

LCN VNR Presentation



The State of SDG 4 Implementation in Lesotho



Lesotho Council of NGOs

- ▶ Established in 1990
- ▶ Its primary mandate is to coordinate NGO movement in Lesotho
 - Offer supportive role to NGOs
 - Represents NGO movement both at home and elsewhere
 - Ensure that NGOs are capacitated in doing their job
 - Ensures that policies the country formulates are pro poor
 - Has six sectoral commissions for ease of coordinating alike NGOs
 - Health and Social Development Commission deals with Education related matters



Introduction

- Lesotho has made significant progress in its efforts towards Education for All by introducing Free Primary Education from 2000 which was then reinforced to Free and Compulsory Primary Education by law in 2010.
- Whilst access to education has improved and many children have enrolled in primary schools, there are pockets of disadvantaged children who are out of school, consisting mainly of herd-boys, learners with disabilities, orphans and other vulnerable children.
- The education sector has been allocated MOET allocated M 3.1 billion which equates to 17% of the total National Budget, the sector faces major challenges including:
 - Poor retention rates at primary and secondary levels,
 - Low student learning outcomes/achievements,
 - Graduate with inadequate skills for the job market.
 - Poor school governance.



Cont...

- The sector also lacks adequate facilities and displays disparities across districts. For instance, mountainous districts experience difficulties to attract and retain teachers and show poorer performance compared to lowland districts.
- To address these challenges, the Ministry has set strategic objectives in its Education Sector Strategic Plan for 2016–2026 relevant towards achieving SDG 4
 - Reform the national curriculum and assessment system to meet the needs of Lesotho.
 - Improve access to comprehensive early childhood care and development, especially for the most vulnerable and disadvantaged children.
 - Increase access to quality free and compulsory Lower Basic Education.
 - Increase access to quality Secondary Education.
 - Increase access to Technical and Vocational Education.
 - Improve relevance of programs offered at Higher Learning Institutions.
 - Improve the effectiveness and efficiency of Non-Formal Education delivery



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

Achievements	Remarks
<p>Completion rates have generally been increasing for both girls and boys in primary and secondary.</p>	<p>When benchmarking with other SADC counterparts through studies conducted by Southern Africa Consortium for Monitoring Educational Quality, Lesotho's education quality at primary is still poor.</p>
<p>Drop-out rates have also generally been declining</p>	<p>While completion and drop-out rates are generally improving, the majority of less disadvantaged sections of the population, mainly the rural communities and the poor still remain out of schools.</p>



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

Achievements	Challenges/Remarks
Completion of the Integrated ECCD Policy	Inadequate qualified teachers for ECCD
The number of reception classes attached to existing primary schools is increasing annually	Inadequate child friendly facilities for ECCD education
The total enrolments in ECD education have also been improving. In essence, the NER at registered ECCD facilities improved from 23.5 to 29.5 between 2015 and 2016.	



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

Achievements	Challenges
12 institutions with ICT and 9 of them are fully equipped (TVET)	Lack of industries that offer attachment/experiential learning and apprenticeship
Registration and accreditation for TVET have been reviewed	
TVET Policy has also been reviewed and awaiting Cabinet's approval.	Mismatch between the skills and the job market.



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

Achievements	Challenges
<p>There has generally been total gender parity in primary as Gender Parity Index has hovered around 0.98 over the years</p>	<p>There is huge gender disparity beyond primary education with more females benefiting from education.</p>
<p>Developed Education Language policy, Non Formal Education policy and Inclusive Education Policy</p>	<p>A huge number of people with special educational needs has been left out of the educational system due to lack of appropriate facilities as well as qualified trainers.</p>
	<p>Expensive learning and teaching materials for Learners with special education needs (LSEN)</p>
	<p>Curriculum not inclusive for LSEN</p>

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

Achievements	Challenges/Remarks
<p>Introduction of Free Primary Education from 2000 which was then reinforced to Free and Compulsory Primary Education by law in 2010 hence literacy rates are considerably high and above 90% for both men and women.</p>	<p>High literacy rates have not translated into poverty reduction as poverty continue to rise in Lesotho</p>
	<p>Reinforcement of Compulsory primary education hence we have not achieved 100% net enrolment rate in primary despite being free.</p>



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

Achievements	Challenges
320 schools implementing Child Friendly schools standards	Rolling out the CFS due to inadequate funding, UNICEF is the only funder.
The Government of Lesotho and Japan signed an agreement in November to upgrade 4 post primary inclusive schools	



4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states

Achievements	Challenges
The National Teacher Education and training Policy is in place	Lack of funding and well coordinated needs-based CPD
Teachers without teaching qualifications were enrolled in post graduate diploma in teaching to acquire relevant skills in teaching.	There has been substantial delay in finalizing the study
Implementing Continuous Professional Development (CPD)	
The Ministry is in the process of finalizing the study on Teacher demand and supply	



Part of Local Education Group–LEG

- ▶ A very important body that brings stakeholders together
- ▶ Members present their work towards SDGs
- ▶ Used to address myriad challenges facing education
- ▶ Cost effective model to monitor performance of the ministry on its strategic goals



Way forward

- ❑ The 2009 Curriculum and Assessment policy is being reviewed to ensure inclusiveness, relevant and effective learning outcome in Primary and Secondary education.
- ❑ Review preschool curricula, materials and manual
- ❑ Development of implementation strategies for Non-formal education Policy, Language Policy and Inclusive education Policy
- ❑ Conduct CFS evaluation and roll it out funds permitting
- ❑ Built appropriate infrastructure for integration of learners with special needs.
- ❑ Diversify courses being offered at TVET to address the labour market needs
- ❑ Conduct training needs assessment for strategically informed teacher training



conclusion

- ▶ For Lesotho to achieve the set targets, there is still a need for a stronger multi-sectoral approach. Therefore we conclude by these words.

“It is under the greatest adversity that there exists the greatest potential for doing good, both for oneself and others.”

Dalai Lama

“Be the change you want to see” –Mahatma Gandhi

Likhomo!!!!



We thank you!

