

# School Readiness Initiative

## Lesotho

2020-2025

The goal of the Roger Federer Foundation is to ensure that the country's most vulnerable children have access to quality Reception Class education, giving them a good start into formal education.

Number of targeted beneficiaries by 2025:

- 800 Reception Class teachers in primary schools and ECD centres
- 800 heads of Reception Class institutions
- 800 institutions with Reception Class
- Approximately 60,000 Reception Class children
- 10 district teams

**Total investment:**  
USD 3 million



### Lesotho's commitment to school readiness

The country is committed to scaling up access to Reception Class in accordance with its Education Sector Strategic Plan for 2016-2026 and Sustainable Development Goal 4.2, which seeks to ensure that children access one year of structured early learning before their first grade.

### Current challenges

In 2020/21, 0.16% of the education budget was allocated to early learning, and, as a result, only 241 out of 1,486 public primary schools have Reception Classes attached. As a consequence, only 46% of children have access to preschooling. The majority of early education is being provided by the private sector. This often results in underprivileged children being left out and a lack of quality assurance.

Furthermore, there is a shortage of qualified pre-primary teachers: although there is a substantial number of trained teachers by the Lesotho College of Education, there is a low number of qualified Reception Class teachers on the payroll of the Government.

Finally, 40% of schools do not provide an age-appropriate and stimulating environment for preschool children, accommodating them in staff- or storerooms due to the lack of sufficient physical facilities.

### Call to action

- Allocate more resources to early education in order to reach Sustainable Development Goal 4.2.
- Establish more Reception Classes, so at least one is attached to every primary school nationwide.
- Sensitise and capacitate all relevant governmental stakeholders on national, district, constituency and community council level on how to implement quality pre-primary education.
- Coordinate multi-stakeholder efforts effectively to increase multi-sectoral investment in preschooling.
- The private sector needs to fund early education as an investment in human capital and productivity.

TARGET 4.2



EQUAL ACCESS TO  
QUALITY PRE-PRIMARY  
EDUCATION

