



TVET COUNTRY PROFILE LESOTHO



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Introduction

Lesotho enacted its first Technical and Vocational Training (TVT) Act in 1984, which came into operation in 1987. Technical and Vocational Education Training (TVET) aims to improve the quality of education and highlight the important role that education can play in supporting the development of more just and inclusive societies.

The Ministry of Education and Training is responsible for TVET and is mandated to provide quality education services to all Basotho, with the ultimate goal of ensuring that every Mosotho has the opportunity of being literate and productive, with grounded moral and ethical values.

This paper highlights a country-level overview of the TVET system in Lesotho looking at its policy framework, governance, and the involvement of the private sector in TVET. The aim is to provide an overview of strategies for the implementation of TVET and to improve TVET reform and quality.

Policies

The 1984 Act of Technical and Vocational Training and is the official statement of policy. The main focus of the National Strategic Development Plan 2012/13-2016/17, which is the implementation document of the National Vision 2020, is skills development for economic growth.

The following documents provide contextual information on the education system and economic indicators in Lesotho as they relate to TVET implementation and policy.

- **The Education Sector Plan 2016 – 26** - is organised into thirteen chapters, covering major sub-sectors of the ministry. This strategic plan is intended to provide the Ministry of Education and Training with an effective long-term planning instrument over the 2016 to 2026 period and is divided into three parts.
 - Part, one gives the strategic plan context and broad objectives.

- Part two presents the education sector's main strategic programmes and cross cutting issues; and
- Part three covers the implementation framework, planning, monitoring and evaluation and finances.

- **The National Strategic Development Plan 2012/13 - 2016/17** - is the implementation document of the National Vision 2020. The plan's main focus is on skills development for economic growth. The strategy submits that for Lesotho to exploit the 'demographic bonus' of its large young labour force, the Ministry of Education and Training (MoET) should raise skills development by specifically focusing on:
 - Improving relevance and applicability of skills.
 - Expansion and upgrading of TVET institutions to support growth sectors (NSDP 2012/13-2016/17).
- **Education Act (No. 3 of 2010)** - a revision of the **Education Act No. 10 of 1995**, aims to promote the education of the people of Lesotho at all levels.
- **Lesotho Technical and Vocational Training Act 1984 (No. 25 of 1984)** - makes provision for the establishment of a Department of Technical and Vocational Training and a Technical and Vocational Training Advisory Board for the development of training of persons for skilled occupations in trade and industry and the development of skills training.

Governance

The Technical and Vocational Department (TVD) of the Ministry of Education and Training (MoET) is the umbrella governance body. The TVD's primary mandate is to ensure an adequate supply of well-trained manpower in all trades and occupations, and to conduct continuous evaluation of programmes to establish the relationship between training, job performance and employers' requirements or national needs.

This mandate filters to the following operational responsibilities:

- Regulatory practices aiming to improve the quality



of delivery systems and mechanisms through curriculum development.

- Inspection and assessment.
- Accreditation of programmes and institutions.
- Administration of trade tests to determine skills proficiency levels of workers.
- Support in terms of provision of workshops and equipment.
- Training of staff at TVET institutions and schools; and
- Continual assessment of skills needs.

Implementing Structures

The Department of Technical and Vocational Training (TVD) is the policy implementing arm and nerve centre of the TVET system. The department operates under the Director of Technical and Vocational Training and is divided into four functional sections:

- Secondary Technical Studies: Responsible for technical education and pre-vocational education and training.
- Post-secondary Technical and Vocational Training: Responsible for quality assurance in the delivery of curriculum in the VET institutions through inspections;
- Curriculum and Assessment: Responsible for standards, curriculum, and assessment; and
- Industrial Training: Responsible for all industrial training programmes and accreditation of TVET Institutions.

TVET Institutions

TVET is undertaken at post-junior secondary levels of schooling in the eight technical training institutions, six of which are owned by the church, but subsidised by the state. Some of these have been accredited to offer training in traditional skills such as automotive mechanics, bricklaying and plastering, and electrical installations, and others in home science, all at certificate level. Some have been accredited to offer

secretarial studies, pattern design and drafting, and business studies, at diploma level. The Lerotholi Polytechnic offers diploma courses at technician level in mechanical, electrical, and civil engineering and architecture.

The number of private providers in Lesotho is unknown. However, the TVD has begun a registration process and about forty of the private centres have voluntarily submitted their applications for accreditation.

TVET institutions are classified as follows:

- Technical and vocational schools - **26**
- Secondary schools – **93** out of more than 350 offering basic education in metal work, woodwork, technical drawing and design, home economics, and agriculture.
- Skills training centres – **17** offering pre-vocational skills to lower basic education.
- Technical and vocational training institutions – **20** catering for post junior and secondary school leavers, offering automotive mechanics, bricklaying and plastering and home sciences, etc.
- Participating industries and companies – **19** providing experiential opportunity for traineeship schemes or industrial attachment purposes for trainees in post-secondary institutions.

Some of these institutions are owned by the government (8%), the community (24%), the church (22%) while others are privately owned (46%). The church-owned institutions were founded with a strong mandate to serve the local communities surrounding them, and with a clear religious perspective coupled with a gender focus reflected in the curricula offered in such institutions. The management of these institutions has been church-controlled while government has funded these institutions over time.

Funding sources

The TVET system is largely financed out of state revenues. Student fees, which are the main source



of revenue, are paid into the revenue account of government and the TVET institutions are then allocated funding from those accounts. The sources of funding are basically uniform, that is

- Private financing.
- Public financing.
- Donor financing.
- Student fees; and
- Income generating projects in TVET institutions.

Private sector engagement

The Private Sector Competitiveness and Economic Diversification Project (PSCEDP) is a project of the government of Lesotho under the Ministry of Trade and Industry with funding from the World Bank. The key mandate of this project is to facilitate private sector investment in Lesotho by improving the business environment and diversifying sources of growth for Lesotho's economy.

The project is aligned with the government's National Strategic Development Plan II (2018-2022) with special focus on economic diversification in the non-textile sectors such as horticulture and tourism, and improving the status of Lesotho as an investment destination of choice based on the ease of doing business index as well as private sector-led economic growth.

Teacher Training

Teacher training takes place at both secondary and tertiary levels. The teacher training colleges offer professional certificates for in-service study. These certificates range from lower certificates for upgrading unqualified and under qualified teachers to higher certificates for furthering the training of qualified teachers. Each of the professional certificate programmes at the National Teacher Training College in Lesotho includes an internship year during which students teach in a school and are responsible to both the college and the regular school management.

Students are paid during their internship year, and the certificates lead to promotions and higher pay.

The National University of Lesotho offers university level education programme that lead to one of a Bachelor of Education (BEd), a Concurrent Diploma in Education, a Post Graduate Diploma, or a Master of Education (MEd).

Informal TVET systems

The Non-Formal Education Department of the Ministry of Education and Training (MoET) has to oversee and coordinate all non-formal education (NFE) activities in the country. The NFE Inspectorate is responsible for inspecting and coordinating NFE activities throughout the country.

The main providers of NFE are government and non-governmental organisations. The MoET offers non-formal education programmes through Lesotho Distance Teaching Centre (LDTC) and the Institute of Extra Mural Studies (IEMS) which is part of the National University of Lesotho that offers adult education. NFE providers in Lesotho are line ministries such as Health, Agriculture, Food and Security, Justice (Lesotho Correctional Service). Non-governmental organisations (NGOs) comprise institutions such as the Lesotho Association of Non-Formal Education (LANFE), the community, private individuals, and some church organisations. These providers offer a wide range of programmes and support services including:

- Literacy and numeracy for adults and out of school youth.
- Continuing education.
- Life skills education.
- Community education which encompasses environmental issues, health, population and family life education, gender equality, leadership, human rights education, and disaster management;
- Business/commercial, technical, and vocational education.



- Professional and managerial skills development; and
- Guidance and counselling.

Statistics

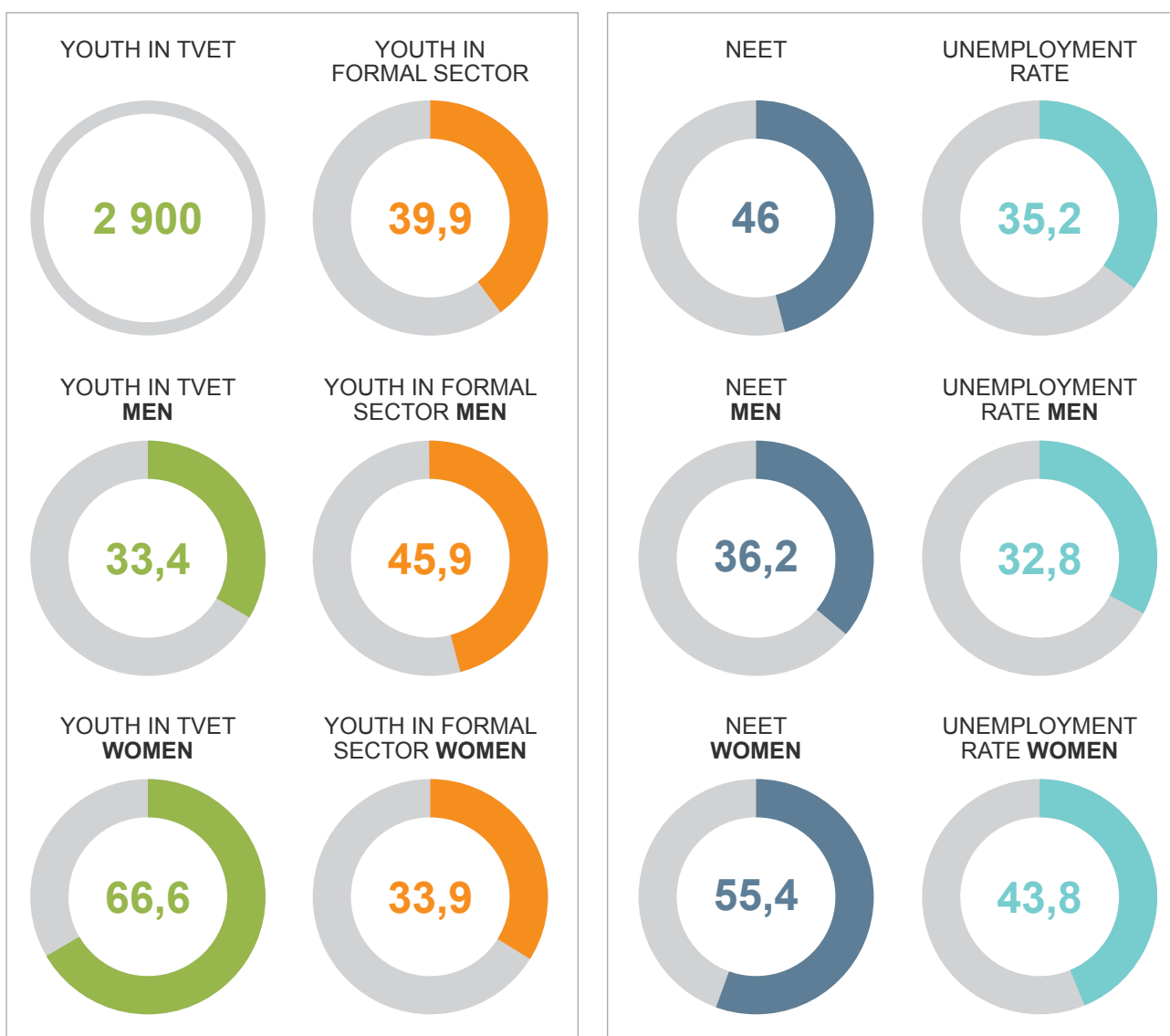
This section presents an overview of demographic and socioeconomic trends relative to progress made against the goals of the education system in Lesotho from 2011 to 2021. Youth in this publication refers to persons aged 15-24 years. All data presented here has been extracted from ILOSTAT.



AUDA-NEPAD
AFRICAN UNION DEVELOPMENT AGENCY



TVET-COUNTRY LEVEL OVERVIEW LESOTHO



YOUTH POPULATION

19,6%



GOOD PRACTICES

Lessons learnt, resources and skills associations

<https://aspyee.org/page/good-practices>



Sources

<https://unevoc.unesco.org/home/Dynamic+TVET+Country+Profiles/country=LSO>

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