

FINAL REPORT

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TO

THE LESOTHO COUNCIL OF NGO'S



16/12/2021

**Measure the progress towards the Sustainable Development
Goals (SDGs)**

A Review of SDG-4 Progress in Lesotho

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i. Acronyms

AADPD	-	Addis Ababa Declaration on Population and Development
AME	-	African Methodist Episcopal Church
BOS	-	Bureau of Statistics
COSC	-	Cambridge Overseas Scholl Certificate
ICT	-	Information and Communication Technology
DTEP	-	Distance Teacher Education Programme
ECCD	-	Early Childhood Care and Development
ECD	-	Early Childhood Development
ECE	-	Early Childhood Education
ECEI	-	Early Childhood Education Index
FPE	-	Free Primary Education
GDP	-	Gross National Product
GER	-	Gross Enrolment Rate
GOL	-	Government of Lesotho
HEIs	-	Higher Education Institutions
JC	-	Junior Certificate
KPIs	-	Key Performance Indicators
LBF	-	Loan Bursary Fund
LCE	-	Lesotho College of Education
LCN	-	Lesotho Council of Non-Governmental Organizations
LEC	-	Lesotho Evangelical Church
LGCSE	-	Lesotho General Certificate of Secondary Education
LIPAM	-	Lesotho Institute of Public Administration and Management
LNFOOD	-	Lesotho National Federation of Organizations of Disabled
LUCT	-	Limkokwing University of Creative Technology
MOET	-	Ministry of Education and Training
MODP	-	Ministry of Development Planning
NER	-	Net Enrolment Rate
NFE	-	Non Formal Education

NGO	-	Non-Governmental Organization
NMDS	-	National Manpower Development Secretariat
NPIECCD	-	National Policy for Integrated Early Childhood Care and Development
NUL	-	National University of Lesotho
OVCs	-	Orphans and Vulnerable Children
PQTR	-	Pupil Qualified Teacher Ratio
PTR	-	People Teacher Ratio
RCM	-	Roman Catholic Mission
SDGs	-	Sustainable Development Goals
SRV	-	Senqu River Valley
TRF	-	Total Fertility Rate
TTT	-	Teacher Task Team
TVET	-	Technical and Vocational Education Training
VNR	-	Voluntary National Review
WFP	-	World Food Programme
UNDAF	-	United Nations Development Assistance Framework
UNESCO	-	United National Educational, Scientific and Cultural Organization
UNICEF	-	United Nations Children's Fund
UPE	-	Universal Primary Education

ii. Executive Summary

This report presents the results of an evaluation of the performance of Lesotho in the implementation of Sustainable Development Goal 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” This evaluation is an initiative of The Lesotho Council of NGOs (LCN) under the auspicious support of OXFAM IBIS project “Education Out Loud”. LCN operates through sectoral commissions to ease coordination of alike members. Of the six commissions it has there is one that oversees issues related to education and other socio economic indicators of the country. The rationale to include education in LCN work emanates from the strong belief from LCN that human resource is the best asset any country has.

Lesotho has committed to SDG 4, and through this report, a review of how Ministry of Education and Training, together with its mutual stakeholders and counterparts in education have progressed towards achieving the targets of SDG 4 is important. The report presents a broader overview to identify achievements and shortcomings. It also highlights cases of good practice and recommendations for the way forward. In particular, this report analyses progress through the lens of two related issues that have gained much greater attention in recent years: equity and inclusion.

The evaluation aimed to provide evidence-based information that is credible, reliable and useful. This information was collected through use of mixed methods. The methods and approaches used to collect the data include desk review, stakeholder consultation meetings, individual in-depth interviews with key personnel in the Ministries that are key the implementation of the specific SDG4 and review of relevant and existing data on the indicators. In addition, the report documented the key issues and challenges in SDG4 Implementation.

Key findings

Lesotho’s education structure is organized in for stages namely Early Childhood Care and Development (ECCD), primary education, secondary education and tertiary education. Lesotho enacted the Free and Compulsory Primary Education Act in 2010. The implementation of this law has facilitate near universal access to primary education in Lesotho. Within the Education the principle of leaving no one behind enshrined in Agenda 2030 outlining the SDGs has also in part been addressed through the adoption of the Lesotho Inclusive Education Policy in 2018. This policy aims to “eliminate exclusion that is a consequence of negative attitudes and lack of diversity”. The Policy seeks to address the needs of learners with special education needs who according the policy were for a long time marginalized with regards to access to education.

Although there has been some notable progress in other parameters such as political and economic, including but not limited to women participation in active programmes, considerable challenges remain to be overcome to stimulate the broader context that ultimately affects how the SDG 4 targets are implemented. Lesotho’s political landscape has been characterized recurring political instability over the recent as a result of fractious coalition governments. Review of the implementation of National Strategic Development Plan I highlighted political instability and politicization of the civil service as key obstacle to the successful

implementation of the plan. Political instability and the resultant conflict not only affects the national economy but also have negative social and economic effects on private investment, families and communities which invariably are a burden of women.

According to the VNR Report of 2019 progress on the implementation of SDG4 was slow. The COVID 19 pandemic has further impeded progress on the implementation of SDG4 by reducing learning time and increasing dropout rates. Some students dropped out of school to look for jobs while others dropped out because they could not pay fees after their parents lost jobs due to COVID-19. Most schools had to resort to rotational attendance in order to comply with national COVID-19 guidelines owing to limited infrastructure. At tertiary level most institutions changed from face-to-face teaching to blended teaching. The use of online teaching methods meant that students who do not have access to electricity, no access to internet and digital devices to access the learning materials did not have access to education. At the national level, COVID-19 slowed economic growth and led to closure of businesses and loss of jobs. The Mid-term review of the NSDP II showed that Lesotho's economy was slow owing to COVID-19. This decline in economic growth not only at national level but globally is likely to lead to reduced investment in education and in turn further slowdown progress in the implementation of SDG4.

Early Childhood Care and Development (ECCD)

Lesotho Ministry of Education and Training (MoET) is committed to providing Early Childhood Care and Development (ECCD) opportunities to all children at least for one year before primary school. MoET adopted the National Policy for Integrated Early Childhood Care and Development (NPIECCD) in 2013 which guides ECCD policy and action. In Lesotho, VNR report indicated that Pre-primary enrolment (children aged 3-5) stands at 30 percent, with 49.9 percent male and 50.1 percent female, as per 2017 figures. Other efforts towards improving ECCD include 240 reception classes attached to primary schools, establishment of ECCD Unit in the MOET, and in-service training of ECCD teachers provided by Lesotho College of Education (LCE).

Nationally there are 46% of children age 36 to 59 months were attending ECE which is almost half of the population and 85% were participating in organized learning. However, the widest gap for participating in organized learning was observed between children of the poorest and richest households.

Early Childhood Care and Development (ECCD) enrolment in reception classes from 2016 decreased from 5832 to 5235 in 2019 from 243 schools in 2016 – 2018 and 241 schools in 2019¹. Furthermore, ECCD schools' gross enrolment and net enrolment rate by sex for the period 2016 to 2019 showed a decrease. It was observed that both gross enrolment rate (GER) and net enrolment rate (NER) have been decreasing. GER decrease from 42.2 in 2016 to 36.6 in 2019 while NER decreased from 29.5 to 26.7 in the same period. Comparison by sex for both GER and NER showed that there were more females than males in ECCD schools from 2016 to 2019.

ECCD implementation challenges are summarized as follows:

¹ Government of Lesotho. 2019. Education Statistics Bulletin. Maseru, Lesotho: Ministry of Education and Training (MOET), Planning Unit, Statistics Office.

- A decreasing enrolment trend for ECCD children, only 46% children are accessing ECCD.
- A considerable number of orphaned children and disabled children- a challenge how equal access will be ensured for these children
- Lack of data on infrastructure, facilities and a conducive learning environment indicators for ECCD.
- Lack of updated and coherent data on child development indicators including learning, development delays, malnutrition, chronic illnesses and disabilities
- Inadequate quality assurance of pre-schools and ECCD centers.
- Low budget allocation and low prioritization of ECE in education planning
- A shortage of qualified and trained preprimary teachers for effective running ECCD programs
- 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.
- Lack of parenting education, despite the publication of the parenting manual

Primary education and Secondary education

Enrolment in registered primary schools by age, grade and sex in 2019 showed that the total enrolment at this level was 329770 in 2019 (out of 1486 registered primary schools) which is a decrease from 360, 756 (out of 1478 registered primary schools) in 2016. This shows inverse relationship between enrolment and number of schools whereby enrolment is declining but number of schools is increasing. Out of this enrolment number, 51.1% of them were males enrolled at this level whereas females constituted 48.9%. It was also observed that there were also more males than females enrolled in all grades at this level except for grade 6 and 7 where the number of females enrolled exceeds the number of males. The majority of learners registered in primary schools ranged from the age of 6 to 14 years. About 4.4% of learners enrolled in primary school had some form of disability in 2019. However, the number of students with disability dropped from 18232 in 2016 to 14537 in 2019 and it is not clear of the cause of decline.

The total enrolment in the lower secondary education (Form A - C) for the year 2019 was 101315 which consist of 44479 boys and 56836 girls. Enrolment trend from 2017 to 2019 by district and sex revealed that enrolment has been increasing but dropped from 2018 to 2019. The data showed that female enrolment had been higher than male enrolment in all the districts from 2017 to 2019 but dropped from 57.1% for females in 2017 to 56.8% in 2019 while it increased from 42.9% in 2017 to 43.2% in 2019. There were 348 registered secondary schools in 2019. Unlike in primary schools where enrolment rates have been decreasing, rates in secondary schools have been generally increasing over the years, as they increased from 2016 to 2019. was higher than that of males. For instance, in 2019 the lower secondary schools NER for males was observed as 37.1% and the one for females was 56.7%. In the upper secondary education, it was estimated at 11.1% and 21.0% for males and females respectively.

Primary Education implementation challenges are summarized as follows:

- A decreasing enrolment, increased dropouts and increased repetition rates for primary school children across all districts.
- Gender disparity with low participation of girls
- A high number of orphaned children (18%.9) and disabled children- a challenge how equal access will be ensured for these children
- Lack of data on infrastructure, facilities and a conducive learning environment indicators for primary schools/centres.
- Lack of data on learning achievements in key subject areas, Maths, Language, Science.
- Inadequate quality assurance of primary schools

Secondary Education implementation challenges are summarized as follows:

- Gender disparity with low participation boys at secondary level. For instance, in 2019 the lower secondary schools NER for males was observed as 37.1 percent and the one for females was 56.7 percent.
- High percentage of orphan children. The proportion of paternal orphans is high with 25622 (56.0%), followed by students who are double orphans with 10734 (23.5%) and the least was maternal orphans with 9355 (20.5%). A challenge how equal access, retention and psychosocial support for these children will be ensured
- Lack of data on infrastructure, facilities and a conducive learning environment indicators for schools/centres.
- Inadequate quality assurance of secondary schools
- Lack of updated data on quality of results and learning achievements in key subject areas, Maths, Language, Science.
- Poor quality and delivery of secondary education that does not make it minimise wastage and enhance efficiency².
- 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 implemented³.
- The need to improve access to senior secondary education on equitable terms for all categories of career path⁴.

Tertiary education

Enrolment in registered technical and vocational schools by age and sex in 2018. It was seen from the that enrolment in 2018 was 4584, where female learners constituted 2646 (57.7%) and their male counterparts accounted for 1938 (42.3%). Age comparison depicts that although there were more learners aged 23 with 723 (15.8%), on average most learners at this level were aged between 18 and 25 years.

A total of 22,802 students were enrolled at HEIs in Lesotho in the academic year 2017/2018. Out of this number 61.3% were females while a 38.7% were males. Majority of the students in this level of education, were in public institutions such as NUL, LUCT, LP and LCE, where More than 80% of the students were enrolled in public institutions, mostly in NUL, LCE and LP, this as has been the trend since 2014/15. Private institutions enrolled less than 20% of the

² ibid

³ ibid

⁴ ibid

students throughout the years. The National University of Lesotho (NUL) has been the largest in terms of its enrolments. Enrolments by programme across all institutions indicate that most students were studying towards diploma qualifications followed by those in bachelor's degree programmes. There were 11,535 diploma students and 10,073 degree students in 2013/14. Of great concern is the fact that there are very few postgraduate programmes and students at both master's and doctoral levels.

Enrolment in non-formal education by age, level and sex in 2019 revealed uneven distribution of enrolment by sex in favour of males whereby males were recorded as 5,424, or 75% and females 1,846 (25%). Age distribution shows that 1,514 (20.8%) was enrolment of learners were below 19 years and 5,756 (79.2%) learners were above 18 years. Most learners below 18 years were enrolled under literacy and numeracy, represented by 1,471 which is 97.2%; it was followed by those who were pursuing secondary constituting 27 (1.8%) and primary with 16(1.0%).

TVET implementation challenges are summarized as follows:

- Drastically declining enrolment in TVET institutions
- High dropouts, and high repetition rates
- Gender disparity as there is low participation of boys in technical training
- Lack of capacity of the institutions, and lack of training of staff
- Lack of updated data on learning and skills to show effectiveness of the institutions
- Lack of data to show alumni tracking indicating placements in job market

Tertiary Education implementation challenges are summarized as follows:

- High level of gender disparity as boys' participation at higher education level is critically low, with 61.3 %females and only 38.7 % males⁵.
- Less participation of private sector to provide higher education, only 20%
- Low enrolment for post graduate programmes as many students opt for diploma programmes
- Lack of accountability systems/ such as annual audits
- Lack of quality assurance systems such as students satisfaction surveys, alumni tracking to evaluate effectiveness

Conclusion

The SGD4 indicators are aligned to the NSDP II, UNDAF and guided by the Education Sector Strategic Plan. SDG4 areas are linked to overall outcome goals national priorities. The nexus programming is thus comparative offer for achieving of the targets and goals.

Lesotho has been satisfactorily contributing to the overarching SDG4, NSDP II, UNDAF goals and the expected outcomes. However, it is difficult to determine exact progress made due to lack of data and where available not disaggregated. With the new enabling environment, the Lesotho can call on development partners to assist in data collection that is disaggregated with regards to all SDGs.

⁵ 2019 Education statistics Report : Bureau of Statistics Lesotho- No.32 of 2021

With regards to the achievement of results versus resources investment it is also difficult to determine whether Lesotho has adopted efficient strategies and management mechanisms – value for money, the economics of management procedures and oversight systems, accountability, and coordination due to lack or unavailability of data.

Due to dwindling economy, GoL is main sponsor in education and there is a need to mobilize resources for longer and bigger initiatives including innovative financing and private-public partnerships. Innovative financing is needed to scale up and sustain economic development.

Lesotho is positioned to continue to build effective and inclusive institutions that meet the needs of the society in the post-national dialogue planning period. The legal, policy, and institutional reforms could form an organic basis for sustaining the results where they are engraved in law. Here MOET can be proactive with the legal vision and consultancies to position the discussion of what can be done in post-Covid 19 economic recovery and national reforms. This will yield in a tighter program focused on sustaining the program.

Partnerships are instrumental for results both in terms of mobilizing resources and in the successful coordinated approach to the implementation of initiatives. There is no strategic plan which will assist on deciding on partnerships based on their success potential against the overarching results framework and operational modalities. Having an up-to-date partnership and resources and results framework strategy will support results. The window is currently wide open for discussion and a partnership strategy that looks at the issue of sustainable development and economic recovery much more holistic and considers the current conducive enabling environment and need for all SGD4 initiatives.

Chapter 1

Introduction

1.1 Rationale for SDG Progress

The SDG targets look closely at the three fundamental pillars of basic education, post basic education and adult education while the last is more concerned about equity and inclusion, which is cross-cutting across all targets. Universal primary and secondary education are at the heart of the Education 2030 agenda specifically targeting for free and compulsory education for at least the first nine years of formal education, consisting of primary and lower secondary education. Although statistics confirm that completion of primary education indicators look much more promising, it is still a challenge for children to complete secondary education. Notwithstanding the fact that children and young people complete a level of education, they may not have acquired the intended foundational reading and such skills as mathematics skills.

Beyond academic skills, national policies and curricula do reflect, to varying degrees, concepts related to sustainable development and global citizenship in the region (Target 4.7). In particular, concepts such as environmental sustainability, good health and well-being, and human rights are widely addressed, indicating a high level of national commitment towards the attainment of knowledge, skills and attitudes related to these concepts. However, topics such as economic sustainability, gender equality, and a culture of peace and non-violence are often not addressed. Despite progress, access to infrastructure such as WASH in schools remains relatively low, while digital connectivity and computers are only available in a few private primary and lower secondary schools. Accessibility features for students with disabilities remains low across all schools while a significant number of schools have a severe shortage of qualified teachers in pre-primary education.

Information and Communication Technology (ICT) skills are increasingly becoming part of the learning norm even though the IT skills are quite low. While there has been some progress towards the targets of SDG 4, this progress has generally been slow and insufficient to achieve SDG 4 by targets.

1.2 Equity and Inclusion in Education: Lesotho Response to leaving no one behind

Lesotho's education structure is organized in for stages namely Early Childhood Care and Development (ECCD), primary education, secondary education and tertiary education. Lesotho enacted the Free and Compulsory Primary Education Act in 2010. The implementation of this law has facilitate near universal access to primary education in Lesotho.

Within the Education the principle of leaving no one behind enshrined in Agenda 2030 outlining the SDGs has also in part been addressed through the adoption of the Lesotho Inclusive Education Policy in 2018. This policy aims to “eliminate exclusion that is a consequence of negative attitudes and lack of diversity”. The Policy seeks to address the needs

of learners with special education needs who according the policy were for a long time marginalized with regards to access to education.

Reviews of Lesotho Government spending on education show that in 2017/18 Lesotho spent around 13.8 percent of GDP on education which was below spending in other Southern African countries such as Eswatini, Namibia and Botswana and below the international world average of 20 per cent of GDP. The reviews further show that budgetary allocations within the sector are skewed towards basic education and the higher education sector receives the lowest proportion of the national education budget.

Lesotho also has in place a comprehensive social protection which aims to mitigate poverty and reduce social inequalities within the population (Lesotho Education Sector Analysis Report). The social protection programs account for 4.5 percent of the GDP and mainly operate through cash transfers. The programs include Orphan and Vulnerable Children Bursary program which was established in 2000 to support access to secondary education for orphans and vulnerable children under the age of 18 years. They also include a School Feeding Program which is a joint collaboration between the Ministry of Education and Training and The World Food Program (WFP) that support nutrition to learners in public primary schools and early childhood development centers.

At tertiary level the Government of Lesotho provides financial support through loan-bursary fund administered by the National Manpower Development Secretariat (NMDS). According to Council on Higher Education over 80 percent of the students enrolled in higher education in 2018/19 were funded by NMDS. One of key conditions of this funding scheme was that students need to repay at least 50 percent of the loan in order to qualify for funding for further studies. However, in view of the socio economic situation in the country and the high graduate unemployment rate among graduates, in 2021 the Government reviewed this condition and students do not need to repay the loan to qualify for funding for further studies. This has facilitated access of the otherwise economically marginalized students to further education.

1.3 Purpose of the evaluation

The Constitution of Lesotho recognizes education as a fundamental right. By signing up for the Agenda 2030 Lesotho committed to “*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.*” Since one of LCN’s sectoral commissions oversees issues related to education and other socio economic indicators in Lesotho, LCN sought the assistance of OXFAM IBIS project “Education Out Loud” to engage a consultant to track the performance of the Ministry of Education and Training (MOET) on indicators for SDG 4 modalities and success.

1.3.1 Methodology

The evaluation aimed to provide evidence-based information that is credible, reliable and useful. This information was collected through the following collection methods and approaches;

Desk review: This entailed a review of the documents related to the SDG 4 and National Voluntary Review, International reports on the SDG implementation as well as review of national policies and strategies, program implementation reports, development partners' reports and other relevant documents.

Stakeholder consultation meetings: This entails stakeholder meetings with relevant stakeholders within the Ministry of Education and Training and other stakeholders involved in the implementation of SDG 4. The stakeholders to be consulted include among others civil society, academia, private sector, government sectors and departments, and development partners. In line with the principle of leaving no one behind, consultations were held with marginalized groups and individuals

Individual in-depth interviews with key personnel in the Ministries that are key the implementation of the specific SDG4: These interviews focused on challenges in the implementation of SDG4; best practices in implementing the SDG; the lessons learned and suggestions for improving implementation progress.

Review of relevant and existing data on the indicators: This entailed analysis of data to review progress in the implementation of the SDG4; Identification of data gaps; and documenting data on the selected indicators; and the key indicators on SDG4 as aligned in matrices to Lesotho National Strategic Plan II and implements the Sustainable Development Goals (SDGs) and the Education Sector Plan in Lesotho

Key Issues and Challenges in SDG4 Implementation: This entailed reviewing the SDG 4 Implementation through analysis of targets and indicators.

1.3.2 Limitations

The challenge experienced in undertaking this evaluation is the lack of up-to-date data on the key indicators. This challenge was also highlighted in the Mid-Term Review of NSDP II. It seems Lesotho has not made much progress in addressing needs for monitoring progress on the implementation as was recommended in the Ministry of Development and Planning's Baseline report on SDGs.

1.4 Organization of the report

This report presents the results of the evaluation of Lesotho's progress in implementing SDG 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." Chapter 1 is the introduction of the report; Chapter 2 gives the national development trends and context that have significant implications; Chapter 3 presents review and tracking of milestones of SDG 4, and Chapter 4 presents thematic analysis of Key Performance Indicators in SDG 4. Chapter 5 gives an outline of means of implementation (Bench mark indicators); Chapter 6 outlines IRRF together with the feedback from key stakeholders. Analysis of findings and key recommendations is discussed in Chapter 7, together with important feedback from mutual stakeholders.

Chapter 2

Context- Significant Development Trends Implications on Educations and the ramifications of COVID 19?

2.1 Context

This chapter looks at the trends in development that may have had or has some form of significance in the quest to achieving SDG 4. Such trends include increasing youth population with expectations to study and work as well as participate in civic programmes. Although there has been some notable progress in other parameters such as political and economic, including but not limited to women participation in active programmes, considerable challenges remain to be overcome to stimulate the broader context that ultimately affects how the SDG 4 targets are implemented. When considering progress towards SDG 4, such trends as political, economic and social development, as well as in demographics, culture, the environment and technology have stood out to be important in understanding the progress. Moreover, the incidence of COVID-19 crisis has undeniably had significant implications in attaining education outcomes. Its impact must be factored when determining courses of action to accelerate progress towards the SDG 4 targets, as the contexts for implementation has varied overtime.

2.2 Political context

Lesotho is constitutional monarch with the king as the head of state. A democratically elected Prime Minister is the head of government and has executive authority. The country has a mixed proportional parliamentary system comprised of a senate and a national assembly.

Lesotho's political landscape has been characterized recurring political instability over the recent years leading to the country holding three national elections over a period of five years (2012 to 2017). The political instability is a result of fractious coalition governments. The 2017 national elections led to creation of a four-party coalition government. In 2020 the country experience yet another political unrest which led to change in the composition of coalition government. Following this unrest country is governed by a coalition which consists of five political parties.

Review of the implementation of National Strategic Development Plan I highlighted political instability and politicization of the civil service as key obstacle to the successful implementation of the plan. Political instability and the resultant conflict not only affects the national economy but also have negative social and economic effects on private investment, families and communities which invariably are a burden of women.

2.3 Economic context

The geographic location of Lesotho of being landlocked within South Africa plays a major role in shaping the country's economic development. Lesotho's currency Maloti is pegged at par with the South African Rand. Lesotho's economy has for a long time been dependent on remittance flows which were mainly from Basotho working in the South African mining industry.

The Mid-term Review of the NSDP II shows that Lesotho economic performance has been slow as a result of slow global economic growth as well as slow economic growth in South Africa. The growth rate of real GDP is projected to decline, mainly owing to COVID-19, by one percentage point from average of 1.6 percent between 2015-2019 to average of 0.6 percent in 2019-2021.

According to NSDP I the structure of Lesotho's economy changed from being dominated by agriculture, real estate and government services to one dominated by manufacturing, retail and services in the 1990s. Although the Manufacturing sector became the dominant sector driving economic growth and employment with sector contributing 23 percent to the GDP in 2014, the contribution of this sector to the GDP has declined. The sector was adversely affected by the COVID-19 as the sector could not source materials in other countries due to lock-downs. The Mid-term review of NSDP II indicates the decline in Lesotho's economic growth has exacerbated the risk on the vulnerable sectors of the country's population.

2.4 Demographic and social context

The Lesotho Population Census of 2016 estimated the country's total population at 2 008 801 million with females comprising 51 percent of the population. The country has a young population structure with 31.8 percent of the population being below 15 years of age and 6.1 percent the population being in the age group 65 years. The 2016 Census showed that youth, defined as the population aged between 15 and 35 accounted for 39.6 per cent of the total population in Lesotho and that 50.7 per cent of the youth are males. The Census also showed that 29.6 per cent of male youth were head of the households while 11.8 per cent female youths were head of households. According to the Lesotho Education Sector Report Lesotho's school age population which is defined as the population aged 3 to 24 years accounted for 49 percent of the country's total population in 2018.

According to the 2009 Lesotho Demographic Health Survey the total fertility rate of Lesotho was 3.3 children per woman in 2009. Fertility was high in rural areas (TRF of 4.0) with rural women having almost twice as many children as women in the urban areas. Childbearing starts relatively early among Basotho women and the median age at first birth estimated at 20.9 years. Teenage childbearing was remained relatively constant at 20 per cent between 2004 and 2009.

According to the National Addis Ababa Declaration On Population and Development (AADPD) Plus Five Review Report the population is predominately Basotho but includes small pockets of Nguni speaking people inhabiting the Southern parts of Lesotho. Both the Basotho and Nguni groups in Lesotho are both dominated by patriarchy but the Nguni have traditions and customs as well as cultural practices which are in many respects different from

those of the Basotho. This includes in the areas such as sexual and reproductive health. Since Lesotho has two official languages, Sesotho and English the Nguni speaking people remain disadvantaged as their mother tongue is not used as a medium of communication either in educational institutions or conduct of any formal business affairs including in education and health facilities.

Lesotho's school age population which is defined as the population aged 3 to 24 years constitutes 49 percent of the country's total population.

2.5 Trends in Cultural Development

Lesotho is a homogeneous society that has one language as Sesotho and several Western European Religious cults, predominantly the Roman Catholic Mission (RCM), Anglican Church (AME) and Lesotho Evangelical Church (LEC). These religious denominations were the first to introduce formal schools in Lesotho with a significant diversity. The main focus with regard to cultural development and education is the status of the mother tongue or home language in comparison to international languages. One of the major trends in terms of culture is a decline in the diversity of existing language and therefore not able to match up to international trends. While English is becoming the major global language, local language is slowly dying out. This abandoning of language also brings with it the cultural loss of literature, heritage, history, traditions, ecological knowledge, art, music and other elements of culture that have to be considered.

The rapid growth of international media at the macro-level and social media at the individual level has only fuelled English as a 'dominant' language.

2.6 Trends in Climate Change and the Environment

Lesotho climate change conditions puts it at a vulnerable position in which climate has become harsher, hotter, and more unpredictable, with pollution and a degraded environment as an additional challenge. These factors impact the achievement of SDG 4, requiring special consideration of the availability of schools and ECD programmes. They will likely also impact the continuity of good quality learning with a decrease in participation and achievement among learners at all levels of education. In terms of natural disasters, Lesotho has experience low to nothing incidences.

2.7 Trends in Technological Development

The role of technology in education has become critically important. Although increasingly complex technologies have been developed (both low-tech and high-tech) over the last few decades, they have been largely supportive of classroom interaction. As a result of the 2020 COVID-19 pandemic, distance and hybrid education models have mushroomed. This trend has

greatly impacted the world in general, as has internet connectivity, online teaching and an increase in smartphone use. However, despite this increase in usage in schools, internet penetration in the Country is still below the global average. However, this can only be considered as progress if schools are provided with affordable electricity and internet access. In addition, both teachers and learners need affordable devices to be able to access eLearning solutions.

2.8 COVID-19 Pandemic

According to World Bank (2020) COVID-19 pandemic led to school closures in 180 countries in 2020. In Lesotho schools at all levels of education were also closed. The closure of schools is expected to lead to decline in learning and dropouts and adversely affect the nutrition and health of the students who rely on school feeding programs. In addition, the World Bank reported that COVID-19 is expected to led to declines in economic growth nothing that the economic pressures in the households may lead to some students not being able to afford education inputs such as books.

As indicated in the VNR Report od 2019 progress on the implementation of SDG4 was already slow. The effects of the COVID-19 as outlined by the World Bank are already notable in Lesotho. Closure of schools from March to October 2020 adversely affected the school going age population's access to education through reducing duration of learning time. United Nations (2021) reports that adolescents in Lesotho were not only denied access to education but some also dropped out of school due to the fear of COVID-19. Some students dropped out of school to look for jobs while others dropped out because they could not pay fees after their parents lost jobs due to COVID-19. Most schools had to resort to rotational attendance in order to comply with national COVID-19 guidelines owing to limited infrastructure.

At tertiary level most institutions changed from face-to-face teaching to blended teaching. The use of online teaching methods meant that students who do not have access to electricity, no access to internet and digital devises to access the learning materials did not have access to education. In addition, information and technology infrastructure in some institutions did not permit use of online teaching and learning or was limited leading to decline in the quality of teaching and learning. Other institutions were faced with the challenge of staff that was not capacitate to teach online.

At the national level, COVID-19 slowed economic growth and led to closure of businesses and loss of jobs. The Mid-term review of the NSDP II showed that Lesotho's economy was slow owing to COVID-19. This decline in economic growth not only at national level but globally is likely to lead to reduced investment in education and in turn further slowdown progress in the implementation of SDG4. The quality of teaching is likely to drop as resources become limited. The impact of reduced investment in education is likely to exacerbate conditions of marginalized groups of the population.

Chapter 3

SDG 4 Framework Overview and Progress Tracking

This section will present SDG 4 Indicators Framework along with a brief overview of the progress at country level. SDG 4 framework indicates clear targets for education for each thematic area, providing guidelines to track country progress towards SDG 4 goals for 2030. The broader targets and indicators and sub targets will be discussed against each theme in the report: The broader targets and indicators include:

- Target 4.1: Primary and Secondary Education
- Target 4.2: Early Childhood and Pre-primary Education
- Target 4.3: Technical, Vocational, Tertiary and Adult Education
- Target 4.4: Skills for Work
- Target 4.5: Equity and Inclusion
- Target 4.6: Youth and Adult Literacy and Numeracy
- Target 4.7: Sustainable Development and Global Citizenship
- Target 4.a: Education Facilities and Learning Environments
- Target 4.b: Scholarships
- Target 4.c: Teachers

3.1 A Review of Lesotho Progress on Education Indicators

The government of Lesotho is committed to providing access to quality education services for all children population in line with Sustainable Development Goals (SDGs) 2030. In order to meet the target, the Ministry of Education and Training, under Lesotho government, has developed Education Sector Plan (2016-2026)⁶ which clearly highlights its commitment 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 (p.14). The following section presents a brief review of the progress in education indicators in Lesotho. The review presented here is based on the recent and relevant literature and reports available on education in Lesotho, specifically with regards to education indicators. According to Africa SDG Index and Dashboards Report (2020), the following the overall progress in Education in Lesotho:

- Net primary enrolment rate (%) : 93.3 (2017)
- Mean years of schooling (years): 6.3 (2017)
- Literacy rate (% of population aged 15 to 24): 86.6 (2014)
- Gross intake ratio to the last grade of lower secondary education (%): 43 (2017) (p.120)⁷

⁶ https://www.globalpartnership.org/sites/default/files/education_sector_plan_2016-2026._lesotho_0.pdf

⁷ https://s3.amazonaws.com/sustainabledevelopment.report/2020/2020_africa_index_and_dashboards.pdf

The overall population of children in Lesotho with defined ages, is given in the following table (UNESCO, 2019)⁸.

Level	Population	Age
Pre-primary	144,178	3-5
Primary	305,399	6-12
Secondary	215,517	13-17
Tertiary	211,705	18-22

Source: UNESCO Education Statistics (2019)

The figures show that highest population is in the age group of 6-12 at primary level which 305,399 as shown in the table above.

3.2 Target 4.1. Primary and Secondary Education

Target 4.1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

Voluntary National Review (VNR, 2019, p.4)⁹ report indicates that Lesotho is on the progressive path to achieving Universal Primary Education (UPE) with a visible growth in both the Net Enrolment Rate (NER) and the Gross Enrolment Rate (GER), specially meeting its gender parity indicators in UPE (GER 0.95 and NER 1.0). Primary school net enrolment rate is 87 percent (female 86.9 percent and male 87.1 percent) as per 2017 data.

Females' participation is visibly higher at secondary level as well. NER at Secondary School level is 43.3 percent (female at 52.1 percent and male 34.6 percent), whereas GER for Secondary education 51.5, 69.4 whereas with 1.5 Gender Parity Index.

Regarding Learning Indicators for students at primary level, data indicates that students performed better in Reading tests than Maths. For example, according to the available data from UNESCO (n.d)¹⁰, students overall reading scores were 78.4 % (80.6 M; 75.6 F) in 2010¹¹. However, their overall scores in Maths were 58.1% (85.7 M; 57.3 F), this percentage is quite low as compared to reading. Also, the reading and maths scores are a little higher for male students than females.

The transition rate from primary to secondary has also improved slightly, from 76.9 percent in 2015 to 77.3 percent in 2016 (VNR, 2019).

⁸ <http://uis.unesco.org/en/country/ls>

⁹ https://sustainabledevelopment.un.org/content/documents/23777Lesotho_VNR_Report_2019_Final.pdf

¹⁰ http://uis.unesco.org/sites/default/files/documents/countryreview_sdg4_iso.pdf

¹¹ The UNESCO SDG 4 review report data for 2010 only, latest data on reading tests was not found.

3.3 Target 4.2 Early Childhood Education

Target 4.2. By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

- 4.2.1. Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex
- 4.2.2. Participation rate in organized learning (one year before the official primary entry age), by sex

As a key agenda point of SDG 4, countries are obliged to ensure that all girls and boys have access to quality Early Childhood Development, Care and Pre-Primary Education so that they are ready for primary education. Lesotho Ministry of Education and Training (MoET) is committed to providing Early Childhood Care and Development (ECCD) opportunities to all children at least for one year before primary school. MoET adopted the National Policy for Integrated Early Childhood Care and Development (NPIECCD) in 2013 which guides ECCD policy and action. In Lesotho, VNR report indicated that Pre-primary enrolment (children aged 3-5) stands at 30 percent, with 49.9 percent male and 50.1 percent female, as per 2017 figures.

According to the 2016 Lesotho Population Census, there were 43, 935 five-year olds in the entire population. Only about 40 percent (13,181) of the five-year olds were reported to be enrolled in pre-schools, and 1.5 percent had left school for unspecified reasons. However latest reports indicate 46% enrolment for early years. Pre-primary education enrolment varies by districts, with the poorest regions, those in the mountain in particular, having less learning centres and thus enrolment (VNR, 2019, p.40.)

MoET has made considerable efforts to improve ECCD:

- National Policy for Integrated Early Childhood Care and Development (NPIECCD) developed
- 240 reception classes attached to primary schools
- ECCD Unit in the MOET established
- Lesotho College of Education (LCE) has started in-service training of ECCD teachers

3.4 Target 4.3 TVET and Higher Education

Target 4.3. By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university

- 4.2.3. Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex.

The Tertiary education in Lesotho comprises Technical and Vocational Education and Training (TVET) and Higher Education Institutions (HEIs), with non-formal education sub-sector cutting across all sectors. Higher Education Policy 2013, mandates HEIs to promote access for

students and ensure that Lesotho's higher education system produces graduates with knowledge, skills and values to contribute to the nation's development, as well as the capacity to respond to challenges and exploit opportunities that will arise in the future (p.18).

The existing enrolment rate for students at TVET level was only 10.1 % 2015/16. Females' participation was higher which was 60.5% than male students who were 39.5%. However, data shows that the overall participation rate for students in TVET has decreased in 2015/16 decreased to 21,586 students compared to 21,664 in 2014/15 (VNR, 2019). The reasons for declining enrolment at TVET level is attributed to lack of capacity of HEIs to provide education.

3.5 Target 4.4 Skills for Work.

Target 4.4. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

- Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill, who have copied or moved a file or folder
- Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill, who have connected and installed new devices
- Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill, Who have created electronic presentations with presentation software

Technical skills, especially Information and Communication Technological (ICT) skills have become highly essentials to function efficiently and effectively in the job market. These skills are called 21st Century Cores Skills as well and are integrated in the education curriculum in many developed and developing countries as well. Lesotho Communication Authority (2016), reports the state of ICT in Higher Education in Lesotho which shows that 18 percent of the higher education institutions, were offering ICT programmes. For example, Majority of institutions (81%) offered diploma amongst some of their programmes while 59 percent of them offered certificate as one of their programmes. First degree programmes were offered by 23 percent of the institutions whereas 14 percent offered post-graduate programmes as well (p.14)¹².

¹² <https://www.lca.org.ls/download/the-state-of-ict-in-higher-education-lesotho/>

3.6 Target 4.5 Equity and Inclusion

Target 4.5. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

- *Proportion of children and young people (a) in grades 2/3 of primary education achieving at least a minimum proficiency level in (i) **reading**, (b) at end of primary level and (c) at end of lower secondary level. Parity Index (Girls/Boys).*
- *Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) **literacy** by sex Gender Parity Index; b) by sex and Geographic, Gender Parity Index ; c) by sex and Low Social Economic Status*

The SDG 4 on education focusses on inclusive and equitable access to education for all. Inclusion of disabled, poor, marginalized and ensuring gender equity are important indicators to consider while designing and implementing policies and programmes. Also, promoting lifelong learning opportunities for all can be achieved by contributing to the realization of universal health coverage. For example, bolstering primary care provision -for prevention, screening and referral and treatment through rehabilitation- has the potential to catalyze progress towards SDG 4 as well as almost every other SDG. Similarly, strengthening the quality and equity of education and making it truly transformative would be a critical step for social change and realizing the entire SDG agenda (p.2)¹³.

Lesotho has gained gender parity at primary education level where females are actively and fully participating in education.

In terms of equal access to education for disabled learner, Lesotho has developed the policy, however, there has indicators of participation are very low for disabilities people in primary education. The NER of learners with disabilities is lower than that of their non-disabled counterparts and so is the NER for children from minority groups, especially Xhosa language speakers. There were 8 235 enrolled in 2015 in which 60.1 percent were females and 39.1 percent were males, while 7 335 in 2016 of which 59.9 percent were females and 40.1 percent males. In 2017, there were 8 652 with 59.2 percent females and 40.8 percent males (VNR,2019,p.46).

In addition, there are regional disparities where lowlands have better participation rates in education while mountain areas have less participation.

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3.7 Target 4.6 Youth and Adult Literacy and Numeracy

Target 4.6. By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

According to UNESCO (2011) Non-Formal Education (NFE) is that it is an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals, it is often provided to guarantee the right of access to education for all catering to people of all ages, but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low intensity, and it is typically provided in the form of short courses, workshops or seminars (p.)¹⁴. NFE provides opportunities for those who have missed their formal education to learn and acquire basic literacy, numeracy and life skills. It basically contributes to promoting overall literacy among illiterate groups.

Non-Formal Education (NFE) is seen an important tool to chive universal literacy and national growth. The Government of Lesotho through Ministry of Education has developed Non-Formal Education Policy in 2018. The MoET offers different NFE courses through institutions and at the moment the participation rate in Non-Formal Education is estimated at around 11 000 according to the Statistics Bulletin of 2016/17 (VNR, 2019). The target group for NFE include, street children, school drop outs, abused and neglected children.

3.8 Target 4.7: Sustainable Development and Global Citizenship

Target 4.7. By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.

Global citizenship is the umbrella term for social, political, environmental, and economic actions of globally minded individuals and communities on a worldwide scale; the term can refer to the belief that individuals are members of multiple, diverse, local and non-local networks rather than single actors affecting isolated societies¹⁵. Global citizenship is considered to be an important skills in 21st Century for individuals be able to participate actively as global citizens. Therefore, global citizenship education has to be integrated at all levels in education. Promoting global citizenship in sustainable development will allow individuals to embrace their social responsibility to act for the benefit of all societies, not just their own.

SG 4, includes global citizenship as a key sub skill which should be integrated as concept in education. . By 2030, the international community has agreed to ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including global citizenship¹⁶. The educational institutions and specially higher education institutions should focus on developing

¹⁴ <http://uis.unesco.org/en/glossary-term/non-formal-education>

¹⁵ <https://www.un.org/en/academic-impact/global-citizenship>

¹⁶ <https://www.un.org/en/academic-impact/global-citizenship>

global citizenships skills among graduating students so that they build needed their skills and education to contribute to that community.

3.9 Target 4.a: Education Facilities and Learning Environments

Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

Educational facilities are essential to create a conducive and safe learning environment for all children. School environments and facilities need a significant amount of education budget to improve schools. Also, there is need to conduct annual senses on school facilities to inform action planning. However, there is very limited data available to indicate progress against the indicator on school facilities. UNESCO Institute of Statistic provide some data against this indicators¹⁷:

- In 2015, 13.5 primary schools had electricity
- In 2013, 47 % lower secondary schools had computers available for pedagogical purposes.
- In 2015, 100 % primary schools had access to portable water
- In 2015, 96.1 % primary schools had single sex toilets

3.10 Target 4.b: Scholarships (data not available)

Target 4.b. By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small Island developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programmes in developed countries and other developing countries.

Human resource development lies at the heart of sustainable development to end poverty specially in the context of developing countries. Therefore, SDG 4, emphasizes on creating equal opportunities for disadvantaged individuals, through financial support systems to ensure their access to quality education.

Lesotho, government is also investing in human development through providing scholarships and bursaries to students for higher education. Scholarships and bursaries are provided to students who are on merit but have no other means to finance their studies, in order to develop effective scholars and leaders and to prepare them for employment. Lesotho government, through Ministry of Development Planning and its National Manpower Development Secretariat (NMDS), provides loan bursaries to Basotho students who wish to pursue graduate and post graduate education. Previously, the students were required to pay 50% loan back to the government. However, in new development the government has announced that it will suspend its policy that requires students to repay the 50% loan repayment into the Loan Bursary Fund (LBF) before they are awarded another scholarship to further their studies. The purpose

¹⁷ http://uis.unesco.org/sites/default/files/documents/countryreview_sdg4_iso.pdf

is to enable Basotho students in financial need to undertake postgraduate studies in priority skills determined by the LBF in line with the National Strategic Development Plan (NSDP) II priorities. The scholarship will be provided to students on academic merit, and need basis (**Speech, Minister of development planning, Selibe Mochoboroane, June, 28, 2021**)¹⁸.

3.11 Target 4. c: Teachers

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

Achieving desirable learning outcomes is possible only with the availability of trained teachers. Professional teaching and teacher qualification and training is at the heart of quality and equitable education. In Lesotho, there is a high level of qualified teachers, only 14 percent of teachers in primary education are unqualified with a pupil teacher ratio of 33 for all teachers and 34 for qualified teachers. The MoET aims at improving the quality of primary education through upgrading teacher qualifications to at least diploma level.

Most teachers in Lesotho are qualified but learning outcomes are still not good (VNR, 2019). This means that more investment needs to be made in this area including on-going coaching/mentoring for teachers and regular assessment of learning as well as putting improvement plans in place. (p.54).

¹⁸ <https://planning.gov.ls/2021/06/28/honorable-ministers-statement-on-access-of-scholarships/>

Chapter 4

SDG 4 Implementation: Thematic Analysis of Key Performance Indicators

This section will discuss current progress, challenges, opportunities and key issues of implementation specifically in the areas where the progress is not as expected. It will specifically zone into details regarding Ministry of Education and Training (MOET) progress against Key Performance Indicators (KPIs) for SDG 4 in thematic areas. It will also discuss cross cutting issues that will clearly propose how the government can introspect and accelerate SDG 4 implementation in a sustainable manner. The chapter analysis is based on the latest data from official education statistics (e.g., BOS, 2021) which is cross verified by other means of verification including feedback from stakeholders and other published reports. The chapter specifically discusses:

- Thematic Progress and Challenges/Gaps
- Regional Progress and Challenges
- Cross-cutting Issues
- Takeaways from Focus Group Discussions with Stakeholders

4.1 Early Childhood Care and Education (ECCD)

Neuroscience research reveals that early childhood is a crucial time in a person's life to lay strong foundations for his/her lifelong learning and health. Brain development in children occurs very rapidly in early years especially from birth (0-3 years) to age 5 and even to age 8. Early childhood development indicators include physical development, gross motor and fine motor skills development, social-emotional and language development; and learning and cognitive development in children. All these learning domains are developed to a maximum level when children are exposed to nurturing environments.

Early childhood development programmes and interventions play a key role in accelerating optimal and holistic development in young children. Therefore, Pre-school ECCD programmes are considered to be highly beneficial for children. The benefits include increased learning outcomes, reduced dropout rates, reduce rate of repeaters, improved language and school readiness skills among children.

MoET has made considerable efforts to improve ECCD:

- MOET signed MOU of M52 million to support and implement School reading Initiative by Roger Federer Foundation focusing on reception classes capacity.
- Almost \$3,222,208.45 is dedicated to capacitate around 800 ECCD teachers in 10 districts and work towards accessing data on ECCD centres
- National Policy for Integrated Early Childhood Care and Development (NPIECCD) developed
- 243 reception classes attached to primary schools
- There are 170 legally registered ECCD centres
- ECCD Unit in the MOET established

- Lesotho College of Education (LCE) has started in-service training of ECCD teachers; Certificate in Early Childhood Education as well as a Diploma in Early Childhood Education

UNICEF is supporting Lesotho MoET to implement Better Early Learning and Development at Scale (BELDS) and so far has made an initial investment of US \$125,000 has contributed to establish momentum to strengthen early childhood education in Lesotho, including a Technical Working Group, a revised curriculum, a new teacher training course, a commitment to scale up access to 1 year of pre-school and continued advocacy for an increase in the national funding for ECE while mobilizing external resources as well¹⁹.

Highlights of Key Performance Indicators for ECCD

- 46% of children age 36 -59 months attending an early childhood education programme, by background characteristics of which 46% are girls and 45% are boys²⁰.
- **Poor children disadvantaged in accessing ECCD:** Children from the richest households were four times more likely to attend Early Childhood Education (ECE) than those from the poorest households which is 83% from richest to 20% poorest. It was found that close to 1 in 4 children are engaged in learning activities with an adult household member in the last 3 days.²¹
- Early Childhood Development Index (ECDI): percentage children age 3 – 4 years who are developmentally on track in literacy – numeracy (15%), Physical (92%), social emotional (79%) and learning (95%)²².
- **ECCD enrolment decreased:** Enrolment by district, age and sex in 2019, in ECCD centres (including reception classes) decreased from 50056 in 2018 to 47447 in 2019²³.
- **ECCD Gross Enrolment (GER) and Net Enrolment rate (NER) have been decreasing** from 42.2 in 2016 to 38.2 in 2018 and 29.5 in 2016 to 27.5 in 2018 respectively. When compared with sex, GER and NER both show that there were more females than males in ECCD schools from 2016 to 2019.
- **Overall enrolment has been decreasing in reception classes**, from 5832 in 2016 to 5352 in 2018. From 2017 to 2018, the following districts had an increase in enrolment: Botha-Bothe, Leribe, Quthing and Qacha; while the remaining districts had a decrease in enrolment
- **Number of pre-schools have decreased from 243 to 241 in 2019.**
- **In 2019, only 0.4 per cent of the education budget was allocated** to coordinate, manage and strengthen ECE in the country (UNICEF 2020)²⁴.
- **Disabled Children in ECCD schools**, the figures indicate that there were 474 children enrolled in ECCD schools among the total population of 47447 enrolled children. However, further data is missing in terms their actual participation rates.

¹⁹ <https://www.unicef.org/media/66851/file/Ed%20Strategy%202019-2030-CountrySolution-Lesotho.pdf>

²⁰ Lesotho Multiple Indicator Cluster Survey (MICS) 2018. https://mics-surveys-prod.s3.amazonaws.com/MICS6/Eastern%20and%20Southern%20Africa/Lesotho/2018/Snapshots/Lesotho%202018%20MICS%20Statistical%20Snapshots_English.pdf

²¹ *ibid.*

²² 2019 Education Statistics Report: Bureau of Statistics Lesotho- No.32 of 2021

²³ 2019 Education Statistics Report: Bureau of Statistics Lesotho- No.32 of 2021

²⁴ <https://www.unicef.org/media/66851/file/Ed%20Strategy%202019-2030-CountrySolution-Lesotho.pdf>

- **High number of orphaned children in ECCD:** The figures also indicate Orphan- hood in ECCD centres as out of the total enrolment in ECCD centres, 1944 were learners that had either lost one or both of their parents in 2019. Paternal orphans constituted about 1245 (64 percent) of these orphans, whereas maternal and double orphans accounted for 423 (21.8%) and 276 (14.2%) respectively.

ECCD Implementation Challenges

Based on the analysis of the data, ongoing discussions with the stakeholders, and based on available reports, e.g., UNICEF (2020)²⁵ and Education Sector Plan²⁶, ECCD implementation challenges are summarized as follows:

- A decreasing enrolment trend for ECCD children, only 46% children are accessing ECCD.
- A considerable number of orphaned children and disabled children- a challenge how equal access will be ensured for these children
- Lack of data on infrastructure, facilities and a conducive learning environment indicators for ECCD.
- Lack of updated and coherent data on child development indicators including learning, development delays, malnutrition, chronic illnesses and disabilities
- Inadequate quality assurance of pre-schools and ECCD centers.
- Low budget allocation and low prioritization of ECE in education planning
- A shortage of qualified and trained preprimary teachers for effective running ECCD programs
- 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.
- Lack of parenting education, despite the publication of the parenting manual

4.2 Primary Education

Primary Education starts from age 6 and continues till age 17, from grade 1- grade 7. Lesotho introduced Free Primary Education (FPE) Policy in 2000. The first cohort of free primary education entered into secondary schools in 2007 and completed junior secondary in 2009 and senior secondary or high school in 2011.

Highlights: Key Performance Indicators for Primary Education

An analysis of the recent official statistics²⁷ on education, shows the following gaps in key indicators:

- **Declining enrolment:** Data reveals that Enrolment in primary schools declined between 2017 and 2019 in all the districts. For example, during the past years the total enrolment has been declining from 354,847 in 2017 to 329,770 in 2019.

²⁵ <https://www.unicef.org/media/66851/file/Ed%20Strategy%202019-2030-CountrySolution-Lesotho.pdf>

²⁶ Lesotho Education Sector Plan 2016-2026

²⁷ 2019 Education Statistics Report: Bureau of Statistics Lesotho- No.32 of 2021

- **Decreasing GER-NER:** Data shows that there a gradual decrease in GER from 2016 to 2019, with NER also reducing from 89.4 to 85.8 percent during the same period. GER for males is mostly higher than that of females as trend, while NER for females was dominant over that of males, reaching its peak in 2016 at 89.4.
- **Gender disparity in enrolment:** Amongst all districts, the number of males enrolled in public primary schools was higher than the enrolment for females, except for Mokhotlong and Thaba-Tseka where the number of females enrolled in public primary schools outstripped that of males.
- **Low intake and high dropout:** Enrolment of new entrants in registered primary schools by age and sex in 2019, was 52.8 percent for male and females constituted 47.2 percent.
- **Learners with special needs (mostly learning disabilities):** Out of the total enrolment of 329,770 in registered primary schools in 2019, about 14,537 were learners with the special educational needs. This implies that 4.4 percent of learners had some form of disability in 2019. Most disabilities include learning disabilities (56.7%), and physical disabilities were the lowest (6.8%)
- **High Number of Orphaned Children (18.9%):** Out of the total enrolment of 329,770 in 2019, there were 61,966 learners enrolled in registered primary schools who had either lost one or both parents through death. It is observed that the percentage of paternal orphans was leading with 37638(60.7 percent) of all the orphans in registered primary schools; then followed maternal orphans with 13997(22.6 percent) and double orphans with 10331(16.7 percent). Data shows that majority of orphans were males in all the grades except in both Grade 6 and grade 7.
- **Pupil-Teacher Ratio is 32.4 in 2019 as compared to 37 in 2007. Improvement is visible**
- **Low participation of private sector:** Data also shows that 320,190 (97.1 percent) of learners were enrolled in public schools while only 9,580 (2.9 percent) was enrolled in private schools.
- **Less contribution of the government and community in provision of access:** Data from 2019, indicates that most primary schools were owned by the individual churches while government and community maintained 11 percent and 4 percent of schools respectively. RCM had the majority of the registered primary schools with 34 percent, followed by LEC with 32 percent and schools registered by AME were the least with 1 percent.
- **High repetition rates especially for boys:** data reveals that out of the total 329,770 of learners enrolled in registered primary schools in 2019, about 29,389 (8.9 percent) were repeaters, with percentage of repeaters at 12.6 percent in age 11 years, percentage of male repeaters was higher across all the grades and all the ages.
- **Geographic Disparities:** High enrolment recorded in the Lowlands with 55.1 percent; followed by the Mountains enrolment with 23.6 percent and the least enrolment was in Senqu river valley with 10.1 percent. Similarly number of schools were higher in (42.5 percent) were in the lowlands; followed by mountains (29.5 percent). The Senqu river valley and foothills accounted for 15.4 and 12.5 percent of schools respectively.

- **Transition rates from standard 7 to Form A improved specially for girls:** The highest transition rate has been recorded as 80.5 in 2018. The table also indicates that more males than females proceeded from standard 7 to Form A from 2001 to 2007. The trend reversed direction from 2008 to 2019 whereby more females than males progressed from standard 7 to Form A.

Primary Education Implementation Challenges

Based on the analysis of the data, ongoing discussions with the stakeholders, and based on available reports, e.g., Education Sector Plan²⁸, Primary Education implementation challenges are summarized as follows:

- A decreasing enrolment, increased dropouts and increased repetition rates for primary school children across all districts.
- Gender disparity with low participation of girls
- A high number of orphaned children (18%.9) and disabled children- a challenge how equal access will be ensured for these children
- Lack of data on infrastructure, facilities and a conducive learning environment indicators for primary schools/centres.
- Lack of data on learning achievements in key subject areas, Maths, Language, Science.
- Inadequate quality assurance of primary schools

4.3 Secondary Education

Secondary education level covers junior or lower and senior or upper secondary education. Junior secondary level covers Form A to Form C, and the Junior Certificate (JC) is awarded on successful completion of Form C. Since 2016 Junior Certificate also forms part of basic education level which comprise of pre-primary, primary and lower secondary levels. Senior secondary level begins from Form D to Form E. Cambridge Overseas School Certificate (COSC) which is currently known as the Lesotho General Certificate in Secondary Education (LGCSE) is awarded on successful completion of Form E. Usually provided at this level is general, technical or vocational and college preparatory curricula.²⁹

Highlights: Key Performance Indicators for Secondary Education

- **High enrolments for girls.** The total enrolment in the lower secondary education (Form A - C) for the year 2019 was 101315 which consist of 44479 boys and 56836 girls. While in the upper secondary education (Form D - E) total enrolment in the same year was 33769 which consist of 13944 boys and 19825 girls. The overall enrolment in 2019 in registered secondary schools was 135084 students. This number consists of 58,423 (43.3 percent) boys and 76,661 (56.7 percent) girls enrolled in all registered secondary schools.
- **Enrolment increased in 2019.** While between 2017 and 2018 the total enrolment in registered secondary schools increased by 7.2 percent.

²⁸ Lesotho Education Sector Plan 2016-2026

²⁹ 2019 Education Statistics Report: Bureau of Statistics Lesotho- No.32 of 2021

- Students enrolment is higher in Maseru district with 56.5 percent, while Leribe followed with 25.8 percent. Berea and Mafeteng followed with 10.4 percent and 5.3 percent respectively, and Botha-Bothe had the lowest enrolment with 2.0 percent.
- Most registered private secondary schools were found in the northern districts of Lesotho which are Botha-Bothe, Leribe, and Berea. Other private schools were found in Maseru and very few in Mafeteng. Other districts, such as Mohale's Hoek, Quthing, Qacha's Nek, Thaba-Tseka and Mokhotlong did not have registered private secondary schools.
- **New intake flow:** In Form A, the new entrants were at peak at age 13 for both sexes, while ages 13 to age 15 were the next highest.
- **The Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) improved:** Generally, the GER and NER for the lower secondary education are much higher than those in the upper secondary education. The variation in participation by sex revealed that female's participation of the official school age population was higher than that of males. For instance, in 2019 the lower secondary schools NER for males was observed as 37.1 percent and the one for females was 56.7 percent. In the upper secondary education, it was estimated at 11.1 and 21.0 for males and females respectively. For instance, the total net enrolment rate has been increasing from 23.8 percent in 2004 to 46.8 percent in 2018.
- **Gender disparity that is slightly** in favour of females at this level of education
- Pupil teacher ratios have been fluctuating between 23.5 and 26.6.
- **Children with special education by district**, urban-rural residence and sex in 2019. This shows that 3493 (52.9%) of students with special education were enrolled in registered secondary schools in rural areas while 3110 (47.1%) were enrolled in the urban areas. It further illustrates that registered secondary schools with special education in Leribe had the highest number of students who enrolled in 2019 with 1827 (27.7%), while Maseru district followed with 1066 (16.1%) and Thaba-Tseka was the lowest with 135 (2.0%).
- **Orphans in registered secondary schools:** *the proportion of paternal orphans is high with 25622 (56.0%), followed by students who are double orphans with 10734 (23.5%) and the least was maternal orphans with 9355 (20.5%).*
- **Schools ownership:** Most of registered secondary schools in Lesotho are **owned by the public, almost 335 (96.3%), while 13 (3.7%) of them are owned by the private agency.** Most of these public schools are found in Maseru and Leribe with 73 (21.0%) and 70 (20.1%) respectively, while Berea district came third with 43 (12.3%). The districts with the lowest public secondary schools were Quthing and Mokhotlong with 16 (4.9%) and 17 (4.9%) respectively.
- **Better access in rural areas:** It shows that most of registered secondary schools are in the rural areas as compared to those in the urban areas. It further illustrates that of all registered secondary schools in Lesotho, 264 (75.9 percent) of them are in the rural areas, while 84 (24.1 percent) are in the urban areas.
- **By ecological zones, most of the schools were in the Lowlands** (63 percent) and that the second highest percentage was for the Mountains with 18.0 percent while Foothills and Senqu River Valley had only 10.0 percent and 9 percent respectively.

- Majority of schools were owned by Government and RCC and both recorded 26 percent each. Community, Other churches and Private schools also shared 4.0 percent each while AME schools were the least with only 1.0 percent.
- ***The pupil teacher ratio (PTR) was 25 pupils per teacher*** for the entire country and it ranged from 24 to 30 pupils' per teacher across the districts. Pupil-qualified teacher ratio (PQTR) was also 25, which equaled the overall pupil teacher ratio (PTR) in 2019. Leribe, had the slight difference between PTR and PQTRs meaning that there were some few unqualified teachers in this district. Mokhotlong and Thaba-Tseka, ranged the highest in percentages of PTR and PQTR with 29 and 27 percent respectively, indicating that in these districts there were more children per one teacher on average
- ***SRV Zone had lowest number of repeaters as compared to Lowlands.*** It shows that most of students who were **repeaters** were attending schools located in the Lowlands with 13755 (72.8%), followed by those who were in the Mountains with 2476 (13.1%) and the lowest were in the Senqu River Valley with 1218 (6.4%).
- ***Transition Rates from Form C to Form D.*** Overall the gap between male and female transition rates was diminishing recently as data suggests. The transition rate had improved very slightly from 2016 (71.7) to 2017 where 71.8 percent was noted.
- ***Quality of Results:*** National examination pass rates from period (2004-2014), at the Junior Certificate examination has been fluctuating within a range of 65 percent and 75 percent. In 2014, the LGCSE pass rate stood at around 62 percent. 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.³⁰
- ***Lack of data to show comparison of learning outcomes overtime to show effectiveness.***

Secondary Education Implementation Challenges

Based on the analysis of the data, ongoing discussions with the stakeholders, and based on available reports, e.g., Education Sector Plan³¹, Secondary Education implementation challenges are summarized as follows:

- Gender disparity with low participation boys at secondary level. For instance, in 2019 the lower secondary schools NER for males was observed as 37.1 percent and the one for females was 56.7 percent.
- High percentage of orphan children. The proportion of paternal orphans is high with 25622 (56.0%), followed by students who are double orphans with 10734 (23.5%) and the least was maternal orphans with 9355 (20.5%). A challenge how equal access, retention and psychosocial support for these children will be ensured
- Lack of data on infrastructure, facilities and a conducive learning environment indicators for schools/centres.
- Inadequate quality assurance of secondary schools
- Lack of updated data on quality of results and learning achievements in key subject areas, Maths, Language, Science. National examination pass rates from period (2004-2014), at

³⁰ Lesotho Education Sector Plan (2016-2026)

³¹ Lesotho Education Sector Plan 2016-2026

the Junior Certificate examination has been fluctuating within a range of 65 percent and 75 percent. In 2014, the LGCSE pass rate stood at around 62 percent. 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.³²

- Poor quality and delivery of secondary education that does not make it minimise wastage and enhance efficiency³³.
- 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 implemented³⁴.
- The need to improve access to senior secondary education on equitable terms for all categories of career path³⁵.

4.4 Technical and Vocational Education Training (TVET)

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 aims that 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.³⁶

TVET programmes offered through different centre including 93 secondary Schools providing metal work, woodwork, technical drawing and design, home Economics, 17 Skills Training Centres provide pre-vocational skills to Lower; Basic Education school leavers, disadvantaged groups and retrenched mineworkers, and deportees; 20 TVET institutions provide automotive mechanics, bricklaying and plastering and home sciences, training for post junior and secondary school leavers; 19 participating industries and companies provide industrial traineeship 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%).³⁷

Highlights: Key Performance Indicators for TVET Sector

- **Drastically declining enrolment in TVET:** The enrolment rate for students at TVET level was only 10.1 % in 2015/16. Females' participation was higher 60.5% and male students who were 39.5%. However, data shows that the overall participation rate for students in TVET has decreased in 2015/16 to 21,586 students compared to 21,664 in 2014/15 (VNR,

³² Lesotho Education Sector Plan (2016-2026)

³³ ibid

³⁴ ibid

³⁵ ibid

³⁶ Lesotho Education Sector Plan (2016-2026)

³⁷ Lesotho Education Sector Plan (2016-2026)

2019)³⁸. The reasons for declining enrolment at TVET level is attributed to lack of capacity of HEIs to provide education.

- ***In 2019, there only 4584 students enrolled across all institutions³⁹ as compared to 21664 in 2015⁴⁰.***
- **Lack of quality:** Dropout rate is high (16.9 %) specially for boys and repetition rate is also high (11.1 %); Maseru has the highest number of dropouts and repeaters.
- Most of the dropouts occurred in government institutions (77.6%) students

Implementation Challenges for TVET

Based on the analysis of the data, ongoing discussions with the stakeholders, and based on available reports, e.g., Education Sector Plan⁴¹, TVET implementation challenges are summarized as follows:

- Drastically declining enrolment in TVET institutions
- High dropouts, and high repetition rates
- Gender disparity as there is low participation of boys in technical training
- Lack of capacity of the institutions, and lack of training of staff
- Lack of updated data on learning and skills to show effectiveness of the institutions
- Lack of data to show alumni tracking indicating placements in job market

4.5 Tertiary Education

There are currently 15 institutions recognised by the Government of Lesotho from which ten (10) are public institutions and 5 are private institutions.

Highlights: KPI Tertiary Education

- According to official figures a total of 22,802 students were enrolled at Higher Education Institutions EIs in Lesotho in the academic year 2017/2018. Out of this number 61.3 percent were females while a 38.7 percent were males⁴².
- According to the data majority of the students in this level of education, were in public institutions such as NUL, LUCT, LP and LCE, where More than 80 percent of the students were enrolled in public institutions, mostly in NUL, LCE and LP, this as has been the trend since 2014/15. Private institutions enrolled less than 20 percent of the students throughout the years⁴³.

³⁸ https://sustainabledevelopment.un.org/content/documents/23777Lesotho_VNR_Report_2019_Final.pdf

³⁹ 2019 Education Statistics Report: Bureau of Statistics Lesotho- No.32 of 2021

⁴⁰ Lesotho Education Sector Plan (2016-2026)

⁴¹ Lesotho Education Sector Plan 2016-2026

⁴² 2019 Education statistics Report : Bureau of Statistics Lesotho- No.32 of 2021

⁴³ *ibid*

- A rapid survey of college of education Lesotho⁴⁴ shows that the institution did not produce any research reports in the past many years.
- The college of education did not conducted any audits since 2009.
- The college did not conduct any students satisfaction surveys.
- Enrolments by programme across all institutions indicate that most students were studying towards diploma qualifications followed by those in bachelor's degree programmes. There were 11,535 diploma students and 10,073 degree students in 2013/14.
- ***Both access and participation are low:*** At postgraduate programmes are limited and students' enrolment at both master's and doctoral levels are very low.
- ***There is lack of Alumni tracker data to show impact***
- ***Lack of monitoring data to check quality of programmes***

Implementation Challenges for Tertiary Education

Based on the analysis of the data, ongoing discussions with the stakeholders, and based on available reports, e.g., Education Sector Plan⁴⁵, Tertiary Education implementation challenges are summarized as follows:

- High level of gender disparity as boys' participation at higher education level is critically low, with 61.3 % females and only 38.7 % males⁴⁶.
- Less participation of private sector to provide higher education, only 20%
- Low enrolment for masters programmes as many students opt for diploma programmes
- Lack of accountability systems/ such as annual audits
- Lack of quality assurance systems such as students satisfaction surveys, alumni tracking to evaluate effectiveness

4.6 Skills for Work- ICT Skills

Technical skills, especially Information and Communication Technological (ICT) skills have become highly essentials to function efficiently and effectively in the job market. These skills are called 21st Century Cores Skills as well and are integrated in the education curriculum in many developed and developing countries as well.

- The five-year National Strategic Development Plan (NSDP) 2012/13 - 2016/17 identified ICTs as the backbone of a modern economy, and contributing to the reduction of risks associated with urbanisation, poor infrastructure, poverty, unemployment and inequality. Yet, currently close to 65% of the population have not accessed Internet.⁴⁷
- Lesotho Communication Authority (2016), reports the state of ICT in Higher Education in Lesotho which shows that 18 percent of the higher education institutions, were offering ICT programmes. For example, Majority of institutions (81%) offered diploma amongst

⁴⁴ 2021 rapid assessment on higher education institutions (RAHEIS) – Lesotho college of education – September 2021

⁴⁵ Lesotho Education Sector Plan 2016-2026

⁴⁶ 2019 Education statistics Report : Bureau of Statistics Lesotho- No.32 of 2021

⁴⁷ <https://www.lca.org.ls/download/the-state-of-ict-in-lesotho-2017/>

some of their programmes while 59 percent of them offered certificate as one of their programmes. First degree programmes were offered by 23 percent of the institutions whereas 14 percent offered post-graduate programmes as well (p.14)⁴⁸.

Implementation Challenges Skills for Work –ICT

- There is lack of data to show how Lesotho government and MoET has provided access to ICT through TVET centres specially.
- TVET centres/programs need to integrate ICT in training to build the skills of youth to prepare them for the job market
- Curriculum guidelines should be in place to guide the TVET institutions on ICT skills training

4.7 Equity and Inclusion

The SDG 4 on education focusses on inclusive and equitable access to education for all. Inclusion of disabled, poor, marginalized and ensuring gender equity are important indicators to consider while designing and implementing policies and programmes. Also, promoting lifelong learning opportunities for all can be achieved by contributing to the realization of universal health coverage. For example, bolstering primary care provision -for prevention, screening and referral and treatment through rehabilitation- has the potential to catalyze progress towards SDG 4 as well as almost every other SDG. Similarly, strengthening the quality and equity of education and making it truly transformative would be a critical step for social change and realizing the entire SDG agenda (p.2)⁴⁹.

The Lesotho National Federation of Organisations of the Disabled (LNFOD) is collaborating with UNICEF Lesotho to implement inclusive education project for children and young adolescents with disabilities in the district of Quthing, Mafeteng, Maseru, Berea and Leribe in sixteen (16) selected community councils. In Quthing, the project is implemented at Qomo-Qomong, Urban and Mjanyane councils. Mohale's hoek: Khoelenya, Mashaleng and Thaba- Mokhele Mafeteng: in Metsi- maholo, Maseru in Ratau, Qiloane, Berea, in Motanasela and senekane, Leribe in Menkhoaneng, Maputsoe urban, tsoili-Tsoili and Maoamafubelu community councils in a mission to support the Ministry of education and training in implementing the Lesotho inclusive education policy (2018)⁵⁰.

- There is some progress made under LNFOD initiative, as with the help of community focal persons from the selected community councils, 101 children and youth with disabilities who were out of schools were identified for pre-primary, primary, secondary and technical and vocational (TVET) special and mainstream schools⁵¹.

⁴⁸ <https://www.lca.org.ls/download/the-state-of-ict-in-higher-education-lesotho/>

⁴⁹

https://sustainabledevelopment.un.org/content/documents/23216Together_2030__Position_Paper__HLPF_2019.pdf

⁵⁰ LNFOD final report on Inclusive Education (2021)

⁵¹ LNFOD final report on Inclusive Education (2021)

- **The NER of learners with disabilities is lower than that of their non-disabled counterparts** and so is the NER for children from minority groups, especially Xhosa language speakers. There were 8 235 enrolled in 2015 in which 60.1 percent were females and 39.1 percent were males, while 7 335 in 2016 of which 59.9 percent were females and 40.1 percent males. In 2017, there were 8 652 with 59.2 percent females and 40.8 percent males (VNR,2019,p.46).
- **There are regional disparities where lowlands** have better participation rates in education while mountain areas having less participation.
- **Lesotho still needs to monitor gender index closely** to ensure gender parity at all level. There is increased participation of female at higher education level whereas the male participation is extremely low. At school level, participation of female is low as compare to male students.

4.8 Non-Formal Education

The BOS Report 2019⁵², provides data for 2019 only which reflects the following progress in NFE.

- **Gender disparity:** Non-formal education by age, level and sex in 2019, indicates that an uneven distribution of enrolment by sex in **favour of males** whereby males were recorded as 5,424, or 75 percent and females 1,846 (25 percent).
- The enrolment of non-formal education by district, level and sex for the year 2019- Total enrolment by district reveals that, the highest number of learners were in mountainous districts such as: Mokhotlong and Thaba-Tseka, which were recorded as 1, 496 (20.6 percent) and 1,345 (18.5 percent) respectively. They were followed by Berea and Mafeteng with 992 (13.6 percent) and 866 (11.9 percent) orderly.
- The table furthermore shows that in ‘Primary continuing education’ under this level of education, Maseru had the highest percentage of 94. In ‘secondary continuing education’, Leribe was leading with 110 (43.5 percent) followed by Thaba-Tseka and Maseru with 84(33.2 percent) and 59 (23.3 percent), respectively.
- With regard to Literacy and Numeracy, district comparison shows that Mokhotlong was leading with 1,496 (21.4 percent); it was followed by Thaba-Tseka with 1,261 (18 percent).
- Non-formal education learners with special education needs by district, level and sex for the year 2019 indicates that out of 7,270 learners enrolled in NFE, 206 (2.8 percent) learners were identified as those with special educational needs in 2019, Maseru generally topped with 85 (41.3 percent) students with special education while Thaba-Tseka followed with 30 (14.6 percent). Males with special educational needs were 127 (61.7 percent); this number surpassed their female counterparts who were only 79 (38.3 percent).
- Out of 113 orphans, 97 (85.8 percent) were male orphans while female orphans were 16 (14.2 percent) as per data of 2019. The number of orphans increased with age, thus, at younger ages there were few orphans, but as age increased the number of orphans also increased.

⁵² 2019 Education Statistics Report, Lesotho Bureau of Statistics. No. 32. 2021

- Teachers in non-formal education by district, level and sex for the year 2019 indicates that Maseru was leading with the number of teachers in non-formal education at 17.4 percent, followed by Mafeteng with 14.6 percent. Under ‘Literacy and Numeracy education’ Berea was leading with 16.8 percent of teachers and was followed by Thaba-Tseka with 16.2 percent.
- **Teachers low qualification:** Teachers qualification the year 2019 indicates that there were 328 teachers out of which 108 (32.9 percent) had primary education, 60 (18.3 percent) had Junior Certificate, 98 (29.9 percent) had COSC and 62 (18.9 percent) had qualifications higher than COSC such as Diplomas, Bachelor’s Degree and many others.
- Out of total number of 328 learning posts and centres, literacy and numeracy had 312 (95 percent) while continuing education had only 16 (5 percent). Most of the literacy and numeracy learning posts were in the mountainous districts namely Mokhotlong and Thaba-Tseka. Thaba-Tseka was forefront with 55 (16.7 percent) learning posts followed by Mokhotlong with 50 (15.2 percent). Most of the districts had one ‘continuing education’ centre except Maseru and Berea that had 6 and 2 learning centres respectively.

4.9 Sustainable Development and Global Citizenship

Global citizenship is the umbrella term for social, political, environmental, and economic actions of globally minded individuals and communities on a worldwide scale; the term can refer to the belief that individuals are members of multiple, diverse, local and non-local networks rather than single actors affecting isolated societies⁵³. Global citizenship is considered to be an important skills in 21st Century for individuals be able to participate actively as global citizens. Therefore, global citizenship education has to be integrated at all levels in education. Promoting global citizenship in sustainable development will allow individuals to embrace their social responsibility to act for the benefit of all societies, not just their own.

SG 4, includes global citizenship as a key sub skill which should be integrated as concept in education. . By 2030, the international community has agreed to ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including global citizenship⁵⁴. The educational institutions and specially higher education institutions should focus on developing global citizenships skills among graduating students so that they build needed their skills and education to contribute to that community.

4.10 Quality of Input for Education

Input monitoring is essential to track and document the services that are provided by project or intervention. Educational managers can make informed decisions based on the data in terms of provision of resources verses level of outcomes and can ensure supply of services and resources based on needs. Educational or school facilities are a key input indicator which

⁵³ <https://www.un.org/en/academic-impact/global-citizenship>

⁵⁴ <https://www.un.org/en/academic-impact/global-citizenship>

directly contributes to quality of environment in schools supporting better learning, by creating a conducive and safe learning environment for all children. School environments and facilities need a significant amount of education budget to improve schools. Learning facilities assessment needs to be a regular practice through annual senses on school facilities to inform action planning.

There is very limited data available to indicate progress against the indicator on school facilities. UNESCO Institute of Statistic provide some data against this indicators⁵⁵:

- In 2015, 13.5 primary schools had electricity
- In 2013, 47 % lower secondary schools had computers available for pedagogical purposes.
- In 2015, 100 % primary schools had access to portable water
- In 2015, 96.1 % primary schools had single sex toilets

Although the government in Lesotho is providing scholarship, there is lack of data in terms of the number of scholarships awarded and its impact and effectiveness towards social and economic growth of the country. Lesotho government needs to develop data for tracking effectiveness and improve future planning for scholarship programme.

A Focus Group Discussion with the representatives of National Manpower Development Secretariat/ Ministry of Development Planning reveals the following information:

- Sponsors around 20000 students each year
- Approximately 8000 are new students
- Sponsorships are allocated based on merit and best performing students, meaning not all students are funded even if they qualify
- Allocation to NMDS sponsorships is approximately 230 million per annum, but on need basis, it requires 1 billion.

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 teachers⁵⁶. Most teachers in Lesotho are qualified but learning outcomes are still not good (VNR, 2019). This means that more investment needs to be made in this area including on-going coaching/mentoring for teachers and regular assessment of learning as well as putting improvement plans in place (p.54). The following data from BoS (2021)⁵⁷, reflects situation of teachers in Lesotho:

- The number of teachers in ECCD centres during the year 2019 was 2711. There were more female teachers with 2648 (97.7%) than their male counterparts with 63 (2.3%). A similar trend is observed for districts whereby Maseru was leading with 24.9% of teachers in this level of education. It was followed by Leribe with 17.1% and then Berea with 11.7%.
- The pupil – teacher ratio (PTR) in primary level dropped from 33.1 in 2015 to 32.4 in 2019. However, number of teachers dropped from 10687 in 2016 to 10193 in 2019.

⁵⁵ http://uis.unesco.org/sites/default/files/documents/countryreview_sdg4_iso.pdf

⁵⁶ Lesotho Education Sector Plan 2016-2026

⁵⁷ 2019 Education Statistics Report, Lesotho Bureau of Statistics. No. 32. 2021

- Unlike in primary schools where PTR have been decreasing, PTR in secondary schools have been generally increasing over the years, as they increased from 2016 to 2019. For instance, the PTR has been increasing from 24 in 2015 to 25 in 2019. Pupil – qualified teacher ratio (PQTR) was also 25, which equalled the overall PTR in 2019. There were 5322 teachers in registered secondary schools in 2019. Unqualified teachers refer to teachers without teaching qualifications; these include graduates in other fields of study as well as teachers who have only obtained secondary qualifications like LGCSE and JC. Data indicated that female teachers constituted 55% while males represented 45% of the total teachers and 56% were females and 44% were males. Out of the total teachers, 5300 (99.6%) were qualified, this means that almost all teachers were qualified.
- The pupil teacher ratio (PTR) was 25 pupils per teacher for the entire country and it ranged from 24 to 30 pupils’ per teacher across the districts. Pupil-qualified teacher ratio (PQTR) was also 25, which equaled the overall pupil teacher ratio (PTR) in 2019. Leribe, had the slight difference between PTR and PQTRs meaning that there were some few unqualified teachers in this district. Mokhotlong and Thaba-Tseka, ranged the highest in percentages of PTR and PQTR with 29 and 27 percent respectively, indicating that in these districts there were more children per one teacher on average

4.11 Key highlights from Focused Group Discussions on Implementation

These statements represents some of the concerns, issues or perception of mutual stakeholders with whom in this study, we engaged in Focused Group Discussions and Key Informants interviews.

“The current institutional arrangements do not satisfy the requirements for SDGs to thrive”

“A lot of challenges in the implementation of SDGs and fulfilling the commitments has to do with lack of resources and dedicated Governmental Budget toward implementation of SDGs”

“We recommend that there should be a monitoring unit in what government should do and provide quality distribution and allocation of resources”

“In terms of reporting the challenge is that all values, indicators and information comes from line ministries in which reports are totally dependent on their inputs; thus far the Ministry of Education has had the most sluggish reporting”

“Some challenges include the fact that resource envelop is too small according to requirements of fulfilling the SDG targets”

“Lack of resource endowments as its very heavy and approximately 90% of education budget goes to commitments and not programmes. Such commitments include teacher salaries and other obligations without which the Ministry cannot operate”

“A lot of donor funding prioritizes on social sector funding not education per say”

“There is no SDGs targeted space”

“SDGs have been personalized to certain departments and it is problematic as there is no concerted ownership”

“In general those with disability are left out due to barriers such as attitudinal, cultural, environmental or institutional”

“We recommend that GOL implements a formal platform for advocacy and engagement of stakeholder coordination”

“There are more teachers than students and there is an imbalance should we strive to achieve quality education”

“Higher education is very unsupportive to SDGs”

“Education Sector Report and indicators for SDGs has excluded higher education”

“Lately, Clear challenges exacerbated by Covid 19”

Chapter 5

Summary of Thematic Findings and Means of Implementation

The following section outlines progress made to date with regard to the SDG4 indicators. It should be noted that due data inconsistency and in some instances not available, it was difficult to determine the progress made. However, assumptions were made because the SDG4 indicators did not have baselines and targets.

5.1 Thematic Finding Per Target

4.1. Universal primary and secondary education: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

34% from primary and 51% from secondary attended Early Childhood Education (ECE) programmes and net attendance rates (adjusted) is 97% for primary and 56% for secondary⁵⁸.

Enrolment in registered primary schools by age, grade and sex in 2019 showed that the total enrolment at this level was 329770 in 2019 (out of 1486 registered primary schools) which is a decrease from 360, 756 (out of 1478 registered primary schools) in 2016. This shows inverse relationship between enrolment and number of schools whereby enrolment is declining but number of schools is increasing. Out of this enrolment number, 51.1% of them were males enrolled at this level whereas females constituted 48.9%. It was also observed that there were also more males than females enrolled in all grades at this level except for grade 6 and 7 where the number of females enrolled exceeds the number of males. The majority of learners registered in primary schools ranged from the age of 6 to 14 years.

Out of the total enrolment of 329,770 in registered primary schools in 2019, about 14,537 were learners with the special educational needs. This implies that 4.4% of learners had some form of disability in 2019. Enrolment of learners with special educational needs in registered primary schools by type of disability, grade and sex in 2019 indicated that intellectual disability accounted for 8249 (56.7%) of the pupils with disability, followed by visual impairment with 2927 (20.1%) and the form of disability with less pupils is physical disability with 993 (6.8%). It should be noted that intellectual disability includes forms of learning difficulty, epilepsy and mental retardation. However, it should also be noted that the of students with disability dropped from 18232 in 2016 to 14537 in 2019 and it is not clear of the cause of decline.

It should be noted that the enrolment in registered primary schools by grade, sex and year starting from 2016 up to 2019 has been declining from 360, 756 (184, 317 males & 176, 439 females) in 2016 to 329, 770 (168, 486 males & 161, 284 females) in 2019.

The lowest enrolment was in grade 7, valued at 12.4%.

⁵⁸ Bureau of Statistics (BOS). 2019. Lesotho Multiple Indicator Cluster Survey: generating evidence to deliver for children, Statistical Snapshots: Key Survey Findings, 2018. Maseru, Lesotho: BOS

The total enrolment in the lower secondary education (Form A - C) for the year 2019 was 101315 which consist of 44479 boys and 56836 girls. While in the upper secondary education (Form D - E) total enrolment in the same year was 33769 which consist of 13944 boys and 19825 girls. The overall enrolment in 2019 in registered secondary schools was 135084 students. This number consists of 58,423 (43.3%) boys and 76,661 (56.7%) girls enrolled in all registered secondary schools. The overall enrolment in 2019 in registered secondary schools was 135084, while in 2018 the total enrolment was 138894 students and 129192 in 2017. This shows a decrease in enrolment of 2.7% between 2018 and 2019. While between 2017 and 2018 the total enrolment in registered secondary schools increased by 7.2%.

Enrolment trend from 2017 to 2019 by district and sex revealed that enrolment has been increasing but dropped from 2018 to 2019. The data further illustrated that enrolment of males had been fluctuating for the period under review whereas females' enrolment had been steadily increasing. The data also showed that female enrolment had been higher than male enrolment in all the districts from 2017 to 2019 but dropped from 57.1% for females in 2017 to 56.8% in 2019 while it increased from 42.9% in 2017 to 43.2% in 2019. There were 348 registered secondary schools in 2019.

Unlike in primary schools where enrolment rates have been decreasing, rates in secondary schools have been generally increasing over the years, as they increased from 2016 to 2019. For instance, the total net enrolment rate has been increasing from 43.1% in 2016 to 50.1% in 2019. Generally, the GER and NER for the lower secondary education are much higher than those in the upper secondary education. For the NER, this implies that there was high degree of participation of the official school age population in lower secondary than upper secondary. The data also denoted the improvement of both GER and NER rates between 2016 and 2019. The variation in participation by sex revealed that female's participation of the official school age population was higher than that of males. For instance, in 2019 the lower secondary schools NER for males was observed as 37.1% and the one for females was 56.7%. In the upper secondary education, it was estimated at 11.1% and 21.0% for males and females respectively.

15% of children age 7 -14 years in Lesotho demonstrated foundational numeracy skills of which 13% are males and 17% are females. Only 1 in 3 children in their last primary class, grade 7 demonstrated foundational numeracy skills. About 2 out of 3 children age 7 -14 years successfully performed number discrimination and number reading, while only 2 in 5 children could perform number addition. While 4 out of 5 children had an adult household member receive their report card, just over half had an adult discuss their progress with teachers.

Less than half of the children age 7 to 14 showed foundational reading skills in either English or Sesotho. While 3 out of 5 children read 90% of words correctly, about half were able to answer inferential questions correctly either in English or Sesotho. Barely 1 in 10 children in grade 2 demonstrated foundational reading skills. In grade 7, the last class of primary school, 1 in 4 children still could not demonstrate foundational reading skills in either English or Sesotho. More female children demonstrated foundation reading skills than males for both English and Sesotho.

National percentage of children age 7 -14 who can 1) read 90% of words in a story correctly, 2) Answer three literal comprehension questions, 3) Answer two inferential comprehension questions, by region and sex is as follows; in Sesotho 32% males & 49% females which makes

40% in total, in English 19% males & 30% females which is 25% in total, and combined is 35% males & 54% females which is 44% in total.

Net attendance rates show wider gaps in secondary than in primary school according to sex, area of residence and wealth status. In addition, there were twice as many girls of upper secondary school going age attending upper secondary school than boys of the same age.

Nationally the completion rates are as follows; for primary is 80%, lower secondary is 44% and 32% for upper secondary.

While 4 out of 5 children completed primary school, about 1 in 3 children completed upper secondary school. About 1 in 3 children of upper secondary school going age were out of school. There were twice as many boys of secondary school going age who were out of school as there were girls.

The Apparent and Net intake rates indicate accessibility of new entrants of a particular entering age for a particular grade, out of all children of admission age at the corresponding grade, which is age 6 in Lesotho for primary schools. The two ratios are essential to policy makers and planners because they specify the degree of accessibility of primary school education. AIR is a crude measure because it considers all new entrants irrespective of age while NIR accounts for official entrance age for new entrants. The Apparent Intake Rate (AIR) was highest in the year 2016 (131.0%: 139% males & 123% females) thereafter it decreased continuously until 2019 to 127.9% (137% males & 118.7% females) despite free primary education. Gender comparison in AIR indicates that more males had access to primary education than females. Net Intake Rate (NIR) on the other hand, has been fluctuating since 2016 to 2019 ranging between 69.7% and 72.3%. Both AIR and NIR have been in favour of boys from 2016 to 2019.

Number of students with special education in registered secondary schools in 2019 was 6603. Data depicted the number of students in registered secondary schools with special education by disability type, level of education and sex in 2019 showed that among the disability type that students have in registered secondary schools in 2019, 44.7% of them had visual impairment. It was followed by those with Intellectual Disability which constituted 22.5%. Students who had Physical Disability constituted the lowest 7.2% of all who registered in secondary schools in 2018. Furthermore, students with some form of disabilities in those registered secondary schools were highest in the lower levels for both males and females and lowest in the higher levels. In Form A, students with disabilities amounted to 813 (12.3%) for males and 1013 (15.3%) for females while in Form E, males and females added to 331 (5.0%) and 557 (8.4%) respectively. Generally, in every level of secondary education there were more girls with some form of disability than boys.

4.2. Early childhood development and universal pre – primary education: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

- 46% of children age 36 -59 months attending an early childhood education programme, by background characteristics of which 46% are girls and 45% are boys⁵⁹. Children from the

⁵⁹ Ibid.

richest households were four times more likely to attend Early Childhood Education (ECE) than those from the poorest households which is 83% from richest to 20% poorest. It was found that close to 1 in 4 children are engaged in learning activities with an adult household member in the last 3 days. In addition, more than half of children age 2 to 4 years had 2 or more types of play objects.

- Activities include: reading books to the child; telling stories to the child; singing songs to the child; taking the child outside the home; playing with the child; and naming, counting or drawing things with the child.
- 7 in 10 children age 3-4 years were developmentally on track in at least three of the four component domains of the Early Childhood Development Index (literacy-numeracy, physical, social –emotional and learning). The literacy -numeracy domain shows the lowest performance, with less than 2 in 10 children of the same age developmentally on track.
- Early Childhood Development Index (ECDI): percentage children age 3 – 4 years who are developmentally on track in literacy – numeracy (15%), Physical (92%), social emotional (79%) and learning (95%).

Nationally there are 46% of children age 36 to 59 months were attending ECE which is almost half of the population and 85% were participating in organized learning. However, the widest gap for participating in organized learning was observed between children of the poorest and richest households.

78% of girls were developmentally on track compared with 68% of boys. 8% of boys of primary school age were out of school compared with 3% of girls. 92% of girls completed primary school compared with 69% of boys.

Early Childhood Care and Development (ECCD) enrolment in reception classes from 2016 decreased from 5832 to 5235 in 2019 from 243 schools in 2016 – 2018 and 241 schools in 2019⁶⁰. Furthermore, ECCD schools' gross enrolment and net enrolment rate by sex for the period 2016 to 2019 showed a decrease. It was observed that both gross enrolment rate (GER) and net enrolment rate (NER) have been decreasing. GER decrease from 42.2 in 2016 to 36.6 in 2019 while NER decreased from 29.5 to 26.7 in the same period. Comparison by sex for both GER and NER showed that there were more females than males in ECCD schools from 2016 to 2019.

4.3. Equal access to technical/vocational and higher education: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

- Enrolment in registered technical and vocational schools by age and sex in 2018. It was seen from the that enrolment in 2018 was 4584, where female learners constituted 2646 (57.7%) and their male counterparts accounted for 1938 (42.3%). Age comparison depicts

⁶⁰ Government of Lesotho. 2019. Education Statistics Bulletin. Maseru, Lesotho: Ministry of Education and Training (MOET), Planning Unit, Statistics Office.

that although there were more learners aged 23 with 723 (15.8%), on average most learners at this level were aged between 18 and 25 years.

- The number of students who left school in technical and vocational institutions by district, agency and sex for the year 2018 reflected that out of the total enrolment of 4584 students, 778 (16.9%) of students dropped out in this level of education. Distribution by district shows that Maseru was leading with 707 (90.9%) number of drop outs; this number was followed by that of Leribe which was 41 (5.3%) while Mohale's Hoek had 18 (2.3%) as number of students who left school. Further it was illustrated that 604 (77.6%) students who left school were from Government institutions. That was followed by 93 (12.0%) that were from private institutions then 61 (7.8%) students that were from RCM institutions. Comparison by sex showed an uneven distribution in favour of females constituting a higher percentage of 72.9. The number and percentage of students that dropped out of Technical and Vocational institutions by major reason for dropping out and sex. It was observed that a total of 778 students were reported to have left school in 2018. Out of the total number that left school, the highest proportion 647 (83.2%) dropped out because they were seeking employment while 33 (4.2%) had no funds and the other 25 (3.2%) left because of pregnancy.
- Teachers in technical and vocational institutions by district, agency and sex for the year 2018. As prior mentioned that the majority of the students and institutions were in Maseru, the number of teachers at this level also followed the same trend as 70 (35.4%) was highest number of teachers in Maseru. Mohale's Hoek and Leribe had 43 (21.7%) and 42 (21.2%) respectively. Teachers in registered technical and vocational schools by teacher's rank in 2018 showed that out of 198 teachers in 2018, 105 (53%) were males while 93 (47%) were females. It was observed that teachers were largely populated in the lower ranks such as Teacher Assistant 71 (35.9%) and assistant specialist Teacher 38 (19.2%) and that the percentages were low in the higher ranks.
- A total of 22,802 students were enrolled at HEIs in Lesotho in the academic year 2017/2018. Out of this number 61.3% were females while a 38.7% were males. Majority of the students in this level of education, were in public institutions such as NUL, LUCT, LP and LCE, where More than 80% of the students were enrolled in public institutions, mostly in NUL, LCE and LP, this as has been the trend since 2014/15. Private institutions enrolled less than 20% of the students throughout the years. The National University of Lesotho (NUL) has been the largest in terms of its enrolments. Enrolments by programme across all institutions indicate that most students were studying towards diploma qualifications followed by those in bachelor's degree programmes. There were 11,535 diploma students and 10,073 degree students in 2013/14. Of great concern is the fact that there are very few postgraduate programmes and students at both master's and doctoral levels. Similar to the previous years, NUL, LCE, LUCT and LP had the largest number of students enrolled. More than 80% of the students were enrolled in public institutions, mostly NUL, LCE and LP, as has been the trend since 2010/11. Private institutions enrolled less than 20% of the students throughout the years.
- Enrolment in non-formal education by age, level and sex in 2019 revealed uneven distribution of enrolment by sex in favour of males whereby males were recorded as 5,424, or 75% and females 1,846 (25%). Age distribution shows that 1,514 (20.8%) was enrolment

of learners were below 19 years and 5,756 (79.2%) learners were above 18 years. The table also highlights that most learners below 18 years were enrolled under literacy and numeracy, represented by 1,471 which is 97.2%; it was followed by those who were pursuing secondary constituting 27 (1.8%) and primary with 16(1.0%). Sex disparity within those aged below 19 years indicates a wide gap between males and females enrolled whereby 1,421 (93.9%) were males and 93 (6.1%) were their female counterparts. However, the gap reduced between male and female learners that were aged above 18 years, since males were 4,003 (69.5%) while females were 1,753 (30.5%)⁶¹.

4.4. Relevant skills for decent work: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

4.5. Gender equality and inclusion: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

- Although significant number of children and youth with disabilities have been identified them were not all successfully assisted to enrol in various levels of education as per the set targets? The identification followed the public gatherings conducted by LNFOD and its affiliates.
- Seven (7) children with sensory, physical and intellectual disabilities enrolled in pre-primary education against the 20 target. The target was not met because of the little number of younger children identified; this may be due to identifying disability challenge at early stage. For primary level, 26 were reached against the 15 targets while for secondary level the target was 35 but only 6 were reached this is also because of the little number of young adolescent eligible for secondary education. The little number identified for secondary is evidence that children with disabilities are unable to penetrate through education especially to advanced level as they are not properly accommodated at foundational levels. Finally, on TVET 36 have been assisted to register with TVET institutions against the 50 target. Although only 36 were assisted and guided in registering and enrolling with TVET schools a significant number of youths with disabilities have been identified that could not be assisted to either register or enrol in TVET for a number of reasons including having no phones as thus LNFOD had to rely on its community focal persons to provide information which proved to not be very effective. Regardless some of the identified still contact LNFOD for assistance to enrol in TVET institutions⁶².

⁶¹ Bureau of Statistics. 2021. 2019 Education Statistics Report. Maseru, Lesotho: BOS, No.32 of 2021

⁶² LNFOD. 2021.NFOD Final Report on Inclusive Education. Maseru, Lesotho: LNFOD

4.6. Universal youth literacy: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

- In Lesotho, 92% of women are literate compared with 76% of men.

4.7 Sustainable Development: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

- This indicator provides information on the level of national commitment towards the attainment of Target 4.7 (for example, whether political will and resources have been translated into concrete policies, curricula and assessment). This indicator can be complemented by other thematic indicators on global citizenship education (GCED) and education for sustainable development (ESD), which seek to assess learning outcomes more directly in the cognitive, socio-emotional and behavioural domains. The indicator could be used to assess inputs to formal as well as non-formal education systems.
- In Lesotho, there is no data indicating this thematic outcome.

4.a. Effective learning environments: By 2030, Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

- ECCD enrolment of children with special educational needs or disability by district, age and sex in 2019 showed that out of the total enrolment of 47447 learners in ECCD centres, 474 (0.9 percent) learners had some form disability. Furthermore, sex comparison shows that 266 (56.1%) were boys and 208 which is 43.9% were girls. Among the districts, there were more males with special educational needs than their female counterparts in each district except for Mafeteng district where males and females' figures were level. The data further showed that Maseru had the highest number of learners with some form of disability of 104 (17.1%); it was followed by Berea with 86 (18.1%) and then Leribe with 72 (15.2%).
- Enrolment of children with special education by type of disability, age and sex for the year 2019 showed that majority of children with special education had physical disability and intellectual disability with 160 (33.8%) and 104 (21.9%) respectively. Intellectual disability includes forms of learning difficulty, epilepsy and mental retardation. Hearing impairment had the least number of children with 44 (9.3%).

4.b. Scholarships: By 2030, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries.

- The number of students sponsored by GoL through NMDS at tertiary level increased from 16 795 in 2016/17 to 18 471 2020/21. The cost of training also increased from M661 562 281 in 2016/17 to M908 384 094 in 2020/21 even though the figures fluctuated. This shows committed of GoL in investing in education at tertiary level. However, it should also be noted that the number of students the number of students sponsored increased from 16795 in 2016/17 to 18471 in 2020/21 and the highest number was in 2018/19 at 19215 students.
- Few students are sponsored by other sponsors such Higher Life Foundation, Ministry of Finance, World Sight Foundation and others⁶³.

4.c. Teachers and educators: 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.

- The number of teachers in ECCD centres during the year 2019 was 2711. There were more female teachers with 2648 (97.7%) than their male counterparts with 63 (2.3%). A similar trend is observed for districts whereby Maseru was leading with 24.9% of teachers in this level of education. It was followed by Leribe with 17.1% and then Berea with 11.7%.
- The pupil – teacher ratio (PTR) in primary level dropped from 33.1 in 2015 to 32.4 in 2019. However, number of teachers dropped from 10687 in 2016 to 10193 in 2019.
- Unlike in primary schools where PTR have been decreasing, PTR in secondary schools have been generally increasing over the years, as they increased from 2016 to 2019. For instance, the PTR has been increasing from 24 in 2015 to 25 in 2019. Pupil – qualified teacher ratio (PQTR) was also 25, which equalled the overall PTR in 2019. There were 5322 teachers in registered secondary schools in 2019. Unqualified teachers refer to teachers without teaching qualifications; these include graduates in other fields of study as well as teachers who have only obtained secondary qualifications like LGCSE and JC. Data indicated that female teachers constituted 55% while males represented 45% of the total teachers and 56% were females and 44%t were males. Out of the total teachers, 5300 (99.6%) were qualified, this means that almost all teachers were qualified.
- The majority of instructional staff across all HEIs had qualifications that are at least one level above the exit level, and therefore they meet the minimum quality assurance standard. However, there were instances in 2015/16 where 15 staff members with a Bachelor’s Degree taught at the same level as their highest qualification. LUCT is the institution in which this was the case. Three lecturers even taught at Honours level. At LP 11 lecturers with Diploma taught at the same level, while a similar situation happened at LAC involving 10 lecturers. Nineteen lecturers with a Master’s qualification were teaching at the same level at NUL and two at LeBoHA. The data on the programmes where lecturers taught at the same level as their highest qualifications were not collected for both years. As a result, it is difficult to ascertain whether the

⁶³ Council on Higher Education. 2020. Final Report on the state of Higher Education 2015/16 – 2017/18. Maseru, Lesotho: CHE.

concerned institutions violated the quality standard. All HEIs are urged to comply with the quality standards. It is important to note that 10% of lecturers who can teach at the same level as their highest qualification allowable by the quality assurance standard is in special cases where, for instance an IT lecturer with a Degree teaches a course or module on IT in a non-IT programme such as Business Administration.

- Teachers in non-formal education by district, level and sex for the year 2019 showed that Maseru was leading with the number of teachers in non-formal education who were estimated at 17.4%, followed by Mafeteng with 14.6%. Under 'Literacy and Numeracy education' Berea was leading with 16.8% of teachers and was followed by Thaba-Tseka with 16.2%. The distribution of teachers by sex reveals inequality in favour of females with 261 (79.6%) in literacy and numeracy education, while in continuing education males were higher with 36 (52.9%). It found that there were 328 teachers out of which 108 (32.9%) had primary education, 60 (18.3%) had Junior Certificate, 98 (29.9%) had COSC and 62 (18.9%) had qualifications higher than COSC such as Diplomas, Bachelor's Degree and many others.
- The numbers of staff who left the institutions increased significantly from 141 in 2016/17 to 350 in 2017/18 which is from 6.5% to 14.8%. In 2016/17 LUCT had the highest percentage of staff who left at 19.4% followed by LP at 12.4%. In 2017/18 staggering 40.4% of LCE staff left the institution. This exodus may be attributed to the phasing out of the Distance Teacher Education Programme (DTEP) which was conducted by part-time lecturers in all the ten districts. So, the majority of the staff who left were those involved in this programme due to termination of their contracts.
- While it is natural for staff to move from one institution to another, it is important for institutions to have robust staff retention strategies. The exodus of staff from institutions renders them academically unstable which in turn affects their ability to maintain the required quality standards.

The tables on the below highlight the progress made to date with the assumptions made on the last column.

5.2 IRRF for SDG4 2021

NATIONAL PRIORITY OR GOAL (KPA II): Strengthening Human Capital						SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all		
NSDP II: Intermediate Outcome 2.1 Enhanced Skills for Employment and Sustainable Inclusive Growth								
UNDAF PILLAR 2: Sustainable Human Capital Development								
Related SDG 4 Indicator: Indicator 4.1a: Government Expenditure on education as a percentage of GDP								
INDICATIVE SDG4 OUTCOMES	Indicators (Lesotho)	Baseline		Target	Data source	Frequency	Latest data at 2021	Direction of progress towards achieving target 2030
4.1 Universal primary and secondary education By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.	4.1.1 Proportion of children/young people prepared for future, by sex				MOET, BOS	Annual	No data available	
	4.1.2 Proportion of children and young people a) in grades 2/3; b) at the end of primary; and c) at the end of lower secondary achieving at least a minimum proficiency level in i. reading and ii. mathematics, by sex	a.		a.			Enrolment in Registered Primary Schools by Age, Grade and Sex, 2019 (grade 2: 24459 males & 22783 females, and grade 3: 24782 males & 22375 females)	Not on track as the numbers are declining instead of increasing
		b.		b.			Enrolment in Registered Primary Schools by Age, Grade and Sex, 2019 (grade 7: 19125 males & 21720 females)	
		c.	i.	c.			i.	Percentage of children age 7 - 14 who can 1) read 90% of words in a story correctly (Sesotho 61%, English 44%, combined 62%), 2) Answer three literal comprehension questions (Sesotho 49%, English 39%, combined 54%), 3) Answer two inferential comprehension questions (Sesotho 44%, English 26%, combined 48%), 4) Has foundational reading skills (Sesotho 40%, English 25%, combined 44%) foundational reading skills percentages disaggregated is as follows; in Sesotho – 49% females & 32% males, 50% urban & 36% rural, and 56%

						richest & 27% poorest, and in English – 30% females & 19% males, 41% urban & 17% rural, and 52% richest & 8% poorest.	
			ii.	ii.		Percentage of children age 7-14 who can successfully perform 1) a number reading task 64%, 2) a number discrimination task 65%, 3) an addition task 40% and 4) a pattern recognition and completion task 21%, 5) has foundational numeracy skills 15%. Foundational numeracy skills percentages disaggregated is as follows; 17% females & 13% males, 20% urban & 13% rural, and 23% richest & 7% poorest.	On track, similar as above
	4.1.3 Completion rate (primary education, lower secondary education, upper secondary education)				ECOL, BOS	Completion rates are as follows; primary 80%, lower secondary 44% and upper secondary 32% Inequalities in completion rates are as follows; in primary – 92% females & 69% males, 92% urban & 74% rural, and 96% richest & 58% poorest, in lower secondary – 55% females & 33% males, 68% urban & 31% rural, and 73% richest & 12% poorest, and in upper secondary – 37% females, & 27% males, 50% urban & 20% rural, and 61% richest & 4% poorest.	On track, similar as above
	4.1.4 Gross intake ratio to the last grade (primary education, lower secondary education)				MOET	School net attendance rates (adjusted) are as follows; primary 97% and secondary 56%	On target as is above 50%
	4.1.5 Out-of-school rate (1 year before primary, primary education, lower secondary education, upper secondary education)					Primary education 3%, lower secondary education 14% and upper secondary education 36%.	Not on target as no one should be left out
	4.1.6 Percentage of children over-age for grade (primary education, lower secondary education)					Primary education 6% and lower secondary education 24%	On track for primary level but not acceptable at secondary level
		a.		a.		No data available	

	4.1.7 Administration of a nationally representative learning assessment a) in Grade 2 or 3; b) at the end of primary education; and c) at the end of lower secondary education	b.	b.			No data available	
		c.	c.			% of passes for Junior Certificate Examination results dropped from 68.9% in 2016 to 65.5% in 2018	Not on target as % is decreasing
	4.1.8 Number of years of a) free and b) compulsory primary and secondary education guaranteed in legal framework	a.	a.			Grade 1 – 7 are free (7 years)	on target
		b.	b.			Grade 1 – 7 are free and compulsory (7 years) only at primary level while secondary is not free and compulsory	On track
Notes: <ul style="list-style-type: none"> Difficult to exactly determine progress made in terms of effectiveness and efficiency to date as indicators are not stated exactly when they are intended to be achieved during planning cycle with resources used, no baselines and no targets 							
INDICATIVE RESOURCES BY OUTCOME (US\$)		Regular: • \$				\$	%
		Other: • \$					

NATIONAL PRIORITY OR GOAL (KPA II): Strengthening Human Capital						SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
NSDP II: Intermediate Outcome 2.1 Enhanced Skills for Employment and Sustainable Inclusive Growth							
UNDAF PILLAR 2: Sustainable Human Capital Development							
Related SDG 4 Indicator: Indicator 4.1a: Government Expenditure on education as a percentage of GDP							
INDICATIVE SDG4 OUTCOMES	Indicators (Lesotho)	Baseline	Target	Data source	Frequency	Latest data at 2021	Direction of progress towards achieving target 2030
4.2 Early childhood development and universal pre – primary education By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.	4.2.1 Proportion of children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being, by sex			ECCD (MOET, BOS)	Annual	78% urban & 71% rural, 77% richest & 66% poorest, secondary 75% & 71% primary or none, 78% females & 68% males, 78% 4 years & 68% 3 years, and 78% attending & 69% not attending	On track
	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex					Percentage of children attending an early childhood education programme or primary education (adjusted net attendance ration) are as follows; 88% females & 82% males, 89% urban & 83% rural, and 98% richest & 73% poorest	On target because %s are above 80%

	4.2.3 Percentage of children under 5 years experiencing positive and stimulating home learning environments					No data available	
	4.2.4 Gross early childhood education enrolment ratio in a) pre-primary education and b) early childhood educational development	a)	a)			Net attendance rate for Early Childhood Education is as follows; 46% females & 45% males, 67% urban & 34% rural, and 83% richest and 20% poorest of children age 36 – 59 months.	Not on target as majority covered
		b)	c)			No data available	
	4.2.5 Number of years of a) free and b) compulsory pre-primary education guaranteed in legal framework	a)	a)			3 years but only to government schools	On tract
		b)	b)			1 year (reception class)	On target
Notes: <ul style="list-style-type: none"> Difficult to exactly determine progress made in terms of effectiveness and efficiency to date as indicators are not stated exactly when they are intended to be achieved during planning cycle with resources used, no baselines and no targets 							
	INDICATIVE RESOURCES BY OUTCOME (US\$)	Regular: • \$				\$	%
		Other: • \$					

NATIONAL PRIORITY OR GOAL (KPA II): Strengthening Human Capital						SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
NSDP II: Intermediate Outcome 2.1 Enhanced Skills for Employment and Sustainable Inclusive Growth							
UNDAF PILLAR 2: Sustainable Human Capital Development							
Related SDG 4 Indicator: Indicator 4.1a: Government Expenditure on education as a percentage of GDP							
INDICATIVE SDG4 OUTCOMES	Indicators (Lesotho)	Baseline	Target	Data source	Frequency	Latest data at 2021	Direction of progress towards achieving target 2030
4.3 Equal access to technical/vocational and higher education By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex			Tertiary (MOET)	Annual	22802 (8820 males & 13982 females) in tertiary level in 2017/18 Enrolment in Non – Formal Education by Age, Level and Sex in 2019 from age 6+; literacy and numeracy 7000 (5307 males & 1693 females), primary 17 (10 males & 7 females), secondary 253 (107 males & 146 females) – Grand total of 7270 (5424 males & 1846)	On track

	4.3.2 Gross enrolment ratio for tertiary education by sex	21586 ⁱ (8532 males & 13054 females)				Total of 21162 (8148 males & 13034 females) enrolled in 2016/17 and 22802 (8820 males & 13982 females) in 2017/2018	On target as the numbers are increasing
	4.3.3 Percentage of children under 5 years experiencing positive and stimulating home learning environments					No data available	
	4.3.4 Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex					Total of 4575 (2646 females & 1938 males) enrolled in registered Technical and Vocational Schools by sex in 2018	Unable to determine as some data is not available
Notes: <ul style="list-style-type: none"> Difficult to exactly determine progress made in terms of effectiveness and efficiency to date as indicators are not stated exactly when they are intended to be achieved during planning cycle with resources used, no baselines and no targets 							
	INDICATIVE RESOURCES BY OUTCOME (US\$)	Regular:				\$	%
		• \$					
		Other:					
		• \$					

NATIONAL PRIORITY OR GOAL (KPA II): Strengthening Human Capital						SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
NSDP II: Intermediate Outcome 2.1 Enhanced Skills for Employment and Sustainable Inclusive Growth							
UNDAF PILLAR 2: Sustainable Human Capital Development							
Related SDG 4 Indicator: Indicator 4.1a: Government Expenditure on education as a percentage of GDP							
INDICATIVE SDG4 OUTCOMES	Indicators (Lesotho)	Baseline	Target	Data source	Frequency	Latest data at 2021	Direction of progress towards achieving target 2030
4.4 Relevant skills for decent work By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill			MOET, MDP, BOS	Annual	Percentage of adults age 15 -49 who read a newspaper, listen to the radio, or watch television at least once a week (67% women & 63% men) More than half of adults age 15 -49 did not use the internet in the past three months (53% women & 58% men).	Not on track
	4.4.2 Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills					No data available	
	4.4.3 Youth/adult educational attainment rates by age group and level of education					No data available	
Notes: <ul style="list-style-type: none"> Difficult to exactly determine progress made in terms of effectiveness and efficiency to date as indicators are not stated exactly when they are intended to be achieved during planning cycle with resources used, no baselines and no targets 							

	INDICATIVE RESOURCES BY OUTCOME (US\$)	Regular:					\$	%
		• \$						
		Other:						
		• \$						

NATIONAL PRIORITY OR GOAL (KPA II): Strengthening Human Capital						SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
NSDP II: Intermediate Outcome 2.1 Enhanced Skills for Employment and Sustainable Inclusive Growth							
UNDAF PILLAR 2: Sustainable Human Capital Development							
Related SDG 4 Indicator: Indicator 4.1a: Government Expenditure on education as a percentage of GDP							
INDICATIVE SDG4 OUTCOMES	Indicators (Lesotho)	Baseline	Target	Data source	Frequency	Latest data at 2021	Direction of progress towards achieving target 2030
4.5 Gender equality and inclusion By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.	4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated			MOET, MDP (NMDS & BOS), MoSD, LNFOD	Annual	Gender Parity Indices (female/male for primary, lower and upper secondary school adjusted net attendance rates) 1.01 / 1.58 / 1.36 respectively. Wealth Parity Indices (bottom/top for primary, lower and upper secondary school adjusted net attendance rates) 0.96 / 0.37 / 0.36 respectively. Area Parity Indices (rural/urban for primary, lower and upper secondary school adjusted net attendance rates) 1.00 / 0.67 / 0.66 respectively.	
		a)	a)			No data available	
	4.5.2 Percentage of students' in a) early grades, b) at the end of primary, and c) at the end of lower secondary education who have their first or home language as language of instruction	b)	b)			Percentage of children of primary schools age who are attending are as follows; 97% females & 96% males, 97% urban & 97% rural, and 98% richest & 94% poorest.	On target as is close to 100%
		c)	c)			Percentage of children of lower secondary school age who are attending lower secondary school or higher (form 1 -3) are as follows; 67% females & 42% males, 71% urban & 47% rural, and 81% richest & 30% poorest.	On target as is above 50%

						Percentage of children of lower secondary school age who are attending lower secondary school or higher (form 4-5) are as follows; 30% females & 15% males, 35% urban & 16% rural, and 51% richest & 3% poorest	
	4.5.3 Existence of funding mechanisms to reallocate education resources to disadvantage populations					Ministry of Social Development sponsor disadvantaged population	On track
	4.5.4 Education expenditure per student by level of education and source of funding					No data available	
	4.5.5 Percentage of total aid to education allocated to least developed countries					No data available	
Notes: <ul style="list-style-type: none"> Difficult to exactly determine progress made in terms of effectiveness and efficiency to date as indicators are not stated exactly when they are intended to be achieved during planning cycle with resources used, no baselines and no targets 							
	INDICATIVE RESOURCES BY OUTCOME (US\$)	Regular:				\$	%
		• \$					
		Other:					
		• \$					

NATIONAL PRIORITY OR GOAL (KPA II): Strengthening Human Capital						SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
NSDP II: Intermediate Outcome 2.1 Enhanced Skills for Employment and Sustainable Inclusive Growth							
UNDAF PILLAR 2: Sustainable Human Capital Development							
Related SDG 4 Indicator: Indicator 4.1a: Government Expenditure on education as a percentage of GDP							
INDICATIVE SDG4 OUTCOMES	Indicators (Lesotho)	Baseline	Target	Data source	Frequency	Latest data at 2021	Direction of progress towards achieving target 2030
4.6 Universal youth literacy By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.	4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional a) literacy and b) numeracy skills, by sex	a)	a)	MOET, MDP (BOS)	Annual	No data available	
		b)	b)			No data available	
	4.6.2 Youth/adult literacy rate					92% of women are literate compared with 76% of men.	On target
	4.6.3 Participation rate of illiterate youth/adults in literacy programmes					No data available	
Notes:							

	<ul style="list-style-type: none"> Difficult to exactly determine progress made in terms of effectiveness and efficiency to date as indicators are not stated exactly when they are intended to be achieved during planning cycle with resources used, no baselines and no targets 							
INDICATIVE RESOURCES BY OUTCOME (US\$)	Regular:						\$	%
	Other:							

NATIONAL PRIORITY OR GOAL (KPA II): Strengthening Human Capital						SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all		
NSDP II: Intermediate Outcome 2.1 Enhanced Skills for Employment and Sustainable Inclusive Growth								
UNDAF PILLAR 2: Sustainable Human Capital Development								
Related SDG 4 Indicator: Indicator 4.1a: Government Expenditure on education as a percentage of GDP								
INDICATIVE SDG4 OUTCOMES	Indicators (Lesotho)	Baseline	Target	Data source	Frequency	Latest data at 2020	Direction of progress towards achieving target 2030	
4.7 Education for sustainable development and global citizenship By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.	4.7.1 Extent to which i. global citizenship education and ii. education for sustainable development are mainstreamed in a) national education policies, b) curricula, c) teacher education and d) student assessment	i.	a)	MOET (TSD, Education Offices)	Annual			
			b)					
			c)					
			d)					
		ii.	a)					
			b)					
			c)					
			d)					
	4.7.2	Percentage of schools that provide life skills-based HIV and sexuality education						
	4.7.3	Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)						
4.7.4	Percentage of students in lower secondary education showing adequate understanding of issues relating to global citizenship and sustainability							
4.7.5	Percentage of students in lower secondary showing proficiency in knowledge of environmental science and geoscience							
4.7.6	Extent to which national education policies and education sector plans							

	recognize a breadth of skills that needs to be enhanced in national education systems							
	Notes: <ul style="list-style-type: none"> Difficult to exactly determine progress made in terms of effectiveness and efficiency to date as indicators are not stated exactly when they are intended to be achieved during planning cycle with resources used, no baselines and no targets 							
	INDICATIVE RESOURCES BY OUTCOME (US\$)	Regular:						
		<ul style="list-style-type: none"> \$ Other: <ul style="list-style-type: none"> \$ 					\$	%

Three means of implementation

NATIONAL PRIORITY OR GOAL (KPA II): Strengthening Human Capital						SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
NSDP II: Intermediate Outcome 2.1 Enhanced Skills for Employment and Sustainable Inclusive Growth							
UNDAF PILLAR 2: Sustainable Human Capital Development							
Related SDG 4 Indicator: Indicator 4.1a: Government Expenditure on education as a percentage of GDP							
INDICATIVE SDG4 OUTCOMES	Indicators (Lesotho)	Baseline	Target	Data source	Frequency	Latest data at 2021	Direction of progress towards achieving target 2030
4.a. Effective learning environments By 2030, Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.	4.a.1. Proportion of schools offering basic services, by type of service			MOET	Annual	No data available	
	4.a.2. Percentage of students experiencing bullying in the last 12 months' in a) primary, and b) lower secondary education	a)	a)			No data available	
		b)	b)			Not data available	
	4.a.3. Number of attacks on students, personnel and institutions					Not data available	
	Notes: <ul style="list-style-type: none"> Difficult to exactly determine progress made in terms of effectiveness and efficiency to date as indicators are not stated exactly when they are intended to be achieved during planning cycle with resources used, no baselines and no targets 						
	INDICATIVE RESOURCES BY OUTCOME (US\$)	Regular:					
		<ul style="list-style-type: none"> \$ Other: <ul style="list-style-type: none"> \$ 					\$

NATIONAL PRIORITY OR GOAL (KPA II): Strengthening Human Capital						SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
NSDP II: Intermediate Outcome 2.1 Enhanced Skills for Employment and Sustainable Inclusive Growth							

UNDAF PILLAR 2: Sustainable Human Capital Development							
Related SDG 4 Indicator: Indicator 4.1a: Government Expenditure on education as a percentage of GDP							
INDICATIVE SDG4 OUTCOMES	Indicators (Lesotho)	Baseline	Target	Data source	Frequency	Latest data at 2021	Direction of progress towards achieving target 2030
4.b. Scholarships By 2030, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries.	4.b.1. Volume of official development assistance flows for scholarships by sector and type of study	M661 562 281 ⁱⁱ		MDP (NMDS), MoF	Annual	Cost of training for post-secondary level increased from M661 562 281 in 2016/17 to M904 384 094 in 2020/21 even though it was fluctuating. There are other sponsors even though very few and numbers have been fluctuating between 2015/16 – 2017/18	On target as both number of students sponsored and amount are increasing
Notes: <ul style="list-style-type: none"> Difficult to exactly determine progress made in terms of effectiveness and efficiency to date as indicators are not stated exactly when they are intended to be achieved during planning cycle with resources used, no baselines and no targets 							
INDICATIVE RESOURCES BY OUTCOME (US\$)		Regular: • \$				\$	%
		Other: • \$					

NATIONAL PRIORITY OR GOAL (KPA II): Strengthening Human Capital							
NSDP II: Intermediate Outcome 2.1 Enhanced Skills for Employment and Sustainable Inclusive Growth							
UNDAF PILLAR 2: Sustainable Human Capital Development							
Related SDG 4 Indicator: Indicator 4.1a: Government Expenditure on education as a percentage of GDP							
INDICATIVE SDG4 OUTCOMES	Indicators (Lesotho)	Baseline	Target	Data source	Frequency	Latest data at 2021	Direction of progress towards achieving target 2030
4.c. Teachers and educators	4.c.1. Proportion of teachers with the minimum required qualifications, by education level			MOET (TSD)	Annual	No data for ECCD but have been informed that teachers are been trained by LCE.	On track

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.						Pupil – Qualified Teacher Ratio at secondary level was 25% in 2019 Total of 1110 teaching staff in 2015/16 in HEIs which increased to 1195 in 2017/18	
	4.c.2. Pupil-trained teacher ratio by education level	33.1:1 for primary ⁱⁱⁱ 24:1 for secondary				Pupil Teacher Ratio (PTR) 32.4:1 for primary level while it was 25:1 in 2019	On target as the ratio has dropped from 33.1 in 2015 to 32.4 in 2019 for primary level while increased in secondary level but still within acceptable levels
	4.c.3. Percentage of teachers qualified according to national standards by education level and type of institution					No data available	
	4.c.4. Pupil-qualified teacher ratio by education level					Pupil – Qualified Teacher Ratio at secondary level was 25% in 2019 Data not available for pre – primary and primary levels	On target because is an acceptable ratio
	4.c.5. Average teacher salary relative to other professions requiring a comparable level of qualification					No data available	
	4.c.6. Teacher attrition rate by education level					Staff attrition rates at HEIs in 2016/17 was 141 out of 2183 which constitute 6.5% and 2017/18 350 out of 2363 which constitute 14.8%	To high
	4.c.7. Percentage of teachers who received in-service training in the last 12 months by type of training					No data available	
	Notes: <ul style="list-style-type: none"> Difficult to exactly determine progress made in terms of effectiveness and efficiency to date as indicators are not stated exactly when they are intended to be achieved during planning cycle with resources used, no baselines and no targets 						
	INDICATIVE RESOURCES BY OUTCOME (US\$)	Regular:					
		<ul style="list-style-type: none"> \$ Other: <ul style="list-style-type: none"> \$ 					\$

Methodology used for assessing performance for organisational effectiveness and efficiency indicators

The report card for organisational effectiveness and efficiency results assists readers in understanding achievements against annual milestones as measured IRRF indicators. Assessment of organisational effectiveness and efficiency performance is presented at indicator level rather than output level. As the organisational results are determined by a range of organisational processes, assessing progress against indicator level provides a more meaningful picture of

SDG4 performance. Performance against each indicator is calculated based on the milestones and actual results at period under review as presented in Report, which are converted into “traffic light” coding for the report card.

Traffic light coding	Meaning
Green	If the indicator percentage achievement is equal to or above of the milestone in 2021
Amber	If the indicator percentage achievement is between 50% but not equal of the milestone in 2021.
Red	If the indicator percentage achievement is less than 50% of the milestone in 2021.
Purple	Data not available

Chapter 6

Effectiveness of FGD 4 Implementation –Key Feedback from Mutual Stakeholders

6.1 RELEVANCE

A highly relevant and needs /priority-based

The SGD4 indicators are aligned to the NSDP II, UNDAF and guided by the Education Sector Strategic Plan

Significant changes in the operating and political context since inception

There are significant changes in the operational and political context and now impact on the original drivers, and prior assumptions especially for implementation of SDG4. There is an urgent need to review the emphasis and focus. The ongoing Covid 19 recovery plan as well as national reforms will require intensive engagement and follow-up actions to take advantage of the new opportunities.

TOC and Logical framework emphasis implementation

SDG4 areas are linked to overall outcome goals national priorities. The nexus programming is thus comparative offer for achieving of the targets and goals. Therefore, monitoring is needed to track progress made towards achievement of SGD4.

6.2 EFFECTIVENESS

Lesotho has been satisfactorily contributing to the overarching SDG4, NSDP II, UNDAF goals and the expected outcomes.

The Lesotho has made a solid and highly respected contribution to the priorities and the processes even though it is difficult to determine exact progress made due to lack of data and where available not disaggregated. With the new enabling environment, the Lesotho can call on development partners to assist in data collection that is disaggregated with regards to all SDGs.

6.3 EFFICIENCY

With regards to the achievement of results versus resources investment it is also difficult to determine whether Lesotho has adopted efficient strategies and management mechanisms – value for money, the economics of management procedures and oversight systems, accountability, and coordination due to lack or unavailability of data.

- **Efficiency and quality of education**

- Enrolment of repeaters in registered primary schools by age, grade and sex in 2019, it was observed that out of the total 329,770 of learners enrolled in registered primary schools in 2019, about 29,389 (8.9%) were repeaters. The data also disclosed that generally high percentage of repeaters was in grade 1 with 19.3 and

reduced to 13.2 in grade 2. The percentage of repeaters increased afterwards from 14.5 in grade 3 to 16.8% in grade 4 and then continuously declined from 16.2% in grade 5 to 8.0% in grade 7. The percentage of repeaters was highest at 12.6% in age 11 years, and then followed by age 12 years with 12.2%. About 12.1% of repeaters were in age 7 years. For age 10 and 7 years, the percentages were 11.9 and 11.5% respectively. The data further showed that the male repeaters were entirely dominant across all the grades and all the ages. Transition rates have been fluctuating since the year 2016 to 2019; the lowest transition rate was recorded in 2016 as 77.3 while the highest transition rate has been recorded as 80.5% in 2017 while it dropped to 79.3% in 2018. Furthermore, it was observed that more females than males proceeded from standard 7 to Form A from 2016 (78.3% females & 75.9%) to 2018 (82.6% females & 75.5%).

- The trend reversed direction from 2008 to 2019 whereby more females than males progressed from standard 7 to Form A.
- There were 188894 repeaters in 2019 and data showed that most of students who were repeaters were attending schools located in the Lowlands with 13755 (72.8%), followed by those who were in the Mountains with 2476 (13.1%) and the lowest were in the Senqu River Valley with 1218 (6.4%). Furthermore, it was observed that a higher proportion of repeaters were in form A with 6808 (36%) while those in Form B and Form D followed with 6740 (35.7%) and 2990 (15.8%) orderly. It further showed that most of these repeaters were in ages 17, 16 and 15 years with 4046 (21.4%), 3668 (19.4%) and 3262 (17.3%) respectively. The transition rates from form C to form D revealed that both females and males who progressed from Form C to Form D from 2016 to 2019 dropped from 71.7% to 67.2% respectively.
- Out of the total enrolment of 4584 in this level of education, repeaters constituted 508 (11.1%) out of whom 275 (54.1%) were males and 233 (45.9%) were females. Comparison by agency demonstrates that majority of repeaters were in RCM institutions with 356 (70.1%) trail by private with 137 (27.0%) and lastly LEC institutions with 15 (3.0%). Maseru had the highest percentage of repeaters which was 84.6% and was followed by Mohale's Hoek with 10.4%.
- Dropouts rates in HEIs was 5.8% in 2015/16 which was the highest and dropped to 5.5% for two subsequent years (that is, 2016/17 – 2017/18). LIPAM and NUL had higher dropout rates compared to other institutions.

Need for resource mobilization and work on partnerships.

With regards to efficiency and sustainability issues it is evident that innovative and sustainable financing is needed to scale up and sustain the economic development. A view to sustainability and scale-up through identifying sustainable financing to operationalize programs would contribute to achievement of goals.

6.4 SUSTAINABILITY

Financial

Due to dwindling economy, GoL is main sponsor in education and there is a need to mobilize resources for longer and bigger initiatives including innovative financing and private-public partnerships. Innovative financing is needed to scale up and sustain economic development.

Institutional

Lesotho is positioned to continue to build effective and inclusive institutions that meet the needs of the society in the post-national dialogue planning period. The legal, policy, and institutional reforms could form an organic basis for sustaining the results where they are engraved in law. Here MOET can be proactive with the legal vision and consultancies to position the discussion of what can be done in post-Covid 19 economic recovery and national reforms. This will yield in a tighter program focused on sustaining the program.

6.5 PARTNERSHIPS

Partnerships are instrumental for results both in terms of mobilizing resources and in the successful coordinated approach to the implementation of initiatives. There is no strategic plan which will assist on deciding on partnerships based on their success potential against the overarching results framework and operational modalities. Having an up-to-date partnership and resources and results framework strategy will support results. The window is currently wide open for discussion and a partnership strategy that looks at the issue of sustainable development and economic recovery much more holistic and considers the current conducive enabling environment and need for all SGD4 initiatives.

6.6 VALUE FOR MONEY per SDG4 Key indicator

None availability of data makes it difficult to determine whether money spent on the SDG4 indicators Lesotho is getting value for money.

Chapter 7

Overall Conclusions and Recommendations

7.1 Conclusions

Education systems that are being advocated by Agenda 2030 embrace basic skills such as reading, writing and mathematics, but also skills such as problem-solving, creativity and critical thinking that young people need for work, to live life with dignity and possibilities, and to engage productively in their communities and societies. This is a quest to achieve truly equitable, inclusive and quality learning. While the COVID-19 represents one of the greatest challenges to organized learning in history, depleting resource endowments are also stressing the implementation of Agenda 2030. African countries still continue to face devastating impact of diminishing resources to achieve quality and equitable education, and the situation is worsened by the advent of COVID 19. This calls for a robust approach to substantive partnerships that are also to be established with other development partners such as the ADB and the World Bank.

There are therefore opportunities to bring International Finance Institutions and interagency support together to help accelerate investments in key resources for learning across the country, especially reforms with heavier financial and technical demands. To break out of poverty and thrive in the complex societies of the near future In some contexts it has demonstrated the robustness and flexibility of education systems and the professionals within them, while in others it has exposed the weaknesses and fragility of existing systems. It has also illustrated the vital contributions that partners outside the traditional education system can play, and the crucial role of education in making individuals,

It is therefore the conclusion of this research that for *ECCD Access and Participation (Age 3-5)*, *The Government of Lesotho has made considerable progress in ECCD in partnership with UNICEF and other concerned service providers, however, the government statistical reports from 2019⁶⁴, indicate that ECCD progress in Lesotho has declined with decreasing participation of children in reception programmes and in pre-schools. There is lack of data to show how COVID-19 pandemic has affected ECCD enrolment and children's learning levels, a key challenge for the MoET to plan and implement effective policies and programmes for promoting ECCD access for all children.* In the same light, the report indicates that there are regional variations and disparities, with poorer districts recording lower enrolments in basic education and secondary education as well. Lowlands show higher enrolment rates than mountain areas for secondary education. The situation is worst for children with disabilities, herd boys and OVCs – child headed households. The data thus reveals that Lesotho indicators for SDG 4.2 are still very low, with 46% children attending any organized ECCD programme. Therefore, the country needs to expand its ECCD services and opportunities to make speedy progress to meet ECCD goal.

In relation to Access, Participation and Quality at Primary Education level, it is noted that the access and quality of primary education in Lesotho presents a gloomy picture. Data reveals

⁶⁴ 2019 Education Statistics Report: Bureau of Statistics Lesotho- No.32 of 2021

that the overall enrolment in primary schools from grade 1-7, has continuously declined over the past years in all districts. The data indicates that boys' participation at primary level in registered primary schools is higher than girl students in most of the districts. There are issues of disparities including gender, economic and geographic differences in accessing education. Further, there is a lack of data to show quality of learning outcomes for children in key subjects. Also, there is lack of data to show how COVID-19 might have affected access and quality for all children across different levels.

There is therefore a need to improve access and opportunities for quality and availability of TVET and non-formal education to increase number of youth and adults who have relevant skills, for employment, decent jobs and entrepreneurship.

As for Non-Formal Education BOS (2019) provides data on NFE for the year 2019 only, which useful for tracking the indicators on NFE. However, still there is lack of data to show effectiveness of the services to ensure equal access and learning outcomes for deserving population through NFE programmes. During the review, it was found that there is limited data on the access and quality of TVET education in Lesotho. There is need to improve Education Information System to improve the data gap.

At school level, data reflects that in 2013, 47 % lower secondary schools had computers available for pedagogical purposes. However, there is limited data on the overall situation of technical and ICT education across education levels and how it contributes to building the skills of youth for future job market. This goes to show that **Access, Participation and Quality at Secondary Education Level**, *Secondary Education presents a slightly better picture in some indicators specially girl students participation in education and pupil-teacher ratios. There is lack of data to show students learning outcomes at each level for key subject areas to depict quality. There are issues of disparities including geographic differences in accessing education. Also, there is lack of data to show how COVID-19 might have affected access and quality for all children across different levels. Because of lack of data in term of how the government is tracking the indicators on inclusion and equity, Lesotho government must develop a robust system of data collection and monitoring to track progress on this indicators. Looking at **Equity and Inclusion**, MoET and BOS are monitoring data on disabled children, gender, geography and orphan hood, which is useful for tracking the indicators on inclusion. However, still there is lack of data to show effectiveness of the services to ensure equal access to education for the whole vulnerable population. This conclusion is coupled with **TVET Access, Participation and Quality** where the available data shows that TVET has been a highly neglected sector in Lesotho, with limited access, low enrolment, high dropouts and high repetition rates in continuing programmes. A comparison of enrolment, shows a drastic fall in enrolment figures from 21664 to 4584 in 2019 (21%) for example. Also, there is lack of data to analysis effectiveness of the existing TEVET programmes. The lack of data on the progress of NFE in Lesotho says that MoET is still in the process of defining the policy and programmes with regards to NFE. There is need to develop Indicators, monitoring systems and tools to track the progress on NFE.*

On the front for ***Skills for Work and ICT***, *There is lack of data to draw any conclusions on performance against indicator. Indicators should be developed and tracked to design and monitor programmes.* There is lack of literature and data on global citizenship indicators in Lesotho. The data gap needs to be addressed by the Ministry of Education and other academic institutions to highlight global citizenship indicators and track progress about them. Similarly ***Sustainable Development and Global Citizenship*** seems to also lack literature and data on global citizenship indicators in Lesotho. The data gap needs to be addressed by the Ministry of Education and other academic institutions to highlight global citizenship indicators and track progress about them. There is lack of data on school facilities. The MoET needs to focus on strengthening collection, analysis and use of disaggregated data on education at district level, by gender, and geography and socio-economic indicator. Robust and relevant data is key for key for planning and decision making in education.

Although the government in Lesotho is providing scholarship, there is lack of data in terms of scholarships awarded and its impact and effectiveness towards social and economic growth of the country. Lesotho government needs to develop data for tracking effectiveness and improve future planning for scholarship programme. ***Scholarships*** monitoring Indicators should be developed including Alumni Tracking Surveys tools, to track the outcomes of the programme.

Not the least, ***Teacher Quality and Pupil-Teacher Ratio*** *has significant data is available about students teacher ratios, however, there should be monitoring indicators to check teacher performance in classrooms through observation of teaching and through other quality assurance systems including students learning assessment to ensure maximum learning outcomes for all children.* Also, there should be a strong evaluation mechanism to assess teachers' performance which will lead to identifying good practices and gaps for future planning to improve learning outcomes for all children. Similarly for ***Access, Participation and Quality at Tertiary Level***, *though there is eminent lack of data on the effectiveness of the HE institutions, in terms of students tracker studies and students satisfaction surveys. Quality cannot be measured in the absence of the data. There is need to conduct periodic evaluations of the institutions to track quality outcomes. Measuring the quality of input is essential to ensure provision of need based services to schools and children for quality education. However, there is lack of data one of the key inputs called school facilities. This data gap needs to be addressed for effective educational management, through development of monitoring indicators, tools and mechanisms at MoET level..*

7.2 Recommendations

1. Strengthen coordination and partnerships of education sector outcomes

This should include involving the private sector and communities in the management and strategic implementation of education sector goals. These partnerships should be broadened and deepened to include young people, civil society, academia, media and the private sector. The private sector has a crucial role and vested interest in improving levels of 21st century skills, not least those affecting employability and productivity. E.g. the role of LCA in building ICT infrastructure. Mixed education modalities depend on a large segment of actors from parents (school learning to ICT companies for blended learning).

2. Introduce education system and curriculum that allows for relevance in the current environment

Education must capitalize on the possibilities provided by new digital technologies, but it must do so in an effective, progressive and equitable manner, so that all are included and learning. Multiple pathways to allow learning to take place anywhere and anytime throughout learners' lives, and provide greater flexibility in validation and certification, with learners able to access courses from around the world

3. Eliminate barriers to inclusive education

The barriers to education they face range from legal, to policy, to infrastructure, as well as sociocultural, and they must be removed. These barriers present the principal obstacle to the fulfilment of SDG 4 and the vision of Education 2030. Some barriers may be expensive, such as the provision of fee-free education, while others may only be fully achieved in the longer term such as changing attitudes towards persons with disabilities. The extent of exclusion and the number of people affected are likely to grow due to the impact of COVID-19 on extreme poverty levels, internal migration, and climate and conflict affected refugees. This will require additional and complementary social protective system level changes, as well as measures including health and nutrition interventions in schools such as school feeding in order to address them

4. Strengthen Monitoring so that the assessment systems must be fit for purpose

The systems such as that maintained by Council on Higher Education (CHE) should provide planners and decision-makers with regular, timely and real-time information that facilitates the targeting of schools and teachers for additional support.

5. Increase investment in education and ensure efficient and equitable resource allocation

Budget allocation for sponsorships and bursaries should be increased at all learning levels, remuneration and incentives for teachers to maintain quality education and curb attrition rates. As a country progresses towards universal completion of lower education levels, investments then move up to higher levels. Failing to invest now in education, through remedial classes, improved school facilities, teaching capacity and more, will only lead to increased costs and reduced social development and economic growth in the future.

6. Increase and ensure the equitable supply of suitable infrastructure, physical and digital resources

Physical resources in schools, starting with the most basic necessities such as electricity and WASH facilities, must be improved. All learning locations should also facilitate the full participation of persons with disabilities in learning.

7. Develop policies for promoting mother tongue based multi lingual language.

Encouraging or at least permitting mother tongue languages as a subject (i.e. as a second language) or using as part of local content curriculum.

Assessing the impact of government decisions with regard to the age at which English or other 'dominant' languages are taught and in which form

- Participation and achievement of children, adolescents, youth, and adults in both formal and non-formal education and training will be reduced.
- Increase in migrant children needing to be educated, resulting in a greater strain on areas already struggling with limited resources for education.
- Increased poverty and the greater chance of affected learners not returning to school, as well as greater psychological stress.
- Less clean water and adequate food for school programmes.
- Education infrastructure and school buildings are at risk of destruction, damage or repurposing.
- Need for Education for Sustainable Development

7.3 Specific Recommendations

Target 4.1: Primary and Secondary Education

- Ensure that support for education grants continues equitably to allow achievement of exit level outcomes and universal education
- For vulnerable groups and pupils with disability, support from Ministry of Social development should be continued until tertiary and not to be ended at primary and secondary levels
- Provide Covid 19 vulnerability index to include children and vulnerable groups highly affected by thus
- Conduct a national wide survey of inclusion of groups at this level with clear indicators, strategy and targets rather than making selection based on judgement and situation
- Strive to achieve an education levy that will abolish tuition fees are secondary level
- Invest in technology infrastructure to introduce blended learning methodologies

Target 4.2: Early Childhood and Pre-primary Education

- Strive to ensure that there is access to free pre-primary education across the country
- Encourage primary facilities both by government, private and religious denomination to adopt compulsory introduction of free pre-primary facilities within their already established educational institutions
- Work with communities to establish community based early childhood learning centres, involving parents, community leaders and educators

- Provide budget for pre-primary early childhood learning centres (training and institutionalization)

Target 4.4: Skills for Work

- Strengthen Adult learning for ECD
- Conduct an ICT skills audit from pre-primary to tertiary levels
- Position vocational training needs to be competitive in the market

Target 4.5: Equity and Inclusion

- Establish the legal framework for inclusive and equitable education as well a strategic framework for implementation of Education equity policy
- Support building and institutionalizing civil society organizations that advocate for advocacy for equitable and quality education
- Conduct tracer studies on exit levels, drop outs and post completion

Target 4.6: Youth and Adult Literacy and Numeracy

- Allocate more financial and human resources or implement resource mobilization and partnership building frameworks to increase literacy rates and functional literacy skills.
- Roll out a robust blended learning and Online Distance Learning programs to digitally transform literacy programmes and contents.
- In response to the COVID-19 pandemic, develop online learning content for primary and secondary levels

Target 4.7: Sustainable Development and Global Citizenship

- Align the national curriculum with global educational trends to allow for market targeted outcomes and demand driven qualifications;
- By supporting LCE, improve assessment strategies and methods or transferable competencies at various levels (regional, national, school, or classroom-based assessments)
- Design and promote exchange programmes on blended learning and demand driven educational programmes by engaging a wide range of stakeholders including students, teachers, parents and community members

Target 4.a: Education Facilities and Learning Environments

- Expand and improve access to connectivity and services (ICT, electricity, water and sanitation, access roads), particularly in primary schools to enable adequate, appropriate and sustainable quality education, teaching and learning infrastructure (including distance or blended learning)
- Ensure all schools, especially pre-primary, primary and secondary schools, are equipped with disability-friendly infrastructure and materials and WaSH facilities, in order to provide equal opportunities from an earlier age.

Target 4.b: Scholarships

- Expand scholarship aid to increase the number and proportion of scholarships for all, particularly targeting excluded groups of vulnerable and disabled.

- Increase funding modalities to accommodate the demand , including grants for vocational programmes

Target 4.c: Teachers

- Strengthen pre- and in-service teacher training linked to national teacher competency standards to increase the proportion of qualified teachers.
- In response to the COVID-19 pandemic, the capacity of teachers and school personnel needs to be strengthened urgently, with their needs assessed, prioritized and sequenced in each context.
- Address qualified teacher shortages at pre-primary education level through increased funding and specialized teacher education programmes.
- Ensure equitable allocation, deployment and management of teachers and other resources/support to the most disadvantaged schools and areas

7.4 Issues to take into consideration (Policy Advocacy, Harmonization, Resource Mobilization and Localization)

- There is need to develop/ update education policy, framework and guidelines for all education levels including ECCD, pre-primary, primary, secondary and tertiary education. Policy needs to be developed for non-formal education, TVET, ICT education as well.
- There is need to develop Educational Monitoring and Evaluation framework to provide guidelines for tracking the effectiveness of SDG 4 implementation.
- Inclusive education /education of disabled policy indicators should be developed and integrated into all education levels.
- There is a need to undertake a national wide baseline survey on indicators related to inclusive and equitable quality education;
- There must be a mechanism to share data and findings through annual education seminars and publications to create awareness among stakeholders on SDG 4 progress.
- An Education Steering Committees should be established under MoET to oversee, harmonize and track education progress and ensure accountability at all levels specially at line departments
- There is need to develop a policy on Public, Private Partnerships (PPP) for promoting access to education specially at ECCD, pre-primary and TVET level.
- SDG targets need to have a clear allocated budget that LCN should advocate for specific line items to be included in national and ministerial budgets for their implementation;
- There is not much capacity building on reporting for SDGs making it business as usual for specific ministries when reporting; thus to say, Ministries should be capacitated on SDG reporting frameworks;

- Implementation of SDGs should not be personalized to specific offices; Responsible Ministries should have an exclusive agenda on SDGs implementations
- Ownership of SDGs should be located with the responsible line ministries as more interest in reporting and implementing is seen to be located with the donor partners, whom we rely mostly on their reports to understand the progress made on SDGs
- Advocate for more resource mobilization and partnership building to increase funding for implementation of SDGs. Funding could be harnessed where there is innovative interventions in the implementation and tracking of milestones;
- Harmonization of Ministerial Plans, National Plans, Regional Indicative Plans and the SGD agenda should be addressed as other outputs are more at the high end of the SDG agenda and has not considered the local circumstances

ⁱ Total number of students enrolled by Tertiary Institutions in academic year 2015/16 namely BU, CAS, IDM, LP, LAC, Lesotho Boston Health Alliance, LCE, LUCT, Maluti Adventist College, NHTC, NUL, Paray School of Nursing, Roma College of Nursing, Scott College of Nursing and LIPAM

ⁱⁱ The total amount spent by NMDS in 2015/16

ⁱⁱⁱ MOET attained a 33.1 pupil to one teacher in 2015, therefore, this ratio will be considered as the baseline for 2016 to date.

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Data Collection Tool

Questions	Criteria
1. How much has government spend on education?	
2. What is the percentage in real terms	
3. Has government mobilized resources from various sources?	
4. How much has government spend on education essential services	
5. How does the Ministry of Education define quality education?	one that is pedagogically and developmentally sound and educates the student in becoming an active and productive members of society. One that equips learners with knowledge, skills and attitudes which will enable learners to face and cope with real life challenges.
6. What efforts have been put in place to improve quality of education provision in the country?	Developed curricula and materials are relevant to the needs of Lesotho, are consonant with the appropriate standards and gender responsive. Ensure that both vocational-technical and non-formal education programs respond to the needs of industry and the communities in general.
7. What measures are used to assess quality education?	Through national (high stake examinations)and international(In international comparative terms) initiatives to assess learning achievements
8. What is the sanctioned learner-teacher ratio by Ministry at primary and secondary school level?	1:40
9. To what extent are the ratios a reality in the schools?	There are cases where one teacher teaches about 60 learners in class particularly at secondary level. This could be for several reasons such as insufficient classrooms or lack of teachers. There also cases where one teacher at a multi-grade school teaches 20 learners.
10. To what extend is secondary education accessible to learners eligible for education at that level?	Access to secondary education is limited. Many children cannot afford to pay for school fees and other related costs required to access secondary education. This is further complicated by the fact that there are fewer secondary schools making access to secondary education even more expensive especially for learners from the rural areas who have to move from their communities to access secondary education in urban places.

<p>11. What interventions are put in place to ensure that the most vulnerable groups such as OVC and children with disabilities equitably access education?</p>	<p>Implementation of school feeding policy Rationalisation of school fees Book rental scheme Recruitment of Itinerant Teachers at each district (special education officers) to promote access to education for learners with special educational needs.</p>
<p>12. How does the Ministry measure the issue of equity in its education provision?</p>	
<p>13. How does traditional circumcision affect the effective learning outcomes among students in Lesotho? What policies are in place to address this issue?</p>	<p>Collaboration with traditional leaders has influenced initiation schools' calendar not to clash with school calendar. Though there is specific policy on these, the common practice is for schools to re-admit students from initiation schools .</p>