of a modern-day Mosotho child who aspires to be competitive in the world of work and or to study beyond the borders of his or her country without hindrances. Introduction of A-Level is particularly welcomed by all sectors of the public as it is viewed as a step in the right direction to reduce the high cost of tertiary education by reducing the number of years in Tertiary. Currently, entrants into a degree programme have to go through a common first year, whose aim is to scale up the learners to A-level. This results in high endurance of costs at the level of tertiary education. There are already a handful of schools offering A-Level and Government is inundated with requests from both public and independent schools to grant them permission to offer this much sought-after qualification.

There is a high variation in the secondary education landscape within the broad spectrum of approved subjects; with different schools offering their own curriculum. Therefore, it is not uncommon to find schools in close proximity offering completely different curricular, though there are some minimum prescriptions such as the least number of subjects to be taught, as well as core and practical subjects to adhere to. Schools are also at liberty to peg fees at their desired levels, provided an observance of maximum fees levels as prescribed by Government is made. Another peculiar feature is gross disparity in the educational facilities existing in different schools, a factor that accounts for poor performance in many schools.

¹⁴For further details on the reform, please refer to chapter 2

Schools are owned by different proprietors namely, Government, community, churches and private. Church schools constitute 67% of all 341 secondary schools. Government schools, community schools and private schools constitute 27%, 4% and 2% respectively. Of the church schools, most are the Roman Catholic Church schools followed by Lesotho Evangelic Church schools, Anglican Church schools, African Methodist Episcopal schools and all other schools.

6.2 Situational Analysis

Schooling careers at secondary: access, retention and completion

- Transition from Lower Basic Education level to secondary level stands at 85.1percent¹⁵. GER for Junior Secondary and Senior Secondary are 63percent and 41percent, respectively while transition rate between junior and senior secondary is 75percent¹⁶.
- The proportion of repeaters remains quite high, around 13percent and 12percent¹⁷ at junior and secondary levels respectively. However, it has to be noted that the percentage of repeaters is particularly high in forms B and D (around 19percent): this phenomenon shall require a special attention in the near future, to investigate what is happening at these grades.
- Drop-out is also a source of concern as it hovers around 25percent and 21percent at junior and secondary levels¹⁸ respectively, and it is internationally recognised that repetition is a driving factor for dropping out, especially at school levels where opportunity costs gain weight. These features describe a secondary sub-sector that does not succeed to promote students efficiently through the schooling process. As a consequence, significant amount of resources are also wasted at junior and senior secondary levels.

Disparities

- According to an analysis based on a household survey conducted in 2010¹⁹, globally, the magnitude of disparities (related to gender, area of residence - urban/rural, and the ten districts, poverty - wealth) increases as higher levels of education are considered.
- Contrary to a number of other countries, gender disparities are in favour of girls but remain moderate at the secondary level, although it is a possibility that a higher proportion of boys get registered abroad, in particular in South Africa.

¹⁵ Simulation model

¹⁶ Calculations based on the simulation model

¹⁷ ESA report, table IV-I.

¹⁸ Simulation model and ESA report

¹⁹ ESA report

- As in the Lower Basic Education sub-sector, the main disparities in access and completion are due to geographical factors. For the three districts of Qacha's Nek, Mokhotlong and Thaba-Tseka, gaps build during the Lower Basic Education cycle widen at junior and senior secondary level: at the end of senior secondary, they record by far the lowest retention rates of Lesotho.

Quality

- International and national assessments are not conducted at secondary levels; national examination pass rates are nonetheless available in order to overview qualitative achievements.
- On a ten-year period (2004-2014), the pass rate at the Junior Certificate examination has been fluctuating within a range of 65percent and 75percent²⁰.
- In 2014, the LGCSE pass rate stood at around 62percent²¹. However, there is great disparity in districts' performance, with mountain areas recording distressingly low performance. It is also worth noting that performance in Mathematics and Science is poor across all districts.

6.3 Critical Challenges

During the Strategic Plan period 2016-2026, the following are the likely critical challenges:

- Poor quality and delivery of secondary education that does not make it minimise wastage and enhance efficiency.
- Lack of additional space to accommodate all Standard (Grade) 7 completers into the first four years of secondary (junior secondary or upper basic) education, as FPE is extended to universal basic education and AS is implemented.
- The need to improve access to senior secondary education on equitable terms for all categories of career path.

6.4 Main Strategies and Policies

SDG Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

²⁰ Education Statistics Report 2014 – table 4.21

²¹ Simulation model

The overriding objective is to restructure the whole secondary section of the education system, by:

- Enrolling all children and reaching universal completion of basic education, be it academic or vocational and technical;
- Phasing out of JC and replacing it with a four-year AS programme. This also paves the way for the A Level programme. This paradigm shift in organisation of qualifications stems from a number of considerations, among which are that the JC qualification is increasingly becoming valueless in the face of job market dynamics; and A Level will significantly reduce sky-high cost of tertiary education, thereby enhancing access to tertiary education for qualifying students.
- Providing more choices to Basotho youth with 3 streams: academic, vocational (artisan at JS and TVET training at SS, beefing up the offering) and technical (pre-vocational at JS and TVET education at SS): the technical offer is to be fully developed to start accommodating students in 2019, following a pilot phase in 2018.

Development of basic education

- On-going process based on a comprehensive curricula reform; the reform is being fully implemented in 2016 for grade 6 and conducted in a piloting modality for grade 7;
- The phasing out of PSLE which is scheduled to begin in 2017 on an incremental basis, beginning with 70 schools currently in the pilot. The pilot is conducted to ensure the mapping of Lower Basic Education schools to their neighbouring Secondary schools and ensuring satisfactory transition of learners before all schools phase out the PSLE.
- The design of the new curriculum for JS is yet to be finalized (a needs assessment's survey on subjects/topics and emerging issues will be conducted in the first implementing phase of the ESP);
- Plans to include G11 under the junior secondary levels: allocation of infrastructure and schooling inputs such as textbooks, redeployment of teachers, etc. Schools which will offer A Level will be resourced by providing requisite teaching and learning materials.

Reorganisation of academic, vocational and technical streams

- This reform benefits from a high level of political support;
- Wider career choice opportunities will exist for students with differing inclinations, thereby significantly reducing current drop-out rate in the academic stream and improving performance-retention value in the school system;

- On-going process: curricula and choices of various courses provided have to be developed. MoET will explore strategies to involve development partners, NGOs and business community to provide facilities and equipment.

6.5 Priority Matrix: Secondary Education

Strategic Goals	Strategic Objectives	Target	Strategic Action
Improved access to quality equitable Secondary education.	To strengthen delivery of quality equitable Secondary education.	80% Completion rate at Junior Secondary by 2026.	Construction of boarding units in selected schools in hard to reach areas. Construction of science laboratories in selected public schools.
		38% Completion rate at Senior Secondary by 2026.	Provision of ICT solutions in selected schools. Monitor adherence to rationalisation of school fees.
		94% Transition rate from grade 7 to grade 8 by 2026.	Improve educational facilities in existing schools to cater for inclusive education. Facilitate progression of learners from Lower Basic Education schools to secondary schools.
		70% performance retention value by 2026.	Intensify school inspections.

Chapter 7

7. Technical and Vocational Education Training

7.1 Introduction

The National Strategic Development Plan 2012/13-2016/17 which is the implementation document of the National Vision 2020 puts main focus on the skills development for economic growth. The strategy submits that for Lesotho to exploit the 'demographic bonus' of its large young labour force, the Ministry of Education and Training (MoET) should raise skills development and specifically focusing on:

- Improving relevance and applicability of skills;
- Expansion and upgrading of TVET institutions to support growth sectors; (NSDP 2012/13-2016/17).

The MoET through the Technical and Vocational Department (TVD) is the umbrella body which has the primary mandate of first ensuring an adequate supply of well-trained manpower in all trades and occupations, and second to conduct continuous evaluation of programmes to establish the relationship between training, job performance and employers' requirements or national needs. This mandate filters to the operational responsibilities as follows: regulatory practices aiming to improve the quality of delivery systems and mechanisms through curriculum development; inspection and assessment; accreditation of programmes and institutions; administration of trade tests to determine skills proficiency levels of workers; support in terms of provision of workshops and equipment; training of staff at TVET institutions and schools; and continual assessment of skills need.

7.2 Situational Analysis

Lesotho enacted its first Technical and Vocational Training (TVT) Act in 1984, which came into operation in 1987. Presently, the Technical and Vocational Training Department (TVD) oversees the regulatory process in the following categories:

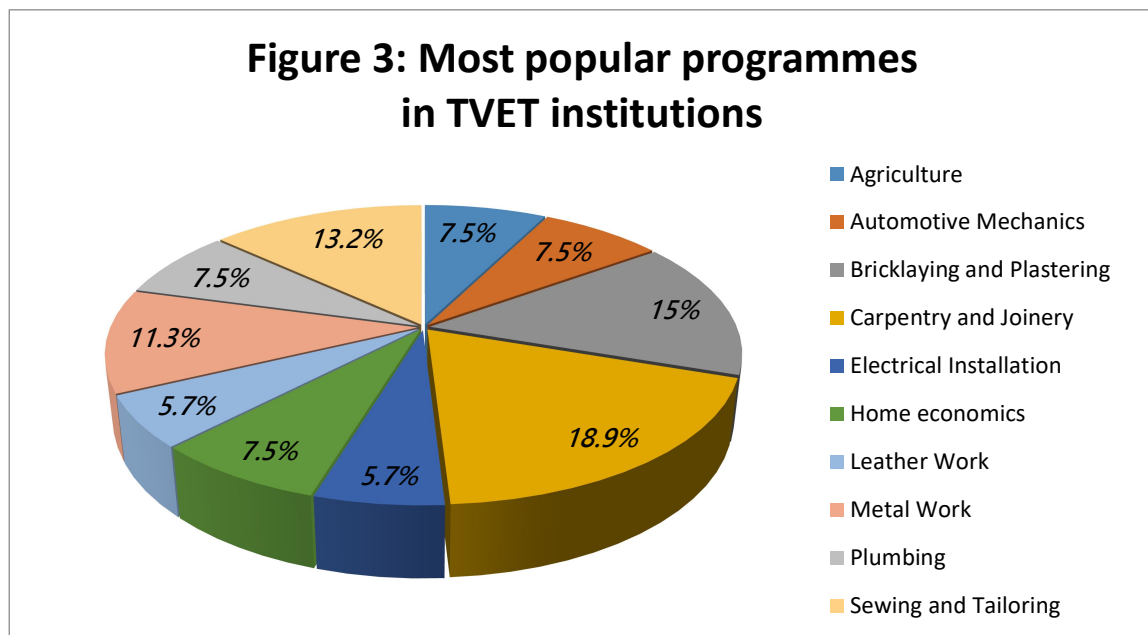
- Ninety three (93) secondary schools out of more than 350 offering basic education in Metal work, Woodwork, Technical Drawing and Design, Home Economics, and Agriculture.
- Total of seventeen (17) Skills Training Centres offering pre-vocational skills to Lower Basic Education school leavers, disadvantaged groups and retrenched mineworkers and deportees.

- Total of twenty (20) Technical and Vocational Training Institutions catering for post junior and secondary school leavers, offering Automotive Mechanics, Bricklaying and Plastering and Home Sciences, etc.
- Total of nineteen (19) participating industries and companies which provide experiential opportunity for traineeship schemes or industrial attachment purposes for trainees in post-secondary institutions.

Some of these institutions are owned by the government (8%) , community (24%) the church (22%) while others are privately owned(46%). The church owned ones were founded with a strong mandate to serve the local communities surrounding them, and with a clear religious perspective coupled with a gender focus reflected in the curricula offered in such institutions. The management of these institutions has been church controlled while government has funded these institutions over time. .

Access to TVET

Currently, the TVET sector is characterised by demand which exceeds supply. There is an inadequate training place in the Technical and Vocational Training Institutions for the bulk of learners from Basic Education. There has been an increase in the TVET enrolment in the past four (4) years from 3,296 in 2012 to 3,303 in 2013 and further to 4,223 in 2014. The enrolment statistics favour the female learners who constituted 54.0 percent, while their male counterparts accounted for 46.0 percent. The TVET comprises of forty-two (42) programmes, however the pie chart below shows the common ones in the TVET institutions.



The table indicates that Carpentry and Joinery and Bricklaying and Plastering have the highest proportion of 18.9 percent and 15 percent respectively. Automotive Mechanics (7.5) and Electrical Installation (5.7%) are offered in few TVET institutions while the others are commonly offered.

Quality of TVET

In order to improve quality in TVET, the government shall restructure the TVET system through a complete overhaul of the legislative, regulatory and institutional structures and processes to make both the management and course offerings demand-driven in a manner that is responsive to the needs and requirements of both the labour market and those of local communities. In terms of the actual improvement of the programme offerings, a nationally approved approach for curriculum development shall be undertaken and the roles and responsibilities for the current structures that are responsible for TVET curriculum development shall be reviewed to align them to the emerging qualitative and quantitative challenges. The existing TVET programmes shall be continuously reviewed so that they comply with new standards that shall be set through a consultative process that shall include the involvement of industry/employers. Excellence in the quality of TVET programmes shall also be attained through, inter alia, the development of the national module accreditation structure and subsequently a provider and instructor accreditation system. The establishment of the National Qualifications Framework (NQF) shall also be effected as part of the quality assurance effort of Government. Emulation of 'good practices' from other regional and international technical and vocational training institutions shall be part of the quality improvement strategy.

7.3 Critical Challenges

The country now faces the following challenges:

- Inadequate Technical and Vocational Training Institutions and training spaces for the bulk of potential learners.
- The limited courses and training facilities result in low enrolments.
- Under-qualified training staff (instructors) in particular those offering the traditional TVET programmes.
- Poor perception and attitudes towards TVET by the society.
- Poor collaboration of public and private participation in the TVET system from policy to implementation level.
- Courses offered in existing institutions do not respond to the ever-changing labour market demands as they are still traditional and supply-driven.
- Majority of employees still acquire uncertified on-the-job informal training due to shortage of training facilities and funding.

- The cost of training in Technical and Vocational training institutions is high which limits access.
- A too limited support from government, enterprises and society.

7.4 Main Strategies and Policies

The Technical and Vocational Department intends to achieve the following long term objectives:

- Facilitating increased access and enrolments in TVET by introducing the modularised programmes that are flexible with multiple entry and exit points and introduction of TVET evening classes.
- Improve quality of TVET through registration and accreditation of TVET institutions. Reforming the curricula to make it more responsive to industry needs as well as improving scope for self-employment for income generation. This shall entail putting in place a demand-led, customer-focused and diversified TVET system with top priority being given to skills development through infusing communication, numeracy, ICT, science and entrepreneurship in all training programmes.
- Reforming the TVET system's governance with a view of increasing quality and relevance to the world of work. The reform will encompass the establishment of a new semi-autonomous body named the Lesotho Skills Authority (LSA) with both advisory and executive authority. This body will be responsible for the implementation of policy and TVET strategy. Representation of this body will be of major TVET stakeholders.
- Develop the TVET funding model which will ensure sustainable funding through the facilitation of stronger stakeholder participation in TVET through effective Public-Private-Partnership (PPP) arrangements. The establishment of a National Training Fund (NTF) to finance the system will be at the heart of the new funding model and this body will be managed by the LSA.

7.5 Priority Matrix: Technical and Vocational Education Training

Strategic Goals	Strategic Objectives	Target	Strategic Action
Enhanced access to equitable and quality Technical and Vocational Training	To expand capacity of Technical and Vocational systems to cater for all (including marginalized groups).	At least 30% industry-based training conducted by 2026.	Facilitate registration and accreditation of all industrial training providers. Build 6 additional TVET institutions and upgrade 18 existing TVET institutions.
		At least 30,000 TVET learners enrolled in TVET by 2026.	Facilitate implementation of double-shift modular TVET systems. Sensitize and encourage private sector to establish full time TVET institutions. Design, develop and facilitate implementation of flexible programmes with multiple entry and exit points.
		At least 20% enrolments in technical fields for disadvantaged groups by 2026.	Develop and implement inclusive TVET policy. Design and develop tailored training programmes to meet the needs of disadvantaged groups.
Improved quality of TVET programmes to cater for the needs of the country and industrial development.	To strengthen quality and delivery of TVET programmes.	TVET programmes that cater for the needs of the country in place by 2026.	Adopt and institutionalize Systemic Curriculum and Instructional Development (SCID) approach in TVET system.
		100% of students and 60% of instructors go through the internship/attachment programme by 2026.	Mobilize and facilitate partnerships between industries, TVET institutions and TVD.

		Quality assurance frameworks functional by 2026.	To establish TVET quality assurance system.
		40% of technical teachers and instructors completed long and short-term training in 2026.	To build capacity of TVET personnel. Conduct tracer studies on TVET graduates.
		TVET programmes include support skills such as Entrepreneurship, communication, etc.	Review the curriculum of all TVET courses to make them more demand-driven, in close link with the Three-stream reform ²² .
Improved TVET governance, funding, accountability and management systems.	To strengthen the TVET governance and management system.	An effective TVET governance structure in place by 2020.	Review and operationalize the TVET Act. Advocate for the establishment of the Lesotho Skills Authority (LSA).
	To broaden the financing modalities of TVET.	Increased number of funding agencies by 2026.	Develop capacity of TVET providers on financial mobilisation and management. Facilitate the design of appropriate TVET financing models for all state-supported TVET providers. Facilitate the establishment of a National Training Fund (NTF).

²² Skills, Vocational and Technical

8. Higher Education

8.1 Introduction

Higher Education in the context of this strategic plan refers to post-secondary education that comprises more of theory than practical hands-on teaching and learning in its programmes. It further encompasses diploma and degree offerings in institutions within which are specialised technical subjects like technology, construction and various engineering disciplines. The Higher Education Act, 2004 defines the scope of operation of the Higher Education Institutions (HEI's) and recommends administrative structures that have to be implemented symmetrically across institutions. The overall strategic direction for the Higher Education sub-sector has been elucidated by the Higher Education Policy, 2013 which links the mission of the sub-sector to official documents like the NSDP in the context of international educational developments.

8.2 Situational Analysis

HE programmes in Lesotho are provided through a variety of institutional arrangements, including:

- Five autonomous and publicly-funded HEIs (Lerotholi Polytechnic, National University of Lesotho, Lesotho College of Education, Institute of Development Management and Centre for Accounting Studies);
- Three HEIs constituted as subordinate units of GoL Ministries with specific focus on agriculture, health and public administration and management;
- Four institution members of the CHAL-NTI²³ (three schools of nursing and Maluti Adventist College);
- One international school that offers post-LGCSE courses leading to the International Baccalaureate;
- One private (for-profit) entity, with links to an international university;
- A number of private providers offering HE programmes validated by foreign institutions, which may or may not be properly accredited.

A significant number (33percent) of Basotho travel to study at higher education institutions (HEIs) abroad. In 2014, roughly 25,500 Basotho were enrolled for studies at local higher

²³ Christian Health Association of Lesotho, Nurse Training Institutions Programme

education institutions (or post-secondary training), while a further 2,400 were studying at HEIs abroad.

Female students outnumber males at all HEIs in Lesotho with the exception of Lerotholi Polytechnic, where the trade and craft courses offered attract more male students. Overall, the gender parity index at this level of the education system is 1.46.

8.3 Critical Challenges

- Enhancing the relevance of higher education by exposing programs to contemporary quality assurance mechanisms.
- Facilitating quality and a secure learning environment of higher learning.
- Improving management efficiency and effectiveness in higher learning.
- Partnering with the private sector and international communities in the provision of higher education programmes.
- Streamlining ICT usage in programme design, delivery and assessment across faculties, departments and schools of higher learning.
- Achieving gender equality
- Brain drain

8.4 Main Policies and Strategies

Implement the Higher Education policy of 2013 particularly key clauses on quality, relevance equitable higher Education. This document refers to the first Education Sector Plan but is still valid and the main orientations of this long-term policy remain unchanged in 2016 and remains as follows.

Global Enrolment

MoET, guided by the Higher Education policy aims to increasing students' enrolments in HE institutions in alignment with NSDP²⁴ 2013-2017. The ministry further intends to implement the internationalisation objective of African Union agenda of 2063 as expressed by article 7 of SADC protocol on education and training. The target is to expand opportunities for Basotho students by strengthening the capacities of HE institutions so as to accommodate 85percent of the students coming from Senior Secondary and holding the LGCSE, by 2025 (instead of 67,3 percent in 2014). Of the targeted 85percent, the government plans to enrol 5percent expatriate students and institute exchange programs.

²⁴LESOTHO, Ministry of Finance, Bureau of Statistics, ' National Strategic Development Plan 2012-2017,

Dispatching of HEIs students

The strategy aims to progress towards a market-oriented management of HE and hence to train more students into Science, Technology, Engineering and Mathematics (STEM) subjects and less in humanities or social sciences, as follows:

Table 5: Strategy for Dispatching HEIs Students		
Enrolments by field of study	Current situation (2014)	Targets (2025)
Humanities and arts	4,5%	5%
Natural Sciences	5,0%	10%
Health and welfare	8,6%	12%
Engineering and construction	14,3%	20%
Education	30,8%	28%
Social sciences	36,8%	25%

(Diagnostic Study)

The Lesotho College of Education and National University of Lesotho contributed to the large enrolments mainly by focusing on teacher training and traditional orientation to Social Sciences like Public Administration, Law and Commercial Subjects. Natural sciences and technology programmes enrolments have very few numbers at both institutions with each graduating less than 10percent²⁵ of their total rolls. The NSDP emphasises a skills gap in five production sectors, namely, Agriculture and the rural economy, Manufacturing, Tourism, Mining, and Micro, Small and Medium enterprises (MSMEs) to which the higher education sub-sector has to direct all human capital development efforts. Lerotholi Polytechnic and private providers like Limkokwing University of Creative Technology programmes promise to close this gap by offering conventional programmes minable to the latest global developments. However, limited enrolment numbers threaten the achievement of the explicit growth strategies, hence an imperative need to refocus higher education on STEM subjects.

Quality

The main goals of the strategy are:

- a better relevance of HE and the diversification of curricula in accordance to labour market and national needs, through:

²⁵ Average including both fields of study (Natural Sciences, Engineering and construction)

- Strategic involvement of key stakeholders including industry, CSOs and Development partners
 - Quality control and Assurance mechanisms put in place by HE institutions and negotiated with MoET
- Research and development;

Robust research in Higher Education guarantees improved and increased opportunities for economic, political and social development. The role of Higher Education Institutions in research and development is given as the institutions are charged with the responsibility of knowledge production and harnessing science and technology in order to contribute to the human and social well-being. The draught of research outputs in the Lesotho Higher Education must be addressed instantly in order to enable for credible programmes content that would be supported by evidence sourced within relevant social contexts. Eventually, there would be acquired quality knowledge and skill from the HEIs which must be seen to trickle down into the world of work through quality labour force, meticulous policy design and ultimately the increased efficiency and effectiveness.

The strong development of post-secondary training and of STEM (Science, Technology Engineering and Mathematics) subjects at NUL will need some expansion of facilities and up scaling specific equipment in the HE institutions and training centres. Expansion of WIFI and overall internet coverage including latest software across disciplines shall be highly necessary in order to create a befitting teaching and learning the STEM subjects.

HE institutions are autonomous for their programs and curricula, but report to MoET for budgetary issues and subsidies. The MoET will use negotiation and contracts in order to strongly encourage the institutions towards:

- a more relevant dispatching of students between the fields of studies
- more relevant and more diversified curricula in accordance to labour market and national needs, and
- Special grants to encourage research and development initiatives.

Given a manageable number of HEI total enrolment of 25,500, the MOET plans to introduce centralised educational, financial management systems and student information management without infringement on the HEIs autonomous status. Management systems of this kind bear a heavy cost if implemented by institutions on their own which can be contained easily when they are centralised. MOET shall develop strong local and international relationships with

industry and development partners, particularly institutions of higher learning with interest in developing the Lesotho higher education sub-sector for technical and other assistance to set up the explicit management systems.

MoET shall implement a one stop shop for HEIs encompassing information dissemination on programs, applications for admission, publication of results and relevant modes of payment. Topography of Lesotho makes service delivery challenging to the rural most population who often are not in white collar jobs but rely on subsistence farming for survival. In partnership with locally-based development partners like UNICEF, UNDP, UNESCO and key government ministries and departments, MoET shall facilitate the implementation of the one stop shop facilities in all community councils.

MoET shall facilitate implementation of large scale sustainable revenue generation sources for the HEIs as a direct response to industry and Basotho's needs. Prospects in budget allocation indicate a continuous but visible trend in the decline of funds witnessed by the recent global depression which affected most African countries with Lesotho included. HEIs therefore must take an initiative to supplement the budget allocation from government. MoET shall place a demand on the higher education institutions to come up with ground breaking discoveries to remedy the dwindling economy of Lesotho through memoranda of understanding and similar contracts.

MoET shall institutionalise the National Qualifications Framework (NQF) of 2005 in order to align it to the African qualifications verification Network and thereby contribute directly to the global efforts of minimizing qualifications fraud. An independent office with highly trained personnel shall be required in order to set this office up and running. MOET shall take advantage of the on-going initiatives in Africa to develop African Qualifications Verification Network and a regional qualifications framework on which individual countries shall anchor their own.

The major lever of this policy is funding sourced from within the Ministry, by institutions of higher learning themselves and through the kindness of development partners.

Means-Testing

Efforts will be made by the Ministry of Education and Training in collaboration with the Ministry of Finance and Development Planning towards the introduction of a rigorous system of means-testing (testing financial capacity) for all higher education students who apply for state funding.

The system will enable Government to enter into cost-sharing arrangements with those who can afford to pay for their studies, while it finances the needy ones fully.

Funding Model

A framework for the distribution of public funding between HE institutions (Higher Education Institutions Subvention Allocation Model) has already been developed and would be approved during the implementation of this strategic plan.

The model is expected to operate through four components: (1) Basic Institutional Support Grant, which is intended to subsidise the fixed and semi-variable costs that HEIs necessarily incur in meeting their obligations under the Higher Education Act, 2004, (2) Teaching/Learning Inputs Grant (the bulk of the funds), which is intended to compensate institutions for the core educational services they provide. The key variable used in the formula for calculating this grant is full-time equivalent (FTE) student numbers, but these figures are adjusted to take account of the additional costs associated with providing education in different fields of study and at different levels, (3) core Funding for Research in line with the number of academic, teaching and/or research staff that they employ, and (4) Incentives for Improving Performance. The formula for calculating the Index of Industrial Production utilises the number of graduates each institution produces, weighted by field of study and level of award, with a separate factor to ensure compliance with minimum quality standards.

8.5 Priority Matrix: Higher Learning

Strategic Goals	Strategic Objectives	Target	Strategic Action
Improved relevance of Higher Education programmes	To strengthen accreditation processes of programmes in Higher Education	Accredited programmes increased by 10% annually. HEIs institutions audited biannually.	Capacitate the Council on Higher Education (CHE) on quality assurance. Develop and implement Quality Assurance Policy. Develop and operationalize higher education staff development plan.
	To expand production of STEM graduates.	30% of students enrolled in STEM subjects.	To increase student enrolment in STEM subjects.
	To diversify and increase programme offerings at graduate programme.	10% of current programmes offered at graduate level.	Introduce new graduate programmes to increase enrolments across disciplines at graduate level.
	To integrate ICT across faculties, schools and departments.	HEIs graduates functionally computer literate upon graduation.	Facilitate acquisition and access to ICT equipment and facilities at HEIs.
Improved access to Higher Learning.	To expand capacity of to higher learning institutions.	87.4% students from secondary level absorbed in first year of higher education by 2026.	Construct additional infrastructure. Upgrade existing infrastructure.
	To strengthen coordination of Higher Education sub-sector.	Functional Structure of Tertiary Department by 2020.	Capacitate the Tertiary Department.

Improved management and leadership of Higher Education sub-sector.	To enhance leadership and governance capacity of all Higher Learning entities.	All governance structures in place in all HEI by 2020.	Facilitate accreditation of all Higher Learning Institutions. Facilitate development of operationalization of training programmes for HEIs governance structures. Implement institutional promotions criteria at higher education.
	To strengthen delivery of Higher Learning programmes.	Senior management in all HEIs with minimum Masters degrees (HODs, Head of Sections, Deans). Number of senior degree holders (Professors and Doctorate degree holders) increased twofold in academic positions	Develop and implement ODL policy. Regulate appointments into senior management positions.

<p>Enhanced partnerships with national and international stakeholder-groups.</p>	<p>To increase and sustain effective local and international stakeholders' involvement in higher education.</p>	<p>5% international students enrolled in local higher education institutions.</p> <p>Higher education institutions affiliated regionally and abroad.</p>	<p>Participate actively in international conferences and other forums.</p> <p>Accede and ratify higher education treaties and protocols.</p> <p>Develop strong modalities of dialogue between government and international community.</p>
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Chapter 9

9. Non-formal Education and Lesotho Distance Teaching Centre

9.1 Non- Formal Education

9.1.1 Introduction

NFE is defined in Lesotho as “activities that are designed to provide the Basotho youth and adults with development information, knowledge and skills required for them to function effectively, efficiently and productively in the various sectors of life”. NFE exists to address education needs of the youth and adults who have been by-passed by the formal education system.

The role of NFE is to supplement and complement efforts of formal education.

9.1.2 Situational Analysis

The Non-Formal Education Department of the MoET has to oversee and coordinate all NFE activities in the country. NFE Inspectorate is responsible for inspecting and coordinating NFE activities throughout the country.

Out-of-school children represent a significant number of the school-age population: they are around 17 000 children, 6.7percent percent of the school-age population for lower basic education level, this estimate increasing to 34 000 children, 8.6 percent of the school age population for basic education levels²⁶.

Literacy rate in Lesotho stands thus: General Basic literacy is 61percent and 57percent for functional literacy. Male basic literacy is 58percent while female is 63percent. Functional literacy for male is 55percent and 58percent for females (Rantekoa, 2000).

Both for access and dropping-out, the strongest disparities are according to districts: Quthing, Mokhotlong, ThabaTseka for access and Mafeteng, Mokhotlong, ThabaTseka for drop-out.

²⁶ ESA report

Current structure

The main providers of NFE are Government and Non-Governmental organisations. The MoET offers non-formal-education programmes through Lesotho Distance Teaching Centre (LDTC) and the Institute of Extra Mural Studies (IEMS) which is part of the National University of Lesotho that offers adult education while NFE Inspectorate is responsible for inspecting and coordinating NFE activities throughout the country.

NFE providers in Lesotho are line ministries such as Health, Agriculture, Food and Security, Justice (Lesotho Correctional Service). Non-Governmental Organisations (NGOs) comprise institutions such as LANFE, the community, private individuals and some church organisations. These providers offer a wide range of programmes and support services which include:

- Literacy and Numeracy for adults and out of school youth;
- Continuing Education;
- Life skills education ;
- Community Education which encompasses environmental issues, health, population and family life education, gender equality, leadership, human rights education and disaster management;
- Business/Commercial, Technical and Vocational Education;
- Professional and Managerial skills development;
- Guidance and Counselling.

9.1.3 Critical challenges

- Unregistered NFE schools
- Non coverage of potential beneficiaries.
- Low qualifications of literacy teachers.
- No latest national literacy study to determine reliable literacy rates
- The lack of link between Basic literacy and Secondary education.
- Guidelines or agreements to use existing structures and expertise for NFE provision (formal Education and TVET).

Coverage and beneficiaries

NFE literacy Programmes currently cover ten districts. LDTC Literacy operates in six districts while other NFE providers cover the remaining districts. NFE in Lesotho addresses the demand

for less formal training and retraining among disadvantaged groups such as herd boys, out of school youths and adults who missed on formal education and retrenched miners.

Taking all NFE providers into account, around 520 Centres were operating throughout Lesotho in 2015 including LDTC. The table below depicts the enrolment of learners from 2010 to 2015 for both Literacy and Secondary levels are reflected in Table below.

Year	Adult literacy and secondary education			Literacy learners for ages 6 to 18		
	Male	Female	Total	Male	Female	Total
2010	6755	3759	10514	2944	479	3422
2011	5504	3807	6843	2807	455	3352
2012	6542	2336	8878	2311	218	2529
2013	7129	3878	11007	2383	395	2778
2014	6740	3501	10241	2229	477	2706
2015	6176	1664	7640	12674	2024	14787

(Source MoET – Planning Unit, 2015)

90percent of male learners in literacy programme are herd boys. Furthermore, the report of the study on “The Situation of Rights of Herd boys in Lesotho” (2015:30) Figure 6 indicates that 15 922 herd boys between the ages 6 – 19 do not attend conventional school due to various reasons.

9.1.4 Main Strategies and Policies

- Increase access to NFE literacy programmes and reverses the decreasing trend for young literacy learners (ages 6 to 18).
- Improve quality of Literacy Programmes through upgrading literacy programme by training literacy teachers piloting integrated curriculum modules for Grades 1 -7 in three districts (Mafeteng, Maseru and Mokhotlong) and dissemination of the modules to literacy centres.
- Collaborate with IEMS and LCE for introducing an in-service training for NFE literacy teachers.
- Collaborate with TVET on skills development training for NFE clientele
- Regular monitoring and inspection of NFE provision.
- Develop guidelines or agreements to use existing structures and expertise for NFE provision.

Notwithstanding the importance of the above tasks, the role of the Government in NFE shall be principally facilitative rather than direct provision. In this regard, the NFE Department in MOET shall primarily be to coordinate the NFE activities in the country. The Government envisages the establishment of NFE National Council that “shall be responsible for the formulation, approval and amendment of NFE policies for implementation by the NFE Department in collaboration with other ministries, shall coordinate NFE activities while non-governmental providers shall offer NFE programme. NFE institutional providers shall source funds for their own activities from various sources while Government grants-in-aid shall be provided on limited scale to motivate good performers in the sub-sector. NGOs and commercial/industrial organisations operating in Lesotho shall be encouraged to extend financial support towards NFE programmes.

- Conduct two surveys:
 - a literacy survey in order to update data and the national literacy mapping
 - an out-of-school children survey; this survey could be conducted in collaboration with Bureau of Statistics, NFE stakeholders and UNICEF which has an internationally recognised expertise in this special field.
- Collaborate with formal education programmes in order to share existing infrastructure and expertise.

A pilot experience has led to satisfactory results in some areas, while in other areas schools principals have shown some reluctance to share their premises with NFE programmes.

MOET will build on this pilot experience to develop and enforce agreement/guidelines to direct formal education system to share existing infrastructure and expertise with NFE providers.

- Increase access to NFE programmes by opening Learning Posts/Centres in all districts for NFE literacy programmes.

9.1.5 Priority Matrix: Non-Formal Education

Strategic Goals	Strategic Objectives	Target	Strategic Action
Improved effectiveness and efficiency of NFE delivery.	To strengthen NFE capacity.	New positions created and filled by 2019.	Create and fill new positions.
	To improve literacy teachers' skills.	New In service programme implemented by 2019.	Facilitate the design and implementation of a new NFE training programme offered at LCE and IEMS. Pilot and implement integrated curriculum modules. Collaborate with TVET on skills development programmes and training.
	To enhance alignment of NFE with primary Education.	NFE fully aligned with primary Education by 2026. Skills development programs developed by 2020.	Collaborate with formal education to share existing resources.
	To strengthen coordination of NFE within the Education sector.	NFE Policy in place functional by 2026.	Refine and implement NFE policy.
Improved access to NFE literacy programmes.	To assess the literacy rate.	Literacy rates determined by 2020.	Conduct a National Literacy Survey.

9.2 Lesotho Distance Learning Centres

9.2.1 Introduction

The Lesotho Distance Teaching Centre (LDTC) has been formed to improve access to learning opportunities on a nationwide scale for the out of school youth and adults. LDTC has two main units, the Basic Education Unit, which is the Non Formal Education (NFE) arm and the Continuing Education Unit, which is concerned with Open and Distance Learning (ODL) in open schooling.

Open schooling, as defined by the Commonwealth of Learning involves “the physical separation of the school-level learner from the teacher, and the use of unconventional teaching methodologies, and information and communications technologies (ICTs), to bridge the separation and provide the education and training”.

ODL is a strategy that can be employed at all levels of education and training provision to extend learning opportunities to all those who cannot be accommodated in the formal education and training systems. At the same time ODL provides opportunity for continuing education and lifelong learning for those who want to change careers or need to update their skills (Lesotho ODL Policy Aug, 2015).

9.2.2 Situational Analysis

Access

The Literacy programme offered by LDTC covers six districts and the intention is to expand to the remaining four districts of the country during this period of this plan. The following statistics cover LDTC Literacy learners and Learning Post Administrators (LPAs) from 2010 to 2015:

Table 8 : Number of LPAs and Learners Enrolments

Year	No. of Learners			Age range	Total No. of LPAs	Learning Posts
	Total	Male	Female			
2015	5443	4038	1475	11-76	261	261
2014	5993	2999	2994	10-77	260	260
2013	5622	3946	1676	12-74	265	265
2012	5221	3832	1401	10-80	259	259
2011	5205	3643	1566	9-81	267	267
2010	5151	3782	1369	9-81	270	270

LDTC Annual Reports (2010-2015)

Open secondary Education Programme offered by LDTC currently covers ten districts. The following statistics cover LDTC Open Secondary Education from 2010 - 2013:

Table 8 : Enrolment of Learners in Open Secondary Education by year and course, and share of Tutors

Year	Course		Total Number of Learners	Total Number of Tutors
	JC	LGCSE		
2014	1074	1385	2459	150
2013	1092	1948	3040	150
2012	1083	1666	2753	150
2011	982	1497	2479	150
2010	1375	2070	3445	150

LDTC Annual Reports (2010 – 2014)

9.2.3 Critical Challenges

Open and Distance Learning is relatively a new phenomenon on the Lesotho Education System Landscape. It is therefore faced with many and varied challenges related to its growth and development to unleash its full potential. The current pressing challenges are:

- Limited coverage of LDTC services hinders its potential to reach out to a significantly increased number of beneficiaries in all districts.
- Transforming LDTC into an ODL College to offer a broader range of courses in order to meet the needs of a wider ODL clientele.
- Transferring Literacy Programme from LDTC to the proposed NFE department

9.2.4 Priority Matrix : Lesotho Distance Learning Centre

Strategic Goal	Strategic Objectives	Target	Strategic Action
Increased access to the quality Literacy Programme (NFE) and Open Secondary School Programme (ODL).	To establish new learning posts in all districts.	120 new learning posts in all districts by 2020.	<p>Conduct advocacy efforts and awareness campaigns through public gatherings and other different media.</p> <p>Post NFE officers in the four remaining district offices</p>
	To broaden the capacity of ODL and Literacy programme.	<p>Increased number of courses offered by 2020.</p> <p>100 % Qualified ODL practitioners and LPAs by 2026.</p>	<p>Open regional Literacy and ODL offices' in all districts.</p> <p>Review and revise courses in accordance with the revised curriculum.</p> <p>Train 140 ODL practitioners.</p> <p>Conduct teaching of learners through a variety of media platforms.</p> <p>Rehabilitate and expand LDTC headquarters.</p>
	To strengthen monitoring and evaluation within the LDTC.	Monitoring and Evaluation of LDTC operations functional by 2026.	<p>Train NFE Officers and Monitors on monitoring and evaluation.</p> <p>Collaborate with formal education programmes in order to share existing resources.</p>

	To establish a Quality Assurance System.	LDTC Quality Assurance Policy functional by 2019	<p>Capacity building of part – time writers, tutors, LPAs and invigilators.</p> <p>Avail necessary resources for M&E activities.</p> <p>Conduct period M&E activities.</p> <p>Disseminate and implement LDTC’s Quality Assurance Policy and Criteria.</p>
	To strengthen revenue-collection mechanisms for LDTC Centre Fund.	Print shop and audio-visual studio operational by 2026.	Resuscitate print shop and audio-visual studio services.

Chapter 10

10. Teacher Development, Supply and Management

10.1 Introduction

The Government of Lesotho understands that its development relies on efficient education system that includes quality teachers in order to produce skilled future citizens who will contribute in the growth of the country's economy. Lesotho committed herself to the achievement of seventeen (17) Sustainable Development Goals (SDGs) adopted globally in September 2015 by world leaders. The importance of teachers as channels through which the Government can achieve all the SDGs by 2030 cannot be over emphasized Goal 4 which reads "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" and target 4.c: "By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States" will be tackled basically in relation to teacher development, supply and management issues in this chapter.

The importance of addressing teacher issues is reiterated by the International Teacher Task Force (TTF) which has observed that the ambitious SGD 4 can only be achieved if educational systems have adequate numbers of qualified, motivated and well supported teachers. The four important aspects that the education systems should support in order to strengthen teachers as put by TTF are:

- **Teacher Education:** Pre-service and In-service education, Continuous Professional Development, Qualification Frameworks, relevant learning mechanisms, harnessing ICTs and Distance Education are regarded as vital to bridge gaps in teacher supply and quality, in order to achieve SDG 4.
- **Teaching and learning:** There is a need for a better understanding of learning processes and developing viable inclusive and participative strategies to facilitate more effective teaching and learning in ways that ensure that all children and adults acquire knowledge and skills relevant to self-fulfillment, decent employment and life. There is also a need to invest in teaching in order to improve learning outcomes.
- **Financing teaching and teacher development:** Achievement of the targets of SDG 4 requires adequate, sustained, well-targeted, equity-focused financing and effective and efficient implementation arrangements, especially in the least developed countries, emergency and crisis situations.

- **Monitoring and evaluating teacher development:** There is a need to monitor SDG 4.c on teachers, adopting the broader view of Education 2030 Framework for Action to ensure that “teachers and educators are empowered, adequately recruited, well-trained and professionally qualified, motivated and supported”.

Success in the implementation of above initiatives require collaboration and concerted effort by all key stakeholders especially full participation of school proprietors as the tripartite education system of Lesotho involves consultation among the Ministry of Education and Training (MOET), the churches and parents. However, other partners in education including the private sector need to be involved in view of their importance for financial support.

10.1.1 Main Objectives

In the light of the above mentioned issues, the Teaching Service Department will focus on the following objectives:

- To improve the quality of education
- To improve the access, efficiency, and equity of education and training at all levels.
- To enhance governance in the Teaching Service.

10.1.2 Teaching Service Strategic Goals

- To attain quantitative and qualitative improvements in teacher supply
- To attain an equitable distribution of teachers, especially qualified teachers and those offering rare skills subjects.
- To improve the quality of teacher management.
- To diversify the types of service providers in teacher development.
- To improve motivation of teachers.
- To increase parity in enrollment of among men and women in the teaching profession.
- To facilitate conflict resolution, grievance settlement, conciliation of disputes and the rule of law in the Teaching Service.

10.2 Situational Analysis

The Teaching Service operates within the parameters of the following legal frameworks: The National Strategic Development Plan, Education Act 2010 as amended, Teacher Salary and Career Structure 2009, Teaching Service Regulations 2002 and Codes of Good Practice 2011. Thus, the implementation of this chapter will still be guided by these legal frameworks.

Most of strategic goals and objectives under the Teaching Service that were envisaged in the 2005 - 2015 ESP were achieved but some were not for different reasons such as lack of adequate funding, absence of policies and lack of strategies for proper implementation and monitoring and evaluation. To achieve the issues of quality and efficiency the Ministry accelerated the DTP program in the past year.

Teacher absenteeism due to illness, attendance of funerals, patient care at home and dealing with the psychological trauma has risen and it is affecting the education system and this is evidenced in the records of Teaching Service Department database which reveal that from January 2014 to date there are about Eighty Five (85) reported cases of sick leaves. Furthermore Teacher Training Initiative for Sub-Saharan Africa (TTISSA) 2012 reveals that about thirty-five percent of teacher absenteeism rates are attributed to medical treatment and or check-up

10.2.1 Teacher training

Pre-Service

Since the introduction of Free Primary Education (FPE) in 2000, the total size of Lesotho's teaching force and the numbers of schools at both lower basic education and secondary levels have grown to accommodate increased enrolments. The introduction of FPE initiative has shown a considerable number of persons without professional qualifications in education who were employed as lower basic education level teachers, and many of them are still in the system. However it should be noted that today the government has succeeded in meeting the demand for teachers that existed between 2005 and 2015; thus, the required quantitative levels of teachers to address demand of FPE were achieved but the target was exceeded so much that currently there is about 25.5 percent of qualified unemployed teachers. This number is made up of graduate teachers who can teach at lower basic education level as well as secondary. In 2014 out of 11, 167 primary school teachers, 75.8 percent were qualified, and 25.2 percent unqualified, Pupil Qualified Teacher Ratio was 43 whilst Pupil Teacher Ratio was 33 in the same year

In-Service Training

For decades, teacher In-service - Training (INSET) function in the Ministry of Education and Training has been entrusted in the following main departments: the Inspectorate (districts and central), the National Curriculum Development Centre (NCDC) and the Integrated Early Childhood Care and Development (IECCD) department.

In addition, Teacher Formations, Proprietors, Non-Governmental Organizations and institute of Development Management and Subject Associations also contribute towards professional

development of teachers. All these bodies organize INSET in the form of workshops and short-courses.

Things being normal, Teacher Training Institutions (TTIs) should also be able to offer In-service training and Continuing Professional Development for teachers. Their teacher training should not end at pre-service but should also provide follow-up training of the teacher they produced.

10. 3 Teacher supply and management

Aspects of teacher management that require serious attention are the following; recruitment, remuneration, upward mobility, deployment, transfer / redeployment, absenteeism and attrition. The recruitment and appointment of teachers involves a number of stakeholders with different responsibilities and several stages. The current system is fragmented resulting in other stakeholders manipulating the process

The current teacher salary and career structure and promotion are based on qualifications alone; competences, performance and experiences are not considered and does not allow for upward mobility and thus, their remuneration does not necessarily correspond to positions they hold. This has resulted in the ever ballooning teacher wage bill, for instance, in the financial year 2015 / 2016 the total public spending on teacher salaries was 94% of the Ministry of Education and Training's recurrent budget.

As mentioned before teachers' acquisition of high qualifications however this does not necessarily improve quality of learning outcomes. For instance, surveys coordinated by the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ) also revealed that Standard/Grade 6 pupils in Lesotho perform poorly by comparison with their counterparts in other SADC countries.

Though statistics has shown that most teachers are qualified, a great number of learners repeated grades in 2015. For instance, a repeater by ecological zones shows that the Lowlands had the highest number of 71percent of repeaters; it was followed by the Mountains with 13percent, then the Foothills with 8.4percent.

Other teacher management issues which remain problematic, including imbalances of demand and supply, reaching Pupil Teacher Ratio (PTR) norms, difficulty to deploy teachers where they are mostly needed (by subject areas and most difficult to reach areas). Currently there is an imbalance in the supply of teachers in schools (overstaffing and understaffing). In order to strike the balance, Moet redeploys teachers but there no clear polices to guide process.

Teacher attrition is another neglected area which negatively affects the stability of the teaching force. Amongst others, there is no policy framework to address attrition issues in Lesotho, and statistics on the number of teachers who leave the service are not compiled and published on a regular basis. The 2012 TTISSA study yielded an annual attrition rate of 0.4% for lower basic education teachers and 1.8% at secondary level. Whilst death was the primary cause of teacher attrition among lower basic education teachers, accounting for almost 44% of cases, the vast majority (79%) of secondary teachers who left the service resigned voluntarily.

10.4 Critical Challenges

10.4.1 Teacher Training

- Teacher supply is not managed to meet the national needs and it is not regulated in line with the national objectives hence there is high unemployment of qualified teachers.
- There is no Continuous Professional Development (CPD) Policy and that leads to uncoordinated training
- Teachers are not sufficiently trained in new inclusive methodologies to cater for all learners with Special Educational Needs.
- Teachers are not fully equipped in ICTs-based pedagogy.
- No allocated funds for CPD / INSET
- No professional standards

10.4.2 Teacher supply and management

- There are no policies for teacher supply and management
- There is no exit strategy for unqualified teachers
- There are no school establishment lists to ease teacher recruitment, deployment and redeployment.
- Principals and school boards fail to implement the Code of Good
- There is no inclusive recruitment criterion to cater for allocation with teachers' disability.
- There is no strategy to address gender equality in recruitment

- There is a mismatch between teacher supply and projected needs, both in the total number and in the composition (qualification profile) of the teachers.
- Lower basic education schools in mountain districts still have great difficulty recruiting qualified teachers
- Unavailability of retention strategy for teachers

10.5 Main Strategies and Policies

10.5.1 Teacher Training

- Capacity building of all teachers in Inclusive Education (IE) pre and in -service training.
- Determine an annual quota for admission into TTIs in accordance with the country's needs.
- Strengthen Continuous Professional Development / In-Service Training.
- Integrate ICT into teacher training programmes
- Strengthen coordination of teacher training in the ministry by formulating operational teacher training policy
- Provide pre service training for all ECCD teachers
- Engage private sector in financing teacher development
- Develop and implement the professional standards

10.5.2 Teacher Supply and Management

- Roll out the teacher incentive scheme
- Develop a clear-cut legislative or policy framework to address attrition challenge in Lesotho,.
- Develop clear Deployment Policy for teachers with disabilities
- Establish a Teacher Payment Policy
- Design systems for monitoring teacher absenteeism.
- Put in place a transparent Performance Management System for teachers to instill a culture of performance with competencies and professionalism

- Initiate a Labor Export Program with countries in the SADC region to fight teacher unemployment.

10.6 Priority Matrix: Teacher Development, Supply and Management

Strategic Goals	Strategic Objectives	Target	Strategic Action
Improved quality of education and training at all levels.	To strengthen coordination and management of equitable distribution of teachers	All vacant positions filled by 2019 Attain pupil teacher ratio of 1:36 in Lower Basic Education schools and 1:30 in JSS secondary School and 1:18 in SS secondary schools (both academic streams) by 2026	<p>Conduct a study on demand, supply and management of teachers</p> <p>Develop a strategy for grants' management.</p> <p>Develop Establishment Guidelines and re-deployment policy</p> <p>Develop and manage Establishment List for each school.</p> <p>Develop retention strategy for teachers in remote areas</p> <p>Implement exit strategy for unqualified teachers.</p> <p>Develop recruitment policy for teachers.</p> <p>Build capacity of school Boards on recruitment processes</p> <p>Empower Human Resources Officers to coordinate the recruitment process at district level.</p> <p>Facilitate capacity building on comprehensive training programmes for ECCD teachers on full time basis</p>

			<p>Engage private sector in financing teacher development</p> <p>Develop a strategy to attract right candidates to teaching through improved working conditions to make the profession more attractive.</p> <p>Develop a well-structured career path</p>
	To strengthen coordination and management of teachers' development	Co-ordination of teachers' management and development improved by 2026.	<p>Develop and monitor Implementation of Teachers' Training and Development policy</p> <p>Conduct Impact Assessment.</p> <p>Review and implement the Salary and career structure</p> <p>Utilize different media slots to disseminate information to teachers</p> <p>Advocate for inclusion of IE in Pre and In-Service training</p> <p>Coordinate participation of all teachers in Continuing Professional Development, induction of newly recruited teachers, coaching and mentoring.</p>
	To enhance governance in the teaching service	At least 75% of teachers complied with Codes of	Build the capacity of School Boards to be conversant with Codes of Good Practice

		Good Practice by 2026	Conduct periodic induction for newly recruited teachers
		The performance management system operational by 2018	Develop Performance and management policy for the teachers. Implement performance management system
		Electronic Teacher Management Records systems fully functional by 2022.	Develop and implement Electronic Teacher Management Records systems Develop one stop shop for teaching service management

11. Cross-Cutting Issues

11.1 HIV, Health and Well-being

11.1.1 Introduction

HIV and AIDS Coordination Unit, based in the Education Facilities Unit (EFU-Complex), provides services to Education Sector employees, learners, teachers and stakeholders. The Unit ensures that the Ministry of Education and Training is responding appropriately to the HIV pandemic in a co-ordinated and collaborative manner in the areas of HIV management, information dissemination, research and social responsiveness.

11.1.2 Situational Analysis

Health has an impact on education in Lesotho, affecting attendance and retention, and impacting on the quality of education. It is not only affecting attendance and retention of children as a result of diarrheal diseases and acute respiratory infection (ARI), but also leading to drop-outs as a result of early and unintended pregnancy (EUP) and other sexual and reproductive health (SRH) issues. HIV continues to represent the highest burden of disease in the country and to break the vicious cycle will require accessing young people before they become sexually active and providing them with the knowledge, skills and attitudes they need to protect themselves.

School health and nutrition activities are currently provided on an ad-hoc basis and are dependent on the school. Skills-based health education is a major pillar of any school health and nutrition programme, and Lesotho has been, since 2012, reviewing its curriculum to address some of its weaknesses.

Despite strong government commitment and support from external donors, HIV-AIDS remains a major issue in Lesotho. Lesotho Demographic Health Survey (LDHS) 2014 puts HIV prevalence in Lesotho at 25% of the adult population 15-49. Thus the adult HIV prevalence rate in Lesotho remains extremely high making it the second highest in the region and in the world, with only Swaziland reporting a higher prevalence rate. (UNICEF, 2014) reports that there were about 150,000 children below the age of 18 who were orphaned by HIV in 2013 representing 17% of all children in Lesotho. This figure is more than double the average for the 16 SADC countries

(8.2 %). In addition, approximately 36,000 children in Lesotho are living with HIV (UNICEF, 2014). Anecdotal data indicates that a good number of teachers are not able to disclose their status for fear of being stigmatised and discriminated against.

LDHS (2014) reports that comprehensive knowledge of HIV that is critical for risk avoidance and adoption of protective behaviours is below 50% at only 38% among young women and 31% among young men. Similar trends in knowledge are reflected in the finding of SACMEQ III HIV and AIDS Knowledge Test (HAKT) which indicates slightly higher scores among girls than boys.

However, it was clear from the SACMEQ III Project research results that more than three quarters of Grade 6 pupils in Lesotho during 2007 did not have this minimal level of knowledge. This was indeed alarming because Grade 6 pupils in Lesotho are entering a stage of mental and physical development where they may become sexually active, and/or may choose to become involved in high-risk behaviours. The same HAKT however puts teachers' knowledge at 99% while it is only 18.8% among learners. This implies that while teachers may have knowledge, they do not have the skills to impart this knowledge to their learners, It is learners from low socio-economic status and from the rural areas who have low performance in the HAKT.

While HIV represents the highest burden of disease, a number of non-communicable diseases (NCDs) are increasingly becoming prevalent. The STEPS survey²⁷ of 2012 highlighted that 31% of the participants had raised blood pressure. The prevalence of smoking was also quite high at 48.7% among males (0.7% among women). Nearly 35% of men engage in heavy episodic drinking (9.4% of women). The percentage of people who are overweight was 58.2% of female and 24.8% of males and 31.9% of females and 7.9% of males for those who are obese. Mental health is another NCD that is contributing to the country's burden of disease, with the top two mental disorders reported as epilepsy and schizophrenia. Thus NCDs are becoming a major public health problem in Lesotho.

All of these have serious implications for the education sector. Healthy learners learn better and better educated learners have the knowledge and skills to be healthy. Education has a central role for the realisation of SDGs as and towards realisation of UNAIDS 90-90-90 Targets.

The Ministry of Education and Training (MOET) has put in place an HIV and AIDS Coordination Unit whose mandate is expanding to include broader health and well-being of learners in Lesotho Education System. Over the period of Education Sector Strategic Plan (2005-2015), MOET has revised its Life skills Education Curriculum to incorporate Comprehensive Sexuality Education and through Curriculum and Assessment Policy, Life skills-based Sexuality Education

²⁷Ministry of Health. 2013. Lesotho STEPS Survey 2012: fact sheet. Maseru: Ministry of Health

(LBSE) has been integrated at lower basic education level and has become compulsory at upper basic level. Education Sector HIV and AIDS Policy was also formulated and adopted as well as a Draft School Health and Nutrition Policy. HIV and AIDS-related indicators have been incorporated into Education Management Information System and in the National Education Assessment. Lesotho College of Education (LCE) is offering Life skills Course at pre-service teacher education and Faculty of Education (FOE) of National University of Lesotho (NUL) is about to introduce the course in its pre-service teacher education programme. MOET has also collaborated with UNESCO and UNFPA to implement an On-line Comprehensive Sexuality Course for In-service teacher training. MOET also collaborates with the Ministry of Health (MOH) and other relevant stakeholders to ensure provision of friendly health services to learners. An estimated 390,000 primary school children , 50,000 pre-school children benefit from school feeding.

11.1.3 Critical Challenges

There are several challenges with regard to addressing health including HIV and well-being of learners. These include the following:

- Clear support system for learners in the school system. As more learners living with HIV enter the school system, it is not clear how they should be supported. Psychosocial support is also weak for learners who are orphaned and sometimes even heads of households. These tend to impact negatively on retention and performance of learners in schools.
- Protection of vulnerable learners' especially adolescent girls from sexual and gender-based violence. Girls face the possibility of sexual abuse and the exploitation. There is still no clear re-entry policy for female learners who may have had early and unintended pregnancy, thus affecting their ability to continue with education. Learners with disabilities and living with HIV, learners who display non-conforming gender behaviours are likely to experience high levels of stigmatisation and discrimination thus hampering their access to education and remaining in school until they complete the full cycle.
- Support for teachers living with HIV at school level is still very weak. As a result teachers suffer in silence for fear of stigmatisation and discrimination. Many are likely to lose out on school time because of sickness, side-effects of medication and or because they have to get their treatment on a regular basis.
- LBSE curriculum does not yet cover learners in grades 11 and 12 (16-17 year olds and it is still not clear what exists at institutions of higher learning in terms of curriculum and response to HIV. Ability of teachers to effectively deliver LBSE in schools is very much limited. Teachers play key role in ensuring that young people gain the knowledge, skills and attitudes needed to adopt healthy practices and live healthy lives. In order to be able to

deliver LBSE, teachers need to have the right knowledge, skills and attitudes about sexuality and to be comfortable with their sexuality.

- There are large disparities with regards to physical infrastructure and safety in schools. In most schools, limited resources have affected hygiene and sanitation facilities, the provision of clean water, electricity, classroom sizes, etc. In addition, the route to school and the immediate surrounding area have a number of hazards such as river-crossing, closeness to major roads, and lack of safety from harassment. Very little is currently being done to address these dangers although the Child Friendly Schools Standards provides a survey to help principals work through some of these questions.
- Monitoring and evaluation of school health and nutrition activities is currently limited to a small number of indicators in the Education Monitoring and Information System (EMIS) and the Child Friendly Schools Standards that are not yet widely used for health and nutrition.
- Coordination and management within and outside the sector is not very strong. There are still many service providers who provide services within the school setting without following the proper guidelines.

11.2.4 Priority Matrix: HIV and AIDS

Strategic Goals	Strategic Objectives	Target	Strategic Action
<p>To promote healthy living and well-being including curbing the spread of HIV and AIDS in the Education Sector.</p>	<p>To strengthen the Education sector`s institutional and policy framework for HIV and AIDS interventions.</p>	<p>A well-functioning HIV and AIDS institutional and policy framework in place.</p>	<p>Implement the HIV and AIDS Prevention and Management interventions in alignment with the National Policy on HIV and AIDS.</p> <p>Review the existing institutional arrangements to improve coordination of HIV and AIDS interventions within the Education sector.</p> <p>Revive Education Sector Steering Committee to fight the pandemic within the Education sector.</p> <p>Implement Comprehensive Sexuality Education (CSE) and Sexual and Reproductive Health (SRH) issues.</p> <p>Facilitate the mainstreaming of HIV and AIDS into Education sub-sector activities.</p> <p>Manage and maintain a sound workplace wellness programme for the Education sector.</p>
	<p>To establish effective support systems for infected and affected learners, teachers and sector employees.</p>	<p>Significantly reduce the HIV infection rate among sector employees, teachers and learners by 2026</p>	<p>Mobilize communities to expand and increase voluntary support groups.</p>

		Effective support structures that target learners, teachers, Sector employees, in and out of school adolescents and young people by 2026.	Sensitize teachers to utilize the already existing support structures for referral of orphaned and vulnerable children.
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11.2 Special Education

11.2.1 Introduction

The Ministry of Education and Training (MoET) established the Special Education Unit (SEU) as a result of the influence of several International conventions such as the Salamanca Statement²⁸ Education for All Convention of the Rights of the child and others; this is because the Government of Lesotho (GoL), like other countries of the world, recognizes the need to promote inclusion of people with disabilities into every sphere of life. It was in this regard that in 1991, the MoET established SEU with the purpose of integrating learners with special educational needs (LSEN) into the regular school system at all levels, in order to enable them to acquire appropriate life skills and access to quality education. The learners included those who have physical and sensory impairments (Hearing and Visual), those with intellectual disabilities (Attention Deficit Hyperactivity Disorder (ADHD), Down syndrome, Autism, and Learning Disabilities (LD) etc. To achieve this, the SEU was charged with the responsibility of training educators and other caregivers, and has been recognized as an integral part of capacity building in the education sector.

However, according to the current global trends, MoET through the SEU has recognized the need to have a paradigm shift from old pedagogies for instance, the transition from; Integration to Inclusion, Mental retardation to Intellectual disability, Special Education to Inclusive Education. The shift also includes catering for the diversity of learners with respect to abilities, language, culture, gender, age, ethnicity and other forms of human differences. In the process of shifting from Special Education to Inclusive Education the MoET however continues to maintain the Special Education for severe and profound disabilities until the resources (for e.g. inclusive curriculum, qualified teachers, appropriate teaching and learning materials, national assessments) for Inclusive Education are available.

11.2.2 Situational Analysis

Special Education Schools

There are five Special Schools nationwide which cater for learners with different types of disabilities. Some schools offer services for specific types of disabilities, for example centres for the intellectually disabled or deaf, while other Special Schools cater for multiple types of disabilities. According to the Education Statistical Bulletin (2015), there is a total enrolment of 463 LSEN in special schools; of which 226 are males and 237 are females, in the country. In addition, there are seven inclusive Lower Basic Education schools and four inclusive upper basic education and secondary schools nationwide which integrate LSEN into special-needs-friendly standard schools.

²⁸The Salamanca Statement and Framework for Action on Special Needs Education, 1994

Higher Institutions of learning that offer Special Education

Lesotho College of Education offers an introductory program on special education for both lower basic education and secondary school teacher trainees. National University of Lesotho (NUL) offers a degree programme with Special Education as a specialization. The institution admits students with special educational needs and has a special education needs unit housed in the Faculty of Education to address the special education needs of students in all faculties.

11.2.3 Critical Challenges

There are several critical challenges faced by the SEU in promoting its mandate, which can be addressed through the development of an Inclusive Education Policy which will address the institutional needs of the Unit as well as the special and inclusive schools. The challenges faced by the sector are qualified under access and quality:

Access

- There are few Special and Inclusive schools at all levels of learning in the country which results in low enrolments for LSEN.
- There are still poor perceptions and negative attitudes towards special needs children which results in low access to schooling.
- Most LSEN are from disadvantaged families who cannot support children's schooling which results in high dropout rates for LSEN.
- There are still few graduates into the world of work who have special needs as a result of limited entry into some HEIs due to non-inclusive practices (such as the issuance of Application forms that do accommodate LSEN).
- Rigid curriculum at a schools' which does not accommodate or cater for LSEN.

Quality

- Poorly coordinated provision of services at the school level, where various partners provide infrastructure and equipment which is not entirely conducive for LSEN in many schools; due to the fact that there are no clearly defined guidelines and standards for providing facilities.
- There is usually one teacher that practices in specific special education schools (e.g. centres for the Intellectually Disabled) whilst in the ideal situation each Teacher should have an Assistant.
- There is a shortage of learning materials, textbooks and appropriate technology for LSEN in schools.
There is lack of diversity in the special education programs offered at some Higher Learning institutions while some, being of older curricula, are not aligned with inclusive education.

11.2.4 Main Strategies and Policies

- Development and implementation of Inclusive Education Policy which will address all Special Education issues.
- Expansion of Curricular on Special Education at HEIs.
- Capacitation of Special Education Unit.
- Intensify sensitization on the issues of disability and special needs.
- Establishment of more Special and Inclusive schools at regional levels.
- Strengthen support to special and inclusive school.

11.2.5 Priority Matrix: Special Education

Strategic Goals	Strategic Objectives	Target	Strategic Action
Increased access to quality Special Education.	To expand provision of inclusive education into education system.	At least 25% of primary schools and 5% of post primary schools inclusive by 2026.	<p>Conduct a study in search of children with disabilities out of school.</p> <p>Intensify community awareness campaigns.</p> <p>Facilitate establishment of some reference centres (in existing inclusive schools) to disseminate good practices.</p> <p>Develop and implement an inclusive education Policy.</p>
	To strengthen delivery of inclusive education.	Inclusive Education policy implemented by 2026	<p>Facilitate completion of the intellectual disability curriculum.</p> <p>Facilitate employment of Sign Language interpreters and Orientation & Mobility instructors</p> <p>Facilitate Supply of appropriate teaching and learning materials for LSEN/disabilities such as Brailed textbooks, stylus, slates, manila paper.</p> <p>Conduct periodic supervisions and mentorships sessions in all schools.</p> <p>To build capacity of teachers/instructors on disability issues and relevant teaching strategies in all educational levels (ECCD to higher Education).</p>

	To increase human resource in the special Education Unit	Human resource in the SEU increased and decentralized by 2026	To facilitate establishment of 4 Itinerant teachers to cover the 4 remaining districts.
	To enhance capacity of the SEU	SEU officers trained on new inclusion trends by 2026	Capacitate SEU officers on handling different types of disabilities

11.3 Climate Change and Emergency Preparedness in Education

11.3.1 Introduction

Emergency is induced by different factors such as climate change and conflict and it often happens when it is least expected. It is therefore crucial for each nation to plan and prepare for it. In Lesotho, each sector is mandated to plan and prepare for any emergency that might occur considering the fact that the country is prone to emergencies caused by drought, floods, frost, and snow. Within the education sector, issues such as curriculum implementation, access to schools, learning hours, and access to clean water are affected as a result of emergencies. In addition, the country has had its share of political conflict in the past which affected education sector negatively, consequently it is essential that the education sector is also prepared for emergencies caused by conflict of any kind.

Operating in the framework of Education for Sustainable Development, the Education Sector will contribute towards attainment of Sustainable Development Goals 13 and 15 which read “Take urgent action to combat climate change and its impacts”; and “Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation and halt bio-diversity loss” respectively. In this framework, climate change education fosters understanding of the complexities and interconnection of the various challenges posed by climate change and emergencies thereof.

Climate Change Education and emergency preparedness promote learning about the causes and effects of climate change and conflict as well as possible responses, providing a cross curricula and multidisciplinary perspectives. It develops competences in the field of climate change mitigation and adaptation, with the aim to promote climate-resilient and conflict-resilient development and reduce the vulnerability of schools and institutions of higher learning to disasters and emergencies. Crucially, climate change education and emergency preparedness help schools and institutions to make informed decisions by preparing learners, communities and education systems to face natural and human induced hazards. It contributes to disaster risk reduction efforts.

11.3.2 Situation Analysis

Education sector in Lesotho is often hit by emergencies for which the sector is often not prepared. This is evidenced by unavailability of an education sector contingency plan and sector specific emergency risk assessment. Curricula at different levels are not fully responsive to emergencies caused by natural phenomena as well as human-induced emergencies. In recent times, however, there are strides made in recognition of the importance of including climate change and disaster risk reduction in curriculum and assessment.

At present, climate change and emergency are not fully addressed as components in Lesotho's educational system. At pre-school, they are not distinct in the curriculum, however, some of the pre-school teachers use environment issues to teach about climate change and emergencies. Climate change is treated as a subsection in Geography, Agriculture and Science, with some aspects under Development Studies. At Primary School level issues of climate change are addressed even though there is no explicit reference to climate change. There are, however, numerous openings where the subject is addressed. For instance, in Grades 1 to 3, Unit 3 "the world around me", Grade 4 unit 3 "understanding and sustaining the environment" and Grade 5 issues of climate change are covered in Science and Technological Learning Area. These concepts are taught even in Grades 6 and 7 using a spiral approach.

At secondary education level, climate change issues are included in the curricula of subjects like Geography, Development Studies, Science, Biology and Agriculture. In Geography two learning outcomes address climate change, and in Development Studies topics such as problems of development, industrialization and resources can carry climate change issues including conflict related ones.

Lesotho's tertiary education institutions offer varying levels of training in climate change-related topics although there are no full-fledged formal programmes on climate change per se. The curriculum of several of the programmes includes modules that partially address climate change issues, such as ecology, Biology, Geography, Development Studies, Meteorology and climatology, Synoptic climatology and Environmental Science. Conflict related issues are dealt with in political science courses and related courses.

However, as is the case with the tertiary level institutions, most schools lack basic equipment and materials for effective environmental studies, including climate change. They also lack equipment and materials to respond to any kind of emergency so that learning and teaching continues despite an emergency caused by either climate change or conflict.

11.3.3 Critical challenges

- Inadequate Integration of knowledge and skills required to respond to the impacts of climate change issues in the education sector;
- Inadequate capacity to undertake emergency preparedness and response;
- The chronic shortage of scientific knowledge and expertise around climate change and its impacts especially on education;
- Unavailability of emergency preparedness plan for the education sector;

- Unavailability of national education contingency plan to address safety, security, physical and psychosocial well-being of students and teachers before, during and after the emergency/

11.3.4 Main Strategies and Policies

- Promote and Utilize gender sensitive approaches across climate and emergency preparedness programming and engage both learners and students.
- Establish a system for identification of actions that increase climate and emergency resilience in the education sector
- Establish effective governance system for Emergency Preparedness and response within the education sector.

11.3.5 Priority Matrix: Climate Change and Emergency Preparedness in Education			
Strategic Goals	Strategic Objectives	Target	Strategic Action
Education sector responsive to emergencies caused by climate change or conflict	. Strengthen emergency preparedness and response within the education sector.	Climate change, emergency preparedness and disaster risk reduction mainstreamed in education system by 2026	<p>Re-orient teaching and learning to help teachers and learners to respond to a diverse and rapidly changing world in the area of climate change impacts and emergency preparedness</p> <p>Institutionalize climate change and emergency preparedness within the education system</p> <p>Integrate climate change and climate change responses into the education and training programs in the national education system</p> <p>Conduct risk assessment study under the leadership of the MOET</p> <p>Enhance the capacity of staff in education and training sector to respond to emergencies</p> <p>Develop a national education contingency plan.</p> <p>Adapt education sector to seasonality changes in order to ably respond to emergencies or climate change</p>

11.4 Gender in Education

11.4.1 Introduction

The current Education Sector Plan, aims at contributing towards achievement of Sustainable Development Goal (SDG) 5 that reads “Achieve gender equality and empower all women and girls.” In particular, target 5.3 aims to “Eliminate all harmful practices, such as child early and forced marriages and female genital mutilation;” and 5.c “Adopt and strengthen sound policies and enforceable legislations for the promotion of gender equality and the empowerment of all women and girls at all levels.”

Issues such as gender based-based violence, gender stereo types and gender disparities are still a common threat throughout the world. Lesotho as part of the global world has its fair share of gender related issues which need to be addressed. As such, gender is a cross-cutting and overarching issue which should be deliberately mainstreamed in all education programs. Deliberate efforts to uplift both men and women to enable them to contribute equally and meaningfully to the development of their persons, families and communities, receive equal protection and treatment before the laws of the land are paramount. As such, the Ministry of Education and Training as an agent of change and societal modelling, strives to ensure that all education and training efforts and interventions are gender-sensitive.

11.4.2 Situation Analysis

Impressive strides have been made to address gender disparities in Lesotho, notably the passing of laws such Sexual Offences Act (2003) that protects both women and men, girls and boys, from sexual harassment and abuse; Legal Capacity of Married Persons Act (2006) that removed the minority status of women among others; and Land Act (2010) which now allows women to own and register land in their name; and Child Protection and Welfare Act (2011) that protects the rights of children including in the education sector. All these are efforts to domesticate international and regional instruments which Lesotho is signatory to such as Convention on Elimination of. All Forms of Discrimination against Women; Convention on the Rights of the Child; and SADC Protocol on Gender and Development. Despite these impressive advances made by the country, unequal gender relations are still a dominant feature in Lesotho. Due to the patrilineal and patriarchal nature of the Basotho society, women and men, girls and boys continue to experience gender violence in both private and public domains, at times in subtle ways, at other times in conspicuous ways. The power and socio-economic imbalances that exist between men and women, boys and girls expose them to abuse, sexual violence, teenage pregnancy, early marriages, and HIV transmission and infection. All these issues affect education access, retention, completion and ultimate advancement in the world of work.

Looking at the curriculum, at both ECCD and primary levels, the curriculum adopts an integrated approach and is accessible to both boy and girl child. ECCD curriculum is gender responsive such that Life-skills addresses the developmental needs of both boys and girls. At primary, there are efforts to address gender stereotypes and insensitivity in the current integrated curriculum materials. Life-skills Education which addresses issues of gender and human rights emerges as a subject in Grade 7. However, there are instances of materials that still inculcate gender stereotypes (for instance, Grade 3 Unit 1 Learner's book). At secondary level, Life-skills Based Sexuality Education is on trial, to be mainstreamed in all secondary schools in 2017, and it addresses gender issues. The challenge, however, is still that in the secondary level specialisation tends to favour boys in subjects such as woodwork, metal work and science; and girls in Home Economics, Needlework and languages.

Despite all the initiatives to address gender related issues, gender disparities still exist as evidenced by early and forced marriages that make girls drop out of school while boys drop out to herd animals. On another issue, although for years girls enrolments in primary were higher than those of boys, currently enrolment patterns are skewed towards boys (Males 51 percent, Females 49 percent) , the phenomenon which is not new in secondary (Females 57.2 percent, Males 42.8 percent), technical and vocational (Females 56.6 percent, Males 43.4 percent) and tertiary (Females 58.5 percent, Males 41.5 percent). In the mountain areas, however, at primary level, girls have higher enrolments (Education Statistical Bulletin 2015). At tertiary, natural sciences, technical and vocational areas are still dominated mainly by males (Education Statistical Bulletin 2015).

11.4.3 Critical Challenges

- Some curriculum materials still perpetuate gender stereotypes;
- Participation in education favouring one sex over the other in different levels of education;
- Lack of gender-sensitive sanitation facilities and protective environment at school and institution levels;
- Perceptions that males perform better in leadership roles than women resulting in gender insensitive human resource management and gender-based violence.

11.4.4 Main Strategies and Policies

The key strategy is to mainstream gender across programmes, curricula, policies and levels in the education sector. In addition, the following are other strategies that will be used to address gender disparities and other related issues:

- Undertake curriculum audit at primary level and review at secondary level;
- Implement CFS initiative to scale and institutionalise it in teacher training;

- Undertake gender audit of the education sector;
- Create awareness on gender issues and monitor gender practices at all levels of education;
- Capacitate human resources at all levels of education on gender issues;
- Advocacy on gender equity and equality.

11.4.5 Priority Matrix: Gender in Education

Strategic goals	Strategic Objectives	Target	Strategic Action
To have promoted gender equality and ensured Empowerment of disadvantaged groups.	To attain gender equity and parity in the Education system.	Eliminate gender disparities at all levels of education by 2026.	Promote gender –sensitive and equitable access to, and participation in, education and training
			Create a gender-violence free teaching and learning environment.
			Capacitate human resources in the sector on gender issues.
			Implement Gender and Development Policy and other gender responsive policies.
			Engender curricula.

PART THREE

*Implementation Framework, Planning,
Monitoring & Evaluation and Financing*

Chapter 12

12. Implementation framework, planning, monitoring and evaluation

12.1 Implementation Framework

The existing programmes shall constitute the Sector Plan's implementation organs and the existing committees under the various programmes shall be realigned to the targeted goals, objectives and activities of the Strategic Plan. In this regard, the strategic plan implementation will be infused into the existing MOET structures, the Planning Unit being the kingpin of coordination, planning and M&E activities. A revived LEG will bring cooperating partners and other stakeholders together with MOET to monitor the Strategic plan implementation and discuss main challenges to the education system.

12.1.1 Coordination

The Ministry of Education and Training is the first responsible entity for the implementation of the ESP and therefore will take the needed initiatives for coordination, reporting, monitoring and evaluation and regular interactions with the stakeholders.

Coordination between MoET's directorates

At the political level, the Minister and the Principal Secretary are in charge of the coordination of the ESP.

The daily coordination, at the technical level, is the main responsibility of the Planning Unit. This task encompasses following up the time frames, monitoring the launching and the implementation of the activities, the evaluation of the results, a regular reporting, and dissemination of information toward administrative bodies both at the national and district levels.

Coordination between MoET and stakeholders

The Local Education Group (LEG) is the platform that will bring together all education stakeholders. Other Ministries (Finance, Civil Service, Social Affairs), school owners and churches, parents' associations, teachers' unions, NGOs involved in education sector, external partners participate in the LEG meetings.

These meetings will be organised by the MoET on a quarterly basis and chaired by the Principal Secretary. The Planning Unit is in charge of the agenda of the meetings and displays the documentation accordingly, at least one week before the meeting. One of the participants is in charge of the minutes, on a rotating basis. The minutes will be posted to every participant by the Planning Unit.

12.1.2 Monitoring, reporting and planning

Monitoring and reports are the overall duty of the Planning Unit. An annual comprehensive report will display the ESP indicators matrix with current figures (statistical indicators) and status (process indicators), and will include comments on the main achievements and/or difficulties.

The Planning Unit will also be in charge of overseeing and consolidating the annual actions plan, to be approved by the annual Sector Review.

12.1.3 Annual Sector Review

The Annual Sector Review will gather the actors of the education system on a broader basis than the LEG. The local administrative bodies and a wider sample of school owners will be invited to participate.

The Review will debate on the major findings of the annual implementation report, approve the annual action plan and highlight the core priorities to address. The role of the Review is indeed twofold. On the one hand, by approving the annual action plan, it will take an informed decision on a detailed analysis of the plan, as prepared by the Planning Unit. On the other hand, the Review will stick to analysing and addressing the main challenges of the education system, without diluting discussions by supervising all activities in detail.

The Annual Review Aide-memoire will be disseminated among the whole community of stakeholders and partners.

12.2 Planning, Monitoring and Evaluation

12.2.1 Introduction

The Government of Lesotho decentralised the planning function in the 1990s in an effort to strengthen the national planning processes. The Planning departments within the sectors are mandated to coordinate; (i) development of sector policies and plans (strategic and annual plans), (ii) data collection and management, (iii) monitoring and evaluation activities and (iv) research activities. The Planning departments are also expected to mobilise resources and coordinate all the donor and implementing partners within their sector in an effort to ensure adherence to the Government's strategies.

12.2.2 Situational Analysis

In the Education sector of Lesotho, the department of planning had been coordinating the development of the strategic plans and three year sector plans since 2005. Coordination of the annual sector operational planning to ensure alignment of the annual sector objectives and activities to the strategic plan suggested interventions had been minimal over the years. The department did not manage to coordinate the annual sector reviews to monitor and evaluate progress made towards achieving the set 2005-2015 strategic plan targets due to lack of capacity. Coordination of the Education sector research was also not efficiently done during the 2005-15 ESP. The current practice of conducting research is not often generated locally and does not grow out of an agreed National Research Agenda. To date, the Monitoring and Evaluation and research systems do not clearly articulate the process of disseminating and utilizing the findings.

12.2.3 Critical Challenges

- Centralised Education Management Information System that leads to compromised quality of data
- Lack of capacity to coordinate sector Monitoring and Evaluation, and research activities
- Weak partner coordination system
- Centralised Monitoring and evaluation and planning
- Uncoordinated research within the Education Sector that Leads to minimal utilization of research findings

12.2.4 Main Strategies and Policies

- To ensure coordinated, regulated and appropriately prioritized Education research that contributes to and supports policy/strategic reviews
- To provide timely, relevant, accurate and valid education information on a sustainable and integrated basis
- To enhance applications of ICT in the education information management
- To strengthen capacity of data management at all levels to ensure that quality data is timely produced and utilised
- To develop web-based Education Management Information System and the MoET Information Communication and Technology (ICT) department will oversee its management with the support from the private operator.
- To institutionalise monitoring and evaluation function by developing the Monitoring and Evaluation plan for the 2016-2026 ESP

12.2.5 Priority Matrix: Planning, Monitoring and Evaluation

Strategic Goals	Strategic Objectives	Target	Strategic Action
Enhanced utilization of quality data within the Education Sector.	To institutionalise Monitoring and Evaluation within the Education sector.	Functional Monitoring and Evaluation system by 2026.	Establish integrated Monitoring and Evaluation system. Build capacity of Planning Unit to conduct monitoring and evaluation activities.
	To enhance data management within the Education sector.	Improved Education Management Information System by 2026.	Develop and implement an integrated EMIS. Decentralize Education Management Information System. Capacitate strategic information (EMIS, Research, M&E, Programme Managers and IT).
	To strengthen coordination of planning process within the Education sector.	Integrated Annual Operational Plans In place. National Education Policy in place by 2026.	Facilitate development of integrated Annual Operational Plan. Establish a partnership coordination system. Develop and implement National Education Policy.
	To strengthen coordination of research within the Education sector.	Functional research system by 2026.	Establish a research coordination system.

13. Cost and Financing

The first step towards the elaboration of the second ESP has been the realisation of a simulation model.

The simulation model;

- is based upon the figures of public resources and public spending in education for the last year for which data is available. The baseline year for the simulation model is 2014
- makes hypothesis about;
 - the expected GDP growth rate for the coming years;
 - the expected growth rate of the global and school-aged population;
 - the share of education in the global expenses of the State;
- makes projections of enrolment, in accordance to the main goals of the policy, of the wages bill and on other expenses such as teaching materials, school feeding, administrative costs, etc.
- provides guidance to the authorities for a financial scenario, reflecting their priorities and proving to be sustainable with regards to the expected resources.

13.1 Mobilisation of public resources for the education sector

The hypotheses for the mobilisation of public resources are the following:

- An average 4 percent growth rate, constant over the period;
- A slight decreasing trend for the share of public recurrent spending in GDP, from 39.60 percent to 37 percent;
- A slight decreasing trend for the share of education sector in total recurrent public spending, from 24.23 percent to 23 percent;
- As a result of the two previous assumptions, the public spending in education should slowly decrease from 9.60 percent to 8.51 percent of the GDP.

This pattern is consistent with the provisions held by the Ministry of Finance.

As to GDP growth, the Ministry of Finance highlights both positive - prospects for mining opening and possible building of a major dam on the short term - and negative – pessimistic

outlook in the textile industry due to AGOA²⁹ dispute – factors that shall produce a stable growth.

Table 10: Projected Public Spending

	Target	2014	2017	2018	2019	2025
Public Resources		<i>Baseline</i>	<i>Projections</i>			
	4% (growth rate)					
GDP (million M)		23673	26 629	27 694	28 802	36 443
Population (thousand)		2102	2 163	2 184	2 205	2 325
Per Capita GDP		11 262	12 308	12 678	13 062	15 674
Public recurrent spending (million M)		9 375	10 356	10 705	11 065	13 484
% of GDP	37%	39.60%	38.89%	38.65%	38.42%	37%
Public recurrent spending on education (million M)		2 272	2 475	2 546	2 619	3 101
% of Public spending	23%	24.23%	23.90%	23.78%	23.67%	23%
% of GDP		9.60%	9.29%	9.19%	9.09%	8.51%

The population growth is very low and still slowing down.

Despite both the quite pessimistic anticipations for economic growth and the decreasing trend in public spending, it is worth noticing that education is still at a very high priority rank in Lesotho and that the country devotes a very impressive part of its wealth to education – according to the Education Sector Analysis Report (2016), this level of priority is the highest among 16 countries in Australia and Central Africa.

13. 2 Current Expenditure

The simulation model baseline allows, from the schooling population and withholding policy options, to estimate the main costs of the ESP (current spending).

The model itself includes the most significant costs of this policy: wage bills, large masses of other current expenditures such as school feeding and administrative costs.

Table 11: Projected Public Expenditure by Educational Level 2017-2025

Current expenditure (million Maloti)	2014	2017	2018	2019	2025
	<i>Baseline</i>	<i>Projections</i>			
Pre-school	17.14	98.29	106.10	114.19	157.98
Lower Basic Education	1 269.05	1 307.84	1 336.98	1 369.19	1 664.55

²⁹ African Growth and Opportunity Act: AGOA is a trade act link USA and African countries

Junior secondary education (O Lev)	429.95	464.29	487.82	510.23	966.27
<i>General</i>	427.75	461.62	470.87	459.41	649.84
<i>Pre-VOC</i>	0.00	0.00	0.00	18.10	142.90
<i>Artisan</i>	2.20	2.67	16.96	32.72	173.53
Senior secondary education (A level)	311.51	338.24	336.70	380.92	414.05
<i>Academic</i>	290.75	296.48	288.39	279.47	242.79
<i>TVET (education)</i>	0.00	0.00	0.00	46.72	66.72
<i>TVET (Training)</i>	20.76	41.76	48.31	54.73	104.54
Higher education /Post-secondary	234.14	288.03	308.54	335.59	485.23
<i>Post-secondary training</i>	8.99	13.54	15.17	20.18	42.63
<i>Higher education</i>	225.15	274.49	293.36	315.41	442.60
Non-Formal Education	9.77	11.26	11.99	12.77	18.52
Total	2 271.57	2 507.95	2 588.13	2 722.89	3 706.60

Table 12: Projected Sector Expenditure by Educational Level

Sub-sector current expenditures as a % of total current expenditures	2014	2017	2018	2019	2025
	<i>Baseline</i>	<i>Projections</i>			
Pre-school	0.75%	3.92%	4.10%	4.19%	4.26%
Lower Basic Education	55.87%	52.15%	51.66%	50.28%	44.91%
Junior secondary education (O Lev)	18.93%	18.51%	18.85%	18.74%	26.07%
<i>General</i>	18.83%	18.41%	18.19%	16.87%	17.53%
<i>TVET</i>	0.00%	0.00%	0.00%	0.66%	3.86%
<i>Artisan</i>	0.10%	0.11%	0.66%	1.20%	4.68%
Senior secondary education (A level)	13.71%	13.49%	13.01%	13.99%	11.17%
<i>Academic</i>	12.80%	11.82%	11.14%	10.26%	6.55%
<i>TVET (education)</i>	0.00%	0.00%	0.00%	1.72%	1.80%
<i>TVET (Training)</i>	0.91%	1.66%	1.87%	2.01%	2.82%
Higher education /Post-secondary	10.31%	11.48%	11.92%	12.32%	13.09%
<i>Post-secondary training</i>	0.40%	0.54%	0.59%	0.74%	1.15%
<i>Higher education</i>	9.91%	10.94%	11.33%	11.58%	11.94%
Non-Formal Education	0.43%	0.45%	0.46%	0.47%	0.50%
Total	100.00%	100.00%	100.00%	100.00%	100.00%

The allocation of expenses between sub-sectors reflects the major trends of the MoET’s policy.

The shares of pre-school, Junior Secondary and TVET are expected to increase strongly, as the expanded access at these levels is promoted by the authorities as priorities.

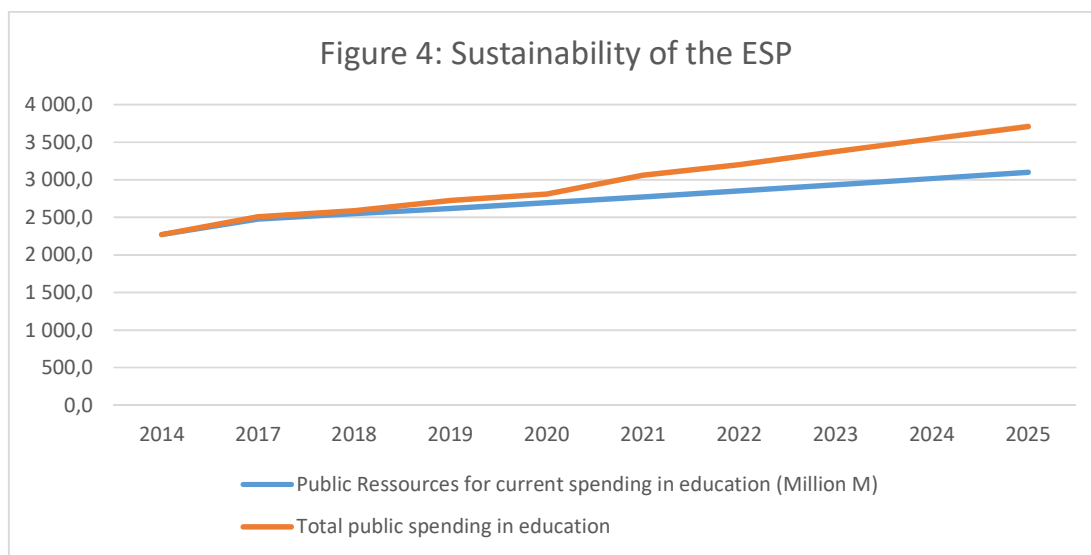
The share of Lower Basic Education remains over 50 percent of the total spending up to 2019, despite a very slight increase in the 6-12-year-old population, due to the priority given to the universal achievement at grade 7.

The bulk of current spending relates to basic education (including Primary and Junior Secondary), as its share in total current spending remains over 70 percent all over the period.

13.3 Sustainability and financial gap

Global trend

The graph below shows the trends of both resources for education current spending and the total current education spending, according to the projections of the simulation model.



The gap between the two curves is the financial gap, as estimated by the simulation model. The graph is clearly divided in two periods. During the first one, up to 2020, the financial gap is very light, likely to be inferior to the line thickness or to the unavoidable imprecision of financial projections. But the second period shows another pattern, which might seem threatening the sustainability of the ESP.

First period: 2017-2020**Table 13: Projected Public expenditure by Sector 2017-2020**

(Million Maloti)	2014	2017	2018	2019	2020
Public Resources for current spending in education	2 271.6	2 474.7	2 546.0	2 619.3	2 694.5
Total public spending in education	2 271.6	2 507.9	2 588.1	2 722.9	2 807.9
GAP (Million M)	0.0	-33.3	-42.1	-103.6	-113.4
gap (Million USD)	0.0	-2.3	-2.9	-7.1	-7.7
Gap (as a percent of total spending in education)	0.00%	-1.33%	-1.63%	-3.80%	-4.04%

From 2017 to 2020, the financial gap evolves from very light to moderate. The risk of a resources shortfall towards the ESP goals is very moderate, inferior to the usual rate of under execution of the State budget and can easily be mitigated through

- External resources support
- Slowing down a little bit the pace of increasing enrolments in non-priority subsectors.

Second period: 2021-2025**Table 14: Projected Public expenditure by Sector 2021-2025**

(Million Maloti)	2021	2022	2023	2024	2025
Public Resources for current spending in	2 771.7	2 850.9	2 932.3	3 015.7	3 101.3
Total public spending in education	3 061.5	3 200.9	3 375.1	3 544.7	3 706.6
GAP (Million Maloti)	-289.8	-349.9	-442.8	-529.0	-605.3
gap (Million USD)	-19.8	-23.9	-30.2	-36.1	-41.3
Gap % (as a % of total spending in education)	-9.47%	-10.93%	-13.12%	-14.92%	-16.33%

For this second period, the gap, as calculated by the simulation model, is serious.

A sharp decrease in the salary bill, together with new regulations for the management of the teaching corps, could however mitigate this trend.

Indeed, the simulation model, elaborated in 2016, does go along with the current regulations pertaining to the teacher's salary grid (a salary raise automatically linked with obtaining a degree, irrespectively of position). Hence, the model simply shows what would happen (a serious financial gap, endangering eventually the ESP) if payment mechanisms remain unchanged.

But the Government of Lesotho is aware of the excessive weight of the salary bill, and mainly for the Armed Forces and the education sector, the first two contributors of the national wages bill. The global reduction of the salary bill is already on the agenda of the Government and the MoET has been invited to participate in this effort.

The Education Act of 2010 is currently under review and the MoET aims to give more weight to professional performance and experience, vis-à-vis academic certificates in the general sense, in determining the rank and pay of teachers.

Furthermore, the MoET is currently expecting the result of two parallel processes

- A biometrical census of the whole civil service in Lesotho
- A specific survey about supply and demand of teachers.

These two processes are expected to result in an identification of ghost workers, to be removed from the payroll, and maybe in a lower estimation of the new recruitments' needs of teachers.

13.4 Overall sustainability

The financial room for the development of education sector in Lesotho is located between the demographic constraint and the mobilisation of public resources.

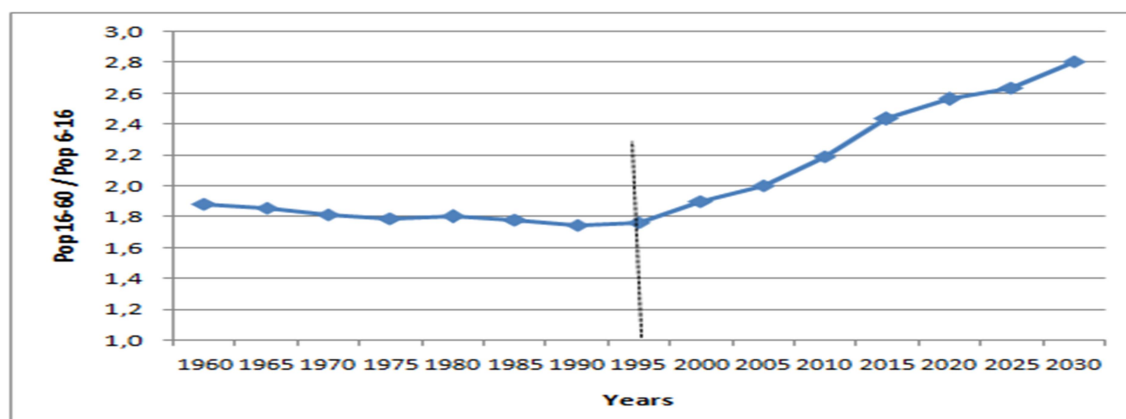
The demographic pattern in Lesotho is a very comfortable one regarding the issue of education, since

- the annual growth is very low
- the weight of the school age population in total population (demographic dependence) is on a decreasing trend, as shown by the table and the figure below.

Table 15: Annual growth rates of national population, 1970-2025

Years	1970	1985	2000	2015	2025
National population (million)	1.033	1.487	1.964	2.163	2.325
Average annual rate of growth	2.46 %		1.87 %	0.64 %	0.73 %

(UN, source)

Figure 5: Ratio between populations aged 16-60 and 6-16, 1960-2030

(UN, source)

On the other hand, the education sector is a traditional priority in the public budget, and the share of the national wealth devoted to education in Lesotho is the highest in the world, according to UNDP (2012)³⁰. This commitment is a long-term and constant one and is not to be questioned, as shown from data since 2000:

Table 16: Public Spending on education as a % of Recurrent budget and GDP

Year	Public spending on education	
	Public recurrent budget	GDP
2000	21.1 %	9.5 %
2001	24.7 %	9.5 %
2002	25.0 %	9.8 %
2003	25.5 %	10.1 %
2004	21.0 %	8.1 %
2005	21.1%	8.5 %
2006	20.0 %	8.3 %
2007	23.2 %	9.4 %
2008	20.5 %	9.1 %
2009	22.2 %	10.6 %
2010	21.4 %	10.0 %
2011	22.9 %	10.4 %
2012	23.1 %	10.1 %
2013	22,4 %	9.2 %
2014	23.3 %	9.2 %

As a result, the overall sustainability of the ESP objectives (basic education for all, better access to IECCD, Senior Secondary, HE, expansion of TVET) is not a very agonizing question.

³⁰ <http://hdr.undp.org/en/content/expenditure-education-public-gdp>

There is no doubt that the financial room in Lesotho is broad enough to enable MoET and its partners to achieve their goals. A strong and yearly follow-up of the reforms, checking out that they actually turn into improvements in efficiency, will provide the best guarantee that there is no mismatch between the financial room and the development of education sector.

Annex: Indicators Matrix

The purpose of the indicator matrix is to facilitate the follow-up of the ESP main strategies and to provide entry points for the discussions to be held at the annual sector reviews.

Hence, the matrix is limited to a short number of indicators: the focus is put on the main goals to be achieved or on the main reforms to be implemented. The annual report, to be submitted at the review, should contain (i) the last figures or status of these indicators and (ii) comments about the likelihood to achieve the goals or the pace of reforms.

However, the Planning Unit has developed a more comprehensive set of indicators and will use it for the purpose of a more detailed and regular ESP follow-up.

The indicator matrix is subdivided in two parts.

The first one gathers the main statistical indicators, to be provided by the Planning Unit. The figures are drawn from the simulation model and the baseline year is 2014.

The second one is a list of process indicators. It reflects, for every chapter of the ESP, the main reforms to be implemented and the principal milestones.

1. Statistical indicators

Table A1: IECCD

	<i>Baseline 2014</i>	<i>2020</i>	<i>2025</i>
Enrolments in reception classes	5000	10000	14500
Enrolments in community-based pre-schools	43000	45000	44000
GER pre-school (total enrolments/population 4-5 years)	47.8 %	51.7 %	55 %

Table A2: Lower Basic Education

	<i>Baseline 2014</i>	<i>2020</i>	<i>2025</i>
Lower Basic Education completion rate	75.7%	86.2%	95% (5% NFE)
Gross intake rate grade 1	98 %	99.1%	100 %
PTR	32.8	34.6	36
% repeaters	17 %	11 %	6 %
Overall mean score, NAS, grade 4, maths	35 %		
Overall mean score, NAS, grade 4, Sesotho	39 %		
Overall mean score, NAS, grade 4, English	40 %		
Overall mean score, NAS, grade 4, lower quintile, maths	To be calculated		
Overall mean score, NAS, grade 4, lower quintile, Sesotho	To be calculated		

Overall mean score, NAS, grade 4, lower quintile, English	To be calculated		
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Table A3: Junior Secondary

	<i>Baseline 2014</i>	<i>2020</i>	<i>2025</i>
Transition rate grade 7-grade 8 (including Artisan)	85.1 %	94 %	94 %
JS Completion rate (at grade 10) ³¹	42.8 %	69 %	80 %
% repeaters	13 %	11,4 %	10 %
Dispatching of students' flows between the three streams			
General Education	99,66%	89%	76%
Pre-voc	0,00%	5%	14%
Artisan	0,34%	5%	10%

Table A4: Senior Secondary

	<i>Baseline 2014</i>	<i>2020</i>	<i>2025</i>
Pass rate LGSE	61.7%	68.9%	75%
SS completion rate	31.3 %	35%	38%
% repeaters	16%	13.8%	12%
Dispatching of students' flows between the three streams			
Academic	96%	73%	56%
Technical	0%	13%	19%
Vocational	4%	14%	25%

Table A5: TVET

	<i>Baseline 2014</i>	<i>2020</i>	<i>2025</i>
Enrolments, Artisan (at JS age)	322	5995	17871
Enrolments TVET, at SS age	1791	5957	9429
Enrolments TVAT, HE level	1879	2986	3423

Table A6: HE (excluding TVET)

	<i>Baseline 2014</i>	<i>2020</i>	<i>2025</i>
Enrolments at University	23545	26055	25028
<i>Enrolments by field of study</i>			
Humanities and arts	4,5%		5%
Natural Sciences	5,0%		10%
Health and welfare	8,6%		12%
Engineering and construction	14,3%		20%
Education	30,8%		28%
Social sciences	36,8%		25%

³¹ (Non-repeaters /enrolment in grade 10)/population 15 years, source: Education Statistic Report, tables 4.1 and 4.19 and simulation model Line 135

Table A7: NFE

	<i>Baseline 2014</i>	<i>2020</i>	<i>2025</i>
Enrolments of NFE literacy and Secondary learners	10241	11079	11777
LDTC literacy programme learners	5993	8400	10000

2. Process indicators and milestones

Curriculum and assessment

- Implementation of three streams:

2017: preparatory surveys realised

2018: pilot phase and review

2019: first intakes in new pre-vocational (JS level) and technical education (SS level)

- Introduction of Advanced Subsidiary and Advanced level

2021: implementation of 11th grade in JS schools

IECCD

2017: subsidy community teachers

2018: Implementation of annual national plans for in-service training

Lower Basic Education

2017: mapping survey on the status of Lower Basic Education schools (supply and demand issues) with a focus on remote districts

2018: OoSC survey

2020: Training school principals and school boards on CFS and efficient running of schools (implemented in 2020)

Secondary

2018: study on accommodation options for secondary level students in remote areas (boarding schools, students posted in host families) or alternative solutions (small-size schools)

2017-2018: building, upgrading and equipment for the new pre-vocational and technical streams

TVET

2020: set up the Lesotho Skills Authority (LSA)

2020: set up the National Training Fund (NTF)

HE

2020: Higher Education Institutions Subvention Allocation Model (HEISAM) implemented

NFE and ODL

2018: Development of guidelines for the sharing of existing infrastructure and expertise with the formal system

2020: Literacy programs expanded to the four remaining districts

Teachers Development, Supply and Management

2018: Take stock of the results and recommendations of the Teacher Demand, Supply and Management study and of the results and recommendations of the World Bank Project on Public Sector Modernisation System and elaborate new posting and management policies

2018: Electronic Teachers Management System operational

HIV-AIDS

2018: information dissemination on Comprehensive Sexuality Education (CSE), Sexual and Reproductive Health (SRH) to learners, teachers, sector employees, adolescents and young people

2020: Implement Extra-curricular Guidelines so as to strengthen the interventions implemented by Faith-Based Organizations (FBOs), traditional leaders, Non-Governmental Organizations (NGOs) and Line ministries for a combined fight against the spread of HIV

Special Education

2018: Conduct a study in search of children with disabilities out of school

2021: Establishment of some reference centres (existing inclusive schools) to disseminate good practices

Emergency preparedness

2019: Risk assessment study

2021: Drafting a national education contingency plan