

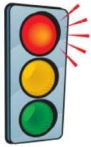


United Nations
Educational, Scientific and
Cultural Organization

Dakar Office
Regional Bureau
for Education in Africa

Lesotho EFA Profile

Education for All (EFA) - Global Status



On the African EFA development index, Lesotho ranks 16th out of 28 SSA countries. While the Lesotho education system is undergoing quick reform, raising literacy, gender equality, and primary survival above regional averages, the country is still facing serious challenges in terms of dropout, student flow, quality, and equity. In particular, primary completion is still low, with a third of children not completing the cycle; access to secondary and tertiary remains limited, the impact of HIV/AIDS (prevalence is the highest worldwide, and 12% of children are orphans) requires special planning, and disparities in service delivery and educational outcomes are strong. Efforts must be made to ensure that the distribution of education spending across levels of education is equitable, and continued investment in the quality of education is critical.

Demographic and Macroeconomic Context

GDP per Capita (US\$)	2010	US\$ 828.5
Total Population (Thousands)	2011	2,148
Primary School-Aged Population (%)	2011	17.4%
HIV/AIDS Prevalence (15-49 years)	2009	23.6%
Human Development Index Ranking	2011	160/187
Fast Track Initiative Beneficiary	2003-06 and 2009	US\$ 31.9 million

Key EFA Indicators - 2009 or MRV

Goal 1 Early Childhood Care and Education	Preprimary Enrollment (GER*)	N/A
Goal 2 Universal Primary Education	Primary Completion	
Goal 3 Learning Needs of all Youth and Adults	Youth Literacy (15-24 Years)	

Legend – Lesotho:

Sub-Saharan African (SSA) Average:

SSA Range:

Note: * GER – Gross Enrollment Rate, which is the total number of children enrolled in a given level, of any age, as a percentage of the official school-aged population for that level for a given school year.

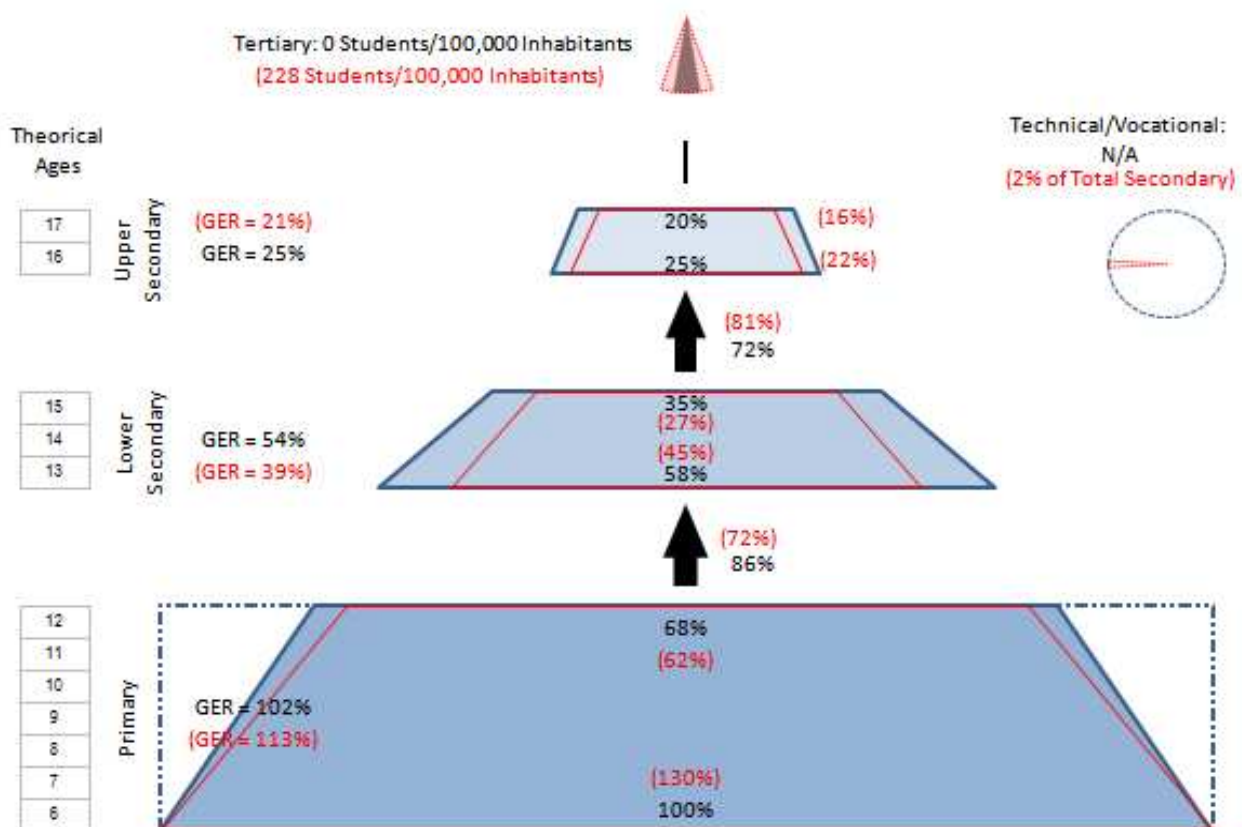
Goal 4 Improving Levels of Adult Literacy	Adult Literacy (15+ Years)	
Goal 5 Gender Parity in Primary Education	Gender Equality (GER)	
Goal 6 Educational Quality	Primary School Survival	

Legend – Lesotho:

Sub-Saharan African (SSA) Average:

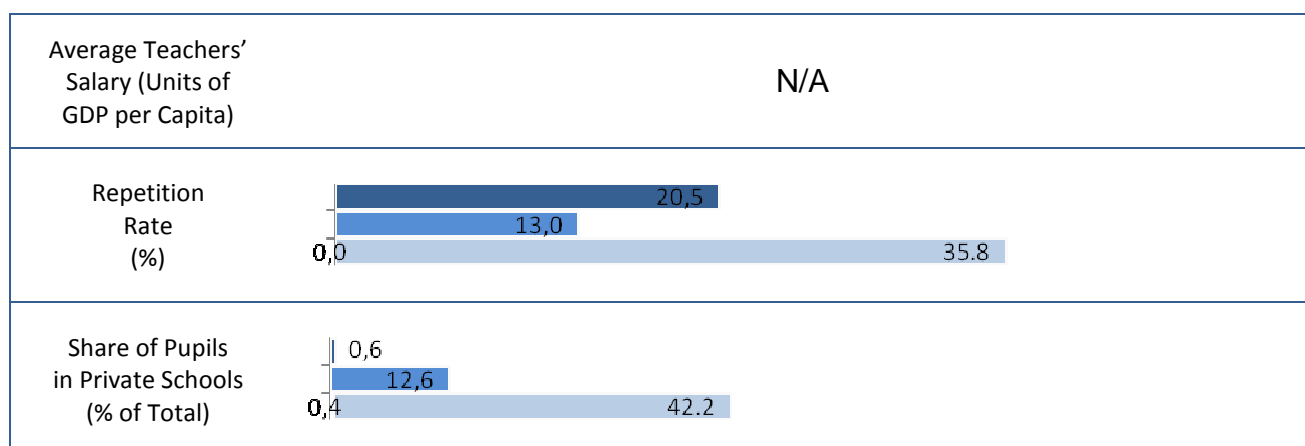
SSA Range:

Enrollment: Education Pyramids – 2009 (2001)



While the introduction of free primary education in 2000 and its recent legalization have contributed considerably to improve primary school access and completion, more efforts are to be made as 32% of children do still not complete the cycle. Secondary access has improved to 58%, favored by improved transition rates and more children completing primary. Currently, only 20% of the school-aged population completes upper secondary. TVET is seriously underdeveloped (accounting for just 2% of secondary enrollment), and needs sustained efforts to structure the service offering, monitor training institutions, and develop a vocational framework. Great efforts have been made to develop the tertiary sector, which in 2008 hosted 228 students per 100,000 inhabitants against none 8 years before.

Primary Education Policy Indicators – 2009 or MRY



Legend – Lesotho:



Sub-Saharan African (SSA) Average:

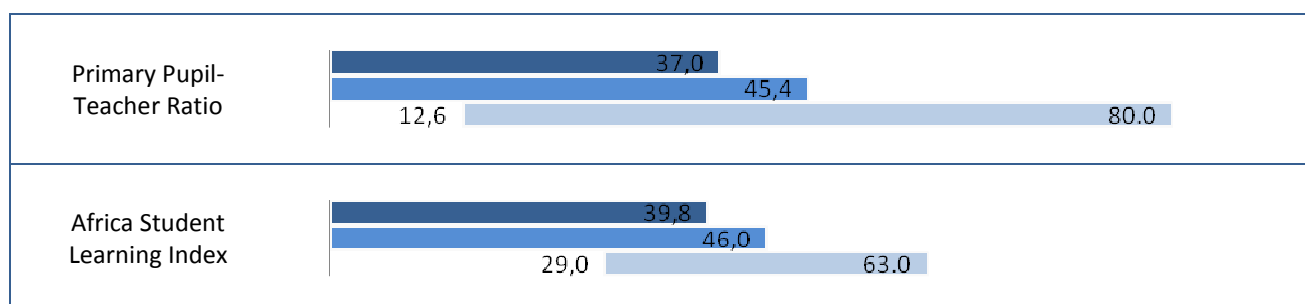


SSA Range:



Efforts should be made to reduce high primary repetition, which stands at over 20%, and is thought to have a direct incidence on dropout, causing serious resource wastage. Traditionally, over 80% of schools are run by church groups and local communities, with government grants (hence them not being computed in the indicator above). Private non-subsided schools account for less than 1% of school enrollment, in line with the current fee-free policy set by the government.

Quality and Learning Outcomes – 2010 or MRY



Legend – Lesotho:



Sub-Saharan African (SSA) Average:



SSA Range:



Despite the introduction of free primary education, the state has succeeded in maintaining the pupil to teacher ratio at a reasonable level (37 pupils per teacher) compared to neighboring countries. The issue in terms of quality appears to be more one of staff training, whose skills and productivity must improve before better outcomes are achieved. Indeed, international comparisons place Lesotho in a very unfavorable light: the Africa student learning index compiled by the World Bank gives Lesotho a score of just 40 out of 100, below even the SSA average of 46, and SACMEQ learning results are mediocre.

Sources: Pôle de Dakar v14 database, 2012; UIS, 2012; GMR Report, 2011; UNDP HDI, 2011, World Bank Africa SLI, 2011. Unless specifically indicated, data is from 2009, except for GPI and public resources (2006), private enrollment and the PTR (2007), the Africa SLI (2010) and education as a share of recurrent expenditure, unit costs, budget distribution, youth literacy and external aid (2008).

Equity – 2009

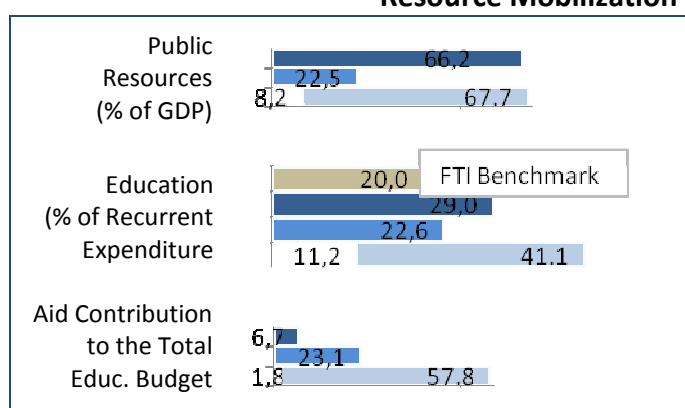
The Lesotho gender parity index for primary completion is 1.00, marking perfect gender equality, a remarkable achievement. On the other hand, although recent data is unavailable, public funding for education is thought to benefit richer families disproportionately, mainly due to higher education subsidies.

Gender Parity Index (Girls/Boys)	1.00
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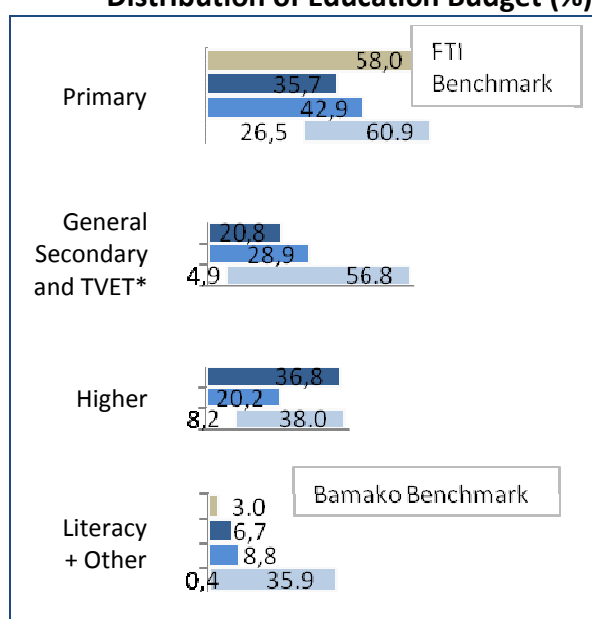
% of resources consumed by 10% most educated	N/A
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Education Funding – 2008 or MRV

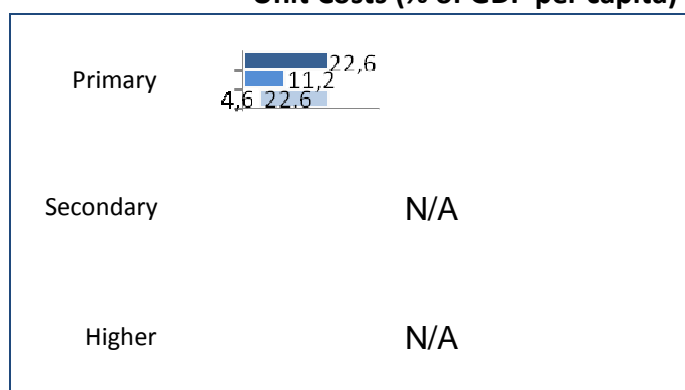
Resource Mobilization



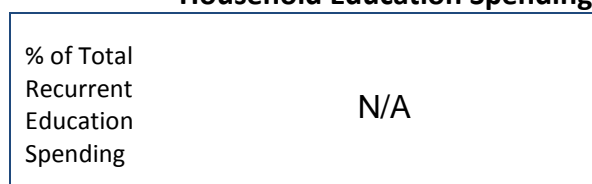
Distribution of Education Budget (%)



Unit Costs (% of GDP per capita)



Household Education Spending



Legend – Lesotho:



Sub-Saharan African (SSA) Average:



SSA Range:



In devoting 29% of recurrent expenditure to education, Lesotho spends more on the sector than almost every other African country, and nine percentage points more than the FTI benchmark, suggesting that education is given high priority. However, spending is weighted strongly towards higher education (37% of the budget, 1 percentage point more than for primary). Ultimately, this will constrain further development of the system, especially of the primary and secondary cycles. Lesotho therefore needs to reduce higher education funding (mainly student loans), compensating with private sector support, and reinvest the savings into the quality that basic education continues to lack.

Note: * TVET – Technical and Vocational Education and Training. FTI – Fast Track Initiative.