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# Erasmus+ National Policy Reviews 2024 Lesotho

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## Lesotho

### Contributor

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This national policy review provides a detailed analysis of Lesotho's educational policies and their alignment with the Erasmus+ programme. It offers official, first-hand information into the country's engagement with Erasmus+ from 2021 to 2024, highlighting opportunities for improvement and identifying strategies to enhance integration and outcomes. Prepared and submitted by the Erasmus+ National Focal Point, this review contributes to ongoing efforts to strengthen international cooperation and to maximise the benefits of the Erasmus+ programme in Lesotho.

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## Reviews of policies, initiatives, projects, and/or stakeholders

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### Lesotho Qualifications Framework of 2019

The Lesotho Qualifications Framework (LQF) is being updated to better align with global standards. This revision will make it easier to compare qualifications between countries and improve student mobility. The policy explains why these changes are being made, considering both national and international viewpoints.

The shared goals and guiding principles for the Lesotho Qualifications Framework (LQF) are outlined, along with a clear governance structure that includes all areas of education. This approach is consistent with developments in SADC and other regions. The LQF uses Level Descriptors to show the complexity of learning at different levels, detailing the knowledge, skills, abilities, and competencies expected.

The LQF has ten levels for different types of qualifications, including general, technical, academic, and professional. Each level has descriptions that explain what students need to achieve. To measure how much learning is required, a system gives 1 credit for every 10 hours of learning. This way, every qualification is described in terms of learning outcomes and credits. This makes it easy to compare different qualifications, both from Lesotho and from other countries. The LQF also allows flexibility in education by letting people transfer credits, recognise prior learning, and acknowledge current skills throughout their learning journey.

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## Legislative reforms and/or policies that have been put in place in the past three years or that are still being discussed

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### Credit Accumulation and Transfer (CAT) policy

The CAT policy shows Lesotho's commitment to global and regional goals, such as the UN's Sustainable Development Goal No. 4, the African Union's Agenda 2063, UNESCO's convention on recognising qualifications, and the UN's Global Agenda 2030. The success and flexibility of learning pathways rely on supportive policies and tools that make them work. This policy is important for creating an education and training system that is efficient, fair, adaptable, and transparent. It helps students move and progress more easily by recognising their previous certified learning.

### Recognition of Prior Learning (RPL) policy

This is an important policy that helps improve the Lesotho Qualifications Framework (LQF). It validates and acknowledges learning from past experiences, giving people credits based on the LQF. RPL decisions may consider things like previously earned credits, partial qualifications, short courses, work experience, and portfolios. For RPL to work well, there must be clear and consistent procedures that fairly assess a person's evidence.

The goal of this policy is to create lifelong learning opportunities by highlighting and promoting the development of knowledge and skills that help the country grow. This will result in a skilled, adaptable workforce that can handle the challenges of a rapidly changing job market, fill skill gaps, encourage movement between jobs, and support overall personal development.

### **Recognition of Current competencies (RCC) policy**

Recognition of Current Competencies (RCC) is a way to reassess workers who were previously evaluated as competent to ensure they still meet the required standards. It takes into account the skills and knowledge gained through life or work experience, acknowledging that learning happens in many ways beyond formal education. RCC supports Continuing Professional Development, which is the ongoing process of gaining knowledge and skills and improving personal qualities to maintain and strengthen professional competence.

Note: These policies are currently pending approval by the Cabinet.

### **Ratification of Addis Convention (in process)**

This regional agreement, which Lesotho supports, aims to recognise and implement higher education programmes and qualifications in Lesotho and partner countries. It will promote exchange programmes and increase mobility for students and professionals across borders.

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## **Initiatives and/or programmes that have been launched in the past three years**

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### **Erasmus+ Programme with the National Focal Point (ENFP)**

Memo on Recognition of Qualifications Agreement between South Africa and Lesotho (in progress)

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## **Projects which are examples of good practice that have been launched in the past three years**

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### **Low-Carbon Economy Transformation through Sustainable Energy Modernization and Access in Lesotho (LETSEMA) Project**

ReNOKA Programme: Launched in 2021, this initiative aims to promote integrated catchment management in Lesotho and the Orange-Senqu River basin, focusing on coordinated efforts to manage and protect water resources.

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## **Key players and networks (stakeholders) at the national level (or at the regional level with a national component)**

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### **Ministry of Education and Training (MOET)**

This is the government ministry responsible for overseeing and managing education in Lesotho.

[www.gov.ls](http://www.gov.ls)

### **Higher Education Institutions (HEIs)**

These institutions provide higher education programs, such as universities, colleges, and technical institutes.

### **Council on Higher Education (CHE)**

This institution is responsible for promoting and ensuring the quality of education in the higher education sector.

[www.che.ac.ls](http://www.che.ac.ls)