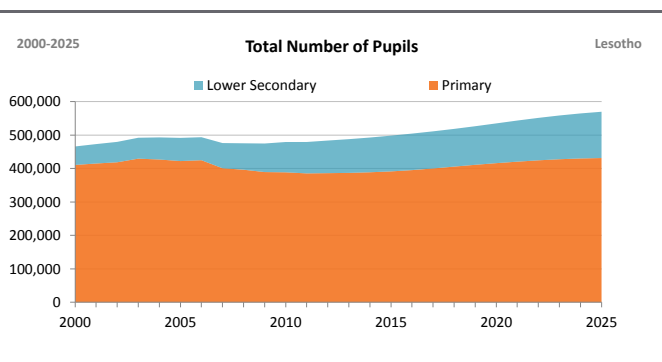
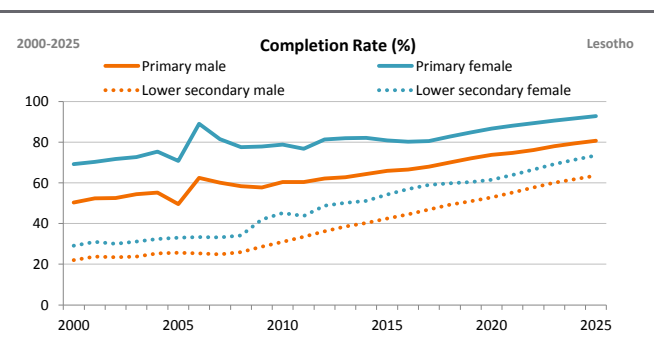
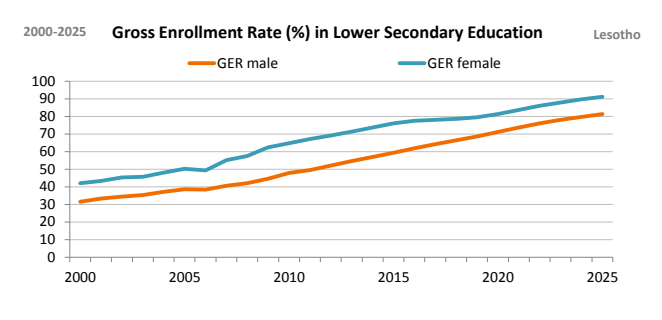
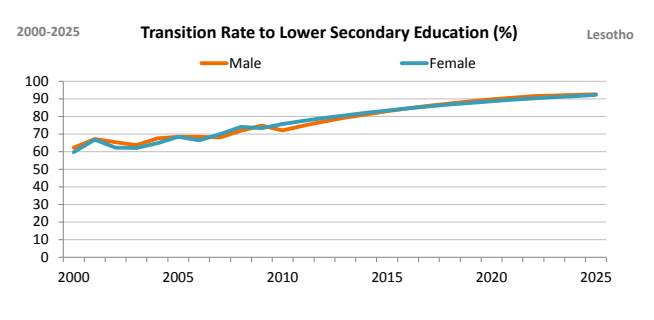
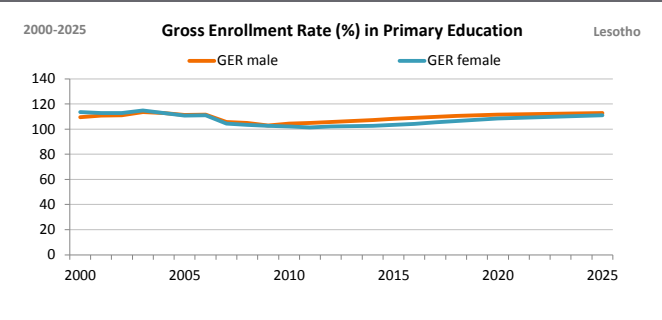
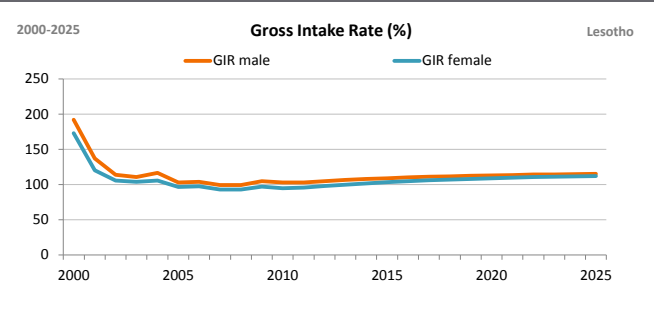


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Lesotho



DEFINITIONS

Source: UNESCO Institute for Statistics (UIS)

Gross Intake Ratio (GIR) Total number of new entrants in first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.

Gross Enrollment Rate (GER) Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school-year. Often higher than 100% because of repetition and overage students.

Transition Rate The number of pupils admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils enrolled in the first grade of the lower level of education in the previous year.

Completion Rate The total number of students completing (or graduating from) the final year of primary or secondary education, regardless of age, expressed as a percentage of the population of the official primary or secondary graduation age.

Primary Education At the primary education level, the program of study is normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. Religious instruction may also be featured. The average duration of primary education is six years but cycles vary by country, ranging from a minimum of three years to a maximum of eight years. Please note that these profiles take definitions of the entry age and duration of primary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at www.epdc.org.

Lower Secondary Education At the lower secondary education level, the program of study is typically designed to complete the development of basic skills and knowledge which began at the primary level. In many countries, the educational aim is to lay the foundation for lifelong learning and individual development. The duration of lower secondary education varies by country but averages three years internationally. Please note that these profiles take definitions of the entry age and duration of lower secondary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at www.epdc.org.

These profiles were produced by the Education Policy and Data Center (EPDC) in August 2013.

PRIMARY	Number of Pupils	Gross Intake Rate into Primary (GIR, %)		Primary Gross Enrollment Rate (GER, %)		Primary Completion Rate (%)	
	TOTAL, Both Genders	Male GIR	Female GIR	Male GER	Female GER	Male %	Female %
2000	410,745	192	173	109	113	50	69
2001	415,007	137	120	111	113	52	70
2002	418,668	114	105	111	113	53	72
2003	429,522	111	104	113	115	54	73
2004	427,009	117	106	113	113	55	75
2005	422,278	103	96	111	111	50	71
2006	424,855	104	97	112	111	62	89
2007	400,943	99	93	106	104	60	82
2008	396,456	99	93	105	103	58	78
2009	389,424	105	97	103	102	58	78
2010	388,678	103	94	104	102	60	79
2011	385,437	103	95	105	101	60	77
2012	386,146	105	98	106	102	62	81
2013	386,968	106	100	106	102	63	82
2014	388,803	108	101	107	103	64	82
2015	391,428	109	103	108	103	66	81
2016	395,239	110	105	109	104	67	80
2017	400,240	111	106	110	105	68	81
2018	405,780	112	107	110	106	70	83
2019	411,140	112	108	111	107	72	85
2020	416,045	113	109	111	108	74	87
2021	420,538	113	110	112	109	75	88
2022	424,557	114	110	112	110	76	89
2023	427,826	114	111	112	110	78	91
2024	430,092	115	111	112	111	79	92
2025	431,355	115	112	113	111	81	93

LOWER SECONDARY	Number of Pupils	Transition to Lower Secondary (%)		Lower Secondary Gross Enrollment Rate (GER, %)		Lower Secondary Completion Rate (%)	
	TOTAL, Both Genders	Male %	Female %	Male GER	Female GER	Male %	Female %
2000	55,241	62	60	32	42	22	29
2001	58,036	67	67	33	43	24	31
2002	61,011	65	62	34	45	23	30
2003	62,534	64	62	35	46	24	31
2004	66,073	67	65	37	48	25	32
2005	69,338	68	68	39	50	26	33
2006	68,828	68	66	38	49	25	33
2007	75,276	68	70	40	55	25	33
2008	79,039	72	74	42	58	26	34
2009	85,373	75	73	44	62	29	42
2010	90,619	72	76	48	65	31	45
2011	93,950	75	77	49	67	33	44
2012	97,550	77	79	52	69	36	49
2013	100,874	79	81	55	71	39	50
2014	103,879	81	82	57	74	40	51
2015	106,933	83	83	59	76	43	54
2016	109,242	85	85	62	77	45	57
2017	110,952	86	86	64	78	47	59
2018	112,724	87	87	66	79	49	60
2019	115,347	89	88	69	80	51	60
2020	118,866	90	89	71	81	53	62
2021	122,925	91	89	74	84	55	64
2022	126,932	91	90	76	86	58	67
2023	130,811	92	91	78	88	60	69
2024	134,634	92	92	80	90	62	72
2025	138,435	93	92	81	91	64	74

EPDC PROJECTION METHODOLOGY

EPDC education projections were developed using a progress-based methodology, based on trends from 2000-2010 across the group of low-income countries included in this exercise, and using past trends to set expectations for the future. Enrollments are projected using a cohort method, where student cohorts calculated based on UN population estimates are followed throughout the education system. Therefore, sudden spikes in primary intake in a given historical year can be expected to produce spikes in primary and, a few years later, lower secondary enrollment projections. Assumptions imposed on gross intake, dropout, repetition, and transition rates are used to drive the calculations for the rest of the indicators, including estimates of pupil enrollments, and - with the relevant population as a denominator - the gross and net enrollment rates by gender and school level. The projection assumptions set countries on a gradual rate of improvement across all key driver indicators, and countries that experienced negative trends in the most recent historical period are set to improve according to average trend across all countries. The full methodology for the projections is available upon request: email epdc@fhi360.org.

DISCLAIMER: EPDC education projections are a result of statistical modeling and contain a degree of prediction error. In some cases, trends do not follow the country specific trajectory, but are in line with the trends observed across the group of low-income countries as a whole. For these reasons, EPDC projections can only be used as a guide for research and policy, with the understanding that the actual levels of progress can only be known for present and past periods of time. FHI 360 bears no responsibility for incorrect predictions. Projection assumptions do not take into account crises, natural disasters, sudden population shifts, and other extraordinary circumstances.



Education Policy and Data Center (EPDC) is a research unit within the FHI 360 Global Learning Group. EPDC serves as a resource for education data, profiles and data reports on education status at the country level, research on issues and challenges in education around the world, as well as medium-term education projections. The FHI 360 Global Learning Group portfolio encompasses a wide range of programs and interventions in educational development. Visit us at www.fhi360.org and www.epdc.org.

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