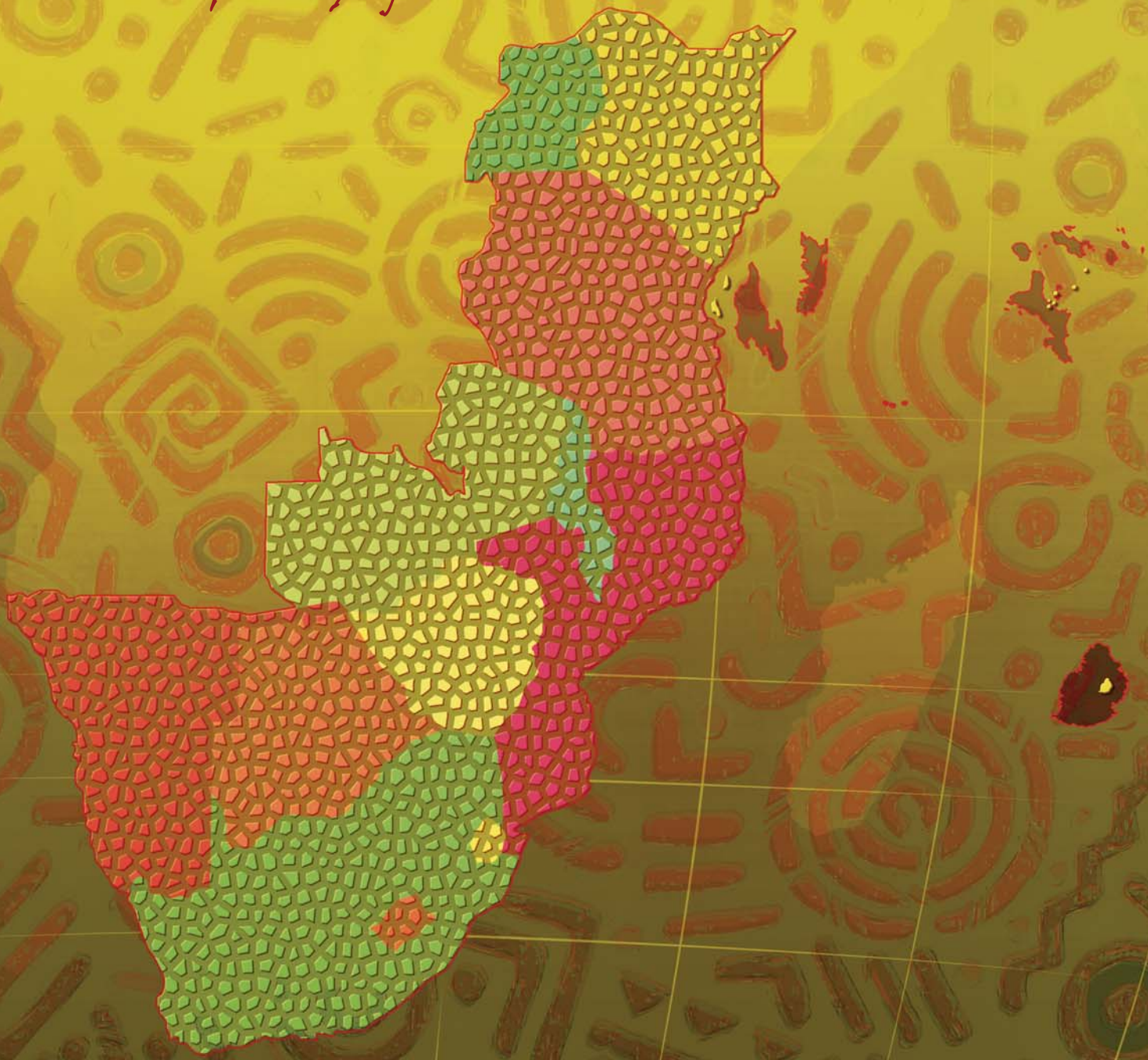
The SACMEQ III project in

LESOTHO

A study of the conditions of schooling and the quality of education



SACMEQ

Southern and Eastern Africa Consortium for Monitoring Educational Quality

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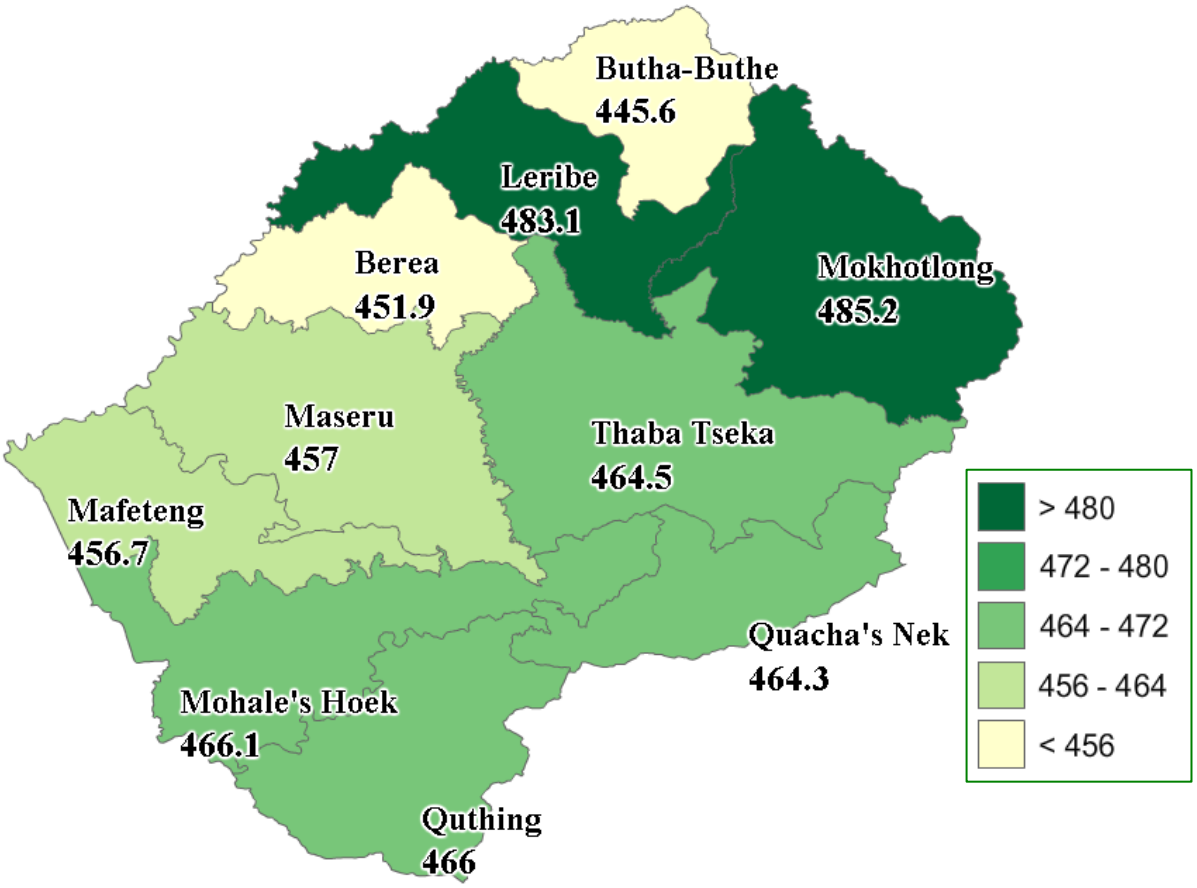
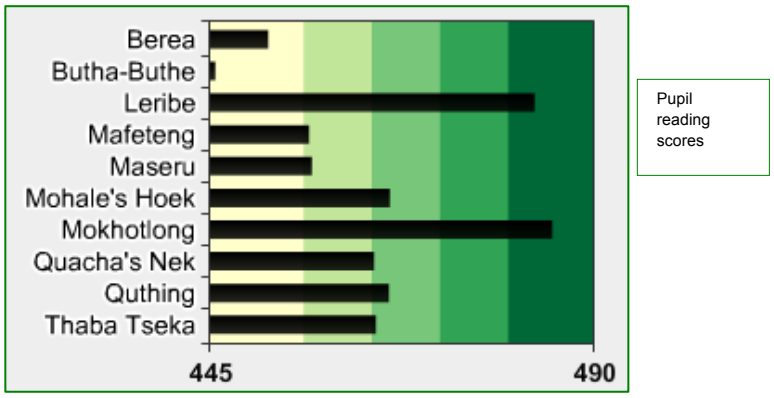




Source: SACMEQ Data, 2007

Standard 6 Pupil Reading Scores across Districts in Lesotho (SACMEQ III)

Chapter 1
Setting for the Study

1.1 Introduction

The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) III National Policy Report on Lesotho is based on the period 2007 to 2010. It is the third in a series for SACMEQ member countries that have participated in the SACMEQ research initiative from 1995. The SACMEQ Policy Reports are similar. They focus on an assessment of the general conditions of schooling and the quality of education at the primary school level. The target population for the SACMEQ projects was all pupils at grade six level and their teachers (at the first week of the eight month of the school year) who were attending and teaching in registered mainstream primary schools. Consequently, the reports have provided the baseline information against which changes can be evaluated. Establishing mechanisms of monitoring and evaluating educational systems are an integral part of the overall objectives of SACMEQ: (a) to expand opportunities for educational planners to gain the technical skills required to monitor and evaluate the quality of basic education, and (b) to generate information that can be used by decision-makers to plan and improve the quality of education.

For it is widely accepted that education and training play a central role in economic and social development. The impact of education and training on poverty reduction are clearly spelled out in both the Millennium Development Goals (MDGs) and the Dakar Framework of Action for Education For All (EFA), which were adopted by the

United Nations in 2000. The focus of the MDGs and EFA is on increasing access and enhancing educational quality. The six EFA goals and targets are ambitious and their successful implementation requires both significant resources, as well as the capacity to plan, monitor and evaluate for the efficient and effective use and management of the resources. Fifteen Ministries of Education are members of SACMEQ: Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania (Mainland) Tanzania (Zanzibar), Uganda, Zambia, and Zimbabwe. The International Institute for Educational Planning (IIEP) in Paris provides technical input for the programme.

Decisions concerning SACMEQ'S mission and its programmes of research and training are determined every two years by the SACMEQ Assembly of Ministers during the UNESCO General Conference. The Assembly of Ministers consists of the Ministers of Education of the countries participating in SACMEQ. Although SACMEQ's Coordinating Centre (SCC) is temporarily located within the IIEP, plans are underway to relocate the project to Africa. The SCC is managed by a Director and operates under the guidance of a Managing Committee that is chaired by the Chairman of the Assembly of Ministers. The SCC coordinates and facilitates co-operative SACMEQ initiatives and also works with development partners to obtain funding for sub-regional research and training programmes. The SACMEQ Ministries of Education are responsible for their own within-country costs associated with participation in SACMEQ research projects.

The SACMEQ I Research Project was completed by five Ministries of Education in 1998 (Mauritius, Namibia, Tanzania (Zanzibar), Zambia and Zimbabwe), and another two Ministries in 2000 (Kenya and Malawi). The SACMEQ National Research Co-

ordinators prepared national educational policy reports based on this research that was subsequently published by the IIEP. These reports set down agendas for government action on issues related to baseline indicators for educational inputs, the general conditions of schooling, equity assessments for human and material resource allocations among schools, and pupil literacy levels. Around 20,000 standard six pupils from 1,000 primary schools were involved in SACMEQ I Project.

The SACMEQ II Project was a more in-depth study of the education systems in member countries and included 14 national systems of education. Whereas the SACMEQ I project was restricted to pupil literacy, the SACMEQ II study included a numeracy assessment and an evaluation of teacher literacy and numeracy levels. The project involved around 40,000 standard six pupils, 5,300 teachers and 2,000 school heads from 2,000 primary schools.

The SACMEQ III Project was a further extension of the programme design. It covered all 15 national systems of education in the network. It also included an additional module on HIV and AIDS Knowledge for Grade 6 learners, their teachers, and school heads. This will provide Ministries of Education with information about the knowledge levels of standard six pupils and their teachers in matters relating to HIV and AIDS. Data for the SACMEQ III Project were collected during the last quarter of the 2007 school calendar year from 61,396 pupils, 8,026 teachers and 2,779 schools. In Lesotho information was collected from a representative sample of 4,240 standard six pupils, 315 teachers and 182 registered primary schools.

1.2 The country and development context

Lesotho is a small mountainous country covering about 30,000 sq. km. The country is landlocked and completely surrounded by the Republic of South Africa. Administratively, the country is divided into 10 districts namely; Butha-Buthe, Leribe, Berea, Maseru, Mafeteng, Mohale's Hoek, Quthing, Qacha's Nek, Mokhotlong, and Thaba-Tseka. The 2006 census estimated Lesotho's population to be 1,876,633 (Bureau of Statistics, 2006). Popularly referred to as the "Mountain Kingdom", three quarters of the country is made up of highlands, which rise up to nearly 3,500 meters in the Drakensburg Mountains. The remaining one-quarter of the country has altitudes of between 1,500 and 2,000 meters. The mountainous topography of Lesotho means that arable land is limited and less than 10 percent of the country is presently under cultivation. The rural highlands are less developed and winters are severe. Heavy snowfalls often cut off segments of the population from basic social services such as education, health services and food supply. The country has four ecological regions namely; lowlands, foothills, the Senqu river valley and the mountains.

The mountains are repositories for the bulk of natural resources including water and gemstones. The country's rich mountain biodiversity is significant both locally and internationally. Human capital is another key resource. In 2006 there were 39,065 government employees and 47,462 people were employed in the textile industry in Lesotho (Central Bank of Lesotho, 2006 Annual Report). Lesotho depends on the export of its unskilled labour to South Africa, especially to the gold mines. However, employment opportunities in the South African mines have declined significantly for several reasons, including increased mechanization, high unemployment within South Africa itself and weakening gold prices. According to the Central Bank of

Lesotho's 2006 Annual Report the number of mine workers declined by more than half from 110,686 in 1996 to 51,341 in 2006. Currently, miners' remittances accounted for as much as 30 percent of GNP and are particularly important to households in rural areas. Through the Highlands Water Project, Lesotho has started harnessing its abundance water resources for export to South Africa and is exploring the possibility of export to other countries in the region.

The economic development of Lesotho also centres on its membership and participation in activities of the Southern African Customs Union (SACU), the Common Monetary Area (CMA) and the Southern African Development Community (SADC). Earnings accruing from SACU account for 53 percent of government revenue.

Although the manufacturing sector has grown recently, exports to South Africa and the United States have been eroded by exchange rate fluctuations and global tariff structures. In spite of these setbacks, manufacturing still remains a potential growth area in the future. Small, Medium and Micro-Enterprises (SMMEs) operating in Lesotho are involved in wide range of activities including small-scale manufacturing, retail; wood and metal work, sewing and knitting, horticulture, handicrafts, food sales and brewing. The manufacturing sector employs more than 130,000 people.

The country has experienced fluctuations in its economic growth in recent years, with GDP per capita rising from US$415 in 1999 to approximately US$1,000 in 2007, prior to the current recession. Real Gross Domestic Product (GDP) per capita growth has been greater than the average for sub-Saharan Africa in recent years, at an average of 3.4 percent over the period 2004-2008 (The World Bank Report No: 50684-LS, 29 June 2010). Because of the relatively low per capita income, Lesotho is classified as

one of the 49 Least Developed Countries. It is ranked 141 out of 173 countries in the UNDP 2010 Human Development Index rank (2010, Human Development Report). It also has an inequitable distribution of wealth with a gini coefficient of 0.52 in 2002/03(Household Budget Survey, 2002/03, Bureau of Statistics). According to the 1994/95 and 2002/03 Household and Budget Surveys, the proportion of the population living below the poverty line in Lesotho has declined from 67 percent in 1994/95 to 57 percent in 2002/2003.

At 23.2 percent, Lesotho has the third highest adult HIV prevalence rate in the world. There are an estimated 62 new HIV infections and about 50 deaths due to AIDS each day. It is estimated that at the end of 2007 there were 270,273 people living with HIV in Lesotho, 11,801 were children and 258,472 were adults (UNAIDS, 2008). Females continue to be infected at a higher rate than males. There were an estimated 153,581 infected females compared to 116,692 males in 2007. There has been no significant change in the national adult HIV prevalence rate since 2005. The sentinel surveillance survey conducted in 2007 showed that there had been no major change in HIV prevalence among women attending antenatal clinics. A slight decline in the HIV prevalence rate was observed among 15 to 24 year olds, from 11 percent in 2005 to 8.9 percent in 2007.

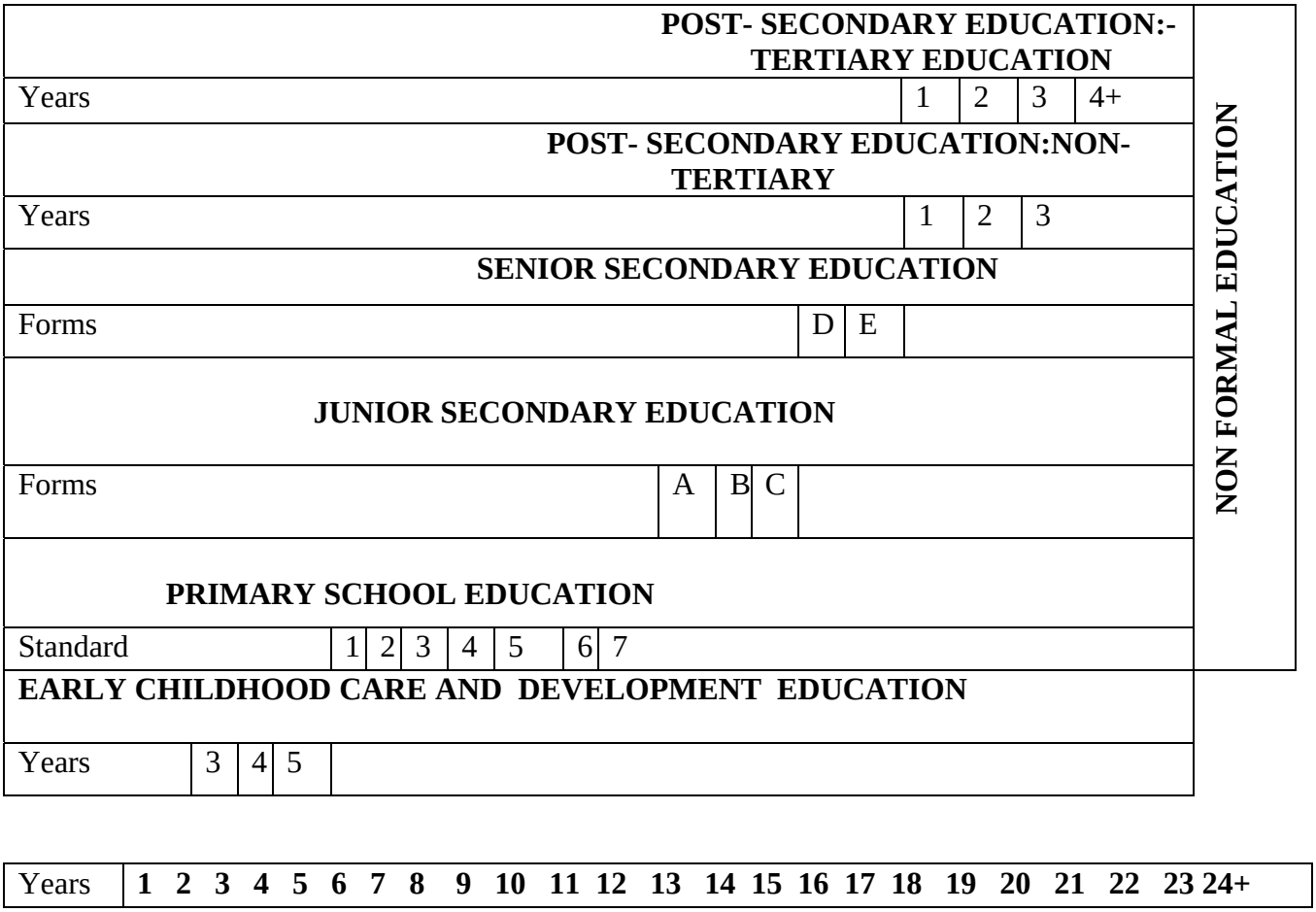
It was estimated that 81,270 people were in need of ART at the end of 2007. Kelly (2000) argues that HIV/AIDS affects the demand for education. Where there is high prevalence of HIV/AIDS there are fewer children to educate, fewer wanting to be educated or fewer who can afford to be educated. HIV/AIDS also affects the supply of education and the quality of the educational process. It affects the management, with the risk that the whole system may become disorganised, paralysed by fear and

lack of guidance on what is to be done. Last but not least, it reduces the resources available for education. This is also true for Lesotho as according to the Bureau of Statistics the Total Fertility Rate for women is 3.5 children per woman and is on the decline compared to 1996. Since 2004 all line ministries, including the ministry of education and training, were asked to forgo two percent of their budget to fund the National Aids Commission's activities. The results of the 2006 census of population and housing have shown that the number of orphans increased from 130,245 in 1996 to 221,403 in 2006. According to the 2007 Education Statistical Bulletin, the number of orphans enrolled in registered primary schools was 111,335 in 2007.

According to the 2006 Census, the implied annual growth rate of the population during the inter-census period 1996-2006 was barely 0.08 percent. This represents a sharp decline compared to the inter-census annual growth of 1.5 percent for the period 1986-1996. The urban population in the 2006 census was 22.8 percent of the total, compared with 16.9 percent in 1996. This translates to a 36 percent increase in the urban population during the inter-census period. The distribution of the population by district has remained steady over time. About one in five people live in Maseru, the capital city while one in 27 lives in Qacha's Nek, a mountain district. The four largest districts, namely Maseru, Leribe, Berea and Mafeteng, collectively account for about 62.2 percent of the total population, a slight increase from 61.8 percent in 1996.

1.3 The structure of the education system

Figure 1: Structure of the Lesotho's Education and Training System



Years	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24+

Lesotho's formal education system follows a 3-7-3-2-3-4+ structure. The first three years comprise of Early Childhood Care and Development (ECCD) followed by seven years of primary education, designated standard 1 to standard 7. This is followed by three years of Junior Secondary Education (Forms A to C) and two years of Senior Secondary Education, Forms D and E. Post-secondary Education comprises the Teacher Training institution, Colleges, and Technical and Vocational Education. The last phase is four or more years of University Education. There is also a parallel structure for Non-Formal Education (NFE) which starts at primary education as indicated in Figure 1 above.

(a) Early Childhood Care and Development

ECCD in Lesotho is provided by private individuals and government. ECCD is not compulsory and it is not a pre-requisite for entrance into primary schools. However, children are expected to start enrolling in this level of education when they are three years old and finish when they are five years old. At age 5 they are awarded an ECCD certificate.

(b) Primary Education

Primary Education covers seven years (standards 1 to 7). The official entry age is six years and children are expected to finish it when they are 12 years old. There is no entry requirement into this level of education. At the end of the primary cycle, pupils are awarded a Primary School Leaving Examination Certificate (PSLE). In 2000 government introduced Free Primary Education, using a sequential approach starting with standard 1. By 2006 the FPE cohort reached standard 7. Since the introduction of this policy, enrolment has jumped from 364,951 in 1999 to 400,934 in 2007.

(c) Secondary Education

Secondary Education is divided into Junior Secondary and Senior Secondary Education. There are three years of Junior Secondary Education and the starting age is thirteen years while the ending age is fifteen years. The entry requirement into this level is a PSLE certificate and at the end of the three years pupils are awarded a Junior Certificate, which is a pre-requisite for entry into upper secondary education. The entry age into senior education is sixteen years while the ending age is seventeen years. Successful pupils are awarded the Cambridge Overseas School Certificate. In 2007 there were 97,936 pupils in secondary education. This level of education is not fee-free.

(d) Post- secondary Education

Post-secondary education in Lesotho consists of the teacher training college, technical and vocational education and training, and other colleges such as National Health Training College. The official entry age into this level of education is eighteen, finishing at twenty or more. At the end of this training programme the successful candidates are awarded a diploma or certificate in the case of vocational training. There is one teacher training institution, namely the Lesotho College of Education (LCE) formerly known as the National Teacher Training College (NTTC). In 2005, a satellite campus was opened in Thaba-Tseka district to increase the supply of qualified teachers. In 2007 3,759 pupils were enrolled in this college. There are two other colleges, namely the Lesotho Agricultural College and the National Health Training College. In addition there is one Polytechnic, the Lerotholi Polytechnic, and 32 Technical and Vocational Education and Training (TVET) institutions.

(e) Tertiary Education

There are currently two universities in Lesotho, the National University of Lesotho (NUL) and the Limkongkwing University of Creative Technology (LUCT). The official starting age for tertiary education is eighteen. When graduating, pupils receive either a Bachelor of Arts degree or a Masters degree. In 2007 there were 7,918 pupils enrolled at NUL.

(f) Non-formal Education

The Ministry of Education and Training (MOET) offers non-formal education courses through the Lesotho Distance Teaching Centre (LDTC) and the National University of Lesotho's Institute of Extra-Mural Studies (IEMS). It receives drop-outs from the

formal system or people who have no formal education at all. It is structured to cover three years of literacy education (Literacy 1 through 3) and two years of numeracy education (Numeracy 1 and 2). Learners, whose ages generally range from six to than 20, can enrol at any level according to their needs. It is really an alternative learning opportunity for people who cannot afford the costs of formal education. It is runs alongside all levels of education.

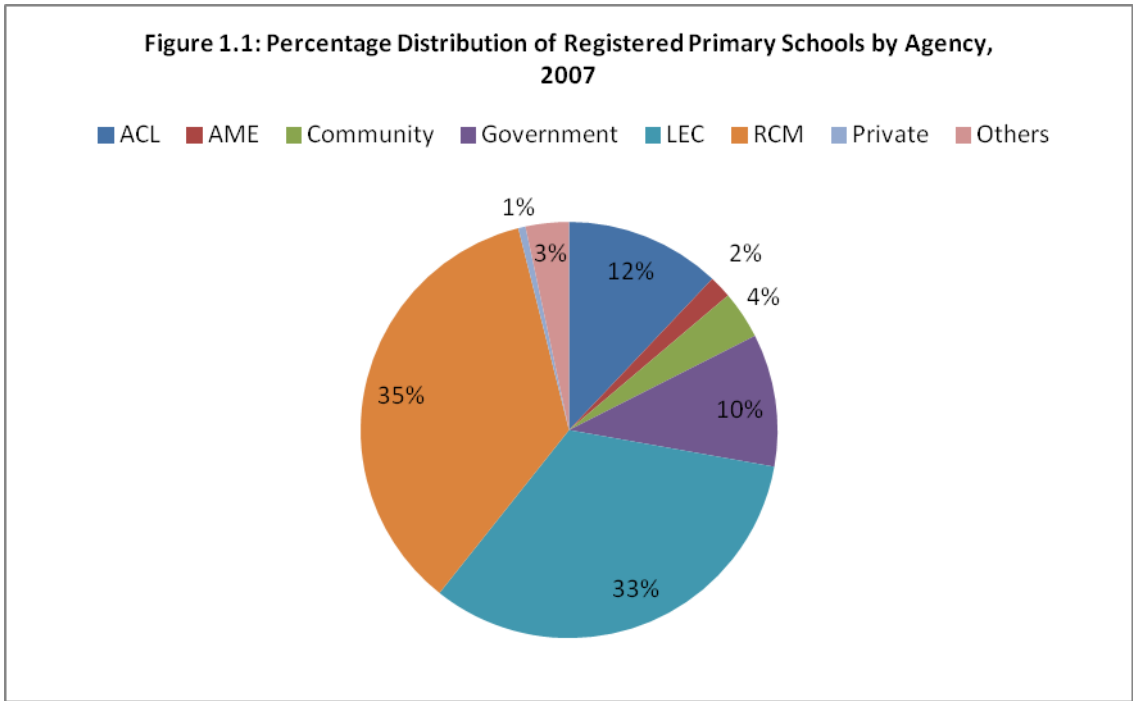
Table 1 List of education programmes offered in Lesotho school system

Education Program	*Starting Age*	*Ending Age*	*Entry requirement*	*Duration*	*Qualification*	*Enrolment (2007)*
ECCD	Three Years	Five Years	None	Three years	ECCD Certificate	Not Available
Primary Education	Six Years	Twelve Years	None	Seven years	Primary School Leaving Examination (PSLE) Certificate	400,934
Junior Secondary (a) General secondary (b) Technical/ Vocational	Thirteen Years	Fifteen Years	PSLE Cert.	Two/ three years	(a) Junior Certificate (b) Certificate in program	97,936
Senior Secondary (a) General Secondary (b) Technical/ Vocational	Sixteen Years	Seventeen Years	Junior Certificate	Two/ three years	(a) Cambridge Overseas School Certificate (b) Certificate in programme	
Post-secondary (a) Teacher training (b) Technician Training	Eighteen Years	Nineteen to twenty years	Senior Secondary	Two/ three years	Diploma/ Certificate in Program	3,759 (for LCE only)
Post-secondary University education	Eighteen Years	Twenty-four years	Senior Secondary	Four/ Six years	Junior degree/ Masters degree	7,918

1.4 The administration of the school education

For historical reasons, the vast majority (82%) of schools in Lesotho are owned by churches, including the Roman Catholic Mission (RCM), the Lesotho Evangelical Church (LEC), the Anglican Church of Lesotho (ACL) and the African Methodist Episcopal church (AME). Church schools are under the management of their respective church authorities, but teachers' salaries are paid by the government. The Ministry of Education and Training is responsible for the management and regulation of education in Lesotho and is led by a Minister (assisted by an Assistant Minister). The Principal Secretary is the ministry's administrative head and chief accounting officer. Unlike other civil servants, the Principal Secretaries in Lesotho are on a two year contract. He or she is assisted at the executive level by the staff of Chief Education Officers and Directors. Almost all the decisions concerning education in the country are made at the central office, despite government's efforts to implement its decentralisation policy. This is particularly true with regard to the financial matters.

Both the 1995 Education Act and the 2010 Education Act call for strong partnerships between the Government, school proprietors (church groups), and local communities (parents). The 2010 Act provides for increased participation by parents and called for all primary and secondary schools to establish School Advisory and Management Committees. The committee members comprise representatives from the MOET, churches and parents. The Education Act has also addressed the church/state conflict over the management of schools. More work needs to be done to enforce the Act and to continue training school committees in their new roles. Additional efforts are required to further define the appropriate roles for the churches and the state in provision of education.



Source: 2007, Education Statistical Bulletin

Figure 1.1 shows that 90 percent of primary schools were legally owned by churches, communities, private individual and others proprietors, while government owned only 10 percent in 2007 (2007, Education Statistical Bulletin). 22 percent of secondary schools were owned by government while 78 percent were owned by churches, communities, private and others proprietors. Before the 1990s, church secretaries were responsible for hiring, firing, deploying and disciplining teachers. However, when the flow of funds from churches diminished, the Government of Lesotho (GOL) became more involved and began providing grants for teachers' salaries, instructional materials and infrastructure.

MOET designs and develops the curriculum to be taught in schools. In addition, MOET is charged with the responsibilities of the pronouncement of policy, the setting of standards, the training of teachers, the formal approval of teachers' appointments,

dismissals, deployment, the administration of examinations, school inspection, and the regulation of the opening and closing of schools.

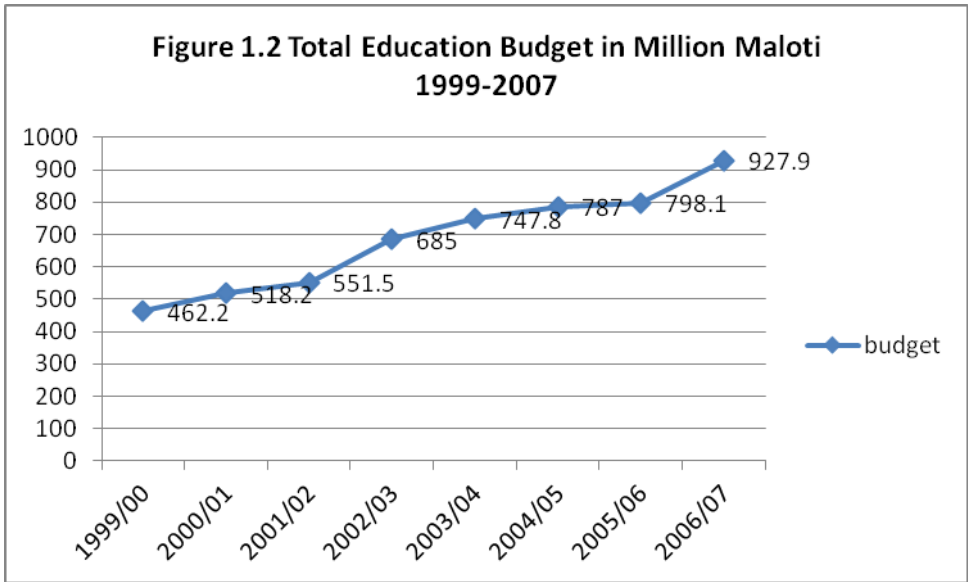
In the final analysis, education in Lesotho began as a partnership and it still is a partnership though the terms of the relationship have changed. Education is the responsibility of parents, children, teachers, church proprietors, advisory school committees, management committees, school boards, government and the nation as a whole.

1.5 Education sector financing

Figure 1.2 shows that the total education and training budget has significantly increased from M462.2 millions in 1999/00 to M927.4 millions in 2006/07. It is encouraging to observe from the graph that the national spending on education for both recurrent and capital has increased since the introduction of FPE in 2000. However it will be interesting to find out how much of this increase was spent on actual teaching and learning compared to administrative costs. Over and above the fact that education expenditure has been increasing consistently since 2002, it remains above 20 percent of government spending (21.5 percent recurrent expenditure budget for 2010/11, as indicated in the 2010 Budget Speech). This is equivalent to 14 percent of GDP in 2001/02 and 15 percent of GDP in 2009/10. The distribution of expenditure by sub-sector has remained relatively stable over time. Basic and secondary education combined account for about 90 percent of total education expenditure.

In contrast, capital investment programmes are heavily reliant on development partners' funds and partly determined by the availability of resources and international communities' good will. Lesotho has a very small pool of donors active

in the education and training sector. In 2005 it was classified as a donor orphan by the EFA FTI partnership, with only the World Bank and Irish Aid contributing more than USD$1 million per annum. However it has attracted some additional funding from the African Development Bank (AfDB), the Japanese International Cooperation Agency (JICA), the Government of the Republic of China, the Global Fund and UNICEF, amongst others. In 2004, international donors financing the education and training sector signed a statement of intent outlining the arrangements for working together. Since 2006 there has been a regular annual joint review of the education and training sector. While most of the assistance to the sector is provided through individual projects, the medium term aim is to develop a pooled fund, through which donor funds can be channelled.



Source: Ministry of Finance and Development Planning Budget Estimates Books

Contrary to the trend in most of sub-Saharan Africa, the education sector's share of government budget expenditure is relatively high. Education accounted for more than a quarter (28%) of all recurrent expenditure, if the amount allocated for bursaries is included. Bursaries account for four percent of government expenditure.

The bursaries fund is administered by the National Manpower Development Secretariat (NMDS) attached to the Ministry of Finance and Development Planning.

Expenditure is heavily weighted against primary school learners. The ratio of secondary to primary expenditure is about three to one, which is high for a mass primary education system. However, about 30 times as much was spent on each post-secondary pupil as on primary pupils. In addition, 84 times more was spent on a National University of Lesotho (NUL) pupil than on a primary pupils in 2007/2008 (2007, Ministry of Education and Training, Public Expenditure Review (PER)).

1.6 Teacher training

Training in ECCD programmes, primary level, and secondary level and TVET teacher education is provided by the Lesotho College of Education (LCE). For the candidates to be admitted into LCE they should have COSC with four credits and a pass in any subject. The college provides centralized teacher education for both pre-service and in-service teacher training. It offers a variety of three-year programmes leading to a Primary Teacher Certificate (PTC), a Secondary Teacher Certificate (STC), a Diploma in Primary Education (DPE), a Diploma in Technical Education (DTE) or a Diploma in Secondary Education (DSE).

The college also trains primary school teachers through distance, in-service programmes known as the Distance Teacher Education Programme (DTEP). Many unqualified teachers upgrade their qualifications through this programme. According to the 2007 Education Statistical Bulletin, a total of 3,759 pupils were enrolled at the LCE in 2007.

The Faculty of Education of the National University of Lesotho (NUL) also offer a Bachelor of Education degree for undergraduates aspiring to be secondary school teachers. The normal entry requirement for this programme is a first or second class division at COSC with a credit in English language. The recognised alternative qualification is a general certificate or Diploma of education or a Matriculation certificate or Matriculation exemption of the Joint Board of the Republic of South Africa, provided the candidate has a credit in English. The programme comprises mainly of a four-year Bachelor of Science Education (Bsc. Ed) programme, Bachelor of Arts Education (BA Ed) programme or a four-year degree in a major discipline followed by a one-year certificate in education – the Postgraduate Certificate in Education. A total of 7,918 pupils were enrolled in the education programme at NUL in 2007/08 (2007, Education Statistical Bulletin).

Support for teachers is provided through a number of in-service training activities run by the inspectorate, the National Curriculum Development Centre (NCDC), the LCE, the National University of Lesotho and the teachers' associations. The NCDC provides in-service training for new curriculum materials. The inspectorate provides in-service training in school management and administration for head teachers, school administrators and teachers. School-based in-service training is provided through the Area and District Resource teacher network focusing on teaching methodology, classroom management, and general administration. School-based support for teachers of mathematics and science in secondary schools is provided by the NUL.

Table 2 shows that 77 percent of primary school teachers were female. There were 10,778 teachers in registered primary schools in that year. It is also clear from this table that 57 percent (6,173 out of 10,778 teachers) of the total stock of teachers

was unqualified, implying that they did not have the requisite teaching qualifications. The national pupil: teacher ratio in primary schools was 37:1, below the national target of 40:1. At the secondary school level, there were 4,006 teachers employed in the system. Eighty six percent (3,448 out of 4,006) of teachers were qualified.

Table 2 Teachers in registered primary schools by sex and district, 2007

DISTRICT	All Teachers			Qualified Teachers			Unqualified Teachers		
	Males	Females	Total	Male	Females	Total	Male	Females	Total
Butha-Buthe	150	602	752	65	531	596	65	335	400
Leribe	334	1446	1780	315	466	781	150	967	1117
Berea	262	1052	1314	155	265	420	100	752	852
Maseru	443	1739	2173	186	389	575	229	1279	1508
Mafeteng	309	950	1259	157	359	516	127	522	649
Mohale's Hoek	251	759	1010	153	278	431	93	460	553
Quthing	166	551	717	123	235	358	41	309	350
Qachs's Nek	140	374	514	80	178	258	44	166	210
Mokhotlong	167	355	522	100	116	216	54	199	253
Thaba-Tseka	249	488	737	169	276	445	75	206	281
Total	**2471**	**8316**	**10778**	**1503**	**3093**	**4596**	**978**	**5195**	**6173**

Source: Education Statistical Bulletin, 2007

1.7 Curriculum development and assessment

Curriculum development is highly centralized and is based at the National Curriculum Development Centre (NCDC). Development is carried out in close collaboration with the National Curriculum Committee, whose main role is to advise the government on all curriculum matters. The NCDC works through national subject panels comprising representatives of teachers, teacher-training institutions, the inspectorate, and teachers' associations. All curriculum materials must be approved by the government on the advice of the National Curriculum Committee. The Schools Supplies Unit is closely linked to the NCDC to assist in the procurement and distribution of curriculum materials.

All primary schools follow a common curriculum and a common syllabus determined by the government. Instructional and learning materials are prescribed by the government and provided to schools and learners free by the School Supply Unit of the ministry.

The new Curriculum and Assessment Policy significantly reduced the teaching load. Under the old policy a primary school child had to learn 13 subjects and only seven were examinable. The new policy is being piloted in Standards 1 to 3 covers the following five learning areas:

- Linguistic and Literacy;
- Numeracy and Mathematical;
- Personal, Spiritual and Social;
- Scientific and Technological;
- Creativity and Entrepreneurial.

The secondary schools curriculum is guided by the government policy of diversification. While core subjects such as Sesotho, English, Mathematics, Science, and Business Education continue to be offered, practical subjects have been introduced to provide secondary education with a vocational outlook. Vocational programmes have been introduced in an increasing number of secondary schools where the teaching of Agriculture, Home Economics, Basic Handicrafts (Woodwork, Metalwork, and Technical Drawing), Commercial Studies, and Development Studies is taking place. The aim of this policy is to help to prepare pupils for the world of work and to provide a sound academic base for those with potential and the resources to proceed into tertiary education.

A system of examinations, promotions and certifications has been devised to provide feedback and assessment on the curriculum. End-of-year examinations are a feature in all grades, culminating in a public examination at the end of primary school (the Primary School Leaving Examination (PSLE), at the end of Junior-secondary education (the Junior Certificate (JC), and at the end of Senior-secondary (the Cambridge Overseas Certificate examination (COSC)). All examinations are administered by the Examinations Council of Lesotho (ECOL). These public examinations mainly serve as a selection instrument for the next educational level.

Monitoring and Evaluation (M&E) is undertaken by the Testing and Evaluation section of the NCDC. This involves the preparations and pre-testing of items to assess their psychometric properties. Examination results are analysed to provide useful feedback to NCDC, the inspectorate, the schools and other interested parties. The Lesotho Distance Teaching Centre also engages in research and evaluation for internal use by the Centre and also on behalf of other organizations involved in non-formal education.

The Institute of Education at NUL undertakes research in various subjects of educational interest. The Lesotho Educational Research Association (LERA) is an independent body whose main objective is to promote educational research.

1.8 Educational policy reviews and policy reforms 2004-2010

(a) Resources and Infrastructure

In 2004 the ministry, through the Planning Unit, implemented the Education Geographic Information System. This project used the latest technology, such as Global Positioning Systems, to locate existing schools and also new school sites that

need be developed. It was actually a school mapping exercise for better planning and infrastructure development. The project also collected digital pictures of all schools at all levels for evidence based decision making. The main challenge is that the data are underutilized and need to be updated.

The ministry has also launched a scheme to provide text books to all learners. The Junior Certificate Text Book Rental Scheme makes books available to pupils at only M220.00 which goes into a revolving fund to ensure continuity of the scheme.

(b) Educational Access and Quality

In 2005 the ministry developed the 2005-2015 Education Sector Strategic Plan (ESSP 2005-2015). Its mission statement is "to develop and implement policies which ensure acquisition of functional literacy among all Basotho and development of a productive, quality human resource base through education and training". One of its nine sector objectives is to "improve the quality of education and training." The MoET has also prepared a Medium Term Sector Plan, consistent with the ESSP 2005-2015. It provides more detailed projections for the years 2009-2012, following an exhaustive process of consultation with stakeholders, a review of progress, and the development of individual sub-sector work-plans and priorities. It has the following main priorities;

a) Expand access to ECCD in a pro-poor manner;
b) Ensure that all children have the opportunity to complete a good quality primary education;
c) Expand access to secondary education, with particular support to orphans and vulnerable children (OVCs); and;
d) Improve the quality and relevance of tertiary education.

In the same year the ministry introduced reception classes. Reception class is an extra room in primary schools, which can be used for five year-old children to attend pre-school. It follows the government's intention to provide pre-primary education, targeting the most poor and vulnerable children, while trying to keep expenditure low. Currently there are 220 reception classes and the target is to attach reception classes to all registered primary schools by 2015.

In 2007 the government introduced Combined Schools to accommodate the FPE cohort in secondary schools. There are about 59 registered combined Primary and Secondary schools in Lesotho. In order to improve the quality of education and training, an Education Quality Enhancement Project (Education III), funded by the African Development Bank was implemented. It has three main components:

The first component is aimed at improving access to quality education through capacity building, especially in the form of training of teaching and administrative/supervisory staff, as well as curriculum development and assessment. With regard to secondary education, schools will be extended on existing sites and others constructed on new sites. Teaching and learning conditions will be improved through well-equipped classrooms and provided with a wide range of instructional materials that include textbooks and teaching and learning aids for secondary schools.

The second component called skills employability enhancement will provide TVET institutions with curricula and instructional materials. It will provide TVET colleges with equipment for new technical training rooms with a capacity of 30 pupils. With regard to works, it will construct one 30-pupil capacity training room at the LCE.

Lastly, it will provide services aimed at improving the quality of instruction and ascertain the appropriateness of skills being imparted to pupils. Six person-months of technical assistance are provided to review the technical training curriculum on the basis of market trends and demand projections up to 2015.

The last component is project management. This component aims at equipping the restructured Planning Unit to meet the demands of its day-to-day operations, as well as its field supervision tasks. For instance training in financial management, procurement and disbursement will be provided to the staff of the Planning Unit.

As part of the Public Sector Improvement and Reform Programme (PSIRP), the Ministry of Education and Training (MOET) has been mandated by the Government of Lesotho to review the career structure of the Teaching Service in 2009 with the intention to professionalise teaching and attract and retain teachers.

The key objectives of the review were to:

- Enhance the professional quality of the Teaching Service and bring about quality improvement in educational attainment.

- Update the teachers' career structure established in 1991 by developing guidelines on the career progression of teachers with clear benchmarks, milestones and competence breaks.

- Accommodate policy developments in the public sector in line with the Government of Lesotho Public Sector Review and Improvement Programme (PSRIP).

- Enhance the competitiveness of teaching as a career prospect for school-leavers and other job-seekers in the light of increased demand for good quality teachers and other career opportunities.

- Adopt a unified career and salary structure for teachers that will ultimately bring about parity between primary and secondary school teachers, on the principle of *equal reward for equal work.*

- Eliminate undue gaps and overlaps in the teachers' salary structure.

- Acknowledge and *incentivise* national priority areas in teacher development and remuneration, and optimise retention of rare-skills in the Teaching Service.

- Create incentives for qualified teachers to take up jobs and stay in schools located in difficult areas which are currently staffed by unqualified teachers.

Lastly in March 2010, the Parliament of Lesotho enacted the new Education Act. This act stipulates that primary education shall not only be free but compulsory. The ministry sees this as an important milestone to ensure achieving goal number two of the Millennium Development Goals on Universal Primary Education.

1.9 The main policy concern of the ministry of education

Despite the positive changes made, the key issues that remain as a concern are the low quality of basic education and the shortage of qualified teachers, particularly in remote areas. The inequitable distribution of resources and high repetition rates,

especially in early grades also require attention. High dropout rates also contribute to an inefficient education system.

Low Quality Education: Lesotho performed below the SACMEQ average (500) in both subjects and (Mathematics and Reading in English) in both studies (SACMEQ II in 2000 and SACMEQ III in 2007). The study also shows that most of the standard six pupils complete primary education with rudimentary skills as more than half of pupils had low levels of numeracy and literacy skills. The primary school completion rate was low and wastage remained high in 2007. Among the factors that contributed to low quality education were a shortage of qualified teachers, learning and teaching materials, low morale in the teaching profession, inadequate inspection, supervision and support to teachers. All these challenges may be attributed to limited financial resources.

High repetition rates in early grades: Schools in the remote areas of Lesotho are located far from most villages because of the country's terrain As a result, most of pupils need to travel long distances on foot to such schools. Many pupils have to drop out of school and come back the following year to repeat. The majority of these pupils are between the ages of 9 and 15. Some are forced to drop out of school because heavy snow fall and rain that make it impossible to reach school.

Inefficient Education System: The underlying causes of the high repetition and drop out rates in Lesotho need to be researched, which is why the ministry, with World Bank and Irish support intends to investigate these issues.

Chapter 3
Characteristics of Pupils and their Learning Environments

3.1 Introduction

The aim of this chapter is to present information on some of the characteristics of standard six pupils and their homes. This data have been presented for two reasons. The first is that they provide context for the analysis to be presented later in this report. The second is that, over time, the levels and distributions of the data may well change and therefore the data can be used to indicate the extent to which such context variables have changed.

3.2 A note on the interpretation of the data analysis

Before presenting the results, two points should be stressed. The first is that the variables presented in this chapter represent a small subset of the larger number of variables for which data were collected. A separate publication containing descriptive statistics for all variables in the study will be made available to interested readers.

The second point to note is that it is very important to interpret each statistic in association with its sampling error. A description of the sampling procedure used in this study was provided in Chapter 2. The sample was drawn in order to yield standard errors of sampling for pupils in Standard 6 in Lesotho. A sample estimate of this population would have a standard error of plus or minus 2.5 percent. For this level of sampling accuracy, we can be sure that 19 times out of 20 the population value of a variable lies within plus or minus five (5) percent of the estimate derived

from the sample. The sampling errors for means have also been given in the tables and the same principle applies for limits of two standard errors of sampling.

Where a percentage or a mean has been presented for a sub-group of pupils, such as pupils within districts, then the standard error will appear greater than for the sample as a whole. This occurs, in part, because the sample sizes for sub-groups are smaller than the total sample. The standard error (SE) of each average has also been presented. For the first district – Berea, the average pupil age has risen from 167.2 months at the time of the data collection in 2000 to 169.5 months in 2007, and the standard error for this estimates was 1.50 and 1.39 months respectively. That is, there were 19 chances in 20 that the average pupil age in the population of Standard 6 pupils in Berea district was 167.2 plus or minus 2 (1.50) in 2000. In other words, we can be 95 percent confident that the population age value for Berea was between 164.20 months and 170.20 months.

It is important to note that the value of the standard error for each estimate changes from district to district. The variation was caused by two main factors. The first was that a difference in the distribution of pupils among schools within districts and the second was the structure of the sample design within each district. The smallest standard error of 0.70 months occurred for the sample estimate of average age for the whole population of Standard 6 pupils in Lesotho. This result was to be expected because the overall sample-estimate was based on a much larger sample of schools and pupils than the corresponding estimate for any single district.

In interpreting the value in Table 3.1 and other tables throughout this report, it is important to remember that the percentages and means have been presented in

terms of pupils. That is, pupils were the units of analysis – even though some variables that describe teachers has been presented, this percentage should be interpreted as 'the stated percentage of pupils in schools with teachers having the particular characteristics'. Similarly, a percentage for a variable that describes schools should be interpreted as 'the stated percentage of pupils that were in schools with the particular characteristics.

3.3 Personal characteristics of pupils and their home background

General Policy Concern 1: What were the personal characteristics and home background characteristics of pupils that might have implications for monitoring equity, and/or that might impact upon teaching and learning?

In order to guide the data analysis, the broad educational policy question posed above has been divided into a set of specific questions. The specific questions have been used to develop a more structured response to the educational policy issues surrounding the main question.

- What was the age and sex distribution of pupils?
- What were the home circumstances of pupils?
- What were the living arrangements like in the place where pupils stayed during the school week?
- What was the socio-economic status of pupils' parents in terms of the kind of housing and wealth of livestock they had?

What was the age and sex distribution of Standard 6 pupils?

Age of Standard 6 pupils

According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Institute for Statistics, Primary School starting age is the age at which pupils would enter primary education, assuming they had started at the official entrance age for the lowest level of education, had studied full-time throughout and

had progressed through the system without repeating or skipping a grade. In Lesotho, the official primary school entrance age is six years. For instance, the new (2010) education act section 6.1 stipulates that "a parent shall enroll a learner in a primary school at the age of six years or in the year in which he or she will be six years of age by the 30th of June of that calendar year, and the learner shall stay in school until he or she reaches such age as may be prescribed by the Minister."

If all pupils had entered school at the official age of entry and there had been no standard-repeating and or skipping a standard, then the expected average age for Standard 6 learners would be 142 months at the time of SACMEQ III data collection. That is to say for pupils who enter primary school in January if they have turned 6 years of age by 31st December of the previous year. These pupils would have been 11 years (132 months) of age at Standard 6. The figure of 142 months was computed by adding 132 months to ten months because SACMEQ III data collection took place after the tenth month of the year.

According to the information presented in Table 3.1, the mean age of Standard 6 pupils in SACMEQ III is 173.2 months or 15.7 years of age. The age of learners has increased by 2% compared to SACMEQ II, when the mean age was 169.6 months. Thus, the pupils in the sample were older than might have been expected in both studies. The incidence of over-age pupils is more apparent in the rural and mountainous districts: Mokhotlong (180.2), Qacha's Nek (178.1), Quthing (175.), and Thaba-Tseka (174.9). There are two possible explanations for the higher than expected average age. It could be due to the number of pupils who have repeated a standard. For instance, out of a total of 400,934 pupils enrolled in registered primary schools in 2007, 84,083 (21%) pupils repeated a class. Repetition was highest in

standard 1 and decreased with progression according to the 2007 Education Statistical Bulletin. It could also be due to pupils who start school late and thus are already overage at the beginning of primary school. Because of the difficult terrain in the mountain districts, schools may not be in close proximity to children's homes and children may defer schooling until they are mature enough to walk long distances to school. These districts also frequently experience very cold weather conditions, and this may exacerbate the already difficult circumstances created by the rough terrain. The average age of a Standard 6 pupil in these districts was around 173 months and Mokhotlong had the highest average age of 180.2 months. It is worth noting that all districts had Standard 6 children who were older than the expected age of 142 months.

Table 3.1. Means, percentages, and sampling errors for the pupil age, sex, and home-related characteristics (SACMEQ III)

District:	Age (months)		Sex (female)		Books at home (number)		Possession at home (index)		Meals (index)		Parent education (index)	
	Mean	SE	%	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Berea	169.5	1.39	50.5	1.96	18.9	3.12	4.8	0.30	11.4	0.24	4.1	0.18
Butha-Buthe	170.2	1.39	56.9	2.31	16.0	3.09	4.1	0.20	11.1	0.23	4.6	0.21
Leribe	172.2	1.54	50.3	1.02	16.5	3.10	5.2	0.26	12.6	0.56	4.7	0.22
Mafeteng	170.5	1.38	55.1	1.73	12.6	2.04	3.4	0.28	11.4	0.23	4.4	0.16
Mokhotlong	180.2	1.61	66.9	2.13	9.8	2.45	4.1	0.39	11.8	0.24	4.0	0.19
Mohale's Hoek	173.9	1.41	57.7	2.18	22.5	4.51	4.6	0.29	12.3	0.29	4.3	0.21
Maseru	166.1	1.33	51.7	1.98	38.9	3.76	6.0	0.45	12.6	0.25	5.0	0.26
Qacha's Nek	178.1	1.64	60.0	2.32	14.1	2.24	4.2	0.23	11.9	0.34	3.7	0.15
Quthing	175.9	1.33	58.1	2.12	12.3	2.62	4.5	0.27	12.3	0.29	3.7	0.15
Thaba-Tseka	174.9	1.40	65.9	2.41	8.9	1.92	4.3	0.23	11.5	0.27	3.0	0.12
Lesotho	**173.2**	**0.80**	**54.6**	**0.91**	**17.1**	**1.41**	**4.5**	**0.29**	**11.9**	**0.12**	**4.2**	**0.06**

Efforts should also be directed towards reducing regional disparities in the provision of educational facilities and opportunities. Mountain districts are naturally disadvantaged and need more attention than the lowland districts. Other things being equal, equity in educational opportunities will help school leavers break the poverty cycle by enabling them to benefit from opportunities offered by the country's economy.

Policy Suggestion No. 3.1: The Principal Secretary should consider strengthening the Non-Formal Education (NFE) programmes that are conducted by the department of the Lesotho Distance Teaching Centre. The NFE programme could select those adults who have come to school to take the advantage of the FPE scheme and come to learn to read and write only. It will also reduce the financial burden on the formal system for catering for the pupils who repeatedly drop in and drop out of the system.

Policy Suggestion No. 3.2: Regional inequalities in the provision of educational facilities should be monitored through the Education Management Information System (EMIS). Progress on reducing disparities should be brought to the attention of the authorities on an annual basis. Otherwise, the mountain districts will remain disadvantaged.

Policy Suggestion No. 3.3: The monitoring and evaluation function embedded in the Education Management Information System (EMIS) should monitor the progress in reducing the wastage ratio as a result of high repetition rates in the provision of educational opportunities and bring this to the attention of the authorities on an annual basis. Otherwise if not, the repeaters will continue to block the space for the new entrants and jeopardize the chances of achieving the MDGs and EFA goals by 2015.

Policy Suggestion No. 3.4: CEO Primary must implement the policy of allowing only five percent repetition rates in primary schools as pronounced in the Medium Term Education Sector Strategic Plan 2009/10-2012/13.

Gender distribution

It is widely recognized that when Governments and education administrators ensure that children have access to a rights-based, quality education that is rooted in gender equality, they create a ripple effect of opportunity that impacts generations to come. The importance of gender equality in education within the process of international goal setting has been emphasized in the Education for All (EFA) Goals (UNESCO, 2000) and the Millennium Development Goals (MDG) (United Nations, 2006).

The distribution of boys and girls in Standard 6 reflects the general pattern of school participation rates by gender in Lesotho: girls out-number boys in primary schools in Lesotho. From Table 3.1 it can be seen that 54.6% of pupils in Standard 6 are girls. This means that boys are falling behind of girls in accessing and completing free primary education. The data presented in same table shows that the districts with the most unequal gender shares were: Mokhotlong (66.9%), Thaba-Tseka (65.9%), Qacha's Nek (60.0%) and Quthing (58.1%). In these districts boys are often asked to look after livestock, thus contributing to family income through the sale of wool, mohair and meat. Consequently, the opportunity cost of sending a boy child to school rather than looking after livestock is high. Parity in gender enrolment rates was almost achieved in Leribe (50.3%), Berea (50.5%) and Maseru (51.7%) but these were also the only districts that had percentages below the national average (54.6%).

This may be because these are lowland, urban districts where livestock farming is less common and they have high adult literacy rates.

The 2005 SACMEQ II Report argued that the problem is that boys drop out of primary school, not that they do not start schooling. In Standard 1 boys make up just over half of all pupils. According to the 2007 Education Statistical Bulletin the gender parity gap is slowly narrowing. In 1999, the index value was 1.13 but it narrowed to 1.08 in 2000. Since then, it has stabilized at around 1.07. Sex ratios in primary schools were as low as 0.40 in the 1980s. Boys were absent from school because they herded cattle and took up employment in the mines in South Africa at an early age while their female counterparts went to school in Lesotho. The following factors have contributed to the improvement in the sex ratio:

- The implementation of FPE has made it possible for all parents to sent their children, including herd boys, to school;

- The South African gold mining industry is in a structural decline as the depth of the mines increases, leading to higher costs and lower profits. Mines have responded by hiring fewer workers.

- Formal schooling is a pre-requisite for formal employment which pay more than jobs in the traditional farming sector.

Policy Suggestion No. 3.5: CEO Primary might consider expediting the implementation of compulsory and Free Primary Education and use FPE as the springboard more especially now that the Parliament has passed the new Education Act 2010 which supports this new initiative and the Prime Minster has officially launched it. The implementation of compulsory primary education will ensure that all children (boys and girls) of the appropriate age attend school.

What were the home circumstances of Standard 6 pupils?

Home circumstances are measured along two dimensions. One dimension concerns the wealth of the home in monetary terms. Asking standard 6 pupils how much their parents earned would have yielded inaccurate results. Thus proxy or indirect methods of assessing the wealth of a home had to be used. One set of indicators used to measure wealth was the goods children possessed at home and the kind of materials that the house was built from. The second dimension of home circumstances was the intellectual context of the child as characterized by the parents' level of education, and the books they had at home. Both of these were considered to have an effect on the child's learning.

Books in the home

The data on books in the home have been presented in Table 3.1. Homes where standard 6 children lived in 2007 had an average of 17 books. These ranged from a minimum of 9 books on average in Thaba-Tseka district to a maximum of 39 books on average in the Maseru district. There were large disparities between districts in terms of the availability of reading materials at home. If there are few books in the home, the Ministry could allow children to take books home from school to read. Supplementary reading materials could also be provided through the services of a mobile or community library.

Policy Suggestion No. 3.6: CEO Primary may consider a massive sensitization and social mobilization of parents who can afford to buy supplementary reading materials or Ministry of local government to construct community libraries.

Policy Suggestion No. 3.7: Class Teachers may consider ensuring that children take books home from school to read provided parents and guardians create a quite place for children to do homework and study.

Possession in the home

The numbers of possessions that the pupils reported were in their homes have been presented in Table 3.1. A question was asked about thirty-one possessions they might have in the home. These were: a daily newspaper, a weekly or monthly magazine, a clock, piped water, a bore hole, a table to write on, a bed, a bicycle, a car, a motorcycle, a tractor, electricity (mains, generator, solar), a refrigerator/freezer, an air conditioner, an electrical fan, a washing machine, a vacuum cleaner, a computer, internet access, a radio, a TV, a Video tape player (VCR), a video disc player (DVD, VCD, etc.), an audio disk player (CD), an audio cassette player, an ordinary camera for photographs, a digital camera for photographs, a video camera and a telephone/mobile (cell) phone. The number of possessions owned in the home was summed for each pupil. The lowest score possible was zero and the highest score possible was 13.0.

The SACMEQ III standard 6 pupils claimed to have more possessions than those in the second-wave of SACMEQ, as the average index number of possessions increased slightly from 4.2 in 2000 to 4.5 items. From Table 3.1, it can be seen that pupils in Maseru came from wealthier homes than pupils in other districts as they recorded the highest (6.0) index value in 2007. The second wealthiest district was Leribe with 5.2 possessions at home. Pupils who lived in Mafeteng district came from poorest homes as they reported only 3.4 items at home. In general, all districts tended to

have few possessions in the homes where standard six children lived. Fifty percent of the districts had fewer possessions than the national average of 4.5 items.

An index of regular meals

Nutrition had been found to have an effect on pupil learning. A pupil who is hungry, or is poorly nourished, finds it hard to concentrate on learning. In the pupil Homework Form, a question was asked on the nutrition of pupils measured in terms of the regularity of meals, even though the nutritional value of each meal was not known. The question sought to establish how frequently pupils ate a morning meal, a midday meal and an evening meal. A score of 3 meant that they did not eat at all while a score of 12 indicated that they ate 3 meals each day.

The figures presented in Table 3.1 shows that standard 6 pupils in Lesotho had a very high meals index (average = 11.9), meaning they ate three meals each day. The index value has increased from 10.7 in SACMEQ II to 11.9 in SACMEQ III. Maseru, Leribe and Quthing (12.6, 12.3) respectively had the highest meals index values, while the rest of the districts had slightly lower than the national average, except Qacha's Nek with a value similar to the national average. It is worth mentioning that lunches (midday meals) were provided at primary schools as part of the FPE package. The School feeding programme has always had a positive effect on schooling. Prior to 2000 when the FPE scheme was introduced, the Government of Lesotho (GOL) and the World Food Programme (WFP) had entered into an arrangement where they targeted the mountain district schools and provided lunch for the children. These schools were largely in poor communities and they tended to have low enrolments rates. The school feeding programme was supposed to influence learning achievement and attract more children to school, thereby increasing enrolment rates. WFP also provided food to orphans to take home.

Policy Suggestion No. 3.8: The CEO Primary must ensure that school feeding programme is equitable and sustainable. This is crucial because school feeding has a positive effect on primary school enrolment and improves the learning outcomes. Because of the increasing rate of orphan hood, school may be the only place where orphans get their only meal for the day.

Parent education

In Table 3.1 information has also been presented on the educational level of the pupils' parents. Separate questions were asked on the mother's and father's educational level. The coding ranged from 1 (no school), 2 (some adult education), 3 (some primary), 4 (all primary), 5 (training after primary),6 (some secondary), 7 (all secondary), 8 (training after secondary), 9 (some university) to 10 (university degree).

The results were summed and divided by 2. A score of '1' indicated that both parents had received no school education and a score of 10 indicated that both parents had completed tertiary education. The national average score has improved from 3 in 2000 to 4 in 2007 indicating that pupils had parents who had, on average, had both completed primary education. Maseru had the highest (5) score while Thaba-Tseka, Quthing and Qacha's Nek scored below the national average (4). This implies that the majority of children in these districts had parents who both only had some primary education.

Further analysis of parents' education levels is presented in Table 3.2. In the first row in the table, it can be seen that 21.1 percent of fathers with no schooling were married to mothers with no schooling. There is a high correlation between the schooling of parents and whether their children go to school. Nearly 34 percent of

the fathers with no schooling were married to wives with some primary education; 11.2 percent of the fathers with some university education were married to wives who had completed primary compared to 19 percent of fathers with university degree. The high (21 percent) percentage of both pupils' parents with no school should be a cause for the concern to the authorities in the ministry of education. The reason is that the anecdotal data in Lesotho has shown that unschooled fathers are more likely to marry unschooled mothers and, in turn, are less likely to send their children to school. Social mobilization on the benefit of schooling might be necessary to stimulate demand for education among children whose parents have no schooling.

Policy Suggestion 3.9: PS may consider strengthening NFE to offer more adult education over and above literacy and numeracy or income generation skills and provide information on the benefits of schooling to local communities.

Table 3.2 Cross-tabulation of father's and mother's education (SACMEQ III)

	No School %	Some Adult Edu. %	Some Primary %	All Primary %	Training After Primary %	Some Sec. %	All Sec. %	Training After Sec. %	Some Uni. %	Uni. Degree %	Don't Know/No Mother %	All Mother %
No School	21.1	3.8	33.9	24.9	1.8	8.2	2.0	0.6	0.0	0.3	3.5	100.0
Some Adult Education	4.8	20.6	30.9	25.5	4.8	7.3	2.4	0.6	0.6	0.6	1.8	100.0
Some Primary	2.5	2.3	42.4	27.2	2.6	12.0	6.1	1.1	0.2	0.8	2.6	100.0
All Primary	1.7	1.4	15.3	49.0	4.2	12.4	10.3	2.5	0.6	0.7	2.1	100.0
Training After Primary	1.6	2.7	15.1	20.4	28.5	13.4	6.5	4.3	1.6	1.6	4.3	100.0
Some Secondary	1.3	0.8	9.3	17.9	4.3	35.2	21.3	4.3	2.9	0.8	1.9	100.0
All Secondary	1.3	0.0	6.0	20.8	4.0	18.5	35.8	5.5	3.3	2.5	2.5	100.0
Training After Secondary	1.6	0.0	5.9	12.8	4.3	10.1	14.9	31.9	9.6	5.3	3.7	100.0
Some University	1.5	0.7	5.2	11.2	3.7	11.2	6.7	11.2	30.6	12.7	5.2	100.0
University Degree	3.5	0.0	6.1	7.0	2.6	9.6	11.3	6.1	13.9	34.8	5.2	100.0
Don't Know/No Father	**3.5**	**1.2**	**13.4**	**15.8**	**2.3**	**8.5**	**6.2**	**2.8**	**2.1**	**2.8**	41.6	100.0
All father	3.8	2.2	20.0	25.1	4.4	13.5	11.1	4.2	3.0	2.8	9.9	100.0

Language Spoken at home

All pupil tests were in English as was the case in the previous SACMEQ surveys. The time language habits of pupils have been presented in Table 3.6. It can be seen in this table that the percentage of standard 6 pupils who reported to have spoken English at home at least sometimes has increased from 70.7 percent in SACMEQ II to 76.2 percent in SACMEQ III. Pupils in the Maseru district were the most likely (85%) to speak some English at home while in the other districts about seventy percent of pupils spoke some English at home, with the exception of Butha-Buthe (58.0). It is interesting to note that in 2000 nearly 87 percent of pupils in Butha-Buthe spoke English at least sometimes compared to 58 percent in 2007.

What were the living arrangements like in the place where pupils stayed during the school week?

Living arrangements

Children benefit from living with their parents or guardians in many ways. Parents can provide both care and guidance to their children. Studies have shown that if pupils are to maximise their potential from schooling they will need the full support of their parents or guardians.

The figures presented in Table 3.3 show that the percentage of pupils who lived with their parents or guardians has increased from 77.5 percent in 2000 to 82.6 percent in 2007. In all eight districts, more than 80 percent of pupils stayed with their parents or guardian during the school week. The percentage was lower for Leribe and Maseru (79.0 percent and 75.8 percent respectively). The data presented in the same table also shows that in Lesotho, 14.7 percent of pupils lived with relatives other than their parents. The following districts had percentages of pupils who

stayed with other relatives which are higher than the national average; Butha- Buthe (18.3%), Quthing (17.3%), Leribe (16.8%), Maseru (15.4%) and Qacha's Nek (14.9%). A very small percentage of pupils stated that they stayed in the hostels or boarding facilities during the school week. However this phenomenon seems to be high in Maseru (5.1%) and Leribe (3.5%) and it is less common in Mokhotlong and Mohale's Hoek (0.2%). It is worrying to see that 1.2 percent of the pupils said they have stayed in child headed families (self/children) during the school week. The highest percentage of pupils who resided in child headed families was in Maseru (3.8%) followed by Qacha's Nek (2.1%). The lowest was Mohale's Hoek with 0.2 percent.

Table 3.3. Percentages and sampling errors of place where pupils stay during the school week (SACMEQ III)

	Parent/Guardian		**Relative/Family**		**Hostel/Boarder**		**Self/Children**	
District:	%	SE	%	SE	%	SE	%	SE
Berea	88.1	2.9	11.3	2.9	0.3	0.3	0.3	0.4
Butha-Buthe	80.0	4.5	18.3	2.9	0.9	0.5	0.8	0.5
Leribe	79.0	4.5	16.8	3.6	3.5	0.4	0.7	0.6
Mafeteng	84.1	2.9	14.1	2.2	0.9	0.6	0.9	0.6
Mokhotlong	75.8	5.0	15.3	2.6	5.1	0.9	3.8	1.2
Mohale's Hoek	85.8	3.4	13.5	2.7	0.2	0.7	0.5	0.5
Maseru	87.3	3.2	12.3	2.5	0.2	0.9	0.2	0.2
Qacha's Nek	81.0	3.5	14.9	2.6	2.0	0.9	2.1	0.9
Quthing	80.6	3.1	17.3	3.5	0.3	0.3	1.8	0.9
Thaba-Tseka	84.2	3.3	13.4	2.6	1.3	0.6	1.1	0.6
Lesotho	**82.6**	**3.6**	**14.7**	**2.8**	**1.5**	**0.6**	**1.2**	**0.6**

An index was constructed based on information on the pupils' homes in terms of the lighting and structure of housing. It was based on information about the lighting source as well as the floor, wall and roofing material. The results have been presented in Table 3.4 to Table 3.6.

Type of lighting at home

In Table 3.4 information has been presented on the type of lighting that was used in the place where the pupils stayed during the school week. Only 0.9 percent of pupils reported that they have no light in their homes. The percentage of homes relying on candles or oil lamps for lighting has increased from 88.2% in 2000 to 91.7 in 2007. Gas lamps as a means of lighting was not common as only 1.8 percent of learners reported using them. Modern electric lighting was also not common (5.5 %) in the homes of learners, and was largely available in the urban districts of Maseru (13.0%) and Leribe (11.0%). These percentages have increased when compared to SACMEQ II. Their rise may be caused by the Government's efforts through the Ministry of Natural Resources rural electrification project. Electric lighting was scarce in homes of learners from Mokhotlong (1.7%), Thaba-Tseka and Mafeteng (2.2%).

Table 3.4 (a). Percentages and Sampling errors for the lighting in pupils' home (SACMEQ II and SACMEQ III)

2000

	No light		Candle/oil amp		Gas lamp		Electric lighting	
District:	%	SE	%	SE	%	SE	%	SE
Berea	1.2	0.55	90.2	2.87	1.2	0.54	7.4	2.84
Butha-Buthe	2.4	1.30	84.7	4.96	3.7	1.24	9.1	4.70
Leribe	4.8	1.47	81.8	4.30	3.1	0.91	10.2	4.13
Mafeteng	0.0	0.00	98.4	0.73	0.4	0.41	1.2	0.67
Mokhotlong	0.4	0.37	97.3	1.30	0.6	0.44	1.7	1.12
Mohale's Hoek	0.3	0.27	95.4	1.58	1.4	0.92	2.9	1.14
Maseru	2.8	1.05	80.0	4.22	5.6	1.66	11.6	2.92
Qacha's Nek	1.9	1.43	91.1	2.15	2.0	1.43	5.0	1.79
Quthing	4.4	2.20	91.5	2.80	1.5	0.71	2.6	1.33
Thaba-Tseka	1.0	0.98	96.1	1.60	0.7	0.71	2.2	1.11
Lesotho	2.2	0.40	88.2	1.35	2.6	0.45	7.0	1.12

2007

	No light		Candle/oil Lamp		Gas lamp		Electric lighting	
District:	%	SE	%	SE	%	SE	%	SE
Berea	0.6	0.5	92.0	0.9	1.2	0.5	6.2	2.8
Butha-Buthe	0.8	1.0	87.0	3.7	3.8	1.2	8.4	4.5
Leribe	2.8	1.3	83.0	3.0	3.2	0.9	11.0	4.0
Mafeteng	0.1	0.0	97.1	0.7	0.6	0.4	2.2	0.4
Mokhotlong	0.3	0.3	97.4	1.0	0.6	0.4	1.7	1.1
Mohale's Hoek	0.3	0.2	96.0	0.9	1.0	0.9	2.7	1.3
Maseru	0.2	0.7	82.8	3.0	4.0	1.0	13.0	2.0
Qacha's Nek	0.8	0.9	92.6	1.3	1.6	1.4	5.0	1.2
Quthing	2.3	1.2	93.3	1.0	1.5	0.7	2.9	1.3
Thaba-Tseka	1.0	0.9	96.2	0.8	0.6	0.7	2.2	1.1
Lesotho	0.9	0.7	91.7	1.6	1.8	0.8	5.5	2.0

It is worrying to notice from the same table that there are some learners who reported to have no light (0.9%) in Lesotho in their homes during the school week. The majority of these learners were from Leribe (2.8%) and Quthing (2.3%). Where there was lighting in pupils' homes, pupils could be expected to continue to do their homework and interact with adults on their schoolwork, even late at night. Where there is no light in the home, the time for schoolwork is limited and this might impact negatively on learning achievement.

What was the socio-economic status of pupils' parents in terms of the kind of housing and livestock they owned?

Structure of housing

The information on the structure of floors, walls, and roofs in pupils' homes is summarised in Tables 3.5 and 3.6. According to the data in Table 3.5, most pupils' homes were built of cement (41.4%) and carpeted or tiled (23%). This result is similar to the findings from SACMEQ II. The percentage of learners living in homes with

wooden floors declined from 3.6 percent in SACMEQ II to 2.6 percent in SACMEQ III. There was also a 4.5 percent decline in the number of learners who lived in homes in which floors were not sealed. The highest percentage of learners with unsealed floors was still from Mokhotlong (70.2%), Thaba-Tseka (47.0%) and Mohale's Hoek (42.8%). The lowest percentages were in Mafeteng (10.0%) and Berea (10.2%).

The data presented in Table 3.6 shows the percentage and sampling errors for the structure of walls in pupils' home. It can be seen from this table that on average, seven percent of pupils said they stayed in the homes with their wall structure not sealed. Majority of these pupils were from Leribe (12%), followed by Maseru (11.9%) and Mokhotlong (11.7%). Pupils from Qacha's Nek were the lowest (3.1%). Furthemore, 48.4 percent of pupils lived in the homes with stones as the structure of the wall. This phenomenon was highest in Mokhotlong (76.2%). It is fascinating to observe that pupils in Berea stayed in houses with the least stone (36.8%), despite the fact that it is the districts with the most sandstone mines in the country. Figures in the same table shows that Berea had the highest share of pupils who reported staying in homes with wall structure made of cut stones or bricks. It is disturbing to notice that 7.8 percent of the pupils reported staying in homes with walls of sheets of wood. These pupils were mainly from Mafeteng (19.4%) followed by Maseru (13.9).

Table 3.5. Percentage and sampling errors for structure of floors in pupils' homes (SACMEQ II and III)

2000

	Not sealed		Wood		Cement		Carpet/Tiles	
District:	%	SE	%	SE	%	SE	%	SE
Berea	29.0	5.76	5.2	2.20	51.7	5.64	14.1	3.81
Butha-Buthe	13.7	1.50	3.6	0.83	59.8	4.17	22.8	4.67
Leribe	28.9	2.61	5.6	1.53	41.3	4.21	24.1	4.28
Mafeteng	20.2	3.77	0.8	0.56	44.6	6.39	34.4	5.63
Mokhotlong	77.2	4.96	1.3	0.70	15.0	3.47	6.4	2.35
Mohale's Hoek	43.3	11.02	3.5	2.00	29.6	7.53	23.7	6.89
Maseru	20.1	2.45	2.5	0.75	55.4	3.41	22.0	2.50
Qacha's Nek	39.0	5.53	0.4	0.37	25.0	6.51	35.6	6.70
Quthing	31.3	5.51	4.2	2.10	32.5	5.05	32.0	6.71
Thaba-Tseka	46.0	7.46	5.9	3.63	36.8	6.85	11.3	2.53
Lesotho	29.3	1.76	3.6	0.54	44.2	1.83	23.0	1.56

2007

	Not sealed		Wood		Cement		Carpet/Tiles	
District:	%	SE	%	SE	%	SE	%	SE
Berea	10.2	2.60	18.6	4.22	52.2	5.81	19.0	3.84
Butha-Buthe	11.4	3.16	5.0	2.22	60.5	4.96	23.1	4.46
Leribe	22.2	3.84	5.6	2.10	43.1	4.92	29.1	3.94
Mafeteng	10.0	2.39	0.7	0.52	50.6	7.89	38.7	3.62
Mokhotlong	70.2	5.36	1.2	0.88	18.5	3.24	10.1	1.95
Mohale's Hoek	42.8	4.87	3.0	2.01	29.0	2.62	25.2	3.21
Maseru	12.4	3.09	2.1	8.23	47.0	7.68	38.6	2.56
Qacha's Nek	27.0	5.53	0.2	0.39	42.2	4.36	30.7	3.08
Quthing	30.3	7.76	3.4	11.88	33.9	4.56	32.6	3.58
Thaba-Tseka	47.0	7.71	7.9	4.60	37.0	5.02	8.1	3.06
Lesotho	24.8	1.62	2.9	3.12	41.4	1.78	22.6	1.45

Table 3.6. Percentages and sampling errors for the general quality of pupils' homes (SACMEQ II and III)

2000

	Not Sealed		Metal/Asbestos		Cement/Concrete		Tiles	
District:	%	SE	%	SE	%	SE	%	SE
Berea	23.6	4.66	60.1	6.95	3.7	1.79	12.5	5.22
Butha-Buthe	37.6	6.94	38.5	8.09	10.2	3.90	13.8	3.24
Leribe	34.1	4.22	44.9	5.72	9.7	2.68	11.3	2.85
Mafeteng	10.8	2.88	81.8	3.47	2.8	1.04	4.7	1.50
Mokhotlong	70.4	5.80	28.5	5.90	0.5	0.46	0.6	0.43
Mohale's Hoek	33.8	9.36	57.7	8.97	3.5	2.34	5.0	1.60
Maseru	24.5	2.59	41.5	5.19	15.6	3.00	18.4	3.13
Qacha's Nek	33.6	4.54	59.3	4.94	1.3	0.99	5.8	2.08
Quthing	26.0	5.44	60.5	7.67	4.9	2.21	8.6	3.61
Thaba-Tseka	50.4	7.88	38.7	6.90	6.3	4.47	4.5	1.59
Lesotho	29.6	1.71	51.9	2.28	7.7	1.01	10.8	1.23

2007

	Not Sealed		Metal/Asbestos		Cement/Concrete		Tiles	
District:	%	SE	%	SE	%	SE	%	SE
Berea	13.2	3.50	64.6	7.10	3.0	1.55	19.2	8.59
Butha-Buthe	21.4	8.32	53.6	7.00	6.4	3.20	18.6	6.23
Leribe	13.9	3.10	48.8	6.10	10.9	3.59	26.5	4.82
Mafeteng	9.6	2.60	82.3	4.20	3.1	1.56	5.0	1.42
Mokhotlong	69.8	5.10	29.0	5.90	0.5	0.42	0.7	0.46
Mohale's Hoek	30.2	7.90	58.4	8.90	5.8	9.50	5.7	1.80
Maseru	9.1	1.30	41.6	5.20	11.3	3.90	38.1	6.91
Qacha's Nek	33.9	4.50	60.5	4.90	1.3	1.00	4.4	15.23
Quthing	25.0	4.40	61.3	7.70	4.5	2.10	9.2	1.26
Thaba-Tseka	50.8	7.60	39.6	7.20	5.3	4.70	4.4	27.50
Lesotho	27.7	1.56	52.3	2.03	6.2	1.00	11.3	1.01

Table 3.6 presents the percentages and sampling errors for the general quality of pupils' homes in SACMEQ II and SACMEQ III. It can be seen that in general pupils taking part in SACMEQ III came from more affluent families than those in SACMEQ II. The percentages of pupils with their homes not sealed decreased from 29.6 percent in 2000 to 27.7 percent in 2007. The percentages of pupils' homes of metal or asbestos increased from 51.9 percent in 2000 to 52.3 percent in 2007. However, the percentages of Pupils' homes with cement or concrete slightly declined from 7.7 percent in 2000 to 6.2 percent in 2007. Lastly the percentages of pupils' homes with tiles have risen from 10.8 percent in 2000 to 11.3 percent in 2007.

Table 3.7. Percentages and sampling errors for structure of walls in pupils' homes (SACMEQ II and SACMEQ III)

2000

	Not Sealed		Stones		Sheet/Wood		Cut Stones/Bricks	
District:	%	SE	%	SE	%	SE	%	SE
Berea	7.2	1.95	42.5	7.33	9.8	1.81	40.5	7.33
Butha-Buthe	6.2	1.86	51.8	5.83	8.0	1.67	34.1	6.94
Leribe	12.8	2.86	43.1	4.97	8.6	2.21	35.5	5.96
Mafeteng	5.5	2.21	26.1	5.02	22.5	9.56	45.9	7.63
Mokhotlong	11.3	4.19	77.2	7.36	1.4	0.99	10.1	3.49
Mohale's Hoek	9.1	6.60	54.5	6.45	2.5	1.02	33.8	7.13
Maseru	14.2	4.39	35.7	4.05	1.0	2.57	39.9	4.45
Qacha's Nek	4.8	1.56	55.6	7.05	3.7	2.45	35.8	5.96
Quthing	3.2	0.99	55.6	6.12	5.4	1.72	35.8	5.89
Thaba-Tseka	5.0	1.93	66.4	8.03	4.1	1.54	24.5	7.90
Lesotho	9.4	1.35	44.7	2.02	9.2	1.32	36.8	2.22

2007

	Not Sealed		Stones		Sheet/Wood		Cut Stones/Bricks	
District:	%	SE	%	SE	%	SE	%	SE
Berea	7.1	2.17	36.8	5.45	9.4	6.82	46.8	5.21
Butha-Buthe	8.5	2.65	48.3	6.79	6.1	4.51	37.1	4.84
Leribe	12.0	5.06	44.2	5.68	10.6	2.81	33.2	4.96
Mafeteng	5.2	1.88	28.9	5.99	19.4	4.23	46.5	3.45
Mokhotlong	11.7	2.54	76.2	4.34	1.8	1.03	10.3	2.76
Mohale's Hoek	9.7	6.98	41.0	6.95	6.1	2.04	43.2	5.31
Maseru	11.9	2.91	30.3	5.41	13.9	1.50	43.9	6.09
Qacha's Nek	3.1	0.80	56.1	4.16	4.4	1.08	36.4	3.02
Quthing	6.8	2.97	55.5	3.34	3.6	3.46	34.1	2.28
Thaba-Tseka	9.2	1.86	67.7	9.23	3.6	1.06	19.5	3.26
Lesotho	7.0	1.09	48.4	1.97	7.8	1.21	36.9	2.15

Table 3.7 shows the percentages and sampling errors for the structure of walls in pupils' homes in both SACMEQ II and SACMEQ III. The overall percentage for not sealed slightly decreased from 9.4 in 2000 to 7.0 percent in 2007. The percentage for the stone walls increased from 44.7 in 2000 to 48.4 percent in 2007. As for pupils who indicated that their homes' structure walls were made of sheet or wood has also declined from 9.2 percent in 2000 to 7.8 percent in 2007. The percentages of pupils' walls build with cut stones or brick declined from 2.22 percent in 2000 to 2.15 percent in 2007.

3.4 School context factors experienced by pupils

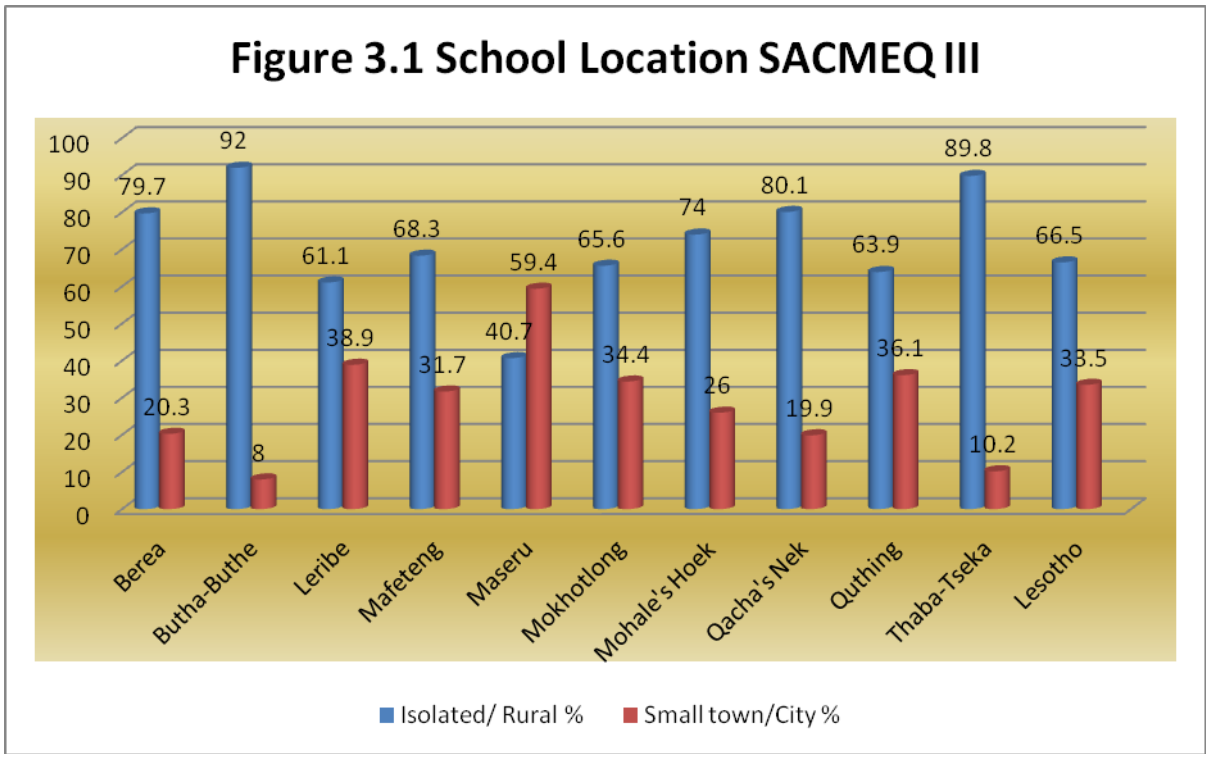
General Policy Concern 2: What were the school context factors experienced by pupils that might impact upon learning and the general functioning of schools?

The contextual factors of a school discussed below are the same as those discussed in SACMEQ II and they include; the location of the school, regularity of and reasons for absenteeism; repetition of standards and parents' involvement in the education of their children through assisting children with their homework. These factors are

considered to have an impact on teaching and learning and the general functioning of schools.

Location of the School

The data on school location is presented in figure 3.1. In general, 66.5 percent of the schools in Lesotho are located in isolated or rural areas while only 34 percent are located in small towns or cities. The large majority of the schools in Butha-Buthe (92%), Thaba-Tseka (89.8%) and Qacha's Nek (80.1%) were located in isolated or rural areas. It is interesting to observe that Maseru was the only district with more (59.4 %) schools in urban areas than rural. The second highest was Leribe.



Source SACMEQ III 2007 Data Archive

Days absent in the previous month

Pupils who miss school frequently miss out on the opportunity to gain a quality education while teachers who are often absent will weaken the school's ability to function (Heath, 2011). On the other hand pupils without adequate parental supervision may skip school to escape the boredom or cope with depression (Williams, 2010). Others stay away from class because of feelings of disconnectedness and inadequacy

The data presented in Table 3.9, indicates that absenteeism was not a problem in Lesotho as pupils were reported to have been absent on average for less than a day (0.8) in the month of data collection. Absenteeism appears to be more of a concern in Maseru (2.3 days), Leribe (1.7 days) and Berea (1.5 days). The learners in Mokhotlong reported very low (0.4%) levels of absenteeism. It is quite possible that absenteeism is being underreported in Lesotho or it is difficult for the pupils to recall the number of days they have been absent in schools, particularly because the table 3.10 shows that more children have reported to be absent when they are asked for the reasons than when they are asked to recall the number of days they have been absent. This contradictory result implies that learners would be better able to report on absenteeism if specific questions about the reason for absenteeism are asked.

Table 3.9. Percentage and mean for the pupil language, days absent and repetition (SACMEQ III)

	Speaking		Days		Repetition	
District:	**English**		**Absent**			
	%	SE	Mean	SE	%	SE
Berea	77.0	2.31	1.5	0.15	53.8	2.12
Butha-Buthe	58.0	5.02	0.8	0.11	47.0	2.09
Leribe	73.0	3.21	1.7	0.16	52.4	2.10
Mafeteng	77.0	2.35	1.1	0.12	64.4	2.14
Mokhotlong	71.0	2.40	2.3	0.36	46.2	1.96
Mohale's Hoek	79.4	2.15	0.4	0.06	50.6	1.92
Maseru	84.7	1.69	2.3	0.11	45.0	1.03
Qacha's Nek	72.0	2.00	0.4	0.03	56.6	1.79
Quthing	79.1	1.02	0.5	0.01	59.7	1.69
Thaba-Tseka	73.5	2.00	0.6	0.12	50.0	1.49
Lesotho	76.2	2.01	0.8	0.03	51.7	1.02

Table 3.10 examines the reasons why children were absent. Most absence (74%) is explained by illness. This is very high when it is compared to the 2000 cohort, when only 29.1 percent of absence was explained by illness. It is interesting to note that in Lesotho about half of the learners visited a doctor when they were ill. But in districts such as Quthing (42.5%), Thaba-Tseka (43.4%), Qacha's Nek (44.8%) and Berea (48.4%) less than half of pupils did not visit a doctor when they were sick. A small percentage (12%) of learners reported caring for their siblings as one of the reasons they were absent from school. This trend is more common in Thaba-Tseka (17.5%), and Berea and Quthing with both 16 percent. It is reported to be very low in Mokhotlong with about nine percent.

Table 3.10. Percentages and sampling errors for reasons of pupils' absenteeism (SACMEQ III)

District:	Illness		Illness of family		Visit doctor		Care for brother	
	%	SE	%	SE	%	SE	%	SE
Berea	73.7	2.01	20.9	2.01	48.4	2.98	16.4	2.75
Butha-Buthe	77.9	2.06	17.6	1.97	52.8	3.06	10.6	2.55
Leribe	76.4	2.05	14.3	1.46	51.9	3.10	10.2	2.42
Mafeteng	69.9	1.89	21.5	2.06	55.0	3.20	14.2	2.57
Mokhotlong	72.7	2.00	11.3	0.98	51.1	2.94	8.5	1.93
Mohale's Hoek	70.0	1.86	16.2	1.95	50.3	2.91	10.2	2.31
Maseru	75.0	2.33	11.8	0.99	59.2	3.16	10.5	2.34
Qacha's Nek	65.1	1.75	16.1	1.65	44.8	3.02	14.0	2.59
Quthing	77.4	2.11	15.2	1.59	42.5	3.01	16.0	2.73
Thaba-Tseka	76.5	2.09	19.9	2.00	43.4	3.03	17.5	2.82
Lesotho	73.5	1.75	16.8	1.66	50.3	3.06	12.4	1.96

Policy Suggestion no 3.10: Planning Unit may wish to consider collecting data annually on learner and teacher absenteeism, and the reasons for absenteeism, for evidence based decision making.

Policy Suggestion no 3.11: Parents, Guardians and the community at large need to ensure that their children attend school regularly and on time. They should also inform the school if their children will be absent or late.

Amount and frequency of homework

The importance of giving homework cannot be overemphasized. It should be seen as the way in which teachers interact further with pupils, but this time on a one to one basis. Homework ensures that learning has occurred and, if it has not occurred,

establishes the reasons why not. By correcting the homework, the teacher gives feedback, letting the learner to know if he or she is the on the right track. Tables 3.8 and 3.9 examine the frequency with which teachers give reading and mathematics homework, and with which it is being corrected.

The data presented in Table 3.8 shows that homework is frequently given in Lesotho's Primary School as only 0.5 percent of pupils said that they were given no homework in 2007. This is compared to 6 percent in 2000. Mafeteng had the highest (36.4%) percentage of pupils with no homework given. It is encouraging to see that all pupils reported that they had been given homework in the following districts; Mokhotlong, Mohales Hoek, Qacha's Nek, Quthing and Thaba–Tseka. However, about 3 percent of the pupils countrywide said the homework they were given was never corrected. All pupils reported that homework was corrected in Quthing. 20.4 percent of pupils in Maseru district reported that their homework was never corrected. It was followed by Butha-Buthe (18.5%) and Leribe (17.6%) while very few learners from Mokhotlong and Qacha's Nek (2.8%) said that their homework was never corrected. Slightly more than half of the learners said their homework was sometimes and or mostly/ always corrected.

Table 3.11. Percentages and sampling errors for the frequency of homework being corrected by teacher (SACMEQ III)

District:	No Homework Given		Never Corrected		Sometimes Correrected		Mostly/ Always Corrected	
	%	SE	%	SE	%	SE	%	SE
Berea	18.2	4.06	16.7	3.72	15.6	3.65	17.6	3.92
Butha-Buthe	9.1	1.68	18.5	3.88	8.6	1.34	6.3	1.09
Leribe	9.1	1.67	17.6	3.75	16.9	3.71	13.6	2.81
Mafeteng	36.4	5.36	13.9	3.11	12.0	2.95	6.7	1.05
Mokhotlong	0.0	0.00	2.8	1.42	3.4	1.88	4.6	0.84
Mohale's Hoek	0.0	0.00	0.9	0.54	10.9	2.41	10.8	2.96
Maseru	27.3	4.26	20.4	3.89	20.8	3.71	23.9	4.01
Qacha's Nek	0.0	0.00	2.8	1.43	5.1	1.24	3.0	0.61
Quthing	0.0	0.00	0.0	0.0	1.6	0.96	6.0	0.94
Thaba-Tseka	0.0	0.00	6.5	2.32	5.2	1.32	7.3	0.98
Lesotho	0.5	0.00	2.5	1.25	33.9	1.26	25.8	0.91

Policy Suggestion no. 3.12: Inspectors and District Education Officers must insure that the teachers give, explain and mark the homework.

Family assistance with homework

The data presented in Table 3.12 below refers to parental behaviours such as ensuring that the homework is done and helping with homework in general.

Table 3.12 shows that the majority (60.2%) of learners were assisted with school work at home but only sometimes. 30.2 percent of pupils were assisted most of the time while only 9 percent of pupils were never assisted. It is noticeable that many learners (20.4%) in Maseru district were assisted with homework most of the time while the least assisted were the learners in the Mountain districts namely Qacha's Nek (3%), Mokhotlong (3.8%) and Thaba-Tseka (6.5%).

Table 3.12. Percentages and sampling errors for home assistance with related school work (SACMEQ III)

District:	Never gets Assistance		Assistance Sometimes		Assistance most of the time	
	%	SE	%	SE	%	SE
Berea	10.7	2.01	14.2	3.68	19.2	2.82
Butha-Buthe	12.0	2.21	7.3	1.01	8.1	0.91
Leribe	14.3	2.30	17.6	3.81	15.2	1.23
Mafeteng	15.1	2.25	10.3	2.95	9.3	0.97
Mokhotlong	2.1	0.31	3.1	0.92	3.8	0.21
Mohale's Hoek	8.1	0.42	10.8	2.59	6.1	0.75
Maseru	21.4	2.46	23.6	3.98	20.4	1.28
Qacha's Nek	6.8	1.64	3.9	0.98	3.0	0.03
Quthing	2.6	0.06	3.8	0.98	6.6	0.36
Thaba-Tseka	7.0	0.37	5.3	1.01	6.5	0.21
Lesotho	9.1	0.27	60.2	1.93	30.2	0.68

As indicated in the SACMEQ II report, the low rate of parental involvement in their children's education may indicate that parents do not understand that the role that they need to play in their child's education. It could also be linked to the level of the parents' education. Whatever the case may be, teachers should inform parents that homework provides essential feedback to the teacher and gives an opportunity for the pupils to pass on the skills learned at school. Homework also allows the teacher to identify areas where concepts and skills were not mastered. Homework provides a sound basis for informed parent–teacher conferences.

Policy Suggestion no 3.13: CEO Primary may wish to attempt to increase parental involvement in Basic Education, for example, increasing involvement in school activities and the school management boards.

Table 3.13. Percentages and sampling errors for pupil and school head responses to whether pupils are permitted to borrow books from a classroom library (SACMEQ III)

District	Pupils		School Head	
	%	SE	%	SE
Berea	51.7	2.31	56.0	2.01
Butha-Buthe	80.4	3.42	80.5	0.96
Leribe	61.9	2.96	93.0	0.55
Mafeteng	51.3	2.15	50.3	1.63
Mokhotlong	30.4	1.97	59.1	1.23
Mohale's Hoek	96.0	3.02	90.3	0.45
Maseru	64.0	2.33	64.9	1.02
Qacha's Nek	41.0	1.68	39.1	0.15
Quthing	48.0	1.30	45.0	1.09
Thaba-Tseka	46.0	1.15	52.3	1.19
Lesotho	55.8	1.09	55.3	1.01

The national average of pupils permitted to borrow books from a classroom or a school library has declined from 60.5 percent 2000 to 55.8 percent in 2007. Mohale's Hoek has the highest (96%) percentage of pupils who were permitted to borrow books, followed by Butha-Buthe (80.4%). The lowest was Mokhotlong with 30.4 percent. The pupils' responses to whether they were permitted to borrow books from schools were very similar to the responses of their school heads on this question (55.8% for pupils' vs 55.3 for school heads).

Policy Suggestion no 3.14: CEO Primary may wish to consider encouraging teachers to allow pupils to borrow books from a classroom or a school library to read at home.

3.5 Pupil access to classroom materials

General Policy Concern 3: Did pupils have sufficient access to classroom materials (textbooks, readers and stationery) in order to participate fully in their lessons.

Table 3.14. Percentages and sampling errors of payment of extra tuition taken by pupils outside school hours (SACMEQ III)

2000 District	**There is Payment**		**There is no Payment**		**Don't know**	
	%	SE	%	SE	%	SE
Berea	23.7	8.48	70.3	10.15	5.9	4.15
Butha-Buthe	26.9	5.11	52.0	5.71	21.1	5.94
Leribe	39.5	6.07	40.5	6.31	20.0	5.28
Mafeteng	21.1	10.26	57.3	11.06	21.6	7.49
Mokhotlong	3.3	1.27	93.3	3.64	3.4	3.15
Mohale's Hoek	13.5	8.45	65.2	19.20	21.3	11.07
Maseru	41.1	4.8	38.5	5.41	20.4	2.63
Qacha's Nek	16.7	4.78	72.6	6.45	10.6	3.35
Quthing	18.0	13.8	66.6	18.20	15.4	9.22
Thaba-Tseka	27.9	8.32	47.8	16.25	24.3	10.15
Lesotho	30.1	2.52	51.8	3.08	18.0	1.82

2007 District	**I don't take extra tuition**		**Money Payment**		**Another kind of Payment**		**There is no Payment**	
	%	SE	%	SE	%	SE	%	SE
Berea	77.9	2.16	6.9	2.31	0.6	0.02	13.4	1.68
Butha-Buthe	95.0	0.98	1.2	0.67	0.9	0.03	2.7	0.09
Leribe	97.1	0.89	0.6	0.51	0.4	0.01	1.9	0.03
Mafeteng	82.6	1.06	5.4	0.92	2.7	0.69	7.2	0.63
Mokhotlong	99.4	0.81	0.0	0.00	0.0	0.00	0.6	0.02
Mohale's Hoek	95.1	0.94	0.5	0.04	0.0	0.00	4.4	0.34
Maseru	90.2	0.97	2.5	0.66	0.4	0.01	6.3	0.59
Qacha's Nek	97.0	0.78	0.6	0.06	0.0	0.00	2.4	0.23
Quthing	97.4	0.72	1.0	0.08	0.5	0.01	1.0	0.09
Thaba-Tseka	93.5	0.71	0.4	0.01	0.4	0.01	5.7	0.15
Lesotho	90.6	0.56	2.5	0.98	0.7	0.03	5.7	0.14

From the information presented in Table 3.14 above it can be seen that 90.6 percent of learners took extra lessons in 2007, up significantly from only 49.3 percent in 2000. Pupils taking extra lessons were most common in Mokhotlong (99.4 %). The practise was less widespread in Mafeteng (82.6%) and Berea (77.9%), the only two districts where less than 90 percent of learners took extra tuition. The regional trend is very similar to that in SACMEQ II. It is interesting to observe that even though extra tuition was very common in Mokhotlong, there was no monetary or in-kind payment for the lessons. In Berea, where it was less common, some form of payment was reported.

Chapter 4

Characteristics of Teachers and their Views about Classroom Resources and Professional Support

4.1 Introduction

Several crucial characteristics of teachers were measured in this study and in SACMEQ II, with the objective being to see if there has been any change. These characteristics were the age and gender of teachers, whether they were specialists or general class teachers, their academic and professional qualifications, the length of their teaching experience, and the number of in-service courses they have attended. In schools where there were more than three teachers teaching standard 6, then the three teachers were selected randomly. The results of the analysis of these variables is presented and analysed in Tables 4.1 to 4.19 of this chapter.

In Lesotho, many teachers teaching Reading, Mathematics and Health Knowledge are also class teachers. There are very few schools in Lesotho that have specialist subject teachers due to a shortage of qualified teachers. Subject specialist teachers are usually found in schools in urban areas or English-medium schools. One teacher schools are common in remote rural areas where qualified teachers are reluctant to teach. In this case, one teacher will teach all grades and subjects.The results of the survey are discussed in various sections of this chapter. Each section begins with a general policy question.

4.2 Personal characteristics of teachers

General Policy Concern 6: What were the personal characteristics of teachers? What were their housing conditions like? Was there a change between 2000 and 2007?

The major questions that have been posed for this section were similar to those asked in SACMEQ II:

What were the ages and gender of teachers?

Is there any change between the two studies?

Age distribution of teachers

Table 4.1. Age and Gender of Reading, Mathematics and Health teachers (SACMEQ III)

District	Reading teacher		Mathematics teacher		Health teacher	
	Age (Years)	Gender (Female)	Age (Years)	Gender (Female)	Age (Years)	Gender (Female)
	Mean	%	Mean	%	Mean	%
Berea	39.1	75.0	39.1	75.0	39.1	79.2
Butha-Buthe	39.3	79.9	38.7	79.9	39.2	66.0
Leribe	41.3	81.7	41.3	62.4	41.3	72.4
Mafeteng	38.3	59.4	38.3	57.4	38.3	59.4
Mokhotlong	38.2	44.4	38.0	52.5	38.0	59.0
Mohale's Hoek	36.5	58.2	36.3	60.9	37.5	59.7
Maseru	39.7	80.2	39.5	79.5	39.7	81.5
Qacha's Nek	43.2	71.5	43.2	60.0	43.2	69.3
Quthing	38.6	80.6	38.6	55.5	38.6	68.4
Thaba-Tseka	35.8	53.7	35.8	66.7	35.8	70.2
Lesotho	39.5	72.2	39.4	68.4	39.4	71.5

Because there are few specialist subject teachers in schools in Lesotho, we would expect the characteristics of teachers to be quite uniform across subjects. The results bear this out. Table 4.1 indicates that on average teachers were almost the same (39) age, whether they taught Reading, Mathematics or Health. The average age has declined from 41 in 2000 to around 39 in 2007. There were small variations in teachers' ages by district, ranging between 35 and 43 years old. The table also shows that Leribe and Qacha's Nek were the only districts that had teachers whose average age was more than 40 hence the eldest in Lesotho. The average ages of teachers in different districts did not differ much from that of the national mean.

Most of the teachers were a little bit older than half the official retirement age for teachers in Lesotho, 65 years.

Gender Distribution

In terms of gender, it can be seen from Table 4.1 that 72 percent of Reading teachers were female compared to 68 percent of Mathematics teachers. In 2000, 75 percent of Mathematics teachers and 76 percent of Reading teachers were female, so the share of male teachers has increased slightly. There has been a fall in the share of female Mathematics teachers and this needs to be closely monitored. Female teachers are often role models for girls, especially in rural areas, so if there are fewer female Mathematics teachers, it may result in fewer girls aspiring to do well in Mathematics.

The share of female teachers varied slightly by subject, with a higher percentage of female reading teachers (72.2%) followed by those of health (71.5%) and the lowest percentage of female teachers was recorded for Mathematics (68.4%). Less than 40% of teachers are male. The high percentage of female teachers is a fair reflection of the teaching fraternity in Lesotho. It would be interesting to find out whether this is because primary school teaching is considered a low paying job or because women are thought to be better teachers for this age group.

Living conditions

What were the housing conditions of teachers?

Table 4.2. Percentages and sampling errors for share of teacher housing in accepted condition (SACMEQ III)

Teacher Housing in Acceptable Condition		
Reading	**Mathematics**	**Health**

District	Teacher		Teacher		Teacher	
	%	SE	%	SE	%	SE
Berea	60.6	10.36	53.0	12.32	53.9	11.45
Butha-Buthe	29.3	12.03	18.6	10.30	18.0	10.30
Leribe	35.3	11.36	28.6	15.40	39.7	14.55
Mafeteng	39.1	11.42	34.2	10.36	39.1	12.34
Mokhotlong	32.5	10.52	31.9	10.22	32.5	10.61
Mohale's Hoek	23.4	13.02	29.6	11.31	23.4	10.31
Maseru	51.4	11.32	44.8	10.54	49.0	9.88
Qacha's Nek	79.4	8.27	70.3	12.28	70.3	11.03
Quthing	32.5	10.09	32.5	9.48	40.3	6.67
Thaba-Tseka	27.2	8.09	33.7	9.21	33.7	12.44
Lesotho	42.7	3.89	38.1	2.41	41.3	2.86

Table 4.2 shows that countrywide, the percentage of teacher housing in acceptable conditions for Reading teachers was 42.7 percent, for Mathematics teachers it was 38.1 percent while for Health teachers it was 41.3 percent. Qacha's Nek seems to have the best housing with 79.4 percent, 70.3 percent and 70.3 percent of housing in acceptable condition for Reading, Mathematics and Health teachers respectively. Mohale's Hoek had the worst housing, with only 23.4 percent of Reading teacher houses in acceptable condition. Butha-Buthe had the lowest percentage (18.6% and 18.0%) of Mathematics and Health teacher houses respectively which were in acceptable condition. In general there has not been much change in the condition of reading teacher housing between the two studies. However, there has been a slight deterioration in the condition of housing for Mathematics teacher, with the share of acceptable housing falling from 42.7 percent in SACMEQ II to 38.1 percent in SACMEQ III.

Policy Suggestion No 4.1: CEO Teaching Service might wish to consider construction of teachers' houses as an incentive to attract and retain teachers in the remote districts.

4.3 Professional characteristics of teachers

General Policy Concern 7: How qualified and how experienced are teachers? Do teachers consider in-service training to be effective in improving teaching? Has there been a change over time in their perception?

Questions were asked about the academic and in-service training of teachers, as was the case in SACMEQ II. The survey attempts to answer the following questions:

How many years of academic education had teachers completed?
How many years of teacher training had teachers completed?
How many years of teaching experience did teachers have?
How much in-service training had teachers completed?
Did teachers think in-service training improved their teaching?

Teachers responded to all these questions and the results have been presented below in tables 4.4 to 4.7.

Years of Academic Education

The figures presented in Table 4.3(a) shows that the surge in enrolment as the result of the introduction of FPE has not been met by an increase in the provision of qualified teachers. Country wide, 33.1 percent of Reading teachers' listed primary education as their highest qualification, while 4.2 percent had completed junior secondary.18.6 percent had completed Senior Secondary and 30.2 percent had A-Levels. 13.9 percent of the respondents had tertiary education. This situation, however, has improved compared to SACMEQ II. The 2000 pupils were taught by teachers more than half (50.9%) of whom had primary education as their highest academic qualification. This is a reflection of the ministry's policy, which, if there is a shortage of qualified teachers, is to place more qualified teachers in lower standards (standard 1 to 3) and place the unqualified teachers in higher standards (standard 4 to 7). As to whether this strategy is working, this question is answered in chapter 7.

Table 4.3 (a). Percentages and sampling errors of academic education of reading teachers (SACMEQ III)

District	Primary		Junior Secondary		Senior Secondary		A-level		Tertiary	
	%	SE	%	SE	%	SE	%	SE	%	SE
Berea	36.9	5.06	0.0	0.00	14.5	0.49	39.8	4.94	8.9	0.31
Butha-Buthe	34.6	5.00	0.0	0.00	24.9	0.97	18.9	1.15	21.6	0.94
Leribe	44.1	3.01	10.0	0.62	3.6	0.03	35.5	4.56	6.9	0.38
Mafeteng	35.9	4.12	5.1	0.23	18.5	0.67	29.6	3.15	10.9	0.08
Mokhotlong	23.1	0.36	10.6	0.66	25.0	1.02	41.3	4.97	0.0	0.0
Mohale's Hoek	42.1	2.91	0.0	0.00	16.1	0.78	37.4	3.56	4.4	0.02
Maseru	21.6	0.45	5.1	0.33	29.9	0.98	17.6	1.09	29.6	1.12
Qacha's Nek	41.2	4.91	0.0	0.00	5.5	0.05	47.3	3.12	6.1	0.02
Quthing	30.0	2.01	4.2	0.41	26.3	0.95	28.4	2.64	11.1	0.06
Thaba-Tseka	17.9	1.11	4.5	0.35	38.6	1.01	25.6	1.97	13.4	0.21
Lesotho	33.1	2.12	4.2	0.05	18.6	0.65	30.2	1.25	13.9	0.23

Thaba-Tseka had the least Reading teachers with only primary education at only 17.9%. In Leribe nearly half of all Reading teachers (44%) had primary education as their main qualification. Six districts had some Reading teachers with junior secondary schooling as their main qualification with Mokhotlong (10.6%) having the highest percentage of such teachers. The other four districts had no reading teachers with secondary education as their highest qualification. The largest percentage (38.6%) of Reading teachers with Senior Secondary education was recorded in Thaba-Tseka district while Leribe recorded the least percentage in the same category. About 47% of reading teachers in the Qacha's Nek district had their highest qualification as an A-Level, the highest percentage in that category. It can be seen from 4.3 (a) that qualified teachers are reluctant to work in the mountain districts but prefer to work in the city. For instance there were no teachers with tertiary qualifications in Mokhotlong while Maseru (29.6%) had the highest percentage of reading teachers with such qualifications.

Table 4.3 (b). Percentages and sampling errors of academic education of mathematics teachers (SACMEQ III)

District	Primary		Junior Secondary		Senior Secondary		A-Level		Tertiary	
	%	SE	%	SE	%	SE	%	SE	%	SE
Berea	36.9	5.06	0.0	0.00	24.6	1.39	29.7	1.92	8.9	0.31
Butha-Buthe	29.2	4.84	0.0	0.00	30.1	2.01	18.6	1.09	22.1	0.94
Leribe	40.6	2.95	4.4	0.21	14.6	0.15	25.1	2.01	15.3	0.38
Mafeteng	35.3	4.12	5.1	0.23	23.9	1.10	24.8	2.00	10.9	0.08
Mokhotlong	31.1	0.37	10.6	0.66	21.1	1.02	29.8	2.06	7.5	0.0
Mohale's Hoek	35.9	2.43	0.0	0.00	16.1	0.78	34.6	2.36	13.3	0.02
Maseru	38.4	2.31	4.8	0.29	13.4	0.51	23.5	1.09	19.9	1.12
Qacha's Nek	37.6	2.13	0.0	0.00	20.6	1.33	35.8	3.38	6.1	0.02
Quthing	39.2	2.19	4.2	0.41	26.5	1.49	19.0	1.02	11.1	0.06
Thaba-Tseka	17.9	1.11	4.5	0.35	41.5	2.51	29.3	1.52	6.9	0.21
Lesotho	35.8	2.01	3.2	0.00	20.8	0.82	26.3	0.97	13.9	0.23

Table 4.3 (b) shows similar trends to those portrayed in Table 4.3 (a), probably because most of the primary school teachers in Lesotho teach all subjects. Across the country, the most common highest qualification for Mathematics teachers is primary education. Only 13.9 percent of pupils are taught Mathematics by teachers who had tertiary education, exactly the same percentage recorded for Reading teachers. Pupils in the Butha-Buthe and Maseru districts are taught by the highest percentage of mathematics teachers with tertiary education probably for the same reason as mention in Reading in fact in most cases this might be the same teacher teaching these three subjects.

36.2% of Health teachers only had primary education as their highest qualification. Similarly, to the Mathematics and Reading teachers, 13.6% had tertiary education. Quthing, Leribe, Thaba-Tseka, Mohale's Hoek and Maseru had the highest percentages of Health teachers with Primary, Junior Secondary, senior secondary, A-

Level and Tertiary qualifications respectively. Mokhotlong had no Health teachers with Tertiary education.

Table 4.3 (c). Percentages and sampling errors for academic education of health teachers 9(SACMEQ III)

District	Primary		Junior Secondary		Senior Secondary		A-Level		Tertiary	
	%	SE	%	SE	%	SE	%	SE	%	SE
Berea	34.9	4.88	0.0	0.00	24.6	1.39	31.7	2.02	8.9	0.31
Butha-Buthe	33.4	4.84	0.0	0.00	35.2	2.45	13.6	1.01	17.8	0.94
Leribe	38.1	5.06	10.0	0.69	18.4	1.23	13.6	1.01	19.9	0.41
Mafeteng	41.4	4.28	5.1	0.23	18.5	1.32	24.1	1.87	10.9	0.08
Mokhotlong	31.1	4.23	8.1	0.51	31.7	2.31	29.2	2.01	0.0	0.00
Mohale's Hoek	43.6	3.43	0.0	0.00	16.1	0.78	35.3	2.36	4.9	0.08
Maseru	34.6	3.21	5.1	0.25	15.9	0.62	22.9	1.09	21.4	1.16
Qacha's Nek	37.6	4.65	0.0	0.00	20.6	1.33	35.8	3.38	6.1	0.02
Quthing	45.8	2.86	4.2	0.41	26.3	1.49	12.6	0.92	11.1	0.06
Thaba-Tseka	18.0	1.11	4.5	0.35	44.9	2.61	25.7	1.11	6.9	0.21
Lesotho	36.2	1.92	4.1	0.00	22.4	0.91	23.7	0.62	13.6	0.23

Policy Suggestion no. 4.2: In the interest of equity, the CEO Teaching Service should consider providing schools in remote districts such as Mokhotlong with better qualified teachers.

Years Completed in training

The data presented in figure 4.4 (a) shows that nearly half of Reading teachers (47.1%) had 4 years of professional training. The vast majority of the rest of teachers had either less than a year of training (30.8% of all teachers) or 3 years of training (27.3%). Quthing district had the highest proportion of Reading teachers with less than a year of training, while Thaba-Tseka has the highest share of Reading teachers with four years professional training. However, it should be noted that the share of

teachers with four years of professionals training is higher than percentage of teachers who reported they had tertiary education in the three previous tables. The reason is that some primary teachers have old qualifications such as Primary Higher, Lesotho In- Service Education for Teachers I up to VI, which the teachers have counted in responding to this question. Some teachers have tertiary certificates so they are including all the certificates they have been awarded.

Table 4.4 (a). Percentages and sampling errors of years of Professional Training of Reading Teachers (SACMEQ III)

District	Years of Professional Training							
	Less than 1 Year		1 to 2 Years		3 Years		4 Years	
	%	SE	%	SE	%	SE	%	SE
Berea	25.1	10.12	0.0	0.00	27.0	9.22	47.9	10.35
Butha-Buthe	24.2	10..02	0.0	0.00	26.5	9.15	49.3	10.94
Leribe	10.6	6.03	2.0	0.60	46.4	9.56	41.1	10.49
Mafeteng	14.3	8.15	14.7	3.04	17.4	6.21	53.6	10.93
Mokhotlong	31.3	12.45	0.0	0.00	28.1	8.02	40.6	9.49
Mohale's Hoek	22.8	10.02	6.2	3.33	18.4	5.12	52.5	13.22
Maseru	22.8	10.02	5.6	3.04	22.1	6.17	49.5	9.93
Qacha's Nek	5.5	3.24	18.2	2.91	53.9	8.39	22.4	12.93
Quthing	38.4	11.28	6.8	2.10	17.4	4.54	37.4	14.45
Thaba-Tseka	25.7	10.07	0.0	0.00	16.7	3.26	57.6	13.22
Lesotho	30.8	3.56	4.7	0.32	27.3	0.65	47.1	3.95

Table 4.4 (b). Percentages and sampling errors of years of Professional Training of Mathematics Teachers (SACMEQ III)

District	Years of Professional Training							
	Less than 1 Year		1 to 2 Years		3 Years		4 Years	
	%	SE	%	SE	%	SE	%	SE
Berea	30.2	11.12	0.0	0.00	32.0	10.02	37.8	9.36
Butha-Buthe	29.6	10..35	0.0	0.00	26.6	8.51	43.8	9.02
Leribe	18.1	7.13	10.6	0.60	35.4	10.37	35.9	9.21
Mafeteng	22.4	8.15	6.7	2.61	22.1	7.98	48.8	10.23
Mokhotlong	23.8	13.45	0.0	0.00	29.4	9.42	46.9	10.01
Mohale's Hoek	22.8	10.62	12.4	3.33	12.4	3.22	52.3	11.34
Maseru	21.7	10.02	2.2	3.04	29.6	8.67	46.6	10.25
Qacha's Nek	20.5	3.56	12.6	2.91	53.6	3.01	13.3	1.15
Quthing	35.8	10.48	0.0	2.10	33.5	9.01	22.5	2.10
Thaba-Tseka	32.7	12.07	0.0	0.00	20.0	7.34	47.3	9.38
Lesotho	24.8	3.03	4.5	0.32	28.9	1.96	41.7	2.33

The results in Table 4.4b show that 41.7% of Mathematics teachers had four years of professional training, while 28.9% had three years of teacher training. 24.8% had less than a year's professional training. Quthing district had the largest share of teachers with only one year or less of training, at 35.8%. Half of the districts had Mathematics teachers with two years or less of professional training. Qacha's Nek had the highest share of Mathematics teachers with three years professional training while Mohale's Hoek recorded the highest percentage of Mathematics teachers with four years professional training.

Table 4.4 (c). Percentages and sampling errors of years of Professional Training of Health Teachers (SACMEQ III)

District	Years of Professional Training							
	Less than 1 Year		1 to 2 Years		3 Years		4 Years	
	%	SE	%	SE	%	SE	%	SE
Berea	30.2	11.12	0.0	0.00	38.1	10.56	31.7	9.22
Butha-Buthe	40.5	12.35	8.0	0.96	18.3	9.06	33.1	9.56
Leribe	18.4	7.13	5.0	0.60	37.1	10.38	39.4	9.98
Mafeteng	24.5	8.35	12.2	2.89	17.4	7.90	47.9	10.23
Mokhotlong	21.2	12.35	10.6	1.59	35.6	9.53	32.5	9.12
Mohale's Hoek	21.3	9.32	6.2	0.89	30.4	8.56	42.1	10.35
Maseru	22.8	10.02	10.3	1.96	31.9	8.75	35.0	9.89
Qacha's Nek	27.3	9.56	5.5	0.54	44.8	9.63	22.4	1.01
Quthing	36.1	10.56	14.7	3.09	24.6	7.22	24.6	1.65
Thaba-Tseka	36.0	10.49	0.0	0.00	23.7	7.12	40.4	9.96
Lesotho	26.0	2.95	6.9	0.24	30.8	1.33	36.4	2.01

Table 4.4c shows that 36.4 percent of Health Knowledge teachers had 4 years of professional training, while 30.8 percent had 3 years of teacher training. Again, about a quarter of teachers had less than a year of professional training. 40.5 percent of Health teachers in Butha-Buthe district had less than one year of professional training. Qacha's Nek had the highest percentage of Health teachers with three years professional training, followed by Berea district. Mafeteng recorded the highest share of Health teachers with four years professional training. However, the quality of teacher training appears to be more important than the number of years of teacher training (Wolff and Nomura, 2011).

Policy Suggestion No. 4.3: Lesotho College of Education should consider a review of its teacher training programmes to train teachers in new teaching methodologies, such as learner centred approaches, and to improve courses on how to teach HIV and AIDS.

Table 4.5. Means and sampling errors of years of Teaching Experience (SACMEQ III)

District	Years of teaching experience	
	Mean	SE
Berea	12.9	0.35
Butha-Buthe	14.6	0.58
Leribe	13.6	0.35
Mafeteng	11.6	0.36
Mokhotlong	13.4	0.60
Mohale's Hoek	12.3	0.55
Maseru	12.6	0.30
Qacha's Nek	12.7	0.70
Quthing	11.2	0.51
Thaba-Tseka	13.9	0.69
Lesotho	12.9	0.14

Table 4.5 shows the average teaching experience for Lesotho was 12.9 which was the same as Berea district. The districts of Mafeteng and Quthing had teachers who reported that their teaching experience was below the country average. The districts of Leribe, Mokhotlong and Thaba-Tseka reported to have teachers with more years of experience when compared with other districts.

In-service training completed

Table 4.6. Means and sampling errors of teacher In-service Courses and Days Attended in the Last Three Years
(SACMEQ II and SACMEQ III)

2000

District	Reading Teacher				Mathematics Teacher			
	In-service courses		Days		In-service courses		Days	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Berea	2.3	1.00	30.4	7.00	2.3	1.00	30.2	7.0
Butha-Buthe	4.8	1.97	92.4	36.25	4.7	2.02	61.8	27.2
Leribe	2.2	0.61	73.3	19.52	2.2	0.61	68.7	19.5
Mafeteng	1.2	0.73	15.0	9.00	1.2	0.73	15.0	9.0
Mokhotlong	2.5	0.81	54.9	29.93	2.5	0.81	54.9	29.9
Mohale's Hoek	1.0	0.37	47.7	23.89	1.0	0.37	47.7	23.9
Maseru	2.5	0.60	62.1	15.26	2.5	0.60	61.9	15.3
Qacha's Nek	3.3	0.86	79.3	46.83	3.4	0.85	79.9	46.7
Quthing	0.7	0.36	35.4	17.39	0.7	0.36	35.4	17.4
Thaba-Tseka	2.0	0.75	48.6	21.21	2.0	0.75	48.6	21.2
Lesotho	2.2	0.28	53.1	6.55	2.2	0.28	50.1	6.3

2007

District	Reading Teacher In-service Courses	Days	Mathematics Teacher In-service Courses	Days	Health Teacher In-service Courses	Days
	Mean	Mean	Mean	Mean	Mean	Mean
Berea	0.7	35.6	0.6	16.5	0.6	16.5
Butha-Buthe	0.5	13.5	0.4	7.7	0.2	6.8
Leribe	3.0	17.6	0.9	16.6	2.3	14.8
Mafeteng	1.9	15.6	2.5	35.0	1.9	15.6
Mokhotlong	0.9	10.8	0.6	37.0	0.9	10.8
Mohale's Hoek	0.3	4.8	0.8	5.7	0.3	1.7
Maseru	0.4	8.8	0.8	12.1	1.1	8.7
Qacha's Nek	0.8	9.2	0.8	10.5	0.6	8.2
Quthing	0.8	4.2	0.4	2.7	0.3	1.8
Thaba-Tseka	1.0	5.1	0.7	6.0	0.6	4.3
Lesotho	1.1	14.8	0.9	15.1	1.0	10.4

The results illustrated in Table 4.6 above indicate that Mathematics and Reading teachers had on average attended one in-service course of about three weeks duration (15 days), Health teachers attended courses averaging about two weeks in length. This has declined from 2.2 days for both Reading and Mathematics as well as about 50 days for both subjects in SACMEQ II. There are variations in the number of

in-service training courses offered as well as the duration of these courses, across districts.

Policy Suggestion No.4.4: Once enough teachers have been recruited, the CEO Teaching Service and LCE might wish to focus attention on designing and implementing effective pre-and in-service teacher training programmes.

Effectiveness of the in-service courses

Table 4.7. Percentages and sampling errors for teachers' perception of effectiveness of Reading, Mathematics and Health in-service courses (SACMEQ III)

District	Reading in-service courses		Mathematics in-service courses		Health in-service courses	
	%	SE	%	SE	%	SE
Berea	85.9	4.38	100.0	0.00	100.0	0.00
Butha-Buthe	77.6	5.23	71.6	5.08	100.0	0.00
Leribe	100.0	0.00	100.0	0.00	100.0	0.00
Mafeteng	100.0	0.00	100.0	0.00	100.0	0.00
Mokhotlong	100.0	0.00	100.0	0.00	100.0	0.00
Mohale's Hoek	100.0	0.00	100.0	0.00	100.0	0.00
Maseru	100.0	0.00	76.7	5.15	88.1	6.45
Qacha's Nek	81.4	4.12	77.2	5.21	71.1	5.09
Quthing	100.0	0.00	100.0	0.00	100.0	0.00
Thaba-Tseka	100.0	0.00	100.0	0.00	100.0	0.00
Lesotho	95.2	1.09	91.4	1.00	96.6	0.95

In general, teachers found their in-service training courses to be worthwhile. For example 95.2% of Reading teachers, 91.1% of Mathematics teachers and 96.6% of Health teachers regarded in-service training as being effective. This was a huge improvement compared to the findings of SACMEQ II when only 33 percent of the teachers rated in-service training offered as being effective. 100% of Reading

teachers from seven districts were of the opinion that the in-service training for reading was effective compared to eight districts for Mathematics and Health. However, the question remains as to whether teachers are given enough in-service training, given how helpful they thought the training was.

4.4 Lesson preparation and marking

General Policy Concern 8: **How did teachers allocate their time between teaching, preparing lessons and marking?**

Teachers were asked about the time spent on lessons preparation and teaching. The questions were as follows:

How many periods/lessons of actual teaching do you have in a typical school week at this school?

How long are these periods?

How many hours, on average, do you spend in a typical school week working on lessons preparation and marking?

Periods and hours spent per week:

Table 4.8 Means and sampling errors for the periods and time spent on teaching per week (SACMEQ III)

District	Periods Per Week		Hours Per Week	
	Mean	SE	Mean	SE
Berea	32.7	2.68	22.3	1.88
Butha-Buthe	33.5	2.56	22.2	1.79
Leribe	36.0	1.80	24.2	1.54
Mafeteng	35.1	1.76	24.2	1.32
Mokhotlong	35.0	2.81	23.9	1.66
Mohale's Hoek	32.9	2.71	22.8	1.85
Maseru	33.2	2.55	23.0	1.11
Qacha's Nek	32.7	2.78	22.2	1.62
Quthing	35.1	1.76	23.6	1.37
Thaba-Tseka	36.9	1.85	26.7	1.51
Lesotho	34.1	0.89	23.5	0.56

Time on task, especially actual teaching time, has a major impact on learning (UNESCO, 2011). The data in Table 4.8 above indicates teachers teach 34 periods on average per week in Lesotho. There were districts which indicated some higher numbers like Thaba-Tseka with roughly 37 periods per week and Leribe with 36 periods. On average, 23.5 hours were spent on teaching per week. Thaba-Tseka recorded the highest number of hours per week. There was no significant change in the number of periods and time spent on teaching per week between SACMEQ II and SACMEQ III.

Time spent on lesson preparation:

Table 4.9. Means and sampling errors of teaching time spent on lesson preparation per week (SACMEQ III)

District	Reading Lesson (Hours)		Mathematics lesson (Hours)		Health lesson (Hours)	
	Mean	SE	Mean	SE	Mean	SE
Berea	19.6	2.89	18.8	3.01	18.9	3.01
Butha-Buthe	17.0	3.02	15.4	2.72	16.0	2.75
Leribe	17.1	3.00	16.8	2.59	16.8	2.61
Mafeteng	15.0	2.19	14.4	2.78	15.0	2.89
Mokhotlong	15.6	2.14	15.0	2.13	15.4	2.91
Mohale's Hoek	22.4	6.31	22.6	6.37	22.4	3.94
Maseru	15.2	2.78	15.8	2.19	15.4	2.19
Qacha's Nek	23.0	6.45	22.7	6.37	22.7	6.38
Quthing	18.5	2.91	17.9	3.17	17.9	3.17
Thaba-Tseka	12.7	2.03	12.3	2.01	12.3	2.12
Lesotho	17.1	1.01	16.9	1.01	17.0	0.98

Table 4.9 shows that teachers spent roughly 17 hours per week preparing for lessons on each subject. This works out to about three hours per day. The time spent on each subject was almost identical. Again, this is probably because of the fact that in majority of primary schools in Lesotho, one teacher teaches all the subjects. There has not been any major change compared to what was reported in SACMEQ II.

There are some disparities between districts. For instance, teachers in Qacha's Nek seem to spend longest preparing for reading (23.0 hours), Mathematics (22.7) and Health (22.7) lessons. Thaba-Tseka on the other extreme recorded the fewest hours preparing. At the SACMEQ III key findings dissemination workshops held for the school principals, some teachers said that they need to be trained on how to unpack the syllabus into chewable chunks so that it can fit into their daily lesson plans. Otherwise, they struggle to prepare appropriate lesson plans but rather prefer to teach for the examination.

Policy Suggestion No. 4.5: The Subject Specialist and Curriculum developers of the MOET's National Curriculum Development Centre should conduct training workshops on how to correctly interpret the syllabus and to

Policy Suggestion No.4.6: School principals should assist newly recruited and unqualified teachers with lesson plans preparations and do spot checks to see whether all the teachers have prepared lesson plans.

4.5 Testing and meeting with parents

General Policy Concern 9: **What were teachers' views about a) assessment procedures , and b) meeting and communicating with parents?**

The major questions posed here were as follows:

How often did teachers give written tests in reading, mathematics and health knowledge?
Was there a specific section in pupil school reports for reading, mathematics and Health knowledge?
How often did teachers meet with parents each year?
Did teachers ask parents to sign homework assignments?

The data in Table 4.10 (a) shows that more than half of teachers give out more than 1 reading test a week. About 33.9% reported that they gave out two to three tests per month. Only 12.7% of teachers reported that they were not giving out Reading tests often.

The frequency of giving out tests per districts differs with Mokhotlong having recorded the highest frequency of tests per week for reading followed by Leribe (64.3%) and Thaba-Tseka (63.8%).

Table 4.10 (b) shows that the frequency of Mathematics test is quite similar to that of Reading tests. More than half (52%) of teachers gave out one or more tests per week. Approximately 35.4% reported that they gave out two to three tests per month while 12.8% of the teachers reported that they were not giving out Mathematics tests often. The results show the pupils were given more reading than mathematics tests per week. There were variations by districts.

Table 4.10 (a). Percentage and sampling errors for the frequency of reading tests (SACMEQ III)

District	Frequency of Reading Tests					
	Less Often		2/3 Months		1+ per Week	
	%	SE	%	SE	%	SE
Berea	10.3	3.02	42.4	7.23	47.3	7.33
Butha-Buthe	27.2	5.07	16.3	2.16	56.5	6.45
Leribe	6.4	2.61	29.3	4.23	64.3	5.14
Mafeteng	4.2	1.95	48.9	6.32	46.9	6.56
Mokhotlong	6.9	2.75	25.6	2.45	67.5	5.08
Mohale's Hoek	13.5	3.75	25.5	2.41	61.0	5.18
Maseru	9.2	3.12	41.1	7.26	49.7	7.01
Qacha's Nek	32.7	6.38	40.0	7.39	27.3	4.34
Quthing	29.3	5.12	24.6	4.26	46.1	5.57
Thaba-Tseka	21.5	3.95	14.6	2.01	63.8	5.02
Lesotho	12.7	0.95	33.9	1.41	53.5	1.66

Table 4.10 (b). Percentages and standard errors for frequency of mathematics tests (SACMEQ III)

District	Frequency of Reading Tests					
	Less Often		2/3 Months		1+ per Week	
	%	SE	%	SE	%	SE
Berea	7.7	2.64	42.4	7.23	49.9	7.68
Butha-Buthe	21.6	4.68	16.3	2.16	62.1	7.06
Leribe	4.0	1.83	26.1	4.09	69.9	8.78
Mafeteng	4.3	1.85	46.1	5.97	49.7	7.23
Mokhotlong	11.3	3.09	22.5	3.31	66.3	5.31
Mohale's Hoek	13.5	3.70	25.5	3.31	61.0	5.00
Maseru	10.0	3.00	50.3	7.30	39.8	6.87
Qacha's Nek	41.5	6.71	40.2	7.42	18.3	3.65
Quthing	36.1	6.23	23.6	4.16	40.3	6.90
Thaba-Tseka	28.0	5.01	21.5	4.01	50.4	4.66
Lesotho	12.8	0.96	35.4	1.38	51.9	1.59

Table 4.10 (c). Percentages and sampling errors for frequency of health tests (SACMEQ III)

District	Frequency of Reading Tests					
	Less Often		2/3 Months		1+ per Week	
	%	SE	%	SE	%	SE
Berea	7.7	2.64	36.4	6.45	55.9	4.98
Butha-Buthe	24.3	4.75	20.7	4.22	55.0	4.42
Leribe	9.6	3.01	28.7	4.01	61.7	6.00
Mafeteng	4.2	1.87	48.9	7.65	46.9	6.36
Mokhotlong	11.2	3.02	39.8	6.37	49.1	4.53
Mohale's Hoek	17.9	4.21	29.1	4.61	53.0	4.78
Maseru	12.6	3.34	38.1	7.28	49.3	4.49
Qacha's Nek	32.3	5.33	40.2	7.42	27.4	4.12
Quthing	22.1	4.71	37.4	7.51	40.5	7.46
Thaba-Tseka	28.0	5.01	14.6	3.98	57.3	5.00
Lesotho	13.9	1.01	34.0	1.46	52.1	1.89

Again, the trend in the frequency of Health tests was very similar to that of the other subjects. For example, the information shown in Table 4.10 (c) indicates that 52.1% of teachers gave out one or more tests per week. Around 34.0% reported that they gave out two to three tests per month while 13.9% of the teachers reported that they were not giving out Health tests often. There was variation by district.

Specific section for comments in pupil school reports:

Meeting with parents

Parents meeting with teachers:

Table 4.11. Percentages and sampling errors for teachers meeting with parents frequently (SACMEQ III)

	Percentages of teachers meeting with parents frequently					
	Reading teacher		**Mathematics teacher**		**Health teacher**	
District	%	SE	%	SE	%	SE
Berea	67.0	10.57	67.0	10.57	67.0	10.52
Butha-Buthe	94.7	7.68	94.7	9.66	82.2	9.09
Leribe	70.6	10.32	60.7	12.01	66.8	12.92
Mafeteng	86.4	9.61	81.5	12.01	86.4	9.29
Mokhotlong	83.3	9.77	77.5	8.06	83.3	9.15
Mohale's Hoek	71.5	10.87	68.6	12.92	82.3	9.31
Maseru	85.5	9.81	74.5	6.76	80.5	8.86
Qacha's Nek	78.0	8.33	78.1	7.01	78.2	9.68
Quthing	74.3	10.20	74.3	8.28	76.9	9.59
Thaba-Tseka	75.2	10.26	75.2	8.36	75.2	9.33
Lesotho	78.3	3.41	73.2	4.00	77.3	3.69

The findings on the frequency of teachers' meeting with parents or guardians have been illustrated in Table 4.11 above. Frequency refers to once a term or once a month or more while less frequent means those who have meet parents once a year or never. Most teachers, be they teachers of Reading, Mathematics and Health (78%, 73% and 77% respectively), meet with parents or guardians quite frequently. About 20 percent of pupils are taught by teachers who have met with their parents once a year or never. Frequency of parental meetings has declined compared to what was reported in SACMEQ II, when 80% of pupils reported that teachers met with their parents or guardians frequently. The reason for the decline can be attributed to the general observation that ever since the introduction of FPE in 2000 some parents have entirely shifted their responsibilities to government. This can also be seen as the weakness of FPE such that some parents, particularly those with low levels of education do not know of what is free and what is not free.

Parents signing homework:

Table 4.12. Percentages and sampling errors for teachers asking parents to sign homework (SACMEQ II and SACMEQ III)

2000

District	Sign reading Homework		Sign mathematics Homework	
	%	SE	%	SE
Berea	78.7	8.77	81.4	8.45
Butha-Buthe	59.5	13.06	54.2	13.89
Leribe	67.5	9.27	65.5	9.32
Mafeteng	67.3	12.46	66.1	12.61
Mokhotlong	15.8	9.01	31.2	12.80
Mohale's Hoek	60.2	14.13	49.3	14.37
Maseru	59.6	9.33	52.9	9.81
Qacha's Nek	46.3	16.08	42.7	16.41
Quthing	64.8	11.99	58.5	11.84
Thaba-Tseka	45.9	16.03	48.6	16.02
Lesotho	62.4	3.84	59.5	3.94

2007

District	Sign reading Homework		Sign mathematics Homework		Sign health Homework	
	%	SE	%	SE	%	SE
Berea	64.2	3.90	59.0	3.79	53.1	3.91
Butha-Buthe	77.6	3.54	77.6	3.54	76.6	3.55
Leribe	77.1	3.52	82.7	3.01	80.6	2.95
Mafeteng	54.7	2.96	50.0	3.28	54.7	2.97
Mokhotlong	37.5	2.12	37.5	2.56	42.5	1.96
Mohale's Hoek	60.5	3.16	60.5	3.75	66.5	3.15
Maseru	85.2	1.93	90.9	1.12	81.6	2.03
Qacha's Nek	52.1	2.45	58.8	3.51	58.8	3.51
Quthing	61.3	3.19	61.3	2.66	69.6	2.87
Thaba-Tseka	55.7	2.98	62.4	2.56	65.9	2.67
Lesotho	68.7	2.01	70.2	2.08	68.6	2.06

There has been an overall improvement in the percentage of teachers who have asked parents to sign homework when comparing SACMEQ III to SACMEQ II results. Nationwide, 68.7% of Reading teachers require parents to sign their children's home work. 70.2% of Mathematics teachers requested parents to sign their children's' homework, compared to 68.6% of health studies teachers. A large majority of Reading (85.2%), Mathematics (90.9%) and Health teachers (81.6%) in Maseru require parents to sign their children's homework while teachers in Mokhotlong seem unconcerned whether parents sign homework.

4.6 Teacher access to professional support

General Policy Concern 11: What professional support (in terms of education resources, inspections, advisory visits, and school head inputs) was given to teachers?

Questions were asked regarding the professional support teachers got. The questions asked were as follows:

Did teachers use education resource centre?

How did teachers use education resource centres?

What support did advisors or inspectors give to teachers in terms of administrative, professional and pedagogical matters?

Did school heads advise teachers on their teaching?

Education resource centres:

Table 4.13. Percentages for availability of education resource centres for teachers (SACMEQ III)

District	Reading Teacher			Mathematics Teacher			Health Teacher		
	Non Available	Have Not Visited	Have Used	Non Available	Have Not Visited	Have Used	Non Available	Have Not Visited	Have Used
	%	%	%	%	%	%	%	%	%
Berea	21.3	45.3	33.5	21.3	45.3	33.5	21.3	47.3	31.4
Butha-Buthe	26.3	24.0	49.7	26.3	13.3	60.5	20.7	37.9	41.4
Leribe	0.0	43.8	56.2	3.4	34.6	62.0	0.0	37.7	62.3
Mafeteng	21.0	46.2	32.8	10.7	51.0	38.3	21.0	40.5	38.5
Mokhotlong	37.5	30.0	32.5	33.5	44.7	21.7	15.6	41.9	42.5
Mohale's Hoek	18.9	31.3	49.7	18.9	31.3	49.7	18.9	25.4	55.7
Maseru	10.5	58.7	30.8	6.4	56.7	36.9	10.1	51.0	38.9
Qacha's Nek	5.4	42.8	51.8	5.5	44.8	49.7	5.4	51.8	42.8
Quthing	54.5	36.6	8.9	54.5	36.6	8.9	48.2	34.6	17.3
Thaba-Tseka	24.8	53.7	21.5	14.6	43.1	42.3	14.6	53.4	32.0
Lesotho	17.2	44.6	38.2	15.0	42.3	42.7	14.9	42.8	42.2

The analysis shows that 38.2% of Reading teachers have used an education resource centre, 44.6% have not visited a resource centre while 17.2% do not have a resource centre in their area. Fifty five percent of Reading and Mathematics teachers in the Quthing district indicated that they do not have a resource centre. Those teachers who claim not to have a resource centre nearby are in fact incorrect because every district has a resource centre in each town.

Nationwide, the percentage of Mathematics teachers who reported that they do not have a resource centre was 15.0%, while 42.3% indicated that they had not visited the centre, compared to 42.7% who have used it. 14.9% of Health teachers reported the non-availability of a resource centre, those who have not visited the centre made up 42.8% and those who have used it add up to 42.2%.

Usage of Education resource centres

Table 4.14. Percentages of teachers' purpose for using the resource centre (SACMEQ III)

District	Look at Material	Borrow Material	Make Material	Training	Exchange Ideas	Seek Advice
	%	%	%	%	%	%
Berea	16.1	0.0	8.7	29.8	27.4	24.3
Butha-Buthe	15.4	10.3	10.3	14.2	44.7	42.0
Leribe	35.0	30.1	29.0	51.3	42.6	42.9
Mafeteng	19.4	4.2	3.8	12.1	27.2	29.9
Mokhotlong	15.0	18.1	15.0	25.0	25.5	25.5
Mohale's Hoek	18.2	17.4	0.0	32.5	22.9	32.4
Maseru	17.5	7.3	10.1	26.1	24.4	27.8
Qacha's Nek	15.2	17.0	19.4	21.8	27.3	42.8
Quthing	0.0	0.0	0.0	8.9	4.7	3.7
Thaba-Tseka	6.1	0.0	4.1	9.4	21.6	9.8
Lesotho	18.6	10.8	11.2	27.0	28.8	29.9

Thirty percent of teachers reported that their purpose for using the resource centre was to seek advice. The other popular reason for using the resource centre is for exchanging ideas (28.8%) while 27percentof teachers used this centre for training. The use of the resource centre by Quthing teachers is restricted to training, exchanging ideas and seeking advice. None of the teachers in Berea, Quthing and Thaba-Tseka borrow material from the resource centre.

School heads advising teachers

The majority of teachers received advice from the school head at least once each month. Twenty four percent of teachers were advised once a term and only 5 percent of teachers in each subject area received advice once each year. Overall, the patterns were very consistent across subjects. Whereas teachers in Mokhotlong and Mohale's Hoek interacted with the school heads most frequently, teachers in Butha-Buthe had the fewest exchanges with the heads of their schools.

Table 4.15. Percentages of the frequency of advice to teachers from school heads (SACMEQ III)

	Percentage of teachers receiving advice								
	Reading teacher			Mathematics teacher			Health teacher		
District	Once a Year	Once a Term	Once or More a Month	Once a Year	Once a Term	Once or More a Month	Once a Year	Once a Term	Once or More a Month
	%	%	%	%	%	%	%	%	%
Berea	10.1	23.1	46.7	51.1	33.2	51.8	10.1	28.2	51.8
Butha-Buthe	5.0	28.1	26.3	0.0	22.7	36.9	9.5	37.7	17.8
Leribe	2.3	36.7	53.4	4.7	34.9	58.4	5.6	32.2	54.1
Mafeteng	2.7	26.3	46.4	2.7	18.1	59.5	2.7	18.1	54.6
Mokhotlong	0.0	11.3	73.1	10.6	0.0	73.8	0.0	18.9	65.4
Mohale's Hoek	1.6	0.0	86.3	1.6	0.0	86.3	0.0	4.9	82.9
Maseru	6.5	27.6	49.3	11.5	24.6	42.6	6.4	24.2	44.8
Qacha's Nek	0.0	25.5	48.5	0.0	34.8	39.0	0.0	25.5	48.5
Quthing	13.6	13.1	56.0	13.6	13.1	64.9	5.2	6.8	79.7
Thaba-Tseka	0.0	17.9	55.3	0.0	24.8	62.2	0.0	17.9	65.4
Lesotho	4.8	23.9	52.3	5.6	23.5	55.1	5.2	23.5	53.5

4.7 Conclusion

Teachers indicated that they had not used or visited resource centres. Teachers' accommodation was found to be in an unacceptable condition. Some teachers travelled long distances to their schools and were generally dissatisfied with their living conditions. Classroom supplies, basic amenities and equipment used as

educational aids were inadequate. It became clear that some schools had not been inspected in a long time. Therefore these schools had not been provided with adequate advisory and support services.

Chapter 5

Characteristics of School Heads and their Viewpoints on Educational Infrastructure, School Operation and Problems

5.1 Introduction

In this chapter, data from SACMEQ III (2007), describing the characteristics of school heads, is presented and analysed. Data on school heads' characteristics from SACMEQ II (2000) is compared with that of SACMEQ III's. As was the case in chapter3 and 4, in this chapter background information on the school heads and the schools they managed has been provided. Such information is useful in order to facilitate a more accurate and meaningful interpretation of the achievement data to be presented in the report. The information also allows the planners and policy makers to see how major variables related to schools heads and schools have changed over time. In this chapter, the term 'pupil' refers to a Standard 6 pupil specifically and 'school head' to the head of a school attended by Standard 6 pupil.

The major questions to be answered in this chapter are:

- What were the personal characteristics (age and gender) of school heads?
- What were their professional characteristics?
- What were their viewpoints on the general school infrastructure and the condition of school buildings?
- What were their viewpoints on (a) daily activities (b) organisational policies (c) inspections (d) community input (e) problems with pupils and staff (for example pupils lateness, teacher absenteeism, and lost days of school)?

5.2 Personal characteristics of school heads

General Policy Concern 13: What were the personal characteristics of schools heads (for instance, age and gender)?

According to Botha (2004), traditionally school heads had more managerial and administrative tasks and less teaching duties. In other words they hold the highest leadership and managerial position in a school. Therefore, they form a crucial link between ministerial national policy and its implementation and actual practice in the schools. To do this, they need to have certain minimum amount of experience as teachers with suitable qualifications or training in school management and policy issues. Owing to the fact that the school head exerts the greatest influence on what goes on in a school, it is generally believed that if a good school head is appointed, he or she attracts good staff and within a few years the school becomes a good school. On the contrary, if a poor school head is appointed, deterioration in the academic and social life of the school can be expected. Therefore, a good school head is essential for a school to be successful (Mothibeli & Maema, 2005). The 2010 Lesotho Education Act page 178, section 21, defines the duties of the school head as follows; (a) school head (principal) is responsible for the organisation, management and day-to-day running and leadership of a school; (b) is the chief accounting officer of the school and is responsible to the school board for the control and use of the school.

Age and gender distribution of school heads in Lesotho

What was the age distribution of school heads?

Table 5.1 below presents data on the mean ages and gender of school heads in SACMEQ II and SACMEQ III.

According to Table 5.1, the average age of the school heads in Lesotho was 51.1 years at the time of the SACMEQ III research study in 2007. That means that the school heads in Lesotho were generally one year older (51 years) in 2007 than those sampled in 2000, which were 50.3 years old on average. The oldest school heads were those in Mefeteng with 54 years, followed by Berea and Butha-Buthe, with 53 years for both districts. The youngest were the school heads in Qacha's Nek and Quthing (47 years). These were the only districts with school heads below 50 years.

In general the school heads in Lesotho were mature. Their maturity suggests that they should be able to cope with the daunting task of providing proper leadership and management to their respective schools provided they have relevant and adequate qualifications.

Table 5.1 Means, percentages and sampling errors for the school head age and gender (SACMEQ II and SACMEQ III)

District	SACMEQ II				SACMEQ III			
	Age (Years)		Gender (Female)		Age (Years)		Gender (Female)	
	Mean	SE	%	SE	Mean	SE	%	SE
Berea	51.0	1.46	65.0	11.40	52.6	0.98	80.3	8.09
Butha-Buthe	50.1	1.64	79.5	11.65	52.7	0.98	83.1	7.20
Leribe	49.2	1.50	77.4	9.09	50.6	1.70	81.0	7.12
Mafeteng	49.8	2.09	61.0	13.30	54.1	0.86	62.7	13.24
Mokhotlong	47.3	1.61	74.9	11.88	50.9	1.72	78.3	11.59
Mohale's Hoek	49.6	2.58	66.5	14.72	51.2	1.44	81.0	7.50
Maseru	52.5	0.99	82.1	7.10	50.1	1.62	85.1	8.00
Qacha's Nek	48.9	2.33	44.4	15.29	46.5	1.85	78.8	9.90
Quthing	49.5	2.13	78.2	11.61	47.3	1.60	89.5	8.20
Thaba-Tseka	48.7	2.55	72.3	13.22	49.9	2.56	66.3	13.89
Lesotho	50.3	0.58	72.4	3.77	51.1	0.52	79.4	3.82

What was the gender distribution of school heads?

According to Hungi (2010), in a hypothetical school system that had perfect levels of "gender equity" (with respect to staffing and promotion policies) it would be expected that about 50 percent of the school heads and about 50 percent of the teachers would be female. However, some educationists might argue that this form of equal representation may be undesirable in primary schools. In Table 5.1 it can be seen that there were more female school heads in primary schools than males. The percentage of female school heads rose from 72.4 percent in SACMEQ II to 79.4 percent in SACMEQ III. The reasons behind these gender imbalances must be investigated. The data suggest that the allocation of school head positions was neither gender sensitive nor uniform across the districts. The Quthing district had the highest percentage (89.5%) of female school heads, and Maseru (85.1%) the

second highest. Mafeteng had the lowest percentage (62.7%). In the mountain districts (Thaba-Tseka, Mokhotlong and Qacha's Nek) there were only a few female school heads. These findings are by and large a true reflection of staffing problems. Because school heads are drawn from the existing teaching force, it is expected that there will be significant gender gaps.

Policy Suggestion No. 5.1: The Teaching Service Commission may wish to deliberately recruit more males into the positions of school heads to address the gender imbalances in school managerial positions. Otherwise if this trend continues primary school teaching may be regarded by some as a feminine profession and males may feel discouraged from becoming teachers.

5.3 Professional characteristics of school heads

General Policy Concern 14: What were the school heads' professional characteristics in terms of professional experience and academic or specialised training?

It can be argued that experienced school heads run their schools more effectively than less experienced heads. Furthermore, school heads who teach in their schools are usually more aware of the school's various needs than school heads that do not.

Table 5.2 presents SACMEQ III data on the various levels of the school heads' academic education. These levels – primary, junior secondary, senior secondary, A-level and tertiary – are the same as levels used in the previous SACMEQ reports. The overall percentage of school heads with primary level as their academic qualification has declined from 41 percent in SACMEQ II to 26 percent in SACMEQ III. This is a significant improvement, possibly linked to teacher training interventions such as the introduction of the Distance Teacher Education Programme and the expansion of the Lesotho College of Education to increase the qualified teachers

supply. However, there were still some disparities among the districts in 2007. The Berea district had the highest percentage (41%) of school heads that had primary level education. The second highest was Maseru with 37 percent. Very few (5.8%) of the school heads in Leribe had primary level education. Leribe was the only district with a single digit percent. These findings were indicative of the staffing problems in the primary schools and it means that there are no strict rules for one to be a head teacher of a school in Lesotho or there is a huge deficit of competent candidates for this positions.

The same table also shows that 5.4 percent of the country's school heads had junior secondary level as their academic qualification in 2007 compared to 9.5 percent in 2000. The percentage of schools heads with senior secondary education has decreased from 11.8 percent in 2000 to 6.2 percent in 2007. It is worth noting that in 2007 there were no school heads with senior secondary education in four districts (Thaba- Tseka, Qacha's Nek, Mohale's Hoek and Mafeteng). The high percentage of school heads with primary education level (compared to those with junior and senior secondary education), could possibly suggest that these school heads hold the old qualifications. Their maturity and experience (rather than their academic qualifications) might have contributed to their appointment as a school heads. The fact that the majority of the school heads had post secondary education is encouraging. The percentage of school heads with tertiary qualifications slightly more than doubled from 15 percent in 2000 to 31 percent in 2007. Furthermore, Butha –Buthe was the highest with 60 percent of the school heads with tertiary education while Qacha's Nek was the lowest with 2 percent.

School heads' level of academic education

Table 5.2 Percentages and sampling errors of school heads' level of academic education (SACMEQ II and SACMEQ III)

2000

	Primary		Junior Secondary		Senior Secondary		A-Level		Tertiary	
District	%	SE	%	SE	%	SE	%	SE	%	SE
Berea	46.3	12.32	10.1	7.04	5.5	5.48	18.1	8.66	20.0	9.50
Butha-Buthe	14.7	10.52	16.6	9.91	17.4	9.86	31.3	14.13	20.0	11.55
Leribe	35.8	10.44	13.2	6.51	11.6	6.65	27.6	9.93	11.8	5.98
Mafeteng	47.8	13.79	6.1	6.07	7.8	7.84	29.5	12.90	8.8	6.25
Mokhotlong	65.4	13.15	5.3	5.33	0.0	0.00	24.2	11.89	5.1	5.15
Mohale's Hoek	44.5	14.07	9.8	7.13	22.7	10.93	11.9	11.91	11.1	11.10
Maseru	39.0	10.76	2.5	2.55	9.8	5.65	24.9	8.12	23.8	8.66
Qacha's Nek	71.1	13.65	9.9	10.02	13.5	9.55	5.5	5.58	0.0	0.00
Quthing	24.7	11.52	29.2	12.74	16.7	11.36	16.9	9.42	12.4	8.68
Thaba-Tseka	46.9	16.04	0.0	0.00	18.9	13.95	25.4	13.74	8.8	8.82
Lesotho	40.9	4.25	9.5	2.22	11.8	2.63	22.9	3.61	14.9	3.04

2007

	Primary		Junior Secondary		Senior Secondary		A-Level		Tertiary	
District	%	SE	%	SE	%	SE	%	SE	%	SE
Berea	40.5	14.32	0.0	0.00	4.7	4.26	22.3	10.30	32.4	9.90
Butha-Buthe	15.7	10.50	0.0	0.00	8.9	4.55	15.1	9.40	60.4	7.00
Leribe	5.8	5.40	7.8	6.06	19.7	13.94	23.3	8.68	4.3	5.02
Mafeteng	30.8	9.68	13.8	6.50	0.0	0.00	40.6	13.16	14.7	6.10
Mokhotlong	16.9	12.60	0.0	0.00	8.1	5.65	55.0	15.20	20.0	9.60
Mohale's Hoek	22.9	10.26	2.1	2.51	0.0	0.00	47.8	12.98	27.3	15.20
Maseru	36.9	10.62	3.5	3.62	4.8	4.52	21.2	6.12	33.6	10.29
Qacha's Nek	27.3	12.06	10.9	7.06	0.0	0.00	59.4	16.04	2.4	2.18
Quthing	24.2	11.50	22.1	12.98	3.7	8.56	41.1	13.22	8.9	6.30
Thaba-Tseka	16.7	12.56	4.5	3.06	0.0	0.00	60.6	6.60	18.3	12.53
Lesotho	25.8	6.24	5.4	2.06	6.2	4.75	31.6	3.68	30.9	3.66

Policy Suggestion No. 5.2: The Chief Education Officer Teaching Service might consider a school heads re-distribution or re-deployment, development and recruitment project that is designed to place qualified and experienced school heads in the mountain districts of Qacha's Nek and Leribe.

Years of school heads' specialised or teacher training and teaching experience

In Table 5.3 the school heads' years of experience as school heads and teachers has been presented. The figures indicate that standard 6 pupils were generally in schools whose school heads were fairly experienced teachers. The number of years spent teaching by school heads more than doubled from 11 years in 2000 to 23 years in 2007. In SACMEQ III Mafeteng showed the highest average number of years of teaching experience for school heads (26 years), while Leribe and Berea both expressed mean values of 25 years. The district with the least experienced school heads was Qacha's Nek (18 years) followed by Butha-Buthe (19 years). However the mean of school heads that had both teaching and school head experience decreased from 13.3 years in 2000 to 11 years in 2007. This implies that pupils were in schools with new school heads.

Table 5.3. Means and sampling errors of school heads' years of teaching and school head experience (SACMEQ III)

District	Teaching experience (years)		Experience as School Head (years)	
	Mean	SE	Mean	SE
Berea	25.0	12.20	10.5	9.10
Butha-Buthe	19.1	10.00	10.4	9.05
Leribe	25.4	12.25	11.1	9.26
Mafeteng	25.9	12.28	14.1	12.06
Mokhotlong	24.7	12.01	12.0	8.16
Mohale's Hoek	24.2	9.70	11.7	7.11
Maseru	21.0	7.90	8.6	5.60
Qacha's Nek	17.8	7.25	8.1	5.32
Quthing	22.6	9.84	12.2	9.01
Thaba-Tseka	24.4	10.12	10.8	8.32
Lesotho	23.3	9.70	10.7	7.80

Table 5.4 presents the number of days spent on the management and health training of school heads. The data show that even new and inexperienced school heads were given about 29 days (almost a month) of special management training and an average of at least three days in health workshops. Training was uneven among the different districts. It was also possible ineffective and superficial. The highest number of days that school heads were in special management training was 69 days for Mokhotlong and 66 days for Berea. School heads in Qacha's Nek and Mafeteng received minimal management training. The school heads of Qacha's Nek received only a day of training.

Table 5.4. Means and sapling errors for special training of school heads (SACMEQ III)

District	Special Training Management (Days)		Special Training Health (Days)	
	Mean	SE	Mean	SE
Berea	65.81	1.32	2.51	3.11
Butha-Buthe	42.00	3.56	1.93	3.09
Leribe	6.64	2.10	3.51	3.00
Mafeteng	7.02	1.90	4.11	2.96
Mokhotlong	69.13	1.46	4.67	2.26
Mohale's Hoek	14.14	4.02	3.39	2.14
Maseru	28.15	3.56	1.93	0.90
Qacha's Nek	1.23	16.35	5.55	2.01
Quthing	29.93	15.63	6.43	1.94
Thaba-Tseka	35.97	3.02	7.25	0.99
Lesotho	29.04	2.15	3.40	0.58

Policy Suggestion No. 5.3: The CEO teaching service may wish to consider regular in-service training on school management issues and other specialised training to provide basic survival kits for newly appointed school heads.

School heads' teaching hours per week

In Lesotho teaching staff loads should be regulated in such a way that full-time, paid teachers teach an average of thirty periods per week, with each period having 40

minutes duration. The teaching load should not be less than 24 periods per week, but should not exceed 35.

Amount of teaching by school heads

The SACMEQ II report states that the teaching load for school heads with teaching expertise should be increased. This would have the advantageous effect of reducing the unit cost of schooling because fewer teachers would need to be hired. It would also ensure that pupils are taught by experienced and qualified teachers (Lesotho has an acute deficit of qualified teachers). It is also a good way to relieve overwhelmed teachers struggling with the increased pupil enrolments linked to Free Primary Education. Furthermore, it would give the head teacher an opportunity to gauge the classroom climate and actively engage with pupils.

Table 5.5. Means and sampling errors of number of periods school heads taught per week (SACMEQ III)

District	School Head Teaching Periods Per Week	
	Mean	SE
Berea	22.64	2.3
Butha-Buthe	15.7	1.5
Leribe	19.62	1.8
Mafeteng	24.17	2.8
Mokhotlong	23.87	2.7
Mohale's Hoek	20.46	2.0
Maseru	10.02	1.2
Qacha's Nek	20.54	1.8
Quthing	18.39	1.4
Thaba-Tseka	13.85	1.1
Lesotho	17.98	1.2

Table 5.5 presents data that shows that school heads taught 18 periods per week. This finding is encouraging because it suggests that school heads were contributing more than leadership and supervision. However, this situation needs to be carefully

monitored so that the school head workload does not become more and more unmanageable. The school heads in Mafeteng and Mokhotlong taught the most (24 periods). The school heads in Berea had the second highest number of periods (23 periods). The lowest numbers of periods was for the school heads of Maseru (10 periods) and Thaba-Tseka (14 periods). The school heads in the Maseru and Thaba-Tseka districts probably concentrated more on management and administration duties than teaching.

5.4 School operation and problems

General_Policy_Concern_15: What were the school heads' views on: (a) daily activities (school–community relations and monitoring pupil progress); (b) organizational policies (school magazine, open days and formal debates); (c) inspection; (d) community input; and (e) problems with pupils and staff (pupil lateness, teacher absenteeism and lost school days)?

School days lost owing to non-school events

Table 5.6 reports the number of official school days lost. On average the number of school days lost on official duties by school heads noticeably declined from a mean of 4.5 (SACMEQ II) to about one day (0.6) (SACMEQ III). The greatest numbers of days lost on official duties were by the school heads of Thaba-Tseka (2.5), Quthing (1.5) and Qacha's Nek (1.5). No days were lost on official duties by the schools heads in Berea and Butha-Buthe while Mohale's Hoek reported the same number as the national average (0.6).

Table 5.6. Means and sampling errors of number of official school days lost (SACMEQ III)

District	Average of Official School Days Lost	
	Mean	SE
Berea	0.0	0.00
Butha-Buthe	0.0	0.00
Leribe	0.2	0.00
Mafeteng	0.4	0.10
Mokhotlong	0.3	0.12
Mohale's Hoek	0.6	0.19
Maseru	0.8	0.23
Qacha's Nek	1.5	0.91
Quthing	1.5	0.94
Thaba-Tseka	2.5	0.99
Lesotho	0.6	0.30

Progress and frequency of school inspections

Table 5.7 presents SACMEQ III's data on school inspections. The table shows that 5.7 percent of schools had never had a full inspection. There was a drop in percentage of full inspections from 11.5 percent before 2003 to 5.4 percent in 2003. However, the percentages increased from 10 percent in 2004 to 13 percent in 2005. In 2006, 27 percent of schools had full inspections and 28 percent in the 2007.

Table 5.7. Percentages and sampling errors for frequency of school inspections (SACMEQ III)

Last year of inspection	Full inspection	
	%	SE
Never	5.7	5.6
Before 2003	11.5	11.7
2003	5.4	5.71
2004	9.9	10.02
2005	12.6	11.96
2006	27.1	9.89
2007	27.7	9.96

The frequency of school inspections is shown in Table 5.8. The data demonstrates that the average number of inspections countrywide was 1.51. This data suggests that pupils were in schools where at least two inspections happened between January 2006 and November 2007. Leribe recorded the highest number of inspections (three inspections) from January 2006, followed by Mafeteng and Mohale's Hoek with two inspections each. The lowest was Quthing with 0.78 inspections. However, in general, pupils attended schools that were not inspected.

Table 5.8. Means and sample errors for frequency of school inspections since January 2006 (SACMEQ III)

District	Number of inspections since January 2006	
	Mean	SE
Berea	1.17	1.48
Butha-Buthe	1.11	1.01
Leribe	2.89	0.76
Mafeteng	1.61	0.96
Mokhotlong	0.96	0.46
Mohale's Hoek	1.57	0.95
Maseru	1.22	1.29
Qacha's Nek	0.82	0.42
Quthing	0.78	0.39
Thaba-Tseka	1.24	0.99
Lesotho	1.51	0.37

Community contributions to schools

It is critical that local communities be actively involved in school activities. Parents and communities occupy a central position in the educational development of children. Indeed, parents and communities provide funding and other forms of support to schools.

In Table 5.9 the various forms of parent–community contributions to the schools are presented. Table 5.9 indicates that 35 percent of pupils were in schools where communities contributed to the building of school facilities. This figure is a

significant decrease from 72 percent recorded in the SACMEQ II report. The maintenance of school facilities declined from 76 percent in SACMEQ II to 36 percent in SACMEQ III. These declines could be attributed to Free Primary Education (FPE). Since the Government's promise to provide free learning materials to FPE schools, parent contributions from SACMEQ II to SACMEQ III have significantly declined from 59.9 percent to 10.1 percent for the purchase of text books; 68 percent to 21 percent for the purchase of stationery and 100 percent to 48 percent for the payment of school fees.

The FPE policy certainly has reduced the financial burden of parents in basic education. Savings that parents and communities made on primary education could have been used to pay for school fees for secondary education, which is not free in Lesotho.

Table 5.9. Percentages and sampling errors of parent-community contribution to the school (SACMEQ III)

Type of contribution	Pupils in schools with Community contribution	
	%	SE
Building of school facilities	34.7	10.40
Maintenance of school facilities	35.9	10.49
Construction/maintenance and repair of furniture/equipment	30.2	10.61
Purchase of textbooks	10.1	7.04
Purchase of stationery	21.0	10.84
Purchase of other school supplies	25.3	11.85
Payment of examination fees	48.0	13.69
Payment of the salaries of additional teachers	15.3	10.52
Payment of an additional amount to teachers' salaries	0.8	0.03
Payment of the salaries of non-teaching staff	18.2	8.65
Payment of an additional amount to non-teaching staff's salaries	1.8	0.96
Extra curricular activities	79.4	13.34
Assisting teachers in teaching without pay	27.3	11.59
Provision of school meals	21.6	6.10

Policy Suggestion No. 5.4: Parents, guardians and community members need to be sensitised on what constitutes free and compulsory primary education because government cannot afford to be the only investor in quality education. Parental and community involvement and other key stakeholders are still important, in spite of the introduction of FPE. For instance parents, guardians

The main behavioural problems of pupils and teachers

In SACMEQ III, data related to pupils' behavioural problems, as experienced by school heads, was collected through a questionnaire. The list of pupil behavioural problems is presented in Table 5.10. There were no significant changes in behavioural problem from SACMEQ II to SACMEQ III. Only 6.7 percent of school heads indicated that absenteeism never occurs. Only 11 percent stated that dropping out of school never occurred. Vandalism was high in primary school: 36 percent of school heads indicated it never occurred. Alcohol abuse was a minor problem in schools with a percentage of 82.3 reporting that it never occured. There was a general lack of punctuality among pupils because only 1.4 percent of the school heads reported that arriving late at school never occurred in their schools. In addition a number of health problems exist in primary schools. Only 1.9 percent of the school heads reported that this problem never occurred.

Table 5.11 provides information on teacher behavioural problems. The data indicate it was very common for teachers to arrive late at schools. Only 11 percent of school heads indicated it never occurred. This was an increase of 10 percent from 2000. Teachers were frequently absent in school (only 24 percent of school heads indicated absenteeism 'never occurs'). Alcohol abuse was not a teacher behavioural problem – 83 percent of school heads said it never occurred. Sexual harassment of teacher and pupils (95.7 percent and 93.3 percent respectively) hardly occurred in primary

schools. As with pupil behavioural problems there seem to be a similar trend of high incidence of health problems for the teachers. For instance only 11.9 percent of the primary school heads indicated that it never happened in their schools. This percentage was similar to the one for teachers arriving late in schools.

Table 5.10. Percentages and sampling errors of pupils' behavioural problems (SACMEQ III)

Pupils' behavioural problems	Indicating 'never' occurs	
	%	SE
Arriving late at school	1.4	0.23
Absenteeism	6.7	0.57
Skipping classes	46.3	2.30
Dropping out of school	10.9	0.61
Classroom disturbance	23.8	1.02
Cheating	24.4	1.10
Use of abusive language	25.4	1.16
Vandalism	35.5	1.87
Theft	18.9	0.97
Intimidation of pupils	21.7	1.06
Intimidation of teachers/staff	70.6	4.66
Physical injury to teachers/staff	89.1	5.23
Sexual harassment of pupils	76.8	5.15
Sexual harassment of teachers/staff	95.8	6.38
Drug abuse	66.5	4.08
Alcohol abuse	82.3	5.18
Fights	8.3	0.64
Health problems	1.9	0.32

Table 5.11. Percentages and sampling errors for the teachers' behavioural problems (SACMEQ II and SACMEQ III)
2000

Teacher behavioural problems	Indicating 'never' occurs	
	%	SE
Arriving late at school	9.7	2.54
Absenteeism	37.3	4.08
Skipping classes	58.8	4.14
Intimidation or bullying of pupils	74.0	3.82
Sexual harassment of teachers	97.4	1.21
Sexual harassment of pupils	95.9	1.62
Use of abusive language	67.4	4.03
Drug abuse	90.3	2.36
Alcohol abuse	84.7	2.92
Health problem	6.4	1.67

2007

Teachers' behavioural problems	Indicating 'never' occurs	
	%	SE
Arriving late at school	11.1	0.68
Absenteeism	24.4	1.23
Skipping classes	62.2	3.24
Intimidation or bullying of pupils	65.1	3.45
Sexual harassment of teachers	95.7	5.20
Sexual harassment of pupils	93.3	4.98
Use of abusive language	64.5	3.76
Drug abuse	90.7	5.02
Alcohol abuse	83.0	4.31
Health problem	11.9	0.78

Importance that school heads attached to activities such as community contacts, monitoring pupil progress and administrative tasks

Table 5.12 shows the ratings of the importance of various tasks by school heads. The rated importance of contact between school heads and communities increased from 81.3 percent in SACMEQ II to almost a hundred percent (97.7%) in SACMEQ III. The rating of the importance of monitoring pupils' progress increased from 91 percent in SACMEQ II to a hundred percent in SACMEQ III. Discussing educational objectives with the teaching staff rose from 88.1 to a hundred percent in the period between 2000 and 2007. These increases suggest that all school heads put a higher premium on the tasks in SACMEQ III than they had in SACMEQ II.

Table 5.12. Percentages and sampling errors for the rated importance of various school heads' tasks (SACMEQ II and SACMEQ III)

2000

School head tasks	Percentage rating as 'very important'	
	%	SE
Contact with community	81.3	3.31
Monitoring pupils progress	91.0	2.45
Administrative tasks	95.4	1.81
Discuss educational objectives with the teaching staff	88.1	2.57
Professional development (Teachers)	86.2	2.87
Professional development (School Heads)	95.6	1.69

2007

School head tasks	Percentage rating as 'very important'	
	%	SE
Contact with community	97.7	3.40
Monitoring pupils progress	99.5	3.78
Administrative tasks	99.5	3.82
Discuss educational objectives with the teaching staff	99.7	2.98
Professional development (Teachers)	99.7	2.24
Professional development (School Heads)	99.7	2.14

Table 5.13. Means and sampling errors for provision of toilets for pupils (SACMEQ II and SACMEQ III)

District	SACMEQ II		SACMEQ III	
	Toilet provision			
	Mean	SE	Mean	SE
Berea	72.7	14.19	93.6	5.28
Butha-Buthe	51.8	7.21	79.4	3.31
Leribe	99.8	36.67	113.6	3.31
Mafeteng	80.9	20.67	108.2	3.77
Mokhotlong	55.9	20.08	70.5	4.14
Mohale's Hoek	60.3	13.29	92.5	7.45
Maseru	91.4	14.79	97.8	3.45
Qacha's Nek	47.2	6.38	56.8	2.77
Quthing	73.6	21.43	60.1	3.42
Thaba-Tseka	47.2	6.66	57.1	2.95
Lesotho	78.1	8.45	93.2	1.60

In this section (Table 5.13), the SACMEQ II research study revealed that an average of 78.1 were provided with toilets while for SACMEQ III the average was 93.2, and this shows that there has been an increase mean of 15.1. Leribe and Mafeteng had the highest means of over 100 and they were followed by the districts of Maseru, Berea and Mohale's Hoek. Thaba-Tseka and Qacha's Nek had the lowest means of above 50. All in all, there has been a major increase for all the districts from SACMEQ II study to SACMEQ III study except for the district of Quthing where there was a decline of 13.5.

Free school meals

Table 5.14. Percentages and sampling errors for provision of free meals (SACMEQ III)

District	Free meals provided	
	%	SE
Berea	15.4	3.10
Butha-Buthe	8.0	0.60
Leribe	16.5	3.50
Mafeteng	10.6	2.30
Mokhotlong	3.9	0.20
Mohale's Hoek	9.1	1.50
Maseru	22.5	3.45
Qacha's Nek	3.9	0.20
Quthing	4.5	0.20
Thaba-Tseka	5.8	0.40
Lesotho	2.3	0.00

Table 5.14 revealed the percentage of pupils receiving free meals by district, it can be seen that all the districts in the mountain areas have a percentage of less than 5% except for Thaba-Tseka (5.8%). It is not surprising for the mountainous district to have these smaller percentages because some of the pupils receive take home food provided by World Food Programme (WFP). Maseru seemed to have the highest percentage of pupils having free meals at schools (22.5%), followed by Leribe, Berea and Mafeteng with above 10% of pupils receiving free meals.

Borrowing books from library

The results showing the mean of pupils that were permitted to borrow books from the school library in Table 5.15 above were very small. Some pupils from Berea, Leribe, Mokhotlong, Maseru and Thaba-Tseka were allowed to borrow books while pupils from the districts of Butha-Buthe, Mafeteng, Mohale's Hoek, Qacha's Nek and Quthing were not allowed at all.

Table 5.15. Means and sampling errors for borrowing of books from the school library (SACMEQ III)

District	Borrowing Books	
	Mean	SE
Berea	1.0	0.01
Butha-Buthe	0.0	0.00
Leribe	1.0	0.00
Mafeteng	0.0	0.00
Mokhotlong	0.7	0.08
Mohale's Hoek	0.0	0.00
Maseru	0.8	0.40
Qacha's Nek	0.0	0.00
Quthing	0.0	0.00
Thaba-Tseka	0.9	0.04
Lesotho	0.9	0.02

The national average of 0.9 percent showed a very low percent of pupils allowed to borrow books from their libraries, and this shows that there is need for the schools heads to be encouraged to allow pupils to borrow books and this has to be treated seriously.

5.5 Conclusion

Many schools reported there were discipline problems, including late arrivals at school by teachers. Although sexual harassment, drug and alcohol abuse were minor problems, it is necessary to continue to monitor them. Advisory school committees and boards together with local communities have been called upon for assistance in this regard.

School heads also reported that health problems were common among pupils and teachers alike, and contributed to absenteeism.

Many of the school buildings were dilapidated and the provision of toilet facilities was far from satisfactory. Other general facilities (libraries, school halls, school head's offices, storerooms) were inadequate.

With regard to the provision of human and material resources, there appeared to be considerable inequalities among schools within districts. However, there were no disparities between districts. Thus, the Ministry of Education and Training had distributed resources between the districts fairly and equitably. The Department of Field Inspectorate must rectify the issue of inequality between schools within the districts. It is recommended that the Education Facilities Unit (EFU) – the central supplies division –should liaise with the Field Inspectorate and the Planning Unit to take corrective measures.

Chapter 6
Provision of Inputs to Primary Schools

6.1 Introduction

There are many basic 'pre-conditions' that must be satisfied for the education process to function effectively and efficiently. An effective education system must provide an adequate school building to house pupils. There must be a place for each pupil to sit and write. Pupils must also be provided with stationery and textbooks, not to mention knowledgeable and skilled teachers. The classroom must have blackboards, storage space and good lighting. The curriculum must be appropriate and challenging. An adequate number of classrooms and other school buildings (such as offices, toilets, libraries) are necessary for an environment that is conducive to teaching and learning. The provision of various amenities (such as safe drinking water and office equipment) should also not be underestimated for the facilitation of effective learning.

The need to check that these basic pre-conditions for learning have been set in place cannot be overemphasized, particularly in developing countries suffering from an economic recession. In such countries there is a tendency for education budgets to shrink and leave schools without basic buildings, furniture and classroom supplies. It is important to identify which preconditions are being met with in terms of provision levels and equitable distribution.

Educational planners should obtain important information on the differences or variations in resource inputs to schools in different locations. Educational planners must question whether variations in resource inputs are more pronounced among different districts or whether they are larger among schools within individual districts. Investigating these variations shows which resources are distributed evenly

or unevenly, and suggests the level (national or district) at which decisions must be taken to address any inequities. In exploring questions of equity, allocation patterns together with the actual levels of provision must be examined. Such information is vital because it enables policymakers to identify which resources require attention to achieve a more equitable distribution.

In this chapter the following three domains of primary school resources are examined. These are the additional school resources over and above teachers. For example, essential classroom resources such as (a) teacher guide for reading, (b) teacher guide for mathematics, (c) dictionary, (d) teacher table and chair, (e) writing board, (f) school or class library, (g) radio, (h) water, (i) pupils with own reading textbook, (j) pupils with own mathematics textbook, (k) pupils with an exercise book, pen or pencil, and a ruler, and (l) pupils with own sitting and writing places. The desirable physical resources such as (a) buildings in good condition,(b) school head office,(c) staff room,(d) meeting hall,(e) class cupboard,(f) class bookshelf, (g) sports or playground, (h) school fence, (i) electricity, (j) television, (k) photocopier and ,(l) computer.

Lastly the desirable human resources like (a) female school heads,(b) school head with senior secondary education or more, (c) school head who attended management course, (d) school head who attended HIV/AIDS course, (e) female reading teacher, (f) reading teacher who attended in-service training, (g) reading teacher with at least two years of pre-service training, (h) at least one teacher with training on HIV/AIDS issues, (i) reading teachers with acceptable subject matter knowledge, (j) mathematics teachers with acceptable subject matter knowledge, (k) class with 40 pupils or less and (l) teachers who attended class regularly from the data in Table 6.1 show 82.5 percent in of learners in 2000 had exercise books, pen/pencils and rulers. By 2007, this had increased to 86.4 percent. Qacha's Nek,

Thaba-Tseka and Quthing did not see an increase in availability of stationery, in contrast to all the other districts. This increase can be attributed to the introduction of FPE because under this programme all pupils receive free teaching and learning materials.

The figures presented in Table 6.1 also show that there were some variations in the number of pupils with these basic materials across districts. The shortage of learning materials can be explained by the fact that not all schools have adopted the FPE policy; therefore there might be some parents who still struggle to purchase these materials for their children.

It was discovered in the dissemination workshops held for school principals that parents take some of the FPE stationery and give it to other children who are at post-primary education and even tertiary education. Some children also lose this stationery, since it is allocated once a year. The school principals also claim that the allocated stationery is not always sufficient to last the whole year. In general there was a decline in the availability of teacher guides for both reading and mathematics teachers, as well as the supply of dictionaries to schools. However there has been a moderate increase in supply of own text books. Most (98.6%) schools have a writing board.

There has been no significant improvement in the provision of equipment and facilities in primary school. In fact, in six districts not all pupils had their own sitting and writing places. It is worrying to note that the share of schools using radio lessons has declined from 92 percent to 80 percent, given the importance of this facility because the teachers feel that radio lessons are very helpful in teaching and learning in Lesotho. It is also worrying to see that the share of schools with water has declined from 82 percent to 79 percent.

Table 6.1: Essential Classroom Resources for Lesotho (SACMEQ II and SACMEQ III)

	TEACHING & LEARNING MATERIALS												EQUIPMENT & FACILITIES											
	Teacher Guide (Reading)		Teacher Guide (Math)		Dictionary		Exercise Book & Pen/Pencil & Ruler		Own Reading Textbooks		Own Math Textbooks		Writing Board		Pupil Sitting & Writing Place		Teacher Table & Chair		Library (Class/School)		Radio		Water	
2000	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Berea	70.7	11.41	79.3	9.05	68.8	11.99	80.5	3.13	56.6	9.76	44.3	9.39	100.0	0.00	99.6	0.40	89.6	5.67	47.7	12.11	94.5	5.46	80.7	10.98
Butha-Buthe	91.3	6.71	100.0	0.00	90.4	9.31	86.9	3.40	46.4	3.84	43.4	5.36	86.5	9.30	100.0	0.00	84.3	9.30	63.0	13.28	84.1	10.81	89.3	7.96
Leribe	72.8	8.77	86.7	5.88	63.9	9.37	80.4	3.64	45.3	7.18	39.2	6.20	93.7	4.48	100.0	0.00	82.3	6.98	73.9	8.67	96.2	3.80	82.2	8.57
Mafeteng	76.3	11.44	76.3	11.44	86.3	8.10	90.4	2.66	63.8	9.08	42.7	8.11	97.4	2.70	100.0	0.00	83.7	9.64	46.9	13.69	100.0	0.00	86.1	9.42
Mokhotlong	88.3	11.15	88.3	11.15	69.6	12.48	82.0	3.48	44.0	11.95	40.1	10.01	100.0	0.00	83.5	11.08	71.3	12.46	59.9	14.29	93.8	6.24	94.4	4.21
Mohale Hoek	84.2	9.21	88.2	8.31	81.0	12.51	82.6	6.00	72.5	12.40	63.2	13.13	100.0	0.00	88.9	10.60	81.2	12.25	70.1	13.43	100.0	0.00	81.1	11.44
Maseru	68.2	8.50	71.3	8.06	69.2	8.73	76.3	3.60	51.1	4.79	45.4	6.00	98.7	1.29	100.0	0.00	92.9	3.41	77.8	7.40	85.6	6.41	74.5	8.43
Qacha Nek	100.0	0.00	94.3	5.84	82.9	9.78	82.4	3.75	52.9	7.71	61.8	9.83	92.3	7.72	100.0	0.00	78.6	12.11	52.5	14.87	83.4	9.83	79.7	10.48
Quting	86.4	9.30	91.8	8.07	73.7	11.94	93.8	3.16	56.6	9.94	36.8	11.07	88.9	7.76	90.3	6.76	57.8	12.64	44.4	13.70	76.4	11.07	87.3	8.97
Thaba-Tseka	83.8	11.14	85.8	10.14	85.2	10.45	85.7	4.05	73.0	10.50	48.0	12.85	83.8	11.14	92.6	6.40	80.3	11.19	77.5	12.43	100.0	0.00	85.9	10.10
LESOTHO	**77.2**	**3.48**	**82.8**	**2.96**	**74.3**	**3.65**	**82.5**	**1.39**	**55.3**	**2.80**	**45.6**	**2.88**	**95.7**	**1.34**	**97.3**	**1.29**	**83.8**	**2.68**	**64.1**	**3.85**	**92.1**	**2.03**	**81.9**	**3.42**

	TEACHING & LEARNING MATERIALS												EQUIPMENT & FACILITIES											
2007	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Berea	68.2	10.22	65.5	10.79	54.3	11.55	80.9	3.63	50.4	7.28	51.9	7.03	96.9	3.14	100.0	0.00	91.8	5.87	86.2	8.70	83.1	9.13	65.4	11.51
Butha-Buthe	91.2	8.58	94.9	5.14	58.2	13.52	92.8	2.65	45.2	6.27	47.9	6.83	100.0	0.00	100.0	0.00	94.6	5.43	63.2	13.01	94.5	5.59	88.5	7.06
Leribe	77.2	9.86	82.0	8.34	63.3	10.79	84.3	4.36	64.5	5.66	66.0	5.32	100.0	0.00	90.6	7.18	76.7	9.23	83.5	9.16	74.7	10.47	83.8	7.96
Mafeteng	72.8	10.71	75.2	10.26	33.9	10.98	82.5	4.14	64.0	7.90	66.7	7.77	100.0	0.00	88.7	7.77	83.5	9.05	52.9	11.84	58.5	11.74	67.2	11.43
Mokhotlong	100.0	0.00	92.8	7.20	70.5	12.42	92.1	1.78	73.2	11.12	71.1	10.26	100.0	0.00	100.0	0.00	96.0	4.16	85.2	10.01	92.0	6.30	71.2	11.97
Mohale Hoek	74.7	11.80	83.6	9.32	61.4	12.77	86.0	6.94	42.4	12.82	48.7	12.97	100.0	0.00	100.0	0.00	82.3	9.15	82.5	9.73	79.9	11.04	56.9	14.13
Maseru	63.2	9.47	70.7	9.16	51.6	10.04	91.4	1.91	47.9	6.31	46.4	6.45	97.7	2.27	95.6	4.37	88.1	7.24	70.0	9.25	87.5	7.12	87.7	6.12
Qacha Nek	92.0	6.28	90.7	7.40	62.9	13.26	76.8	5.18	69.2	10.66	67.9	9.76	97.8	2.29	86.8	9.13	90.2	7.87	83.5	9.25	92.3	7.59	81.5	9.44
Quting	90.9	8.88	96.2	3.91	74.7	11.69	91.5	4.47	75.3	6.48	69.4	8.01	100.0	0.00	92.3	5.57	91.2	6.37	60.9	13.04	61.6	13.37	93.6	6.41
Thaba-Tseka	72.9	11.37	76.3	11.03	62.5	13.02	85.0	4.03	63.0	8.05	55.1	7.38	94.0	6.04	91.1	6.40	72.3	12.57	78.6	11.47	82.8	9.64	95.4	4.66
LESOTHO	**74.9**	**3.66**	**78.4**	**3.44**	**56.3**	**4.08**	**86.4**	**1.36**	**55.9**	**2.69**	**56.3**	**2.66**	**98.6**	**0.79**	**94.9**	**1.84**	**85.9**	**2.87**	**74.7**	**3.56**	**80.4**	**3.34**	**78.6**	**3.38**

Table 6.2: Percentages for Desirable Physical Resources for Lesotho (SACMEQ II and SACMEQ III)

	BUILDINGS								EQUIPMENT & FACILITIES													
	Building Conditions		School Head Office		Staff Room		Meeting Hall		Class Cupboard		Class Bookshelf		Sports/Play Ground		School Fence		Electricity		Television		Photocopier		Computer	
2000	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Berea	32.9	11.13	61.5	12.17	11.6	6.98	27.0	10.26	100.0	0.00	35.1	11.48	83.0	11.12	46.6	11.96	15.0	8.40	0.0	0.00	0.0	0.00	0.0	0.00
Butha-Buthe	33.4	14.16	49.8	14.17	21.8	10.70	16.4	9.36	83.7	10.10	30.4	12.39	83.3	12.01	63.1	13.50	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
Leribe	22.4	9.26	51.0	10.57	20.4	8.43	21.6	8.74	88.2	5.21	33.1	9.70	85.6	8.13	51.1	10.60	11.1	6.34	0.0	0.00	3.8	3.78	0.0	0.00
Mafeteng	39.7	13.37	27.5	12.33	23.0	12.01	23.3	12.11	88.0	8.46	37.4	13.06	88.0	8.46	38.5	13.29	14.2	9.68	0.0	0.00	0.0	0.00	0.0	0.00
Mokhotlong	31.5	13.32	23.4	11.52	42.3	14.01	39.0	14.13	85.3	9.97	49.5	14.21	76.2	13.36	19.2	12.55	9.6	9.34	0.0	0.00	0.0	0.00	0.0	0.00
Mohale Hoek	23.7	12.84	12.1	8.48	20.1	10.91	6.9	6.87	83.9	11.31	43.5	13.60	64.4	13.71	39.7	13.33	14.0	9.53	0.0	0.00	0.0	0.00	0.0	0.00
Maseru	37.7	9.90	62.6	9.52	41.0	9.75	31.0	9.02	90.2	5.06	58.9	8.81	86.3	8.18	52.8	10.02	11.9	6.35	0.0	0.00	4.8	4.06	0.8	0.84
Qacha Nek	33.1	13.27	36.2	15.72	24.1	11.81	8.0	6.09	100.0	0.00	44.7	15.26	92.3	7.72	11.7	8.27	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
Quthing	43.0	13.63	62.1	13.06	12.1	8.38	20.1	10.94	89.9	7.19	18.8	10.45	78.7	11.57	20.2	11.23	6.3	6.35	0.0	0.00	0.0	0.00	0.0	0.00
Thaba-Tseka	40.4	15.53	46.6	15.65	37.0	15.86	14.7	10.58	94.6	5.59	56.5	15.73	77.0	12.73	13.5	12.78	13.5	12.78	0.0	0.00	0.0	0.00	13.5	12.78
LESOTHO	**32.8**	**4.06**	**47.3**	**4.08**	**25.2**	**3.55**	**22.4**	**3.48**	**90.3**	**2.30**	**41.6**	**4.02**	**82.4**	**3.54**	**43.1**	**4.21**	**11.1**	**2.72**	**0.0**	**0.00**	**1.7**	**1.12**	**0.8**	**0.66**

	BUILDINGS								EQUIPMENT & FACILITIES													
2007	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Berea	71.0	10.47	58.5	11.97	40.4	11.75	54.8	11.93	86.1	9.29	41.8	11.39	66.5	11.57	44.7	11.97	5.1	5.11	0.0	0.00	0.0	0.00	0.0	0.00
Butha-Buthe	69.6	12.69	62.2	12.97	59.4	13.51	2.2	2.26	100.0	0.00	19.5	10.81	91.9	7.95	18.8	10.43	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
Leribe	55.8	11.72	47.0	12.01	36.6	11.89	0.0	0.00	86.7	7.49	41.2	11.19	59.1	11.95	48.4	12.00	25.0	10.94	0.0	0.00	12.9	8.64	12.9	8.64
Mafeteng	40.6	11.70	32.3	10.85	35.5	11.37	5.9	5.81	97.3	2.75	45.8	11.49	73.1	10.91	56.9	11.58	5.7	5.65	0.0	0.00	0.0	0.00	0.0	0.00
Mokhotlong	40.2	14.14	53.3	14.00	37.8	13.84	6.2	6.21	96.0	4.16	39.2	14.15	82.2	11.74	0.0	0.00	18.2	11.91	0.0	0.00	0.0	0.00	0.0	0.00
Mohale Hoek	20.1	11.03	57.1	13.47	7.3	5.75	29.8	13.08	75.6	11.40	17.4	10.54	62.7	13.08	30.2	12.31	6.2	6.20	0.0	0.00	0.0	0.00	0.0	0.00
Maseru	43.3	10.23	61.6	9.75	49.4	10.26	26.5	8.63	79.9	8.83	61.1	9.39	50.7	10.24	52.8	10.25	30.5	9.35	4.0	3.99	6.6	4.73	13.2	7.21
Qacha Nek	68.9	12.00	76.1	12.30	61.1	13.49	9.8	7.87	90.2	7.87	39.4	13.40	69.0	12.48	31.2	13.14	5.3	5.42	7.3	7.29	0.0	0.00	0.0	0.00
Quthing	40.8	13.36	33.0	12.49	37.3	12.77	7.8	7.72	82.6	9.11	26.8	12.18	83.0	10.72	33.3	13.13	1.9	2.00	0.0	0.00	0.0	0.00	0.0	0.00
Thaba-Tseka	58.3	13.09	49.6	13.46	46.6	13.40	25.9	11.69	94.0	6.04	48.5	13.44	80.2	9.66	16.5	11.09	6.3	6.32	0.0	0.00	0.0	0.00	0.0	0.00
LESOTHO	**51.0**	**4.13**	**53.5**	**4.20**	**40.7**	**4.15**	**20.4**	**3.19**	**87.0**	**3.04**	**42.0**	**3.97**	**66.3**	**4.08**	**40.7**	**4.18**	**14.3**	**3.10**	**1.2**	**0.94**	**3.6**	**1.80**	**5.1**	**2.19**

Table 6.3: Desirable Human Resources for Lesotho (SACMEQ II and SACMEQ III)

	SCHOOL HEADS								TEACHERS												ENVIRONMENT			
	Female School Heads		**Sch. Head Educ.** Senior Sec. or more		**Sch. Head. Management Course**		**Sch. Head HIV/AIDS Course**		**Female Reading Teachers**		**In-service Trg.** (Last 3yrs – Rd.Tch)		**Pre-service Training** (>2yrs – Rd Tch)		**Spec. Training** HIV/AIDS Course		**Teacher Subject Knowledge** (Read.)		**Teacher Subject Knowledge** (Math)		**Acceptable Class Size** (≤ 40)		**Teacher Class Attendance**	
2000	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Berea	65.0	11.30	43.6	11.83	74.7	10.29	××	××	89.6	5.69	25.0	8.97	75.7	11.53	××	××	63.5	11.02	37.3	10.82	23.9	9.20	89.4	10.01
Butha-Buthe	79.5	11.45	68.7	12.94	80.2	9.85	××	××	83.9	10.86	56.9	13.30	84.1	10.81	××	××	63.3	13.11	31.1	13.68	46.6	14.20	81.4	10.83
Leribe	77.4	9.03	51.0	10.60	69.0	10.10	××	××	79.3	8.93	60.1	9.51	88.9	6.96	××	××	42.0	9.69	10.9	6.98	28.9	9.07	84.3	7.62
Mafeteng	61.0	13.23	46.2	13.65	52.3	13.70	××	××	76.8	10.75	29.8	11.74	71.4	11.48	××	××	10.9	6.81	12.0	8.33	46.3	13.66	90.9	8.88
Mokhotlong	74.9	11.78	29.3	12.42	59.2	13.99	××	××	66.1	13.16	43.8	14.02	76.1	12.54	××	××	59.1	13.81	33.0	13.91	75.2	11.60	80.4	12.50
Mohale Hoek	66.5	14.26	45.7	14.24	48.2	14.01	××	××	55.9	13.97	47.1	13.70	79.1	12.23	××	××	55.5	13.70	27.9	12.77	59.6	13.38	82.0	10.13
Maseru	82.1	7.08	57.1	10.28	86.8	6.32	××	××	74.7	7.11	42.9	9.29	86.5	6.05	××	××	22.6	6.16	13.5	6.15	35.4	9.19	86.1	6.67
Qacha Nek	44.4	14.66	19.0	10.69	51.0	14.95	××	××	53.6	15.22	70.9	12.69	96.3	3.89	××	××	45.2	14.76	27.3	12.69	78.9	11.84	90.1	7.32
Quthing	78.2	11.51	46.1	13.60	60.9	13.32	××	××	58.5	12.34	32.3	11.45	76.4	11.07	××	××	44.6	12.01	18.5	8.98	40.6	13.08	94.2	5.82
Thaba-Tseka	72.3	13.17	53.1	15.73	71.8	14.34	××	××	84.9	10.56	52.3	15.90	91.2	8.76	××	××	24.8	13.36	11.7	8.43	44.3	15.78	100.0	0.00
Lesotho	**72.4**	**3.76**	**49.4**	**4.27**	**69.2**	**3.81**	**××**	**××**	**75.1**	**3.38**	**44.2**	**3.86**	**82.4**	**3.30**	**××**	**××**	**40.2**	**3.50**	**20.3**	**3.18**	**40.7**	**4.00**	**87.1**	**2.99**

	SCHOOL HEADS								TEACHERS												ENVIRONMENT			
2007	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Berea	80.3	9.29	59.5	12.04	95.1	4.90	73.7	10.69	75.0	9.82	34.7	10.25	74.9	10.76	79.0	9.08	21.5	8.92	19.1	8.28	47.9	10.74	74.5	10.08
Butha-Buthe	83.1	11.69	84.4	8.90	38.6	13.08	68.3	12.90	79.8	11.53	25.2	10.82	75.8	12.84	90.2	6.97	26.2	10.51	22.5	10.06	33.1	12.98	91.9	7.95
Leribe	80.9	9.30	86.3	6.90	69.8	10.69	87.2	8.65	81.7	7.44	39.9	11.09	89.4	7.56	67.2	11.28	28.6	9.94	23.8	9.52	31.4	9.91	67.1	11.06
Mafeteng	62.7	11.69	55.5	11.99	82.7	8.29	74.2	10.33	59.4	11.44	39.8	11.16	77.6	10.36	39.0	11.62	53.8	11.82	10.1	6.97	61.6	11.67	75.4	10.06
Mokhotlong	78.4	11.54	82.9	9.74	66.3	13.42	59.2	13.81	44.5	13.94	38.1	13.86	68.2	13.04	45.7	14.09	23.7	11.28	43.0	14.88	73.9	13.14	94.2	5.88
Mohale Hoek	81.0	9.72	75.0	11.00	59.5	13.60	76.2	10.62	58.1	13.23	21.2	10.23	77.1	10.24	45.8	13.78	26.1	12.83	6.7	6.73	37.7	12.58	95.1	5.01
Maseru	85.1	6.62	59.7	10.00	71.4	9.58	84.1	7.47	80.2	7.15	20.8	7.86	75.0	8.58	67.8	9.36	33.6	10.61	18.5	8.23	50.0	10.11	75.3	9.11
Qacha Nek	78.7	11.48	61.6	13.21	20.7	10.45	31.6	12.51	71.5	12.04	42.3	13.68	82.2	9.90	92.7	5.72	0.0	0.00	24.0	12.32	59.7	13.84	92.9	7.09
Quthing	89.5	10.05	53.7	13.86	67.8	12.23	86.2	8.02	80.9	10.18	37.8	13.07	61.4	13.78	64.8	13.17	37.3	13.96	15.1	10.33	54.6	13.87	85.2	8.52
Thaba-Tseka	66.2	12.54	78.8	10.12	82.4	9.67	71.6	12.47	53.6	13.46	36.8	13.48	74.1	11.01	100.0	0.00	39.8	13.77	14.5	9.79	55.2	13.58	80.3	11.05
LESOTHO	**79.4**	**3.32**	**68.8**	**3.84**	**70.6**	**3.64**	**76.4**	**3.45**	**72.2**	**3.43**	**31.7**	**3.69**	**77.3**	**3.52**	**68.0**	**3.77**	**30.3**	**3.85**	**18.6**	**3.17**	**47.2**	**4.06**	**79.1**	**3.52**

Policy Suggestion No. 6.1: The Chief Education Officer Primary may wish to develop some guidelines for school principals on how to manage the FPE stationery as it seems it does not last for the whole year. In addition, the quantity of stationery distributed needs to be reviewed, as some teachers claim that they are sometimes given inadequate materials.

Policy Suggestion No. 6.2: The School Supply Unit Manager may wish to consider ensuring equitable distribution of basic learning materials and to prioritize marginalized districts, especially Qacha's Nek.

6.2 School buildings

The information presented in Table 6.2 shows that there was an overall improvement in building provision between SACMEQ II and SACMEQ III. The percentage of schools with desirable building conditions increased from 32.8 percent in 2000 to 51 percent in 2007. The percentage of schools with desirable school head offices also improved from 47.3% in 2000 to 54% in 2007. There was an improvement in the percentage of schools with desirable staff rooms from 25.2 percent in 2000 to 40 percent in 2007. However, there was a slight decline in the percentage of schools with desirable meeting halls from 22.4 percent in 2000 to 20 percent in 2007. There was also some variation in percentages of these resources among schools in the districts. For instance, there seems to have been a lot of school construction in Berea as 71 percent of its schools were of desirable building conditions, compared to only 20 percent in Mohales' Hoek.

Policy Suggestion No. 6.3: The Chief Education Officer Primary may wish to provide more classrooms to Mohale's Hoek.

6.3 Equipment and general facilities in schools

In terms of equipment and facilities, it can be seen from Table 6.2 that there has been a slight improvement in the proportion of schools with desirable equipment and facilities. For example, the percentage of schools with desirable class bookshelves has slightly increased from 42 percent in 2000 to 43 percent in 2007. The percentage of schools with electricity has increased from 11 percent in 2000 to 14.3 percent in 2007. As a result the share of schools with photocopiers has doubled from two percent in 2000 to four percent in 2007. The percentage of schools which have a television has increased from zero to 1.2 percent. So has the proportion of schools with computers. It is worth noting though that only some few schools in Maseru and Leribe had computers. There was a decline in the proportion of schools with class cupboards, sports play ground or a school fence in 2007 compared to 2000.

The data presented in Table 6.3 shows the results for the questions about desirable human resources. Most school heads were female (79%). This figure has actually increased from 72 percent in SACMEQ II. There was an increase in the share of female school heads in all districts, except Thaba-Tseka. Only 49 percent of school heads in SACMEQ II had senior secondary or tertiary education but this increased to 69 percent in SACMEQ III. IN SACMEQ II, only 40 percent of reading teachers had sufficient subject knowledge. The situation has worsened in 2007, falling to only 30 percent. In mathematics, just 18.6 percent of teachers were knowledgeable enough to teach the subject in 2007, compared to 20 percent in 2000. The introduction of FPE increased the average class size from 41 in 2000 to 47 pupils per class in 2007. Only three districts had an average class size below 40 in 2007 but Mokhotlong and Qacha's Nek were significantly above this threshold. There seem to be a tendency of some teachers to neglect their duties. Only 79 percent of teachers were reported to

have desirable class attendance in 2007 compared to 87 percent in 2000. Only two-thirds of teachers attended class regularly in Leribe district.

6.4 Conclusion

This chapter examined the extent to which both human and material resources were equitably allocated among districts and among schools within the districts. On the whole, all types of resources appeared to have been allocated equitably among the districts. Planning officers in the Ministry of Education should direct their efforts to ensuring that the small inequities observed do not widen. This is particularly important in view of the process of decentralisation that is currently underway in Lesotho. It has been observed that, when implemented without taking equity issues into account, decentralisation may widen existing inequities.

Chapter 7
Reading and Mathematics Achievement of Pupils and their Teachers

7.1 Introduction

This chapter presents the result of reading and mathematics tests. These tests based on an analysis of official curricula, school syllabi and textbooks used in Lesotho and other countries that participated in the study. Items used in the SACMEQ II tests were also used in the SACMEQ III tests so that comparisons could be made, for it is argued that to monitor change one need not to change the measure. The teachers' tests included some items from the pupils' test. This enabled researchers to find out whether the teachers understood the subject they are teaching. All the test items were piloted in fifteen countries and the best items were selected for the final test. In Lesotho these items were piloted in 50 primary schools from the following districts: Leribe, Berea, Maseru, Mafeteng and Mohale's Hoek.

In this chapter, the term 'pupil' refers to a Standard 6 pupil specifically and 'teacher' to an individual teaching Standard 6 pupils.

7.2 Two ways of presenting test scores

The pupil performance results have been presented in three different ways, as was the case in SACMEQ II:

(a) Means (traditional)

The first approach was the traditional method of reporting the mean scores of pupils and their teachers across Lesotho overall and the ten districts, with an analysis of the trend between 2000 and 2007. This approach provided an aggregate average measure of performance in the form of a number. While the approach followed a

familiar pattern for the presentation of test scores, its disadvantage was that it did not provide a clear description of the 'meaning' of a particular level of performance.

(b) Competence levels

The second approach was based upon a scaling technique known as the Rasch model. This made it possible to place the test items along a 'difficulty' dimension and then group them into 'clusters' that were linked to common groups of skills. The clusters of test items were then examined and described in terms of the specific skills that were required for pupils to provide correct responses. This enabled the performances of the pupils and teachers to be aligned to one of the eight 'levels of competency' in literacy and numeracy. The descriptions of the competency levels have been presented below.

7.3 Pupil reading and mathematics scores

General Policy Concern 7.1: What were results of the reading and mathematics tests? Has there been an improvement since 2000?

The UNESCO 2009, Global Monitoring Report indicates that, there has been remarkable progress towards some of the EFA goals since the international community made its commitment to support poor countries to achieve these goals in Dakar in 2000. Some of the world's poorest countries have demonstrated that good political leadership and practical policies make a difference in achieving these goals. However, business as usual will leave the world short of the Dakar goals. Far more has to be done to get children into school, through primary education and beyond. More attention has to be paid to the quality of education and learning achievement.

Table 7.1 Mean Scores for the Reading and Mathematics Test (SACMEQ II and SACMEQ III)

	Pupil Reading Score				Pupils Mathematics Score			
	SACMEQ II (2000)		SACMEQ (2007)		SACMEQ III (2000)		SACMEQ (2007)	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Berea	437.7	5.53	451.9	9.85	435.1	5.19	460.5	8.45
Butha-Buthe	484.4	14.44	445.6	10.17	461.1	10.93	473.7	11.5
Leribe	447.0	8.07	483.1	5.59	436.9	7.07	493.1	5.96
Mafeteng	442.8	7.94	456.7	6.2	446.8	8.31	471.2	6.78
Mokhotlong	465.9	3.76	457.0	7.62	466.5	11.89	462.5	7.80
Mohale's Hoek	443.2	11.08	466.1	6.00	442.7	7.91	476.4	5.66
Maseru	462.5	5.79	485.2	7.28	460.7	10.03	488.3	5.72
Qacha's Nek	440.9	5.26	464.3	6.48	440.2	5.66	471.1	7.62
Quthing	450.5	11.45	466.0	10.38	448.1	9.54	476.3	6.68
Thaba-Tseka	442.6	10.68	464.5	8.84	440.2	7.36	459.5	8.65
LESOTHO	**451.2**	**2.93**	**467.9**	**2.86**	**447.2**	**3.23**	**476.9**	**2.61**

Reading

Table 7.1 illustrates the Pupils' Reading and Mathematics mean scores for SACMEQ II and SACMEQ III. The figures presented in this table shows that Lesotho's overall reading score increased from 451.2 in SACMEQ II to 467.9 in SACMEQ III. This increase is probably owing to the introduction of Free Primary Education. In SACMEQ II the national average (451.2) was surpassed by pupils in only three districts, namely Butha-Buthe (484.4), Mokhotlong (465.1) and Maseru (462.5). However, in SACMEQ III, pupils in only two districts – Maseru (485.2) and Leribe (483.1) – performed above the national average (467.9). In SACMEQ II the lowest scores were from Berea (437.7) and Qacha's Nek (440.9), while in 2007 the lowest were from Butha-Buthe (445.6) and Berea (451.9). In all the districts (except in Butha-Buthe and Mokhotlong) there was a significant increase between SACMEQ II and SACMEQ III. Butha-Buthe district slipped behind by 38.8 points and Mokhotlong district dropped by 8.9 points. The figures indicate that the country scored below the SACMEQ average (500) in both studies. This is probably one of the reasons why there is a growing concern about the quality of FPE. The reason being that as the result of this policy and in anticipation of

its compulsory execution part in 2011 more children has enrolled and will continue to do so, therefore the questions becomes what education does this pupils have access to?

Mathematics

The results also show that the national Mathematics mean score improved from 447.2 in SACMEQ II to 476.9 in SACMEQ III. Pupils performed better in mathematics than reading in SACMEQ III, relative to the other SACMEQ countries. In SACMEQ II in mathematics, the national average (447.2) was surpassed by pupils from Mokhotlong (466.5), Butha-Buthe (461.1), Maseru (460.7) and Quthing (448.1). In SACMEQ III only pupils from Leribe (493.1) and Maseru (488.3) performed better than the national average (459.5). The lowest scores in SACMEQ II were from Berea (435.1) and Leribe (436.9), whereas in SACMEQ III (2007) the poorest performing districts were Thaba-Tseka (459.5) and Berea (460.5). Pupils from all districts (except Mokhotlong) improved their mean score in SACMEQ III from SACMEQ II. In general pupils' overall performance was below the SACMEQ average (500) in both studies. The mean score decline for mathematics and reading in Mokhotlong and Butha-Buthe must be investigated. In SACMEQ II these specific districts scored highly but were among the lowest performers in SACMEQ III.

To improve pupil mean scores, the quality of Free Primary Education (FPE) must be enhanced by focusing on better learning outcomes and strengthening policy commitments in order to create suitable learning environment for all pupils. Access to FPE must also be expanded.

A reasonable pupil-teacher ratio is not sufficient. All children, including the most disadvantaged, must be taught by well trained and motivated teachers. Indeed, the delivery of good quality education is ultimately contingent on what happens in the

classroom, and teachers are in the front line of service. The governance systems through which teachers are recruited, trained and deployed play a critical role in ensuring equitable learning outcomes.

7.4 Teacher reading and mathematics scores

Table 7.2 indicates that the teachers' overall performance for both reading and mathematics did not significantly change between SACMEQ II and SACMEQ III. Their reading scores were 722.0 (SACMEQ II) and 721.3 (SACMEQ III), and mathematics scores, 739.4 (SACMEQ II) and 738.8 (SACMEQ III). Both studies showed that teachers had higher scores in mathematics than in reading. The teachers' overall performance was below the SACMEQ average in both reading and mathematics for SACMEQ II and SACMEQ III.

Table 7.2. Teachers' Reading and Mathematics Test Scores (SACMEQ II and SACMEQ III)

	Teachers reading score				Teachers mathematics score			
	SACMEQ II (2000)		SACMEQ III (2007)		SACMEQ II (2000)		SACMEQ III (2007)	
Districts	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Berea	750.9	15.67	727.6	11	761.2	15.15	735.8	14.86
Butha-Buthe	747.6	23.7	695.3	20.4	770.7	33.7	749.2	17.51
Leribe	712.2	11.12	726.5	8.11	713.4	13.34	731.8	17.58
Mafeteng	691.2	10.12	740.4	12.2	728.2	11.57	745.8	12.87
Mokhotlong	739.8	15.47	702.5	17.1	736.0	27.07	766.4	22.74
Mohale's Hoek	740.1	12.72	715.5	14.5	743.0	21	714.6	16.65
Maseru	712.8	6.6	729.4	12.4	736.9	11.43	743.0	15.39
Qacha's Nek	724.8	14.08	691.7	11.3	750.6	17.86	751.5	17.25
Quthing	716.0	19.85	711.6	21.7	744.5	14.4	735.4	17.26
Thaba-Tseka	703.5	20.03	714.9	16.5	743.9	14.25	737.7	15.23
LESOTHO	**722.0**	**4.36**	**721.3**	**4.55**	**739.4**	**5.54**	**738.8**	**5.84**
SACMEQ	**733.9**		**749.7**		**791.6**		**789.0**	

In SACMEQ II the national average (722.0) for reading was surpassed by teachers in the following districts: Berea (750.9), Butha-Buthe (747.6), Mohale's Hoek (740.1), Mokhotlong (739.8) and Qacha's Nek (724.8). In SACMEQ III for reading the following districts performed above the national average (721.3) and were the highest: Mafeteng (740.4), Maseru (729.4), Berea (727.6) and Leribe (726.5). The lowest in

reading in SACMEQ II was Mafeteng with 691.2. It was the only district that scored below 700. Qacha's Nek (691.7) and Butha-Buthe (695.3) were the only two districts that scored below 700 for reading in SACMEQ III.

In mathematics the districts that performed above the national average (739.4) in SACMEQ III were: Butha-Buthe (770.7), Berea (761.2), Qacha's Nek (750.6), Quthing (744.5), Thaba-Tseka (743.9) and Mohale's Hoek (743.0). While in SACMEQ III it was the following districts: Mokhotlong (766.4), Qacha's Nek (751.5), Butha-Buthe (749.2), Mafeteng (745.8) and Maseru (743.0). The highest decreases for reading from SACMEQ II were in Butha-Buthe (-52.3), Mokhotlong (-37.3) and Qacha's Nek (-33.1). A decline in Mathematics showed in Mohale's Hoek (-28.4), Berea (-25.4) and Butha-Buthe (-21.5).

Getting children through a full basic education cycle and into secondary school is an important goal. The ultimate purpose of schooling is to provide children with an education that equips them with skills and knowledge to participate fully in the social, economic and political lives of their country. However, education quality is hard to measure quantitatively. Many children attend primary school and without ever acquiring a minimum toolkit of literacy and numeracy skills. In other words children acquire only the most rudimentary skills in primary schools (EFA GMR 2009).

7.5 Pupils and teachers reaching various reading and mathematics competency levels

Table 7.3 presents results of the Reading competency level tests. In general, pupils are performing at a higher level than in 2000, but not enough pupils reach the top reading levels. The overall share of pupils in Lesotho with desirable reading skills (reading for meaning, interpretive, inferential and analytical reading together) increased from 36 percent in SACMEQ II to 47 percent in SACMEQ III. It is worrying that the majority of pupils have basic reading competency (i.e. 34 % in 2000 and 31 %

in 2007) but in this grade they are expected to master literacy skills and be on at least reading for meaning up to critical reading. No pupils achieved critical reading level, the highest, in both study.

Table 7.3 Percentage of Standard 6 pupils in various reading competency levels in Lesotho

Reading competency level	2000	2007	Percentage point change
	%	%	%
Pre-Reading	6	4	-2
Emergent Reading	24	17	-7
Basic Reading	34	31	-3
Reading for Meaning	24	25	1
Interpretive Reading	9	12	3
Inferential Reading	2	6	4
Analytical Reading	1	4	3
Critical Reading	0	0	0

Figure 7.4 illustrates a general increase in the proportion of pupils obtaining the desirable level of Mathematics skills (competent numeracy, mathematically skilled, concrete and abstract problem solving). Countrywide the percentage of mathematically competent pupils increased from a low of one percent in SACMEQ II to four percent in SACMEQ III. The results are very similar to the literacy results in that there has been an improvement but pupils are not performing at the required level. The problem seems to be more acute for mathematics than for literacy.

There were nine percent of pupils with pre-numeracy skills in 2000 and this has decreased to four percent in 2007. There were also 57 percent of standard 6 pupils with emergent numeracy in 2007 compared to 38 percent in 2007. Unlike in reading the majority of the pupils had emergent numeracy competencies because 27 percent of them had basic numeracy in 2000 compared to 39 percent in 2007. That means the children graduate in primary schools with rudimentary literacy and numeracy skills.

Table 7.4 Percentage of pupils in various mathematics competency levels

Mathematics competency level	2000	2007	Percentage point change
	%	%	%
Pre-Numeracy	9	4	-5
Emergent Numeracy	57	38	-19
Basic Numeracy	27	39	12
Beginning Numeracy	6	14	8
Competent Numeracy	1	3	2
Mathematically Skilled	0	2	2
Problem Solving	0	0	0
Abstract Problem Solving	0	0	0

Policy Suggestion No 7.1: Primary School principals and inspectors should ensure that teachers teach children to master literacy and numeracy particularly the four operations in mathematics (addition, subtraction, multiplication and division) as some anecdotes indicates children lack these mathematical skills.

Policy Suggestion No 7.2: Radio lessons and reading aloud should be resuscitated in primary schools because teachers seem to believe that this was very helpful. School principals should allocate some time in schools for reading.

Table 7.5 shows that in both the SACMEQ II and the SACMEQ III studies as expected, there were no teachers with undesirable reading skills (level 1 to 3). The proportion of teachers with the highest reading competency level increased from 59.8 percent in SACMEQ II to 68.8 percent in SACMEQ III. However, there was a small number (5.9%) of teachers from Butha-Buthe with a low reading competency. These particular teachers had reading competencies lower than those of some of the pupils. The expectation was that all the teachers will be at level eight. The situation illustrated by the figures presented in Table 7.5 it is probably due to the presence of under qualified teachers. Although it is worth noting that the teachers have the desired skills but is seems like they are not able to impart their skills to pupils.

Table 7.5 Teachers reaching various reading competence levels by region (SACMEQ II and SACMEQ III)

2000	Undesirable Levels						Desirable Levels									
	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Berea	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	23.3	11.02	76.7	11.02
Butha-Buthe	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	33.8	13.23	66.2	13.23
Leribe	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	4.5	4.45	1.8	1.85	33.9	9.42	59.8	9.76
Mafeteng	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	3.8	3.93	56.3	12.30	39.9	12.14
Mokhotlong	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	6.2	6.24	24.8	11.30	69.1	12.33
Mohale's Hoek	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	3.2	3.19	27.4	13.65	69.5	13.45
Maseru	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	2.6	1.86	38.7	8.81	58.7	8.98
Qacha's Nek	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	3.7	3.87	37.5	15.61	58.8	15.43
Quthing	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	11.6	8.19	39.0	11.91	49.4	12.09
Thaba-Tseka	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	9.4	9.37	52.9	15.86	37.6	15.61
LESOTHO	**0.0**	**0.00**	**0.0**	**0.00**	**0.0**	**0.00**	**0.0**	**0.00**	**0.8**	**0.80**	**3.1**	**1.03**	**36.3**	**3.88**	**59.8**	**3.90**

2007	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Berea	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	33.3	11.39	66.7	11.39
Butha-Buthe	0.0	0.00	0.0	0.00	0.0	0.00	5.9	5.92	5.5	5.59	0.0	0.00	31.5	13.44	57.1	13.82
Leribe	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	14.7	6.63	85.3	6.63
Mafeteng	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	29.3	10.78	70.7	10.78
Mokhotlong	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	10.4	10.06	27.1	12.64	62.4	14.00
Mohale's Hoek	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	35.0	13.51	65.0	13.51
Maseru	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	6.3	4.56	27.1	10.15	66.6	10.54
Qacha's Nek	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	9.6	7.66	36.8	12.99	53.6	13.65
Quthing	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	4.7	4.78	41.4	14.39	53.9	14.39
Thaba-Tseka	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	6.1	6.15	0.0	0.00	14.3	9.75	79.6	11.03
LESOTHO	**0.0**	**0.00**	**0.0**	**0.00**	**0.0**	**0.00**	**0.5**	**0.51**	**0.8**	**0.60**	**2.3**	**1.09**	**27.5**	**3.81**	**68.8**	**3.90**

Table 7.6. Teachers reaching various mathematics competence levels (SACMEQ II and SACMEQ III)

2000	Undesirable Levels						Desirable Levels									
	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Berea	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	26.7	11.08	61.0	11.20	12.3	7.09
Butha-Buthe	0.0	0.00	0.0	0.00	0.0	0.00	5.9	5.98	14.4	10.23	13.5	7.85	35.0	12.85	31.1	13.68
Leribe	0.0	0.00	0.0	0.00	4.5	4.45	0.0	0.00	11.1	4.86	31.1	8.51	51.6	9.10	1.8	1.77
Mafeteng	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	5.7	4.33	43.1	12.64	51.1	12.30	0.0	0.00
Mokhotlong	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	26.7	12.57	12.2	7.45	39.8	14.31	21.3	11.40
Mohale's Hoek	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	11.9	11.28	28.7	12.14	38.3	12.79	21.1	11.93
Maseru	0.0	0.00	0.0	0.00	2.5	2.48	0.0	0.00	8.5	5.21	26.3	7.49	55.7	8.48	7.1	4.20
Qacha's Nek	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	2.8	2.92	39.7	15.52	38.7	14.13	18.8	10.62
Quthing	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	8.2	8.07	18.6	10.15	61.2	11.83	12.1	6.99
Thaba-Tseka	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	9.4	9.37	15.2	10.65	63.7	14.65	11.7	8.43
LESOTHO	**0.0**	**0.00**	**0.0**	**0.00**	**1.3**	**0.97**	**0.4**	**0.41**	**8.6**	**2.20**	**27.5**	**3.55**	**51.5**	**3.83**	**10.6**	**2.28**

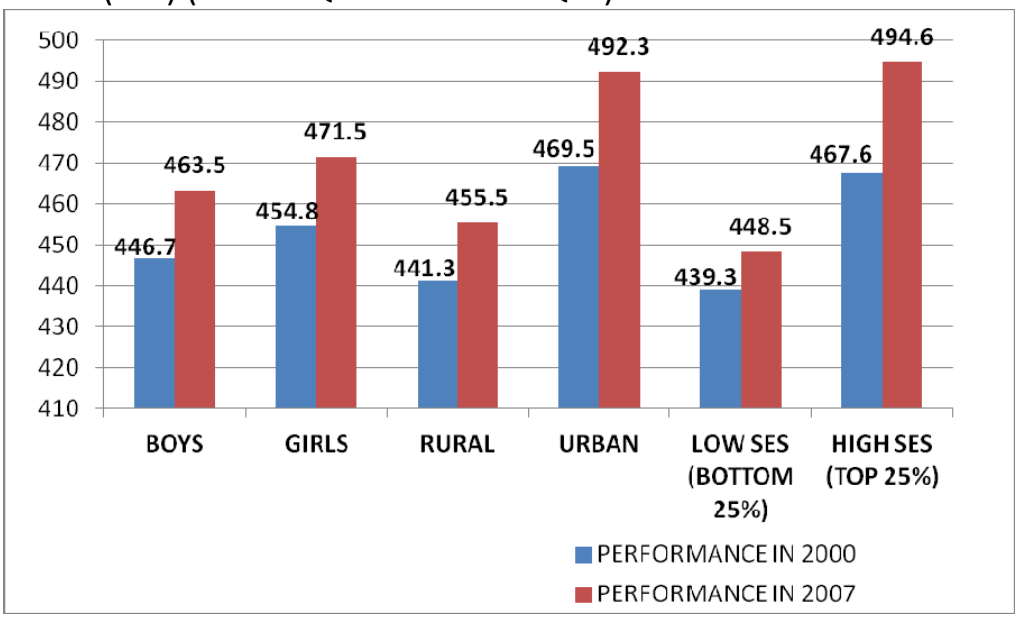
2007	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Berea	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	6.3	6.20	38.4	11.41	41.6	10.68	13.8	6.85
Butha-Buthe	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	12.6	7.77	8.9	8.69	60.3	13.00	18.2	9.25
Leribe	0.0	0.00	0.0	0.00	0.0	0.00	10.3	7.52	5.7	4.15	12.5	7.38	63.5	10.91	8.0	4.95
Mafeteng	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	4.0	4.01	23.0	10.00	67.6	10.96	5.5	5.44
Mokhotlong	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	11.7	11.25	11.4	8.30	33.9	14.56	43.0	14.88
Mohale's Hoek	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	19.5	13.37	31.5	12.93	49.0	14.37	0.0	0.00
Maseru	0.0	0.00	0.0	0.00	0.0	0.00	5.4	5.38	4.6	4.63	17.8	7.38	53.7	10.41	18.5	8.23
Qacha's Nek	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	2.2	2.29	24.5	11.35	57.0	13.57	16.3	10.83
Quthing	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	4.6	4.74	42.6	14.52	45.3	15.13	7.5	7.52
Thaba-Tseka	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	42.4	12.97	43.2	13.57	14.5	9.79
LESOTHO	**0.0**	**0.00**	**0.0**	**0.00**	**0.0**	**0.00**	**2.9**	**1.72**	**6.8**	**2.19**	**23.8**	**3.44**	**53.6**	**4.15**	**12.9**	**2.60**

The data presented in Table 7.6 shows that in the SACMEQ II study there were teachers with undesirable numeracy skills. These teachers were in Leribe (4.5%) and Maseru (2.5%). In SACMEQ III, 100 percent of teachers had desirable numeracy skills, compared to 98.7 percent in SACMEQ II. The share of teachers with the highest numeracy competency level increased from 10.6 percent in SACMEQ II to 12.9 percent in SACMEQ III. However, in SACMEQ III, there were teachers from Leribe (10.3%) and Maseru (5.4%) with mathematics competencies lower than those of some pupils, while in SACMEQ II only Butha-Buthe had such teachers (5.9%).

Policy Suggestion No 7.3 : the school principals might wish to consider identifying a teacher in a school who is competent in teaching reading or mathematics allow him or her to teach this subject only in all the grades and even to mentor other teachers.

Policy Suggestion No. 7.4: the CEO Teaching Service may wish to consider subject teaching in primary schools.

Figure 7.3. Reading test scores of pupils by gender, location and socio-economic status (SES) (SACMEQ II and SACMEQ III)

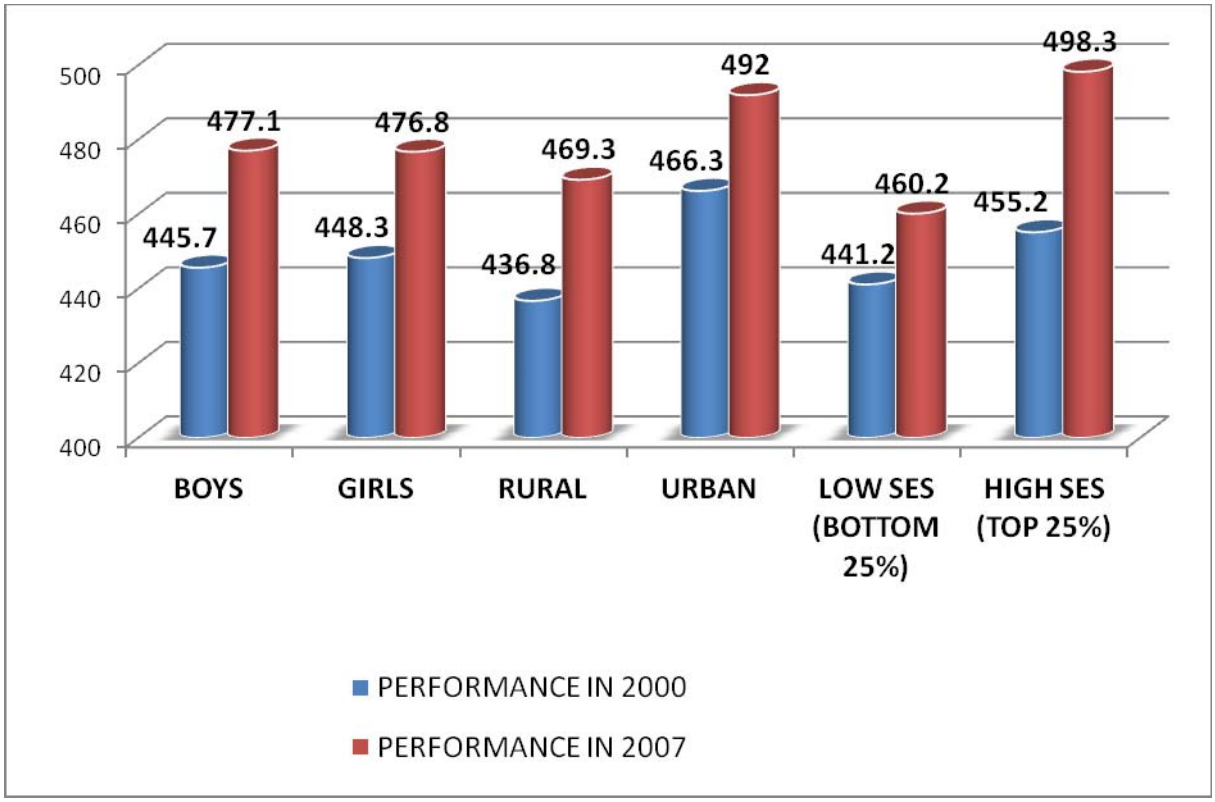


Gender

Has gender equality in reading and mathematics achievements improved?

Figure 7.3 shows that the overall reading performance of boys increased from 446.7 in SACMEQ II to 463.5 in SACMEQ III. The girls' reading mean score also jumped from 454.8 in SACMEQ II to 471.5 in SACMEQ III. Figure 7.4 indicates that in mathematics the boys' mean score improved from 445.7 to 477.1. The girls' score also increased from 448.3 in SACMEQ II to 476.8 in SACMEQ III. However, for SACMEQ II, girls (454.8) performed better than boys (446.7) in both subjects while in SACMEQ III girls (471.5) performed better than boys (463.5) only in reading, while boys (477.1) did better than girls (476.8) in mathematics. It would be interesting to investigate to what extent these patterns are a result of the influence of the gender stereotypes, social conditioning and gender bias in textbooks.

Figure 7.4. Mathematics test scores of pupils by gender, location and socio-economic status (SACMEQ II and SACMEQ III)



School location

What were the levels and trends in reading and mathematics achievements by school location (urban and rural)?

The pupils' overall reading performance from rural schools increased from 441.3 in SACMEQ II to 455.5 in SACMEQ III, while for urban schools it increased from 469.5 in SACMEQ II to 492.3 in SACMEQ III. In mathematics, rural pupils' performance improved from 436.8 in SACMEQ II to 469.3 in SACMEQ III, while in urban areas it increased from 466.3 in SACMEQ II to 492.0 in SACMEQ III. In general pupils from urban areas outperformed pupils from rural areas (492.3 compared to 469.5) in both studies for reading. The same trend can be observed in mathematics. These are disturbing findings given the fact that education quality has a significant impact on the economic returns for households. Therefore if this trend continues it will widen the Gini coefficient of Lesotho and perpetuate the disparities between urban and rural areas.

Socio-economic status

What were the levels and trends in reading and mathematics achievements by socio-economic status?

Reading performance by pupils from low socio-economic status homes (SES) increased from 439.3 in SACMEQ II to 448.5 in SACMEQ III, whereas for high SES it increased from 467.6 to 494.6. For mathematics, low SES significantly increased from 441.2 to 460.2, while for high SES it increased from 455.2 to 498.3. However, in both studies, pupils from high SES performed better (467.6 in SACMEQ II and 494.6 in SACMEQ III) than pupils from low SES (439.3 in SACMEQ II and 448.5 in SACMEQ

III) for reading. There was a significant increase in performance in SACMEQ III. The same trend is observed for mathematics with 455.2 in SACMEQ II and 498.3 in SACMEQ III for high SES compared to 441.2 in SACMEQ II and 460.2 in SACMEQ III for low SES.

7.6 Conclusion

A great majority of pupils just had basic and elementary skills in reading and numeracy. Only 64 percent of pupils reached very basic literacy skills, although 93 percent of pupils reached the very basic numeracy skills. Higher order skills in both literacy and numeracy were not reached by very many pupils. It is necessary to explore whether curriculum deficiencies or pre-service and in-service teacher training was responsible for pupil innumeracy.

Annex

Table 7.9. Pupils reaching various reading competence levels by region (SACMEQ II and SACMEQ III)

2000	Undesirable Levels						Desirable Levels									
	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Berea	6.3	1.88	32.2	4.05	33.3	2.43	20.7	3.44	5.9	1.79	1.5	0.65	0.0	0.00	0.0	0.00
Butha-Buthe	3.7	1.60	11.5	2.48	31.2	5.01	27.2	4.01	12.8	2.56	4.2	1.73	7.9	2.86	1.5	1.51
Leribe	7.7	1.98	24.0	3.57	35.3	2.20	21.2	3.11	8.0	2.08	2.5	1.12	0.8	0.61	0.6	0.57
Mafeteng	4.9	1.41	30.5	6.49	31.0	4.36	26.0	4.95	5.9	1.89	1.1	0.68	0.5	0.54	0.0	0.00
Mokhotlong	1.0	0.68	9.4	2.28	37.7	3.86	37.1	3.46	12.8	2.67	1.2	0.82	0.7	0.50	0.0	0.00
Mohale's Hoek	8.4	2.80	28.6	5.29	32.3	4.31	17.6	3.49	9.8	3.59	2.5	1.24	0.9	0.62	0.0	0.00
Maseru	3.6	1.16	17.3	2.54	33.8	2.46	29.4	3.22	10.8	1.75	3.6	0.93	1.2	0.70	0.3	0.20
Qacha's Nek	5.2	2.23	23.7	3.17	43.2	4.61	19.2	3.68	7.8	2.25	0.8	0.59	0.0	0.00	0.0	0.00
Quthing	6.2	2.67	26.4	6.15	28.6	4.47	25.0	4.79	9.3	3.62	3.4	1.91	1.0	0.58	0.0	0.00
Thaba-Tseka	5.6	1.81	25.9	4.85	39.9	4.12	20.8	4.71	4.2	2.34	1.4	0.79	2.1	2.02	0.0	0.00
LESOTHO	**5.6**	**0.67**	**23.8**	**1.49**	**33.8**	**1.14**	**24.2**	**1.34**	**8.7**	**0.81**	**2.5**	**0.38**	**1.3**	**0.32**	**0.3**	**0.15**

2007	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Berea	8.8	2.13	21.6	2.97	34.4	3.47	18.1	2.57	8.5	2.33	5.2	1.67	2.9	1.23	0.6	0.43
Butha-Buthe	6.0	1.70	26.2	4.50	32.4	3.63	22.5	4.07	9.5	3.42	2.6	1.00	0.6	0.52	0.2	0.21
Leribe	3.2	0.88	14.4	2.32	28.0	3.06	24.2	3.41	11.5	1.36	10.9	2.28	7.8	1.88	0.0	0.00
Mafeteng	5.9	0.98	20.1	2.87	31.7	2.93	25.8	2.13	10.6	2.02	4.2	1.14	1.8	0.71	0.0	0.00
Mokhotlong	4.5	1.29	15.8	3.04	38.3	3.62	25.6	3.47	12.6	3.31	2.5	0.72	0.7	0.48	0.0	0.00
Mohale's Hoek	2.9	0.94	15.1	1.98	33.8	3.05	28.9	2.32	12.8	2.96	3.8	1.41	2.8	1.02	0.0	0.00
Maseru	2.0	0.74	10.5	1.83	30.4	3.45	28.5	2.07	14.1	2.57	8.9	1.64	4.4	0.93	1.2	0.72
Qacha's Nek	1.6	0.62	16.5	2.14	33.4	2.99	31.3	3.20	11.3	2.82	3.3	0.96	2.4	0.81	0.3	0.32
Quthing	4.8	2.15	17.2	4.33	27.1	3.94	28.7	3.66	16.2	4.25	3.8	1.48	1.5	0.91	0.6	0.61
Thaba-Tseka	3.7	1.15	20.2	4.79	26.3	2.55	29.2	3.24	13.2	3.43	5.5	1.64	1.9	0.89	0.0	0.00
LESOTHO	**4.4**	**0.46**	**16.8**	**0.99**	**31.3**	**1.22**	**25.5**	**1.00**	**11.8**	**0.90**	**6.3**	**0.64**	**3.5**	**0.44**	**0.4**	**0.18**

Chapter 8
Pupil and Teacher Knowledge about HIV and AIDS issues

8.1 Introduction

According to Kelly (2000) for a long time HIV and AIDS was considered to be essentially a medical problem. However it has become clear that prevention is essential and that education might potentially be the single most powerful weapon against HIV transmission. Other studies have found that education decreases risk of infection because it is associated with more knowledge of HIV and AIDS and with protective behaviours such as increased condom use. Several programmes and curriculum innovations have been introduced to promote HIV and AIDS awareness and prevention among young people. The Ministry of Education and Training in Lesotho has responded to these challenges by implementing education initiatives that aim to ensure that all young people possess the basic knowledge that is required to make informed decision about the behaviours related to HIV and AIDS that will protect and promote health. Primary schools have been identified as critical access point for HIV and AIDS prevention education programmes because most children attend these schools and because of the importance of improving the knowledge of children about this disease before they become sexually active or involved in high risk behaviours.

This chapter presents the SACMEQ III research findings of health knowledge of pupils and their teachers. The SACMEQ HIV and AIDS knowledge Test (HART) was designed to provide a valid assessment of pupil and teacher knowledge about HIV and AIDS with respect to the topics specified in official primary school curriculum frameworks, textbooks, and teaching materials used by SACMEQ countries. The 86 HART test items

covered 43 curriculum topics, and they were focused on an assessment of the "basic knowledge about HIV and AIDS that is required for protecting and promoting health". These topics were grouped into five main areas: definition and terminology; transmission mechanisms; avoidance behaviours; diagnosis and treatment; and myths and misconceptions.

In this chapter, the term 'pupil' refers to a Standard 6 pupil specifically and 'teacher' to an individual teaching Standard 6 pupils.

8.2 Pupil and teacher score on the HAKT

General Policy Concern 8.1: How much did teachers and pupils know about HIV and AIDS?

Table 8.1 Pupils' performance in HIV and AIDS knowledge test

Districts	PUPILS					
	Transformed Score		Reaching minimum level		Reaching desirable level	
	Mean	SE	%	SE	%	SE
Berea	447.6	10.77	15.6	3.5	2.2	1.32
Butha-Buthe	429.2	13.15	8.5	2.87	0.9	0.73
Leribe	487.9	10.38	25.5	3.95	13.1	2.87
Mafeteng	453.5	9.37	12.6	3.91	2.9	1.99
Mokhotlong	454.4	6.09	13.2	1.99	1.7	1.04
Mohale's Hoek	458.2	9.23	19.3	4.21	1.3	0.94
Maseru	478.8	7.89	22.7	3.53	5.5	1.64
Qacha's Nek	462.4	9.67	19.2	3.94	1.9	1.46
Quthing	471.0	11.3	21.2	4.58	6.7	2.5
Thaba-Tseka	469.4	13.54	20.7	6.02	6.1	3.41
LESOTHO	**464.5**	**3.6**	**18.9**	**1.37**	**5**	**0.7**

The overall HAKT mean score for Lesotho was 464.5, as can be seen in Table 8.1 above. The highest mean score was for pupils from Leribe (487.9), followed by Maseru (478.8).

The lowest mean score was for pupils from Butha-Buthe (429.2) and Berea (447.6). The pupils from the four districts of Leribe (487.9), Maseru (478.8), Quthing (471.0) and Thaba–Tseka (469.4) performed above the national average (464.5) in HAKT. The average score for boys was 461.5, slightly lower than the overall HAKT mean score (464.5). It can also be seen from this table that only 19 percent of pupils had reached a minimum knowledge levels by SACMEQ standards. In Butha-Buthe distirct only nine percent of pupils reached the minimum levels. Furthermore only five percent of the pupils had reached desirable HIV and AIDS knowledge levels. In fact Leribe was the only district with more than 10 percent of pupils reaching desirable levels. Mohale's Hoek and Butha-Buthe was the lowest with one percent. This situation needs to be addressed as AIDS affects the demand for education because there are fewer children to educate, fewer wanting to be educated or fewer who can afford to be educated. It also affects the supply of education and the quality of the educational process. It affects the management of education, with the risk that the whole system may become disorganised, paralysed by fear and the lack of guidance on what is to be done. Last but not least, it reduces the resources available for education (Kelly, 2000).

Policy Suggestion No. 8.1: The Director National Curriculum Development Centre should review life skills, sexual and reproductive health education and integrate it into the school curriculum of both formal and non-formal education.

Policy Suggestion No 8.2: The CEO Primary in collaboration with the HIV and AIDS Unit of the Ministry of Education and Training should consider developing new organisational structures and programmes for the promotion of HIV and AIDS awareness and prevention in primary Schools.

Table 8.2 Teachers performance in HIV and AIDS knowledge test

Districts	TEACHERS					
	Transformed Score		Reaching minimum level		Reaching desirable level	
	Mean	SE	%	SE	%	SE
Berea	736.0	16.28	98	1.91	79.5	8.30
Butha-Buthe	765.4	26.17	100	0.00	79.4	9.70
Leribe	778.0	32.08	97	3.45	77.2	10.07
Mafeteng	765.9	15.44	100	0.00	94.4	4.50
Mokhotlong	734.8	23.48	100	0.00	74.7	12.49
Mohale's Hoek	697.3	26.31	93	7.10	67.6	14.17
Maseru	750.0	16.29	100	0.00	84.4	6.89
Qacha's Nek	767.7	35.05	100	0.00	92.9	7.12
Quthing	741.9	21.03	100	0.00	92.2	7.85
Thaba-Tseka	757.5	26.21	100	0.00	79.0	10.13
LESOTHO	**750.7**	**8.17**	**99**	**0.91**	**81.5**	**3.18**

The information portrayed in Table 8.3 shows that the overall HAKT mean scores for teachers was 750.7. The highest mean scores were for teachers from the following districts: Leribe (778.0), Qacha's Nek (767.7) and Butha-Buthe (765.4). It is interesting to note that although the pupils in Butha-Buthe were the lowest performers in the HAKT, their teachers scored highly. The lowest mean scores were for the teachers from Mohale's Hoek (697.3) and Mokhotlong (734.8). Mohale's Hoek's teachers performed badly and were the only group to score below 700. As expected, teachers know more than pupils about this disease. For instance, 99 percent of teachers reached minimum levels. All teachers in seven districts reached minimum levels and even the teachers in the remaining three districts that did not reach 100 percent were all higher than 90 percent. 82 percent of teachers reached desirable HIV and AIDS knowledge levels. There were disparities between the districts.

The overall mean score for girls was 467.1, slightly higher than both the national average (464.5) and the boys' average mean score (461.5). The highest scores for boys were from Leribe (493.8) and Quthing (485.9), while the lowest was Butha-Buthe (419.0)

and Berea (436.4). The highest score for girls was Leribe (482.1) followed by Maseru (480.7), while Butha-Buthe (436.6) and Mokhotlong (455.7) had the lowest scores. There were still some disparities in terms of gender by districts. The percentage of both boys and girls reaching desirable HIV and AIDS knowledge levels was very similar at 5.2 percent for boys and 4.9 percent for girls.. However, no boys reached the desirable level of HIV and AIDS knowledge in Mohale's Hoek.

Table 8.3 Mean Performance on the HAKT of pupils by gender

Districts	PUPILS											
	Transformed score				Reaching minimum level				Reaching desirable level			
	Boys		Girls		Boys		Girls		Boys		Girls	
	Mean	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE
Berea	436.4	12.34	458.4	12.2	11.7	3.68	19.5	4.09	1.9	0.97	2.5	2.5
Butha-Buthe	419.4	11.57	436.6	15	6.9	2.95	9.7	3.43	0.6	0.58	1.2	1.24
Leribe	493.8	14.21	482.1	11.4	27.2	4.77	23.9	4.12	16.0	4.02	10.3	2.61
Mafeteng	440.1	6.55	464.5	15.1	7.3	2.82	17.0	6.04	1.0	1.01	4.5	3.61
Mokhotlong	451.8	8.41	455.7	7.56	11.5	3.07	14.1	3.08	0.7	0.75	2.2	1.52
Mohale's Hoek	451.4	13.08	463.1	9.51	22.1	5.81	17.2	4.9	0	0	2.2	1.67
Maseru	476.7	8.25	480.7	9.62	21.3	3.58	23.9	4.27	4.4	1.64	6.5	2.41
Qacha's Nek	458.1	14.37	465.3	12.4	16.9	4.64	20.7	6.52	3.5	3.53	0.8	0.81
Quthing	485.9	25.88	460.3	15.6	22.9	9.29	20	5.58	10.1	5.73	4.2	2.13
Thaba-Tseka	469.5	18.81	469.3	11.4	21.3	7.27	20.4	5.83	5.2	4.6	6.6	3.3
LESOTHO	**461.5**	**4.43**	**467.1**	**4.09**	**17.9**	**1.59**	**19.7**	**1.6**	**5.2**	**0.88**	**4.9**	**0.88**

The average mean score for male teachers was 760.4 and was higher than the overall HAKT mean scores (750.7). The highest mean score was for teachers from Berea (796.8), followed by Maseru (791.9). The lowest mean scores were for teachers from Leribe (718.7) and Mokhotlong (732.9). The highest mean score was for teachers from Leribe (790.9) and Mafeteng (776.9). On the other hand, the lowest mean score was for the teachers from Mohale's Hoek (652.3) and Berea (715.5). In general, teachers performed much better than their pupils. This implies that teachers know about HIV and AIDS but do not know how to teach it. Therefore more in-service training is needed to

equip teachers with the skills necessary to impart their HIV and AIDS knowledge to pupils.

Table 8.4 Mean Performance on the HAKT of teachers by gender

Districts	TEACHERS											
	Transformed scores				Reaching minimum level				Reaching desirable level			
	Male		Female		Male		Female		Male		Female	
	Mean	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE
Berea	796.8	41.15	715.5	21.6	100	0	97.5	2.58	100	0	72.5	11.15
Butha-Buthe	757.7	11.95	767.5	33.4	100	0	100	0	100	0	74	12.13
Leribe	718.7	77.63	790.8	36.8	80.6	21.25	100	0	62.8	25.9	80.2	11.47
Mafeteng	745.4	33.86	776.9	17.7	100	0	100	0	87.6	13.2	98	2.06
Mokhotlong	732.9	38.14	737.2	32.5	100	0	100	0	66.8	20	84.5	16.46
Mohale's Hoek	761.1	25.39	652.3	31.5	100	0	88	12.56	100	0	44.8	19.83
Maseru	791.9	61.78	739.8	14.8	100	0	100	0	93.4	7.21	82.3	8.33
Qacha's Nek	765.1	52.11	768.7	47.8	100	0	100	0	100	0	90.1	10.14
Quthing	760.5	27.01	737.5	25.7	100	0	100	0	100	0	90.3	9.82
Thaba-Tseka	742.4	46.72	770.5	33	100	0	100	0	74.9	18	82.6	12.95
LESOTHO	**760.4**	**14.74**	**747**	**9.9**	**97.9**	**2.14**	**98.7**	**0.98**	**88.1**	**4.08**	**79**	**4.03**

Table 8.5 SACMEQ III HAKT scores of pupils by socio-economic status and location

District	Pupils' transformed scores							
	Low SES		High SES		Rural		Urban	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Berea	429.9	11.53	476.7	15.86	437.1	11.35	489.0	22.09
Butha-Buthe	419.2	17.92	426.3	25.88	423.8	12.8	493.3	70.07
Leribe	433.8	14.48	523.9	19.3	490.2	11.53	484.4	22.81
Mafeteng	432.4	7.09	477.9	20.46	439.6	9.39	484.0	17.62
Mokhotlong	448.3	7.81	488.2	24.91	451.1	9.3	460.7	4.0
Mohale's Hoek	439.0	13.61	491.9	11.42	449.0	11.31	484.0	13.8
Maseru	467.9	19.17	486.3	10.36	466.0	12.16	487.5	10.81
Qacha's Nek	453.2	11.91	487.4	20.86	466.7	10.86	444.7	23.83
Quthing	440.6	14.03	482.5	13.35	454.5	14.81	500.0	14.62
Thaba-Tseka	466.8	17.68	498.5	39.6	469.7	15.16	466.8	20.58
LESOTHO	**444.3**	**4.92**	**487.3**	**6.43**	**454.3**	**4.18**	**484.8**	**6.37**

Table 8.5 shows that the pupils' overall performance score from low socio-economic status (SES) was 444.3, below the overall HAKT mean score (464.5). There was a huge disparity among the pupils with low SES. The highest scores were for pupils' from Maseru (467.9) and Thaba–Tseka (466.8). The lowest scores were from low SES pupils from Butha-Buthe (419.2) and Berea (429.9). The average mean score for the high SES group was 487.3, which was higher than both the national average (464.5) and low SES pupils (444.3). The pupils from Leribe (523.9) and Thaba-Tseka (498.5) scored highest for high SES, while the pupils from Butha-Buthe (426.3) and Berea (476.7) scored the lowest. High SES pupils from Leribe performed well, exceeding the SACMEQ average (500).

The overall mean score for pupils from rural areas was 454.3. This score was higher than the score from low SES (444.3) but lower than the overall HAKT mean score (464.5). However, for rural pupils, the highest scores were from Leribe (490.2) and Thaba–Tseka (469.7). Butha-Buthe (423.8) and Berea (437.1) had the lowest scores. The overall mean score for pupils from urban areas was 484.8, which was higher than mean scores for the national average (464.5), low SES (444.3) and rural areas (454.3). However, this score was slightly lower than the high SES score (487.3).

8.3 Attitude of pupils, teachers and school heads towards HIV and AIDS

Stigma and Discrimination

Table 8.6 shows the responses of pupils on whether of an HIV-infected pupil may continue to attend school. Table 8.6 points to the high incidence of stigmatisation of HIV-infected pupils by pupils. Indeed, 37.2 percent of the pupils said that an HIV-infected pupil should not continue to attend school. The districts with the highest

percentages of pupils hostile to an HIV-infected pupil attending school were Butha-Buthe (50%), Mohale's Hoek (45.9%), Berea (43.7%) and Leribe (42.8%). The least discriminatory were from Maseru (24.5%) and Thaba-Tseka (29.4%). Despite Lesotho's 2004 'Know Your Status' campaign and the dissemination of anti-stigmatisation information, nationally 18.9 percent of pupils still said they were not sure whether of an HIV-infected pupil should continue to attend school.

Table 8.6. Responses of pupils on whether of an HIV-infected pupil may continue to attend school in SACMEQ III

District	Pupils Responses					
	No		Not Sure		Yes	
	%	SE	%	SE	%	SE
Berea	43.7	7.24	24.1	3.74	32.2	5.54
Butha-Buthe	50.0	8.22	18.8	3.8	31.2	7.65
Leribe	42.8	5.76	16.6	3.52	40.6	4.6
Mafeteng	35.6	4	24.6	3.26	39.9	4.53
Mokhotlong	34.4	5.26	11.5	2.59	54.2	6.4
Mohale's Hoek	45.9	5.98	11.8	3.16	42.3	7.12
Maseru	24.5	3.4	20.7	2.94	54.8	4.42
Qacha's Nek	39.9	5.08	13.8	3.31	46.3	6.14
Quthing	32.6	5.75	20.5	3.69	46.9	8.1
Thaba-Tseka	29.4	8.16	13.3	3.62	57.2	9.4
LESOTHO	**37.2**	**2.03**	**18.9**	**1.23**	**43.8**	**1.96**

However, a high percentage (43.8%) of pupils showed a positive attitude towards an HIV-infected pupil. Surprisingly, the highest percentages of 'yes' responses were from the mountainous districts, Maseru (54.8%) and Mokhotlong (54.2%). Thaba-Tseka (57.2%) also presented a strong 'yes' response. The lowest 'yes' responses were from Butha-Buthe (31.2%), Berea (32.2%) and Mafeteng (39.9%).

Table 8.7. Responses of teachers and school heads on whether an HIV-infected pupil may continue to attend school in SACMEQ III

District	Teachers						School heads					
	No		Not Sure		Yes		No		Not Sure		Yes	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Berea	0	0	0	0	100	0	0	0	0	0	100	0
Butha-Buthe	0	0	0	0	100	0	0	0	31.7	13.2	68.3	13.2
Leribe	0	0	3.1	3.09	96.9	3.09	4.8	4.84	6.5	4.62	88.6	6.57
Mafeteng	4.3	4.27	5.6	5.6	90.2	6.89	5.7	5.69	0	0	94.3	5.69
Mokhotlong	0	0	0	0	100	0	0	0	0	0	100	0
Mohale's Hoek	0	0	0	0	100	0	0	0	0	0	100	0
Maseru	0	0	1.2	1.19	98.8	1.19	0	0	5.1	3.68	94.9	3.68
Qacha's Nek	0	0	0	0	100	0	0	0	0	0	100	0
Quthing	0	0	0	0	100	0	0	0	3.8	3.83	96.2	3.83
Thaba-Tseka	6	6.03	0	0	94	6.03	6.2	6.18	8.2	8.18	85.7	9.84
LESOTHO	**0.8**	**0.57**	**1.4**	**0.83**	**97.8**	**0.99**	**1.8**	**1.06**	**5.4**	**1.63**	**92.9**	**1.92**

Table 8.7 presents the responses of teachers and school heads to the question of whether of an HIV-infected pupil may continue to attend school. 97.8 percent of teachers said that an HIV-infected pupil should continue to attend school. In addition, a hundred percent of teachers from a majority of the districts also responded positively. However, 0.8 percent of teachers believed that an infected pupil should not continue to attend school. Districts that expressed pro-stigmatisation responses from teachers were Thaba-Tseka (6%) and Mafeteng (4.3%), compared to zero percent in all other eight districts. A small share (1.4%) of teachers was unsure as to whether an HIV-infected pupil should continue to attend school. This view was found in Mafeteng (5.6%), Leribe (3.1%) and Maseru (1.2%).

In Table 8.7, 92.9 percent of the school heads said that an HIV-infected pupil should continue to attend school. However, in Butha-Buthe only 68.3 percent of school heads said 'yes'. More school heads (1.8%) than teachers (0.8%) said that an HIV-infected pupil should *not* continue to attend school. School heads in Thaba-Tseka (6.2%),

Mafeteng (5.7%) and Leribe (4.8%) responded 'no'. A notable percentage (5.4%) of the school heads were unsure.

Table 8.8. Pupil behaviour towards a friend infected with HIV or AIDS (SACMEQ III)

District	Pupil behaviour towards a friend infected with HIV					
	Avoid/ shun him or her		Not sure		Positive attitude	
	%	SE	%	SE	%	SE
Berea	33.1	5.79	26.0	2.71	40.8	5.47
Butha-Buthe	22.5	5.65	36.6	3.52	40.9	3.82
Leribe	28.0	5.22	27.7	3.42	44.4	4.74
Mafeteng	22.7	3.83	36.9	4.4	40.4	3.94
Mokhotlong	26.3	5.31	38.7	5.13	35.1	3.2
Mohale's Hoek	25.9	4.3	32.2	5.67	41.9	5.5
Maseru	16.1	2.92	29.6	3.04	54.3	3.14
Qacha's Nek	19.2	3.9	31.3	5.24	49.5	5.46
Quthing	16.8	3.94	30.7	4.4	52.4	4.59
Thaba-Tseka	17.2	5.41	26.2	3.92	56.6	7.26
LESOTHO	**23.4**	**1.62**	**30.6**	**1.3**	**46**	**1.59**

Table 8.8 shows discrimination against an HIV-infected friend by pupils. Almost fifty percent of pupils nationally showed a positive attitude towards an infected friend. More than fifty percent of pupils from Thaba-Tseka (56.6%), Maseru (54.3%) and Quthing (52.4%) showed a positive attitude. Lower percentages were shown in Mokhotlong (35.1%), Mafeteng (40.4%) and Berea (40.8%).

Table 8.8 shows that 30.6 percent of pupils were not sure about their attitude towards an infected friend. The percentage (23.4%) of the pupils that said that they would avoid or shun an infected pupil implies a high incidence of discrimination. The highest discrimination percentages were recorded in Berea (33.1%) and Leribe (28.0%). The lowest were Maseru (16.1%) followed by Quthing (16.8%) and Thaba-Tseka (17.2%).

Table 8.9. Pupils willing to care for a relative living with HIV or AIDS SACMEQ III

District	Pupils willing to care for a relative ill with AIDS					
	No		Not sure		Yes	
	%	SE	%	SE	%	SE
Berea	18.2	3.65	19.8	4.1	62.0	5.85
Butha-Buthe	31.8	7.26	17.9	4.21	50.3	8.51
Leribe	23.9	4.23	22.7	3.96	53.4	5.44
Mafeteng	25.9	5.04	24.6	4.21	49.5	4.92
Mokhotlong	21.0	4.36	14.8	3.28	64.3	6.1
Mohale's Hoek	18.3	3.74	15.8	2.8	65.9	5.23
Maseru	19.0	3.22	15.7	1.61	65.3	3.74
Qacha's Nek	32.3	6.28	19.4	2.66	48.4	7.71
Quthing	16.6	3.99	16.4	3.95	67.0	5.89
Thaba-Tseka	12.0	4.08	10.5	2.69	77.4	5.79
LESOTHO	**21.4**	**1.5**	**18.5**	**1.18**	**60.1**	**1.91**

Table 8.9 shows the share of pupils willing to care for a relative living with HIV and AIDS. Table 8.7 shows that 60.1 percent of pupils were willing to care for a relative living with HIV and AIDS. Thaba-Tseka (77.4%) and Quthing (67.0%) showed the highest percentage of pupils willing to care for a sick relative. The lowest were Qacha's Nek (48.4%) and Mafeteng (49.5%). The percentage of pupils who were unsure was 18.5.

Table 8.9 demonstrates that 21.4 percent of the pupils were unwilling to care for a relative living with HIV and AIDS. Qacha's Nek (32.3%) and Butha-Buthe (31.8 %) showed the highest rates of discrimination by pupils against ill relatives. The lowest percentages were recorded in Thaba-Tseka (12.0%), Quthing (16.6%) and Berea (18.2%).

Table 8.10 Self assessment by teachers and school heads of HIV infection risk in SACMEQ III

District	HIV RISK SELF-ASSESSMENT											
	TEACHERS						SCHOOL HEADS					
	No/ Low Risk		Medium Risk		High/Very High Risk		No/ Low Risk		Medium Risk		High/Very High Risk	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Berea	37.0	10.4	29.0	11.4	33.9	9.7	28.6	11.4	29.3	11.2	42.1	11.8
Butha-Buthe	23.0	12.8	19.3	10.7	57.7	14.1	7.0	7.1	30.2	13.0	62.8	13.7
Leribe	28.2	9.5	31.2	10.7	40.6	11.1	39.2	11.8	17.6	9.6	43.2	11.8
Mafeteng	38.2	11.5	20.5	10.5	41.3	11.6	32.4	11.6	6.1	6.1	61.5	12.0
Mokhotlong	24.6	12.3	8.1	8.2	67.2	13.5	41.5	14.1	13.9	9.7	44.6	14.2
Mohale's Hoek	42.9	13.7	21.1	11.6	36.0	13.9	26.2	11.4	19.6	11.1	54.2	13.9
Maseru	32.1	9.0	12.5	6.5	55.4	9.8	29.2	8.6	17.4	8.3	53.4	10.2
Qacha's Nek	48.4	13.9	24.6	12.7	27.0	12.4	33.0	13.2	27.0	12.2	40.0	13.6
Quthing	44.3	14.0	19.1	12.6	36.6	13.0	30.3	13.4	8.2	6.6	61.6	13.8
Thaba-Tseka	30.5	13.2	39.3	12.9	30.2	12.6	51.2	13.6	22.4	10.6	26.4	12.2
LESOTHO	**33.9**	**3.8**	**22.5**	**3.5**	**43.6**	**4.0**	**31.0**	**3.9**	**19.4**	**3.5**	**49.6**	**4.3**

Table 8.8 presents the results of the self assessment questionnaire by teachers and school heads of their risk of HIV-infection. Table 8.8 shows that 33.9 percent of the teachers assessed themselves at no or low risk of HIV infection. Although 22.3 percent of the teachers assessed themselves as medium risk, the highest percentage (43.6%) was of teachers at a very high risk of HIV infection. in the teachers who thought themselves most at risk were those from Mokhotlong (67.2%) and Butha-Buthe (57.7%), while those from Qacha's Nek (27.0%) and Thaba-Tseka (30.2%) thought they were not at risk of infection.

Of the school heads 31.0 percent classified themselves at no or low risk of HIV-infection, while 19.4 percent was at a medium risk. However, surprisingly, about fifty percent of the school heads assessed themselves at a high or very high risk of infection. This share (49.9%) was larger than that of the high-risk teachers (43.6%). The highest percentages

for high-risk school heads were from Butha-Buthe (62.8%), Quthing (61.6%) and Mafeteng (61.5%). The lowest percentages for high-risk school heads were from Thaba-Tseka (26.4%), Qacha's Nek (40.0%) and Berea (42.1%).

8.4 Conclusion

In general, pupil's level of knowledge and understanding of the way the HIV virus is acquired and spread is relatively low, particularly compared to their teachers. It is clear that pupils do not have appropriate and adequate access to HIV and AIDS information. It is worth noting that these SACMEQ III findings are consistence with other studies that were carried out in Lesotho. For instance, it was mentioned in the World Bank Report (2010) that within the 15-24 years age group only 18.4 percent men and 25.8 percent women had comprehensive knowledge about AIDS in 2004. In addition to this some literature concluded that culture and tradition have also led to an inability to confront the threat of HIV and AIDS within a marriage. This finding is consistent with what was reported by some school principals during the SACMEQ III dissemination workshops held in 2011 for the school principals that participated in SACMEQ survey. Some school principal reported that they have a serious problem teaching HIV and AIDS knowledge in schools because some parents say it is a cultural and traditional taboo to teach their children about HIV and AIDS, to the extent that they threaten to withdraw their children from school.

Chapter 9
Conclusions and Agenda for Action

9.1 Introduction

Over the past seven years of there has been a significant expansion of Lesotho's Basic Education system. This was accomplished because of the increasing national and international communities'technical and financial support to the Ministry of Education and Training, enabling the Ministry to reach the MDGs and EFA goals by 2015. However, while the quantitative expansions are important, Lesotho still has to cope with some challenges, such as the expansion of the post-primary education sphere, accommodating the FPE cohort, and improving the quality of primary school education. The Ministry of Education and Training is faced with the huge challenge expanding educational opportunities at all levels of education, improving quality and increasing equity, with limited financial resources.

This is the second national report on the conditions of schooling and the quality of primary education in Lesotho. This chapter seeks to bring together all the research-based policy suggestions that have been made throughout this report. The analyses in the preceding chapters have been based on the data emanating from the national survey carried out in a sample of 182 primary schools in Lesotho in the year 2007. The analysis provided detailed information on characteristics of standard 6 pupils, their teachers and school heads; the conditions of physical infrastructure and the learning environment of primary schools; equity in human and material resource distribution among the schools in the districts; the learning achievements levels of pupils and their teachers; and major variables affecting pupil learning achievement.

In this chapter all the research-based policy suggestions that have been made throughout the report have been reviewed and categorised into five main groups and the linked to time frames and costs. An attempt was also made to identify the office within the Ministry that would be responsible for leading the discussion and taking action on each suggestion. The intention was to present each policy suggestion to the relevant individual or section of the Ministry and then provoke discussion concerning the validity of the suggestion, modify the suggestion if necessary, and then integrate the revised suggestions into the ministry's annual work plans. The policy suggestions were made considering the social, economic and political realities in the country.

9.2 Classification of policy suggestions

There were a total of 33 policy suggestions made in the preceding chapters of this report. In this section they are classified into five groups according to their operational implications for the Ministry. Classification will facilitate a coherent debate concerning the prioritisation of certain policy suggestions and what avenues of action should be adopted.

Group 1: Consultations with staff, community and experts

These seven policy suggestions (3.7, 3.11, 3.12, 3.13, 3.14, 5.4, and 7.1) call upon the Ministry to consult with a wide spectrum of people from inside and outside the education system in order to:

- Mount social mobilisation schemes on the benefit of schooling to local communities.

- Encourage all schools to earmark dates for regular meetings between teachers and parents.
- Initiate and monitor a sensitisation programme in which parents are made aware that they must sign that their children's' homework has been completed.
- Inform teachers, through the Field Inspectorate, about services offered at the District Resource Centres.
- Educate schools on the roles of the inspectors and advisors.
- Distribute supervision reports prepared from school visits to all stakeholders.
- Educate schools that a courtesy call should not be regarded as a form of inspection.

Group 2: Review of existing planning and policy procedures

These thirteen policy suggestions (3.1, 3.4, 3.5, 3.8, 3.9, 5.1, 5.2, 6.1, 6.2, 7.2, 7.3, 7.4 and 8.1) require the Ministry to review, amend and/or update the existing planning and policy procedures. This group of policy suggestions call upon the Ministry to:

- Strengthen the Non-Formal Education (NFE) programme to complement the Free Primary Education (FPE) scheme for the attainment of 'Education for All'.
- Implement a feeding programme in the learning posts for herd-boys.
- Make basic education free and compulsory.
- Have the Field Inspectorate ensure school facilities for pupils to borrow books to read at home.
- Ensure that teachers give homework regularly and mark it and that all school reports have a specific section for teachers' comments.
- Ensure that school days lost because of non-school events are made up.

- Develop a policy that regulates the provision of extra tuition and review the policy on in-service training programmes so that all participating teachers benefit.
- Raise the minimum entry qualification for school heads from a primary school certificate to a junior secondary certificate.
- Broaden the mandates of school committees and boards to cover school behavioural problems.

Group 3: Data collection for planning purposes

The three policy suggestions (3.2, 3.3 and 3.10) contained in this group require the Education Management Information System (EMIS) to provide information useful for planning purposes. EMIS should:

- Include new areas, such as NFE activities.
- Conduct special surveys to identify schools that lack teaching and learning resources, including other physical facilities, such as toilets.
- Target those schools that do not have resources to reduce regional disparities.

Group 4: Educational policy research projects

This group's two policy suggestions (4.3 and 8.2) indentify the need for surveys on:

- The relevance and responsiveness of the curriculum.
- The enhancement of teacher supply and training programmes.
- The nature and the extent of extra tuition.
- Teachers' perceptions on the effectiveness of in-service training programmes.
- The development of an integrated curriculum and assessment policy.

Group 5: Investment in infrastructure and human resources

These eight policy suggestions (3.6, 4.1, 4.2, 4.4, 4.6, 5.3, and 6.3) highlight several areas requiring improvement:

- The development of existing professional teaching qualifications.
- A programme for attracting more males into the teaching profession.
- The provision of adequate and decent accommodation for teachers.
- The establishment of school/classroom libraries.
- The implementation of enhanced incentive packages for qualified teachers who work in hardship areas and mountain districts.
- The production of school magazines or journals to motivate pupils and contribute to their learning.

9.3 Agenda for action

In Table 9.1, the 34 policy suggestions are linked to the Ministry's departments or units responsible for policy implementation. The table shows broad estimates for implementation time and costs. The table's headings have been explained below:

Responsible department: The unit, department or branch within the Ministry that should implement the policy suggestion.

Implementation time: An approximate time estimate for the implementation of each policy suggestion. Time estimates function on a three-point scale: 'short' (around three to nine months), 'medium' (around one to two years), and 'long' (around three to five years).

Cost: An approximate cost estimate for the implementation of each policy suggestion made according to a three-point scale. 'Low' cost refers to initiatives that require no increased expenditure and can be accommodated within existing budgets through the redeployment of staff, a more efficient use of resources, and/or refining existing data collection procedures. 'Medium' cost refers to activities that require substantial data collection and/or research projects that cannot be integrated with existing arrangements and therefore need funding. 'High' cost refers to large-scale investments in capital and human resources.

Table 9.1 Policy suggestions listed in association with the responsible department(s) and the suggested time-frame and costs

Policy Suggestion	Responsible Department	Time	Cost
Group 1: Consultations with staff, community and experts			
Policy Suggestion 3.7: Class Teachers may consider ensuring that children take books home from school to read provided parents and guardians create a quite place for children to do homework and study.	Field Inspectorate	Medium	Medium
Policy Suggestion 3.11: Parents, Guardians and the community at large need to ensure that their children attend school regularly and on time. They should also inform the school if their children will be absent or late.	Field Inspectorate	Short	Low
Policy Suggestion 3.12: Inspectors and District Education Officers must insure that the teachers give, explain and mark the homework.	Field Inspectorate	Short	Low
Policy Suggestion 3.13: CEO Primary may wish to attempt to increase parental involvement in Basic Education, for example, increasing involvement in	Field	Short	Low

Policy Suggestion	Responsible Department	Time	Cost
school activities and the school management boards. Policy Suggestion 3.14: CEO Primary may wish to consider encouraging teachers to allow pupils to borrow books from a classroom or a school library to read at home. Policy Suggestion 5.4: Parents, guardians and community members need to be sensitised on what constitutes free and compulsory primary education because government cannot afford to be the only investor in quality education. Parental and community involvement and other key stakeholders are still important, in spite of the introduction of FPE. For instance parents, guardians and communities still need to cover direct costs of their children's education. Policy Suggestion 7.1: Primary School principals and inspectors should ensure that teachers teach children to master literacy and numeracy particularly the four operations in mathematics (addition, subtraction, multiplication and division) as some anecdotes indicates children lack these mathematical skills.	Inspectorate Field Inspectorate Field Inspectorate and Information Office Field Inspectorate and NCDC	Short Short Medium	Low Medium Medium
Group 2: Review of existing planning and policy procedures. Policy Suggestion 3.1: The Principal Secretary should consider strengthening the Non-Formal Education (NFE) programmes that are conducted by the department of the Lesotho Distance Teaching Centre. The NFE programme could select those adults who have come to school to take the advantage of the FPE scheme and come to learn to read and write only. It will also reduce the financial burden on the formal system for catering for the pupils who repeatedly drop	PS and LDTC	Medium	High

Policy Suggestion	Responsible Department	Time	Cost
in and drop out of the system. Policy Suggestion 3.4: CEO Primary must implement the policy of allowing only five percent repetition rates in primary schools as pronounced in the Medium Term Education Sector Strategic Plan 2009/10-2012/13.	Field Inspectorate	Short	Low
Policy Suggestion 3.5: CEO Primary might consider expediting the implementation of compulsory and Free Primary Education and use FPE as the springboard more especially now that the Parliament has passed the new Education Act 2010 which supports this new initiative and the Prime Minster has officially launched it.			
Policy Suggestion 3.8: The CEO Primary must ensure that school feeding programme is equitable and sustainable. This is crucial because school feeding has a positive effect on primary school enrolment and improves the learning outcomes. Because of the increasing rate of orphanhood, school may be the only place where orphans get their only meal for the day.	Field Inspectorate	Short	Medium
Policy Suggestion 3.9: PS may consider strengthening NFE to offer more adult education over and above literacy and numeracy or income generation skills and provide information on the benefits of schooling to local communities.			
Policy Suggestion 5.1: The Teaching Service Commission may wish to deliberately recruit more males into the positions of school heads to address the gender imbalances in school managerial positions. Otherwise if this trend continues primary school teaching may be regarded as a feminine profession and males may feel discouraged from becoming teachers.	Field Inspectorate TSC	Short Short	Low Medium
Policy Suggestion 5.2: The Chief Education Officer Teaching Service might consider a school heads re-distribution or re-deployment, development and			

Policy Suggestion	Responsible Department	Time	Cost
recruitment project that is designed to place qualified and experienced school heads in the mountain districts of Qacha's Nek and Leribe.	TSD	Medium	Low
Policy Suggestion 6.1: The Chief Education Officer Primary may wish to develop some guidelines for school principals on how to manage the FPE stationery as it seems it does not last for the whole year. In addition, the quantity of stationery distributed needs to be reviewed, as some teachers claim that they are sometimes given inadequate materials.	Field Inspectorate	Short	Low
Policy Suggestion 6.2: The School Supply Unit Manager may wish to consider ensuring equitable distribution of basic learning materials and to prioritize marginalized districts, especially Qacha's Nek.	SSU	Short	Low
Policy Suggestion 7.2: Radio lessons and reading aloud should be resuscitated in primary schools. School principals should allocate some time in schools for reading.	Field Inspectorate and NCDC	Medium	Medium
Policy Suggestion 7.3: The school principals might wish to consider identifying a teacher in a school who is competent in teaching reading mathematics allow him or her to teach the subject only in all the grades and even to mentor other teachers.	Field Inspectorate and School Principal	Short	Low
Policy Suggestion 7.4: The CEO teaching service may wish to consider subject teaching in primary schools.	TSC, TSD and Field Inspectorate	Long	High
Policy Suggestion 8.1: The Director National Curriculum Development Centre should review life skills, sexual and reproductive health education and integrate it into the school curriculum of both formal and non-formal education.			

Policy Suggestion	Responsible Department	Time	Cost
	NCDC	Medium	Medium
Group 3: Data Collection for Planning Purposes Policy Suggestion 3.2: Regional inequalities in the provision of educational facilities should be monitored through the Education Management Information System (EMIS). Progress on reducing disparities should be brought to the attention of the authorities on an annual basis. Otherwise, the mountain districts will remain disadvantaged. Policy Suggestion 3.3: The monitoring and evaluation function embedded in the Education Management Information System (EMIS) should monitor the progress in reducing the wastage ratio as a result of high repetition rates in the provision of educational opportunities and bring this to the attention of the authorities on an annual basis. Otherwise if not, the repeaters will continue to block the space for the new entrants and jeopardize the chances of achieving the MDGs and EFA goals by 2015. Policy Suggestion 3.10: Planning Unit may wish to consider collecting data annually on learner and teacher absenteeism, and the reasons for absenteeism, for evidence based decision making.	Planning Unit Planning Unit Planning Unit	Short Short Short	Low Low Low
Group 4: Educational Policy Research Projects. Policy Suggestion 4.3: Lesotho College of Education should consider a review of its teacher training			

Policy Suggestion	Responsible Department	Time	Cost
programmes to train teachers in new teaching methodologies, such as learner centred approaches, and to improve courses on how to teach HIV and AIDS. Policy Suggestion 8.2: The CEO Primary in collaboration with the HIV and AIDS Unit of the Ministry of Education and Training should consider developing new organisational structures and programmes for the promotion of HIV and AIDS awareness and prevention in primary Schools.	LCE Filed Inspectorate and HIV and AIDS unit	Long Medium	Medium Low
Group 5: Investment in Infrastructure and Human Resources. Policy Suggestion 3.6: CEO Primary may consider a massive sensitization and social mobilization of parents who can afford to buy supplementary reading materials or Ministry of local government to construct community libraries. Policy Suggestion 4.1: CEO Teaching Service might wish to consider construction of teachers' houses as an incentive to retain teachers in the remote districts. Policy Suggestion 4.2: In the interest of equity, the CEO Teaching Service should consider providing schools in remote districts such as Mokhotlong with better qualified teachers. Policy Suggestion 4.4: Once enough teachers have been recruited, the CEO Teaching Service and LCE might wish to focus attention on designing and implementing effective pre-and in-service teacher training programmes. Policy Suggestion 4.5: The Subject Specialist and Curriculum developers of the MOET's National Curriculum Development Centre should conduct training workshops on how to correctly interpret the syllabus and to incorporate the syllabus into their daily lesson plans.	Field Inspectorate TSC TSC TSD and LCE NCDC	Medium Long Medium Medium Short	Medium High High Medium Medium

Policy Suggestion	Responsible Department	Time	Cost
Policy Suggestion 4.6: School principals should assist newly recruited and unqualified teachers with lesson plans preparations and do spot checks to see whether all the teachers have prepared lesson plans.	Field Inspectorate and School Heads	Short	Low
Policy Suggestion 5.3: The CEO teaching service may wish to consider regular in-service training on school management issues and other specialised training to provide basic survival kits for newly appointed school heads.	TSD	Medium	Medium
Policy Suggestion 6.3: The Chief Education Officer Primary may wish to provide more classrooms to Mohale's Hoek.	Field Inspectorate and EFU	Long	High

9.4 Feasibility assessments for the implementation of policy suggestions

A feasibility appraisal of the implementation of the policy suggestions would provide the Ministry with an understanding of which tasks to tackle immediately. Certain tasks require high resource levels and other logistical conditions for them to be addressed effectively. The 'SWOT' analysis appraisal method was used here.

Strengths

Of the Group 1 policy suggestions, six (4.9, 4.10, 4.13, 4.14, 4.15, and 5.6) would not require increased resources. Policy suggestions could be accommodated within the existing budget through modified and improved procedures, automation and information-sharing. Group 2's policy suggestions (3.8, 4.8, and 5.5) do not have

increased financial implications. Thus, there are nine policy suggestions altogether that the Ministry can implement with little or no increased costs at all. All these policies can be implemented within a short to a medium term. The Ministry also has an adequate number of staff with the capacity to implement the policy suggestions.

Opportunities

A 'SWOT' analysis shows that that many opportunities exist for the Ministry to effectively implement the 34 policy suggestions. An additional thirteen policy suggestions can be implemented within the existing fully-funded development programmes. Some analyses from the independent education sector assert that significant implementation problems exist (see table 9.1). However, generally financial support has been pledged to implement strategies to resolve these issues.

Four policy suggestions (3.1, 3.3, 3.5, 3.6) could be accommodated by strategies laid out in the Education Sector Strategic Plan 2005-2015. This programme aims to improve access to basic education for all. The programme also aims to enhance the Ministry's institutional capacity, including EMIS. A further six policy suggestions (3.2, 4.11, 4.12, 5.3, 5.2, and 4.2) could be integrated within this strategic framework. According to the ESSP 2005-2015, efficiency in education service delivery could be pursued through a number of strategies which involve the implementation of policy suggestion 5.7. Policy suggestions 4.7 and 3.9 could be implemented within the framework of improving quality education, where funding already exists.

Weaknesses

The most crucial setback is that major development programmes are depended upon donor funding.

Assumptions and Risks

The Ministry's major challenge is to make preparations to absorb the activities of the completed development programme.

It is hoped that the Government's support of various human rights projects will continue to prevail. The Government is currently committed to achieving the Millennium Development Goal (MDG) of quality universal primary education by 2015. It is actively pursuing basic Education for All (EFA) by 2015. The Government was also involved in the Poverty Reduction Strategy Programme (PRSP) for 2004 – 2006. The Ministry has the financial support of a benevolent donor community.

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Appendices

Appendix A:
General Policy Concerns, Specific Research Questions and Dummy Tables for the Design of the SACMEQ III Project

<u>General Policy Concern 1:</u> What were the personal characteristics (for example, age and gender) and home background characteristics (for example, parent education, regularity of meals, home language, etc.) of Standard 6 pupils that might have implications for monitoring equity, and/or might impact upon teaching and learning?

Specific research questions

- What was the age distribution of pupils?
  - Questionnaire: SI: P2; SII: P2
  - Homework: SIII: P1
  - Dummy Table: 3.1 (a); 3.1 (b)
- What was the gender distribution of pupils?
  - Questionnaire: SI: P3; SII: P3
  - Homework: SIII: P2
  - Dummy Table: 3.1 (a); 3.1 (b)
- What was the level of education of pupils' parents?
  - Questionnaire: SI: P9, P10; SII: P11, P12
  - Homework: SIII: P15, P16
  - Dummy Table:
- How regularly did pupils eat meals?
  - Questionnaire: SI: P18; SII: P10
  - Homework: SIII: P34
  - Dummy Table:
- What percentage of pupils spoke the language of the test at home?
  - Questionnaire: SI: P4; SII: P4
  - Homework: SIII: P4

Dummy Table:

- Where did pupils live during the school week?
  Questionnaire: SI: P5; SII: P5
  Homework: SIII: P8
  Dummy Table:

- How many books were there in pupils' homes?
  Questionnaire: SI: P6; SII: P6
  Homework: SIII: P12
  Dummy Table:
- What other reading materials and electronic media did pupils have at home?
  Questionnaire: SI: P8.01, P8.02, P8.03, P8.04, P8.05, P8.06, P8.07;
  SII: P7.01, P7.02, P7.03, P7.04, P7.05, P7.06, P7.07
  Homework: SIII: P14.01, 14.02, P14.21, P14.22, P14.23, P14.25
  Dummy Table:
- What was the socio-economic status of pupils' parents, in terms of possessions and housing conditions (lighting, floor, walls, roof)?
  Questionnaire: SI: P8; SII: P7, P8, P9, P13, P14, P15
  Homework: SIII: P17, P18, P19, P20
  Dummy Table:

General Policy Concern 2: What were the school context factors experienced by Standard 6 pupils that might impact upon their learning and the general functioning of schools? School context factors include location, absenteeism (regularity and reason) and grade repetition. The frequency, amount and correction of homework, in addition to family involvement during homework time, are also school context factors.

Specific research questions

- What was the location of the school?
  Questionnaire: SI: S11, S12; SII: S13, S14; SIII: S3
  Dummy Table:
- How many days were pupils absent in the previous month, and what were the reasons for these absences?

Questionnaire: SI: P19; SII: P16, P17
Homework: SIII: P21, P22
Dummy Table:

- How many pupils had repeated a grade, and were they currently repeating Grade 6?
  Questionnaire: SI: P23; SII: P18
  Homework: SIII: P23, P23
  Dummy Table:
- How frequently did pupils receive homework in reading, mathematics and health?
  Questionnaire: SI: P11; SII: P33, P36; SIII: P49
  Dummy Table:
- Did teachers correct assigned homework?
  Questionnaire: SII: P34, P37; SIII: P51
  Dummy Table:
- Did family members monitor, assist with, request demonstration, ask questions about, and/or look at pupils' homework?
  Questionnaire: SI: P12, P13, P14, P15, P16; SII: P24, P25, P26, P27, P28, P29, P30; SIII: P50
  Dummy Table:

<u>General Policy Concern 3</u>: Did pupils have sufficient access to classroom materials (for example, textbooks, readers and stationery) in order to participate fully in their lessons?

Specific research questions

- What percentage of pupils had reading and mathematics textbooks?
  Questionnaire: SI: P20; SII: P35, P38; SIII: P53, P54
  Dummy Table:
- What percentage of pupils had adequate basic classroom supplies for writing, erasing, etc.?
  Questionnaire: SI: P22; SII: P21
  Homework: SIII: P28

Dummy Table:

<u>General Policy Concern 4:</u> Did pupils have access to library books within their schools, and, if so, was the use of these books being maximised by allowing pupils to take them home to read?

Specific research questions

- What percentage of pupils had access to library facilities (school and classroom)?
  Questionnaire: SI: T10.9, S31.01; SII: T12.6, S38.01; SIII: S20,
  Dummy Table:
- Were pupils permitted to take library books home? (This question to be crosschecked from pupils and school head questionnaires.)
  Questionnaire: SI: P21, S34; SII: P20, S39
  Homework: SIII: P25, P26, P27
  Dummy Table:

<u>General Policy Concern 5:</u> Has the practice of Standard 6 pupils receiving extra lessons in school subjects outside school hours become widespread and have these been paid lessons?

Specific Research Questions

- What percentage of pupils received extra tuition?
  Questionnaire: SI: P17; SII: P31; SIII: P36
  Dummy Table: 3.15
- Was payment made for receiving extra tuition?
  Questionnaire: S1I: P32; SIII: P45
  Dummy Table: 3.15

<u>General Policy Concern 6</u>: What were the characteristics of Standard 6 pupils' teachers (for example, age, gender and socio-economic level), and what was the condition of their housing?

Specific Research Questions

- What was the age distribution of teachers?

Questionnaire: SI: T3; SII: T3; SIII: 2
Dummy Table: 4.1

- What was the gender distribution of teachers?
  Questionnaire: SI: T2; SII: T2; SIII: T1
  Dummy Table: 4.1
- What was the socio-economic status of teachers in terms of possessions?
  Questionnaire: SI: T28; SII: T27, T28; SIII: T
  Dummy Table:
- What was the general condition of teacher housing?
  Questionnaire: SI: T31; SII: T29, T30; SIII: T25
  Dummy Table: 4.2

<u>General Policy Concern 7</u>: What were the professional characteristics of Standard 6 pupils' teachers (in terms of academic, professional, and in-service training), and did they consider in-service training to be effective in improving their teaching?

Specific Research Questions

- How many years of academic education had teachers completed?
  Questionnaire: SI: T4; SII: T4; SIII: T4
  Dummy Table: 4.4 (a), 4.4 (b), 4.4 (c)
- How many years of teacher training had teachers completed?
  Questionnaire: SI: T5; SII: T5; SIII: T5
  Dummy Table:
- How many years of teaching experience had teachers completed?
  Questionnaire: SI: T6; SII: T6; SIII: T6
  Dummy Table: 4.5
- How much in-service training had teachers completed?
  Questionnaire: SI: T7; SII: T7, T8; SIII: T8
  Dummy Table: 4.6
- Did teachers consider that in-service training improved their teaching?
  Questionnaire: SII: T9; SIII: T9
  Dummy Table: 4.7

General Policy Concern 8: How did teachers allocate their time among responsibilities concerned with teaching, preparing lessons, and marking?

Specific Research Questions

- How many periods did teachers teach and how long were these periods?
  Questionnaire: SI: T11; T12; SII: T14, T15: SIII: T15
  Dummy Table: 4.8
- How many hours per week did teachers spend in lesson preparation and marking?
  Questionnaire: SI: T13; SII: T16; SIII: T17
  Dummy Table: 4.9

General Policy Concern 9: What were teachers' viewpoints on assessment procedures, and meeting and communicating with parents?

Specific Research Questions

- How often did teachers give written tests in reading, mathematics and health?
  Questionnaire: S1: T20; SII: T38, T46; SIII: T28
  Dummy Table: 4.10 (a), 4.10 (b), 4.10 (c)
- How often did teachers meet with parents?
  Questionnaire: SI: T21; SII: T17; SIII: T18
  Dummy Table: 4.11
- Did teachers ask parents to sign homework assignments?
  Questionnaire: SI: T16; SII: T34, T42; SIII: T27
  Dummy Table: 4.12

General Policy Concern 10: What was the availability of classroom furniture (for example, sitting/writing places, teacher table, teacher chair, and bookshelves) and classroom equipment (for example, chalkboard, dictionary, maps, book corner and teacher guides) in Standard 6 classroom?

Specific Research Questions

- What percentages of pupils were in classrooms with adequate sitting and writing places?
  Questionnaire: SI: P24, P25; SII: P22, P23
  Homework: SIII: P29, P30

Dummy Table:

- What percentages of pupils were in classrooms with adequate classroom furniture and equipment (for example, a teacher table, teacher chair, and chalkboards)?
  Questionnaire: SI: T10; SII: T12; SIII: T12.1, T12.8, T12.9
  Dummy Table:
- How many books did teachers have in their classroom library or book corner?
  Questionnaire: SI: T8; SII: T10; SIII: T11
  Dummy Table:
- Did teachers have teaching aids (for example, a map, dictionary, geometrical instruments, and teachers' guides)?
  Questionnaire: SII: T13.1, T13.2, T13.3, T13.5; SIII: T14.01, 14.02, 14.03, T14.04, T14.05, T14.06
  Dummy Table:

<u>General Policy Concern 11</u>: What professional support (in terms of education resource centres, inspectors, advisory visits, and head inputs) was given to Standard 6 teachers?

Specific Research Questions

- How did teachers use education resource centres?
  Questionnaire: SII: T24, T24.1, T24.2, T24.3, T24.4, T24.5, T24.6; SIII: T24, T24.1, T24.2, T24.3, T24.4, T24.5, T24.6
  Dummy Table: 4.13
- What was the purpose of using the resource centre?
  Questionnaire:
  Dummy Table: 4.14
- Did school heads advise teachers on their teaching?
  Questionnaire: SI: T27; SII: T26; SIII: T22
  Dummy Table: 4.15

<u>General Policy Concern 12</u>: What were the personal characteristics of school heads (for example, age and gender)?

Specific Research Questions

- What was the age distribution of school heads?

Questionnaire: SI: S2; SII: S2; SIII: S5
Dummy Table: 5.1

- What was the gender distribution of school heads?
  Questionnaire: SI: S1; SII: S1; SIII: S4
  Dummy Table: 5.1

<u>General Policy Concern 13</u>: What WERE the professional characteristics of school heads (in terms of academic, professional, experience, and specialized training)?

Specific Research Questions

- What was the level of academic education of the school heads?
  Questionnaire:
  Dummy Table: 5.2
- How many years of teaching experience had the school heads completed?
  Questionnaire: SI: S5; SII: S6; SIII: S8
  Dummy Table: 5.3
- How many years of experience had school heads had either as a school head or an acting school head?
  Questionnaire: SI: S8, S9; SII: S9. S10; SIII: S9
  Dummy Table:
- Have school heads received specialized training in school management?
  Questionnaire: SII: 5; SIII: 10
  Dummy Table:

<u>General Policy Concern 14</u>: What were the school heads' viewpoints on school infrastructure and the condition of school buildings?

Specific Research Questions

- What items of equipment (telephone, fax, duplicator) and general facilities (library, staff room, store room) did school have?
  Questionnaire: SI: S31; SII: S38; SIII: S19.17, S19.19, S19.28
  Dummy Table:
- What kind of water supply did school have?
  Questionnaire: SI: S31; SII: S38.08; SIII: S19.13
  Dummy Table:

- What was the nature and provision of toilets facilities in schools?
  Questionnaire: SI: S30; SII: S37
  School Information: SIII: SI18
  Dummy Table: 5.13

- What was the general condition of school buildings?
  Questionnaire: SI: S29; SII: S36; SIII: S18
  Dummy Table:

<u>General Policy Concern 15</u>: What were the school heads' viewpoint on (a) daily activities (for example, teaching), (b) inspections, (c) problem with pupils and staff (for example, pupil lateness, teacher absenteeism, and lost days of school)?

Specific Research Questions

- What amount of teaching did school heads undertake?
  Questionnaire: SI: S7; SII: S7, S8; SIII: S8, S12
  Dummy Table: 5.5
- How many school days were lost due to non-school events?
  Questionnaire: SI: S26; SII: S3
  School Information: SIII: SI 16
  Dummy Table: 5.6
- What were the purposes and frequencies of school inspections?
  Questionnaire: SII: S24, S25
  School Information: SIII: SI 14
  Dummy Table: 5.7, 5.8
- What was the contribution of the community (in terms of time and resources for maintaining the school and for providing supplementary funding)?
  Questionnaire: SII: S40; SIII: S21
  Dummy Table: 5.9
- What were the main behavioural problems of pupils?
  Questionnaire: SI: S25; SII: S31; SIII: S15
  Dummy Table: 5.10
- What were the main behavioural problems of teachers?
  Questionnaire: SI: S25; SII: S32; SIII: S16
  Dummy Table: 5.1