Document of
The World Bank

FOR OFFICIAL USE ONLY

Report No: PAD1533

INTERNATIONAL DEVELOPMENT ASSOCIATION

PROJECT APPRAISAL DOCUMENT

ON A

PROPOSED CREDIT

IN THE AMOUNT OF SDR18.1 MILLION

(US$25 MILLION EQUIVALENT)

TO THE

KINGDOM OF LESOTHO

FOR AN

EDUCATION QUALITY FOR EQUALITY PROJECT

May 5, 2016

Education Global Practice
Africa Region

CURRENCY EQUIVALENTS
(Exchange Rate Effective as of February 29, 2016)

Currency Unit	=	Lesotho Maloti (LSL)
LSL 15.37	=	US$1
US$1.38131	=	SDR 1

FISCAL YEAR
April 1 – March 31

ABBREVIATIONS AND ACRONYMS

AfDB	African Development Bank
CEO	Chief Education Officer
CFS	Child-friendly School
CGP	Child Grants Program
CIPS	Chartered Institute of Procurement and Supply
CPAR	Country Procurement Assessment Report
CPF	Country Partnership Framework
DA	Designated Account
DLI	Disbursement-Linked Indicator
DP	Director of Planning
DoP	Department of Planning
DRT	District Resource Teacher
ECCD	Early Childhood Care and Development
ECoL	Examinations Council of Lesotho
EFU	Education Facility Unit
EMIS	Education Management Information System
FM	Financial Management
FTI	Fast Track Initiative
GDP	Gross Domestic Product
GPE	Global Partnership for Education
GPS	Global Positioning System
GRS	Grievance Redress Service
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ICB	International Competitive Bidding
ICT	Information and Communication Technology
IFR	Interim Financial Report
IPF	Investment Project Financing
IRR	Internal Rate of Return
ISP	Implementation Support Plan
JCE	Junior Certificate Examination
JICA	Japanese International Cooperation Agency
LEG	Local Education Group
MDP	Ministry of Development Planning
MoET	Ministry of Education and Training
MoF	Ministry of Finance

MTR	Midterm Review
NCB	National Competitive Bidding
NCDC	National Curriculum Development Center
NFE	Nonformal Education
NGO	Non Governmental Organization
NJCTL	New Jersey Center for Teaching and Learning
NPV	Net Present Value
OVC	Orphan and Vulnerable Children
PDO	Project Development Objective
PFU	Project Facilitation Unit
PFM	Public Financial Management
PMI	Progressive Math Initiative
PO	Procurement Officer
PPA	Project Preparation Advance
PPAD	Procurement Policy Advisory Division
PPR	Public Procurement Regulations
PS	Principal Secretary
PSI	Progressive Science Initiative
PSLE	Primary School Leaving Examination
PU	Procurement Unit
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SACU	Southern African Customs Union
SBD	Standard Bidding Documents
SD	Standard Deviation
SHN	School Health and Nutrition
SIP	School Improvement Plan
SMC	Senior Management Committee
SSU	School Supply Unit
TA	Technical Assistance
TSD	Teaching Service Department
TVD	Technical and Vocational Department
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund

Regional Vice President:	Makhtar Diop
Country Director:	Guang Zhe Chen
Senior Global Practice Director:	Claudia Maria Costin
Practice Manager:	Sajitha Bashir
Task Team Leader	Harisoa Danielle Rasolonjatovo Andriamihamina

KINGDOM OF LESOTHO
Education Quality for Equality Project

Table of Contents

Page

PAD DATA SHEET

Lesotho

Lesotho Education Quality for Equality Project (P156001)

PROJECT APPRAISAL DOCUMENT

AFRICA

0000009249

Report No.: PAD1533

Basic Information			
Project ID P156001	EA Category C - Not Required		Team Leader(s) Harisoa Danielle Rasolonjatovo Andriamihamina
Lending Instrument Investment Project Financing	Fragile and/or Capacity Constraints [ ] Financial Intermediaries [ ] Series of Projects [ ]		
Project Implementation Start Date 26-May-2016	Project Implementation End Date 30-Jun-2021		
Expected Effectiveness Date 01-Aug-2016	Expected Closing Date 30-Jun-2021		
Joint IFC No			
Practice Manager/Manager Sajitha Bashir	Senior Global Practice Director Claudia Maria Costin	Country Director Guang Zhe Chen	Regional Vice President Makhtar Diop

Borrower: Ministry of Finance			
Responsible Agency: Ministry of Education and Training			
Contact:	Moeti Lephoto	Title:	Acting Director of Planning
Telephone No.:	26622313045	Email:	moetil@yahoo.com

Project Financing Data(in USD Million)					
[ ]	Loan	[ ]	IDA Grant	[ ]	Guarantee
[X]	Credit	[ ]	Grant	[ ]	Other

Total Project Cost:	25.00	Total Bank Financing:	25.00
Financing Gap:	0.00		

Financing Source	Amount
BORROWER/RECIPIENT	0.00
International Development Association (IDA)	25.00
Total	25.00

Expected Disbursements (in USD Million)

Fiscal Year	2017	2018	2019	2020	2021					
Annual	3.80	12.10	4.20	3.90	1.00					
Cumulative	3.80	15.90	20.10	24.00	25.00					

Institutional Data

Practice Area (Lead)

Education

Contributing Practice Areas

Cross Cutting Topics

[ ] Climate Change
[ ] Fragile, Conflict & Violence
[ ] Gender
[ ] Jobs
[ ] Public Private Partnership

Sectors / Climate Change

Sector (Maximum 5 and total % must equal 100)

Major Sector	Sector	%	Adaptation Co-benefits %	Mitigation Co-benefits %
Education	General education sector	60		
Education	Secondary education	40		
Total		100		

☑ I certify that there is no Adaptation and Mitigation Climate Change Co-benefits information applicable to this project.

Themes

Theme (Maximum 5 and total % must equal 100)

Major theme	Theme	%
Human development	Education for all	80
Human development	Education for the knowledge economy	20

Total	100

Proposed Development Objective(s)

The Project Development Objective (PDO) is to improve basic education service delivery and student retention in targeted schools.

Components

Component Name	Cost (USD Millions)
Component 1: Improving the teaching and learning environment in targeted primary and junior secondary schools	15.11
Component 2: Strengthening school accountability for student learning and retention in targeted schools	4.78
Component 3: Strengthening Institutional Capacity and Project Management	5.11

Systematic Operations Risk- Rating Tool (SORT)

Risk Category	Rating
1. Political and Governance	Substantial
2. Macroeconomic	Substantial
3. Sector Strategies and Policies	Substantial
4. Technical Design of Project or Program	Moderate
5. Institutional Capacity for Implementation and Sustainability	Substantial
6. Fiduciary	Moderate
7. Environment and Social	Low
8. Stakeholders	Substantial
9. Other	
OVERALL	Substantial

Compliance

Policy

Does the project depart from the CAS in content or in other significant respects?	Yes [ ]	No [X]
Does the project require any waivers of Bank policies?	Yes [ ]	No [X]
Have these been approved by Bank management?	Yes [ ]	No [ ]
Is approval for any policy waiver sought from the Board?	Yes [ ]	No [X]
Does the project meet the Regional criteria for readiness for implementation?	Yes [X]	No [ ]

Safeguard Policies Triggered by the Project	Yes	No
Environmental Assessment OP/BP 4.01		X

Natural Habitats OP/BP 4.04		**X**
Forests OP/BP 4.36		**X**
Pest Management OP 4.09		**X**
Physical Cultural Resources OP/BP 4.11		**X**
Indigenous Peoples OP/BP 4.10		**X**
Involuntary Resettlement OP/BP 4.12		**X**
Safety of Dams OP/BP 4.37		**X**
Projects on International Waterways OP/BP 7.50		**X**
Projects in Disputed Areas OP/BP 7.60		**X**

Legal Covenants

Name	**Recurrent**	**Due Date**	**Frequency**
Schedule 2, Section I.A.2(c)	**X**		Yearly

Description of Covenant

Without limitation upon the provision of paragraph 2(c) under Schedule 2, Section I.A of the Financing Agreement, the Recipient shall maintain within the MoET a facilitation unit (Project Facilitation Unit) with functions, staffing, resources and terms of reference satisfactory to the Association, for the purpose of supporting the MoET in the day-day management, coordination and implementation of the Project.

Name	**Recurrent**	**Due Date**	**Frequency**
Schedule 2, Section I.A.3(a)	**X**		Yearly

Description of Covenant

Without limitation upon the provision of Section I.A.3 under Schedule 2 of the Financing Agreement, the Recipient shall at all times during the implementation of the Project, maintain the Inspectorate of Schools with functions, staffing, resources and responsibilities satisfactory to the Association.

Name	**Recurrent**	**Due Date**	**Frequency**
Schedule 2, Section I.B.2(a)	**X**		Yearly

Description of Covenant

No later than May 1st in each Fiscal Year of the Recipient (or one month after the Effective date for the first year of Project implementation), the Recipient shall prepare and furnish to the Association a draft annual work plan and budget for the Project for the subsequent Fiscal Year of Project implementation, of such scope and detail as the Association shall have reasonably requested.

Conditions

Source Of Fund	**Name**	**Type**
IDA	Schedule 2, Section IV.B.1(b)	Disbursement

Description of Condition

Withdrawal of the funds allocated to Category 2 (SIP Grant for Part B.2 and B.3 of the Project): Notwithstanding the provisions of Part A of Section IV under Schedule 2 of the Financing Agreement,

no withdrawal shall be made in respect of any SIP Grant under Category (2), unless the Recipient has adopted the SIP Manual, in a manner acceptable to the Association.

Team Composition

Bank Staff

Name	Role	Title	Specialization	Unit
Harisoa Danielle Rasolonjatovo Andriamihamina	Team Leader (ADM Responsible)	Senior Education Specialist		GED01
Chitambala John Sikazwe	Procurement Specialist (ADM Responsible)	Senior Procurement Specialist		GGO01
Tandile Gugu Zizile Msiwa	Financial Management Specialist	Financial Management Specialist		GGO13
Chingboon Lee	Team Member	Consultant		GED01
Christian A. Rey	Team Member	Consultant		GED01
Christin McConnell	Team Member	E T Consultant		GED01
Dharini Natarajan	Team Member	Consultant		GED01
Edmund Motlatsi Motseki	Team Member	Operations Officer		AFMLS
Helen J. Craig	Team Member	Lead Education Specialist	Quality and teacher expert	GED01
Jean O Owino	Team Member	Finance Analyst		WFALA
Jose C. Janeiro	Team Member	Senior Finance Officer	CTR Finance Officer	WFALA
Kisa Mfalila	Safeguards Specialist	Senior Environmental Specialist		GEN01
Majbritt Fiil-Flynn	Safeguards Specialist	Consultant		GEDDR
Mariame S. Koita	Team Member	Consultant		GED01
Nelly Rakoto-Tiana	Team Member	Consultant		GED01
Rosario Aristorenas	Team Member	Senior Program Assistant		GED01
Ruxandra Costache	Counsel	Senior Counsel		LEGAM

Extended Team

Name	Title	Office Phone	Location

Locations					
Country	**First Administrative Division**	**Location**	**Planned**	**Actual**	**Comments**
Lesotho	Thaba-Tseka	Thaba-Tseka	**X**		
Lesotho	Quthing	Quthing	**X**		
Lesotho	Qacha's Nek	Qacha's Nek	**X**		
Lesotho	Mokhotlong	Mokhotlong	**X**		
Lesotho	Mohale's Hoek District	Mohale's Hoek District	**X**		
Lesotho	Maseru	Maseru	**X**		
Lesotho	Mafeteng	Mafeteng District	**X**		
Lesotho	Leribe	Leribe District	**X**		
Lesotho	Butha-Buthe	Butha-Buthe	**X**		
Lesotho	Berea	Berea	**X**		

Consultants (Will be disclosed in the Monthly Operational Summary)	
Consultants Required ?	Consulting services to be determined

I. STRATEGIC CONTEXT

A. Country Context

1. **The Kingdom of Lesotho (Lesotho) is shifting its economic model from a largely public sector-driven one to an export-led model to reduce poverty and promote more equally shared prosperity.**[1] The small mountainous country that is landlocked by South Africa has a population of roughly two million. Its per capita gross national income is US$1,350 but it has only a few manufacturing sectors acting as drivers of growth, such as textiles. Its main exports are textiles, water, and diamonds. As a member of the Common Monetary Area, its national currency—Lesotho Maloti—is pegged to the South African Rand. Lesotho is also part of the Southern African Customs Union (SACU), a union between Botswana, Lesotho, Namibia, South Africa, and Swaziland through which members pool the customs duties and excise taxes collected and redistribute the funds among the five member states. It is expected that SACU revenues will decline over the next three years, contributing to domestic fragility.

2. **Lesotho faces entrenched inequality and deep poverty despite having achieved middle-income status.** The average annual gross domestic product (GDP) growth rate was around 4.5 percent over the past five years but is expected to slow to 2.5 percent in 2016.[2] Poverty is widespread, persistent, and deep, especially in the rural areas. The poverty rate has remained unchanged since 2003 at about 57 percent, while inequality increased from a Gini coefficient of 0.51 to 0.53 in the same period.[3] Lesotho has a high poverty gap of about 30 percent for a country of its income level and fares worse than most African countries in relation to shared prosperity.[4] There is a strong geographic pattern to poverty incidence as more than half of the population lives in remote and difficult-to-access mountainous areas.

3. **Human development outcomes in Lesotho are far below average for the region and its income level.** In 2014, Lesotho ranked 162 out of 187 countries on the Human Development Index. Lesotho has the world's second highest adult Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) prevalence rate at about 23.6 percent,[5] low life expectancy at 49 years, an infant mortality rate of 59 per 1,000 live births, and low primary school completion, at only 64 percent in 2014. The adult literacy rate in Lesotho of 76 percent in 2009 was below the national rate of 86 percent in 2000 but above the Sub-Saharan Africa average of 60 percent in 2010.

[1] Lesotho Systematic Country Diagnostic 2015.
[2] Lesotho Country Partnership Framework 2016.
[3] Household Surveys 2002/2003 and 2010/2011.
[4] Lesotho Systematic Country Diagnostic 2015.
[5] Lesotho Country Partnership Framework 2016

B. Sectoral and Institutional Context

4. **Lesotho has made substantial gains in education service delivery[6] with the introduction of free primary education on a phased basis between 2000 and 2006.** Nearly all children start out attending school in Grade 1 (see Figure 1) and approximately 67 percent of children are still in school by the end of primary school (Grade 7), which is up from 41 percent in 2006.[7] For the children who do not enter any school (4.5 percent), gender and, more importantly, geographic location matters. Unlike most African countries that struggle with education access for girls, Lesotho has stronger access rates for girls due to the economic and cultural practice of herding among boys. Looking at profiles of children under 15 years of age, two percent of girls and five percent of boys never enrolled in school.[8] In the mountainous districts of Thaba-Tseka, Quthing, and Mokhotlong, the proportion of children not entering school is much higher at 7.6 percent, 7.7 percent, and 9.9 percent, respectively. Males in Quthing and Thaba-Tseka are particularly at a disadvantage, with 11 percent of boys not having access to schooling in both districts in comparison to 3–4 percent of girls.

5. **Public spending for education is high, but overall resource efficiency is low.** Lesotho spends 8.4 percent of its GDP on education, which is the highest among 16 southern African countries. However, despite the high public spending on education, it can offer only 1.33 years of schooling for every one percent of GDP spent in comparison to the regional average of 2.31 years and 3.8 years in countries like Madagascar. Therefore, the efficiency of resource utilization in the education sector is low. Taking into account the level of economic development and the share of rural population, Lesotho spends an estimated 40 percent more than countries in similar circumstances on providing comparable educational coverage. The high cost of labor continues to be problematic with the increasing teachers' wage bill,[9] and the student grants for higher education place additional stress on the education budget.

6. **The education system is not equipping students with the skills needed for the labor market.** Lesotho's inefficient and low-quality primary and secondary education system is not conducive to the goal of inclusive growth and contributes to the country's high unemployment rate of 25 percent.[10] High levels of repetition and dropout at primary and junior secondary (see Figure 1 and Table 1) suggest that children are not acquiring the basic skills that lay the

[6] The structure of the education system in Lesotho consists of the following levels: seven years of primary school (Grades 1–7), three years of junior secondary (Grades 8–10), two years of senior secondary (Grades 11–12), and Technical and Vocational Education and Training (TVET) and tertiary (university) education. Primary and junior secondary education constitute basic education. At the end of each of the above levels, students sit for national examinations, which determine the transition from each level to the next, that is, at the conclusion of Grade 7 (primary), Grade 10 (junior secondary), and Grade 12 (senior secondary).

[7] Gross cohort survival rate as reported in Education Management Information System (EMIS) 2013. Sixty-seven percent refers to the cohort that started Grade 1 in 2007 and completed in 2013. Forty-one percent refers to the cohort that started Grade 1 in 2000 and completed primary in 2006. The gross cohort survival rate includes repeaters from the previous year's cohort.

[8] Continuous Multipurpose Survey/Household Budget Survey 2010.

[9] The increasing number of teachers, coupled with salary raises, leaves the Ministry of Education and Training (MoET) with 45 percent of the total number of civil servants and 64 percent of the national wage bill (Lesotho Public Sector Modernisation Project).

[10] World Bank. 2013. 'Kingdom of Lesotho Investing for a Changing Economy: Skills Development with Equity'.

foundations for future learning. The absence of a sound basic education impedes further development of technical and professional skills at the post-secondary levels and hinders the student's ability to participate in the economy. The low quality of math and science education implies that secondary school graduates are ill-prepared for higher education/training in the science, technology, engineering, and math areas, where skills are greatly needed for economic growth.

Key Challenges

7. **Poor retention rates at primary and junior secondary levels are serious system weaknesses.** Despite 95.5 percent access to Grade 1, only 62 percent of students go on to complete primary school.[11] This problem of retention continues into secondary school, where retention rates are 75 percent in junior secondary and 80 percent in senior secondary. Only about 42 percent of the cohort that enters Grade 1 completes junior secondary school and 30 percent completes senior secondary school. The poor retention rates suggest a high number of dropouts over the schooling cycle. However, Lesotho presents an education paradox—contrary to the experience of other developing countries where students tend to drop out in the passage between two cycles of study, Lesotho has high transition rates. There is a high likelihood of students who successfully pass the Grade 7 and Grade 10 exams enrolling in junior secondary and senior secondary respectively, as seen by a transition rate of 91 percent from primary to junior secondary and 90 percent from junior secondary to senior secondary.[12] Hence, the problem of retention occurs within the different cycles of study rather than between them. There is a consistent and unhealthy trend of student dropouts over the schooling career (Figure 1).

8. **Late entry and high repetition rates throughout the primary cycle contribute to overage students and poor retention.** Although six is the official age of school entry, only 39 percent of six-year-old children are enrolled in school. However, the enrollment rate jumps to 80 percent for seven-year-olds, 86 percent for eight-year-olds, and 90 percent for nine-year-olds. Anecdotal evidence suggests that children enroll late in Grade 1 because parents may consider their children too small to start Grade 1 and/or walk long distances to primary school. According to the ongoing Education Sector Diagnostic, most primary dropouts typically occur after the age of 12 years (or after Grade 4), after a few grades of repetition.[13] At age 12, five percent of children who were enrolled have dropped out and less than 30 percent are in the appropriate

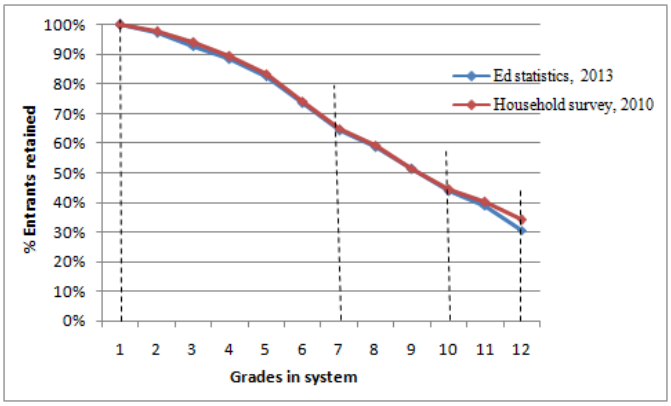
[11] Lesotho Education Sector Diagnostic, January 2015.

[12] These figures are significantly higher than those currently produced by the Education Planning Department, of 74.6 percent between primary and junior secondary and 71.9 percent between junior and senior secondary for 2013, but this is due to the way the calculations are conducted. The figures from the Education Planning Department follow the United Nations Educational, Scientific, and Cultural Organization (UNESCO) definition of the transition rate that relates the number of nonrepeaters in the first class of a cycle with the number of students in the last class of the preceding cycle. When the proportion of repeaters in that later class is relatively high (as in Lesotho), this leads to artificially providing a figure that is below that of the effective transition rate. The figures proposed here correspond to the chances of an individual to get to the last grade of a cycle of study to eventually (after one try, but possibly two or three tries) get access to the first grade of the next cycle of study. Lesotho Education Sector Diagnostic, January 2015.

[13] An automatic promotion policy for early grades was put into place over the past few years but was not adopted by all primary schools. It is currently under internal review in the MoET.

grade.[14] Looking at the older students, 18 percent of 15-year-olds, whose appropriate grade level is Grade 10, have dropped out of school and a large majority (69 percent) are still in primary school.[15] Fifty-four percent of 18-year-olds, who should have completed their schooling, are still in school, a third of them still in primary grades. Table 1 shows the repetition and dropout rates by grade level in primary school.

Figure 1. Retention Profile for Primary and Secondary Education



Source: Lesotho Education Sector Diagnostic, January 2015.

Table 1. Repetition and Dropout Rate by Grade in Primary Education (2013)

	Repetition Rate %	Dropout Rate %
Primary School Average	13.2	8.5
Grade 1	12.3	13.2
Grade 2	11.4	4.1
Grade 3	10.9	7.3
Grade 4	18.6	5.8
Grade 5	15.1	6.8
Grade 6	12.3	9.4
Grade 7	12.0	13.5

Source: Calculation by authors based on administrative data.

9. **Certain characteristics place students at a higher risk of dropping out of primary school—such as gender, economic status, and geography—and affect student retention.** According to the 2010 Household Survey data, at the primary level, 40 percent of students from rural areas, in comparison to 17 percent from urban areas, drop out of primary school before reaching Grade 7.[16] Gender is also significant, with 27 percent of girls and 43 percent of boys not completing Grade 7,[17] but the impact of gender is smaller than the distinction between urban and rural. Strong disparities are identified across the varying districts in Lesotho—68 percent of

[14] If a child is starting Grade 1 on time at age 6, 12-year-old children should be in Grade 6 or 7. Twenty-three percent of 12-year-olds are in Grade 5, 19 percent in Grade 4, 17 percent in Grade 3, 8 percent in Grade 2, and 3 percent in Grade 1, suggesting late enrollment and frequent repetition in the early grades (Continuous Multipurpose Survey 2010).

[15] Continuous Multipurpose Survey 2010.

[16] Lesotho Education Sector Diagnostic, July 2015.

[17] Based on anecdotal evidence, a higher number of boys tend to drop out of primary school than girls as they take up the cultural practice of herding.

children in Mokhotlong and 46.5 percent of children in Thaba-Tseka, both mountainous districts, drop out at the primary level. Poor children are also more likely to drop out.[18] As such, the causes of student dropouts are unknown. Statistics show a large number of overage children in the primary grades. Anecdotal information suggests that boys abandon primary school to engage in herding activities. Thus, a diagnostic study identifying the reasons for dropouts in primary school is needed to better understand the issue.

Table 2. Key Primary Education Statistics by Urban versus Rural (2013)

Primary	**Overall**	**Urban**	**Rural**
Number of students	369,469	75,814 (20.5%)	293,655 (79.5%)
National Assessment average - Math and Languages			
Grade 6 - Math (2014)	51.3%	55.6%	51.0%
Grade 6 - English (2014)	48.1%	56.6%	47.6%
Grade 6 - Sesotho (2014)	53.2%	52.8%	53.2%
Number of teachers	11,244	2,132 (19%)	9,112 (81%)
Number of qualified/trained teachers	8,117	1,855 (23%)	6,262 (77%)
Number of schools	1,471	152	1,319
Pupil-teacher ratio	33:1	35:1	32:1
Pupil-qualified teacher ratio	45:1	41:1	47:1

Source: Calculation by authors based on administrative data.

10. **For secondary education, the fee policies and lack of secondary schools in remote rural areas contribute to lowering demand and access for education among the poorest families.** The average household's share of education costs is the highest in Sub-Saharan Africa. Households contribute up to 49 percent of total expenditures for junior secondary education and 44 percent for senior secondary education, compared with 30 percent for primary and 22 percent for tertiary. Secondary education costs parents between LSL 3,000 (US$214) and LSL 5,000 (US$357) for day scholars and LSL 5,000 (US$357) and LSL 7,000 (US$500) for boarders, respectively, which is roughly comparable to more than four months' family income. Comparatively few children receive scholarships—22 percent at junior secondary and 40 percent at senior secondary, compared with 60 percent in higher education. The textbook rental scheme and need for boarding cause additional financial burdens on poor students attending secondary school. Overall, poor students and students belonging to rural areas are underrepresented in

[18] The primary completion rate for children from the poorest families is 49 percent, compared to 64 percent for households with monthly earnings between LSL 300 and LSL 1,000, and 76 percent for children from the richest households.

secondary schools.[19] The districts with the most mountainous areas also have the lowest schooling profiles for junior secondary schools.

11. **Even for students who initially access secondary education, retention continues to be a challenge at the secondary level in Lesotho.** According to the 2013 administrative data, the overall repetition rate for secondary school is slightly different than in primary school, with repetition at 14.9 percent in junior secondary and 12.7 percent in senior secondary (Table 3). Grades 9 and 11 face the highest repetition rates in the entire system at 20 and 19.6 percent, respectively, while Grade 10 has the highest dropout rate at 17.6 percent. Taking into account both dropouts and repetition, it is estimated that roughly a quarter of the public resources mobilized for secondary school are used with little effectiveness in Lesotho.

Table 3. Repetition Rate by Grade in Secondary Education (2013)

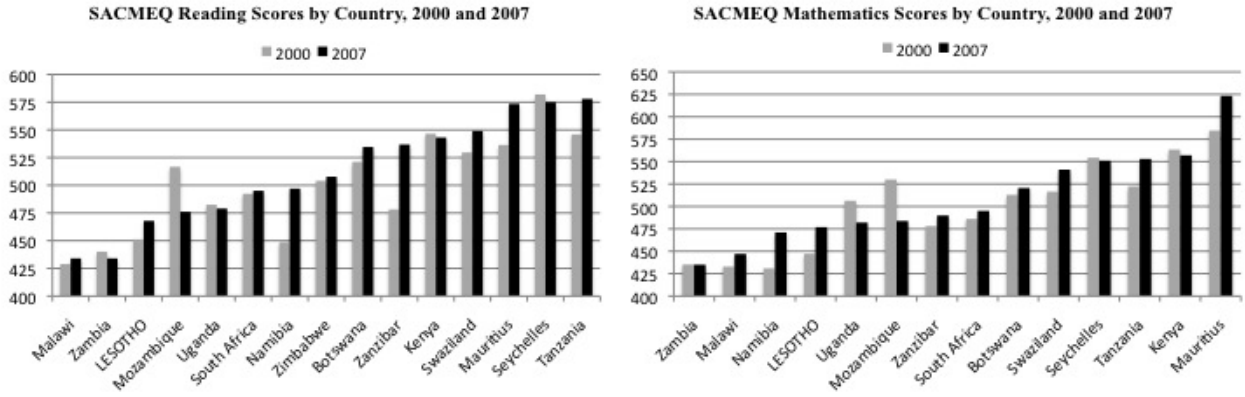
Level of Study	Secondary Education	
	Junior Cycle %	Senior Cycle %
Retention rate:	74.4	78.7
Average of repeaters	13.8	12.5
Average repetition rate	14.9	12.7
Repetition rate by grade		
Grade 8	13.4	–
Grade 9	19.9	–
Grade 10	10.5	–
Grade 11	–	19.6
Grade 12	–	2.9
Dropout rates		
Grade 8	16.0	–
Grade 9	16.1	–
Grade 10	17.6	–
Grade 11	–	13.3
Grade 12	–	–

Source: Calculation by authors based on administrative data.
Note: — = Not applicable/available.

12. **With regard to primary quality, Lesotho lags behind the regional average in both reading and mathematics.** The 2007 Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) III average scores for Grade 6 students indicate that the level of learning of Basotho students in primary education is the third lowest among 14 countries in the southern African region in spite of slight improvement since 2000 (Figure 2). More specifically, Lesotho is the third lowest country in English-reading performance and the fourth lowest in math performance.

[19] According to the 2010 Household Survey data, 30 percent of households earn less than LSL 300 per year; yet, only 20 percent of junior secondary enrollment consists of children from these poorest families. By comparison, 35 percent of households earn more than LSL 1,000 per month, and yet, 45 percent of junior secondary students come from this richest group. Similarly, a majority of the 340 secondary schools are located in less remote lowland areas and only 67 percent of junior secondary students come from rural households even though 77 percent of the population resides in rural areas according to the 2010 Household Survey data.

Figure 2. SACMEQ Reading and Math Scores by Country (2000 and 2007)



Source: The Southern and Eastern Africa Consortium for Monitoring Education Quality

13. **Primary school quality is influenced by a student's geography, social status, and classroom resources.** Almost all of the poorest-performing schools belong to rural areas and approximately 60 percent are located in mountainous regions.[20] On average, only about 65 percent of students pass the Primary School Leaving Examination (PSLE) in these schools, where the average dropout rate is 17.9 percent and the average percentage of repeaters is about 14 percent compared to national averages of 9 percent each. Students in the poorest-performing schools also typically belong to lower-income backgrounds. Analysis of the national learning assessment results in Grades 4 and 6 shows that student absenteeism, poverty, and geography negatively impact student learning in Lesotho.

14. **Secondary education also faces serious challenges with regard to student learning outcomes, particularly in math and science, but not much data is available.** Students enter junior secondary school with low learning levels in math and science. According to the 2015 PSLE results, of the 40,063 candidates who sat for the PSLE taken in Grade 7, more than 25 percent failed in math, about 16 percent failed in science, less than 22 percent obtained first class pass in math, and about 16 percent obtained first class in science.[21] Although the exam pass rates at the end of the lower and higher secondary cycles have improved over the past few years, they are still relatively low, at respectively 70 percent for the Junior Certificate Examination (JCE) and 50 percent for the General Certificate of Secondary Education in 2014. In the JCE, only 20 percent of students passed math and only 23 percent of students passed science,[22] in comparison to 41 and 79 percent pass rates for English and Sesotho, respectively. Only about 14 percent of senior secondary school students passed math on the General Certificate of Secondary Education at the end of the last grade of secondary education. With low learning outcomes in secondary

[20] Three hundred (about one-fifth of the total number of primary schools) of the poorest-performing schools were identified based on dropout rates, percentage of repeaters, PSLE success rates, resources available in classrooms, and poverty. Details are provided in Annex 2.

[21] Compared to 63 percent in Sesotho, 41 percent in English, and 36 percent in social studies. Pass rate in PSLE is classified into three classes: first-class pass (corresponding to the best performance), second-class pass, and third-class pass (minimum pass rate).

[22] A passing score is considered as marks of 50 percent or higher.

school, students face difficulties in being prepared for further skills development in TVET and tertiary education. The poor performance of secondary students in math and science is linked to several interrelated areas, such as (a) the level of preparedness of students when leaving primary school; (b) a lack of clear learning outcomes and sequencing between primary and secondary curriculum; and (c) the quality of secondary math and science teaching, including a very limited supply of learning and teaching materials. Regular quality monitoring of secondary education and remedial action are made difficult by the lack of a student learning assessment system at the secondary level, in contrast to primary, for which the MoET has established a good system of student assessment.

15. **Overall, the low levels of learning achievement in primary and secondary schools in Lesotho can be traced to several education service delivery factors, as follows:**

(a) *Low levels of teacher productivity*. High-achieving education systems ensure that the right people become teachers and are regularly in classrooms teaching where they are needed.[23] Teacher absenteeism in Lesotho remains problematic, especially in more remote rural areas. For primary schools, data from the 2014 Education Service Delivery Survey found that approximately 75 percent of teachers were present at the beginning of the school day in remote schools, which was confirmed by a 2012 UNESCO study. Similarly, 70 percent of teachers are regularly present at secondary schools based on a small sample size where records were available.[24] The survey also found that on average, 40-minute classes ended six minutes early and approximately ten minutes of every 40-minute class period were wasted with no instructional activity. This is closely linked to limited accountability mechanisms at the school and district levels. Not all schools have functioning mechanisms for documenting, sanctioning, and monitoring teacher tardiness and absenteeism; so, the full extent of the problem is difficult to ascertain.

(b) *Low levels of teacher pedagogical competency and subject mastery.* High-performing systems that facilitate high levels of student learning achievement acknowledge how critical it is to have well-prepared teachers enter the classroom and ensure ongoing professional development to further raise the level of competencies.[25] According to the SACMEQ III data, a random sample of Grade 6 teachers scored poorly on the same math and English assessments given to students. In particular, 69 percent teachers from a random sample of Grade 6 teachers have critical reading skills and only 34 percent were competent in numeracy, suggesting that teachers' content knowledge is problematic.[26] Adequate in-service training is

[23] Auguste, B., P. Kihn, and M. Miller. 2010. *Closing the Talent Gap: Attracting and Retaining Top-Third Graduates to a Career in Teaching.* Washington, DC: McKinsey & Company.
Schleicher, A., ed. 2012. *Preparing Teachers and Developing School Leaders for the 21st Century: Lesson from Around the World*. Paris: OECD Publishing.

[24] UNESCO. 2012. "Analysis of Teacher Issues in Lesotho: A Report Prepared as Part of the Teacher Training Initiative for Sub-Saharan Africa (TTISSA)."

[25] Darling-Hammond, L. 2010. "Teacher Education and the American Future." *Journal of Teacher Education* 61 (1-2): 35-47.; Auguste B., P. Kihn, and M. Miller 2010; Schleicher, A. 2012. .

[26] What is known about the mathematical knowledge teachers need to perform the mathematical tasks of teaching and to teach effectively is that, it comprises three different types of mathematical knowledge: (a) common content

also lacking in primary schools, particularly for those in remote areas.[27] Despite the frequency of overage learners and multigrade classes in Lesotho, teachers are ill-equipped to deal with the wide age range of students in a class and handle multigrade teaching. With regard to inspection, 60 percent of rural primary school teachers reported never having been visited by the Inspectorate of schools for a classroom observation and an additional 19 percent had not been visited by the Inspectorate for two or more years.[28] This suggests that a more systematic approach to teacher accountability and in-service support for teachers (through continuous professional development and school inspections) may need to be adopted, particularly as the quality of primary education directly affects the quality in junior secondary school.

(c) *Inadequate resources for teaching.* The research evidence that the use of textbooks has a significant impact on student learning is considerable because they are the main vehicle for conveying the curriculum.[29] Their impact tends to be stronger when there are supplementary reading materials available and when teachers have guidebooks. New technologies are also changing the way teaching and learning take place with more digital content available. Based on school visits, primary schools have received and are using new textbooks for Grades 1–4 from the previous Global Partnership for Education (GPE) project but do not have any supplementary materials that help build the foundations of literacy. A number of secondary schools were lacking textbooks in some critical subjects. Reasons cited in some of the cases is that parents had not paid fees for the book rental scheme. In secondary schools, the lack of materials to undertake more experimental work, especially in the sciences, was also problematic for learning. Anecdotal feedback from school visits noted that science labs were in poor condition, with outdated chemicals and neglected spaces and materials.

---

knowledge; (b) specialized content knowledge; and (c) horizon content knowledge (Ball, D.L., M.H. Thames, and G.Phelps. 2008. "Content Knowledge for Teaching: What Makes It Special?" *Journal of Teacher Education* 59 (5): 389-407.; Ball, D.L. and H.Bass. 2009. "With an Eye on the Mathematical Horizon: Knowing Mathematics for Teaching to Learners' Mathematical Futures."; Hill, H.C., B. Rowan, and D.L.Ball. 2005. "Effects of Teachers' Mathematical Knowledge for Teaching on Student Achievement. *American Educational Research Journal* 42 (2): 371-406.) alongside pedagogical content knowledge (Shulman, L. 1987. "Knowledge and Teaching: Foundations of the New Reform." *Harvard Educational Review* 57(1): 1-22.). In particular, common content knowledge involves "knowing when students have answered wrong, recognizing when the textbook gives an inaccurate definition, and being able to use terms and notations correctly when speaking and writing at the board" (Ball et al. 2008).

[27] The 2014 survey, conducted in remote primary schools, shows that 63 percent of teachers had attended an in-service training in the past year, of which the main topics included subject content, followed by teaching methodology, and student assessment. Nationwide in-service training for primary school teachers of Grades 1–4 on the new integrated curriculum was a one-off event, often before teachers had access to the corresponding textbooks. Further, over 70 percent of rural primary schools have multigrade classes, for which there is no pre-service or in-service training.

[28] Similarly, a majority of rural primary school teachers had never visited another teacher's classrooms to observe his/her teaching nor had other teachers visited their classrooms for observation.

[29] Verspoor, A. 2006. *At the Crossroads: Choices for Secondary Education in Sub-Saharan Africa*. Africa Human Development Series. Washington, DC: World Bank.

16. **HIV/AIDS is another important factor exacerbating Lesotho's low education outcomes.** Lesotho has the second highest HIV prevalence among adults in the world and the impact of HIV/AIDS has major implications for the education sector. Large numbers of HIV-positive children are entering the school system, whether their condition has been recognized or not.[30] These children are faced with a number of challenges in both rural and urban schools, including exhaustion, stigma against HIV/AIDS, and lack of family support due to parents being ill or parents who have died of HIV/AIDS, which impact their learning outcomes. In addition, culturally, there is still a prevailing silence around issues of sexuality in Lesotho, which leads to selective teaching in classrooms that uses didactic methodologies instead of participatory learning-centered approaches. While various stakeholders, including nongovernmental organizations (NGOs), have introduced initiatives on school health and HIV/AIDS at the school level, the efforts are fragmented, uncoordinated, and not always positively perceived by school owners.

17. **Finally, the poor governance of schools, characterized by the lack of accountability of service providers for performance, has constrained local initiative to improve education outcomes.** All schools in Lesotho are mandated by the government to constitute a governing board comprising prominent members of the community, the school principal, and the local councilor or his/her designate as well as nominees of school proprietors, teachers, and parents. Unfortunately, many of these boards have not been effective in overseeing the management and proper functioning of schools for which they have been constituted. The main reasons for this have been identified to be weak capacity of the school boards and the lack of community empowerment to hold the school board accountable for improving education delivery. It has been reported that many school board members do not fully understand their roles and responsibilities, school principals lack leadership and school management skills, and community stakeholders are disconnected from what is happening in schools. Unless these issues are addressed, poor school governance will continue to hamper efforts to improve student retention and learning.

Government Efforts to Address Key Challenges

18. **Several measures have been implemented by the Government over the past few years to address the challenge of primary and secondary education access and quality.** In 2013, early learning standards were developed, a review of the basic education curriculum and assessment began, and the O levels were localized.[31] The Government also introduced a Child-friendly Schools (CFS) Initiative and a National School Feeding Policy. In addition to that, the recently completed US$20 million GPE-supported FTI-III Project[32] implemented various primary and pre-primary education initiatives: (a) over one million new textbooks, teachers' guides, and assessment materials were distributed based on a new, simplified curriculum focused on early grade reading and math; (b) a pilot assessment of early grade literacy and numeracy was recently completed to serve as a baseline for later evaluations of learning quality; (c) 140 pre-primary reception classes were established and supported, nearly doubling the number

[30] Exact statistics on HIV-positive children are unavailable as a child's HIV status is often undisclosed.

[31] O levels or the General Certificate of Education Ordinary Level is the lower of the two main levels of examination taken at the end of secondary school and that makes up the Cambridge Overseas School Certificate.

[32] The complete project title is EFA Fast Track Initiative Catalytic Fund Grant for Lesotho Project (P116426). The project is referred to as the FTI-III Project throughout this document.

nationwide; (d) several studies were financed, the results of which continue to support the MoET in future strategic planning, including a pilot assessment of early grade literacy and numeracy, a 2014 Education Service Delivery Survey, and a Teacher Qualifications Framework Study;[33] and (e) an additional 143 classrooms were constructed, providing greater access to primary schools in remote areas. The recent strides in improving access and simplifying the curriculum for greater relevance, in addition to the phasing out of the Grade 7 high stakes examination, show Lesotho's commitment to improve the primary school completion rate. The support to the teaching and learning environment in the proposed project will complement these recent gains and deepen the focus on education quality while expanding the scope to include secondary education.

19. **The Government is currently working with the World Bank and other partners on analytical work to support evidence-based solutions to the education sector in early childhood care and development (ECCD), nonformal education (NFE), and some construction work to build new schools and facilities.** The Bank is supporting ongoing analytical work to help the Government better understand the learning outcomes of the different models of early childhood service delivery to help inform investment for scaling up nationwide.[34] The United Nations Children's Fund (UNICEF), the primary funder of NFE programs for boys who drop out of school to herd cattle, has also undertaken analytical work on the extent and impact of the NFE programs to reach out-of-school boys. In addition, it is supporting data collection by the EMIS and sensitizing inspectors, district resource teachers (DRTs), and teachers on CFS.[35] UNESCO is assisting the MoET through the establishment of mobile libraries, community radios, and community-learning centers for ECCD, literacy, and TVET apart from providing entrepreneurship training and supporting math and science education for females. With regard to construction, the Government is supported by funds from the African Development Bank (AfDB) for the construction of secondary schools, math and science laboratories, and dormitories. China and the Japanese International Cooperation Agency (JICA) have also financed similar construction activities, with the former constructing new high schools and Leribe TVET institution and the latter constructing eight new secondary schools and renovating four existing schools. Vodacom Lesotho Foundation has also piloted the use of tablets in schools from Grade 4 in five primary schools in Lesotho.

Table 4. Interventions from Development Partners

Development Partner	Interventions
UNICEF	• Support 50 NFE centers and NFE analytical work • Support capacity of the MoET for ECCD Policy and Strategic Plan implementation

[33] The Teacher Qualifications Framework Study is helping the MoET improve the current 2009 teacher salary structure and inform the next Education Sector Plan regarding teacher qualifications and remuneration.

[34] In Lesotho, more than half of three- to five-year-olds do not have access to pre-primary education. ECCD in Lesotho is delivered through three different service delivery models: center based, home based, and reception classes. The center-based model is targeted toward three- to five-year-old children and requires parents to pay monthly school fees to cover salaries of teachers. The home-based model is run by volunteer caregivers/teachers and typically provided free of charge to two- to five-year-old children. In the third model, free reception classes are run out of primary school classrooms and target five-year-old children just before they start Grade 1. ECCD is likely to be a strong focus in Lesotho's next GPE application.

[35] Recent qualitative work discovered that the majority of NFE programs are attended by older students with average ages of 23 and 42 for herders and nonherders, respectively. Since the establishment of distance learning, the NFE programs have existed without any national policy or strategic priority.

Development Partner	Interventions
	and dissemination • Support the EMIS on data collection for all levels of education, data capturing, and data cleaning • Sensitization of inspectors and DRTs on CFS standards and disability and train teachers on CFS standards and disabilities
UNESCO	• Establishment of community-learning centers concerning ECCD, literacy, and TVET • Establishment of community radios • Establishment of mobile libraries • Promote math and science for females • Entrepreneurship training, including Student Planning Entrepreneurship Program
China	• Construction of one new government high school in Sehlabeng sa Thuathe • Construction of Leribe TVET institution
AfDB	• Construction of seven secondary schools, five math and science laboratories in existing schools, and two dormitories • Equipment for TVET workshops
JICA	• Construction of eight new secondary schools and renovation of four secondary schools
Vodacom Lesotho Foundation	• iSchool project piloted in five primary schools in four districts of Lesotho[36]
Peace Corps	• Community-based school construction and support to education quality

20. **In addition, several other related IDA projects under preparation will contribute to address key challenges in education access and efficiency, notably the transport, social protection, and public sector modernization projects, and a potential International Finance Corporation-financed electricity project with a community component.** More specifically, the IDA-financed Bank Transport Infrastructure and Connectivity Project (P155229) is expected to contribute to improving pupils' access to schools by developing better local access roads and small bridges in remote mountain communities. To support access to secondary education for the poorest families, a Bank Social Assistance Project (P151442) is expected to evaluate the existing orphan and vulnerable children (OVC) bursary and child grants programs (CGPs) and reform the scheme to improve its targeting mechanism to assist with direct and indirect costs and promote accessibility of secondary school, thereby, addressing some demand-side constraints.[37] Moreover, a Bank Public Sector Modernization Project (P152398) will work closely with the MoET to support the development of an electronic human resource management system for teachers at the national and district levels and undertake a teacher headcount to strengthen teacher management, among other activities. Lastly, the International Finance Corporation (working together with the Bank's education team) is currently exploring the possibility of

[36] iSchool consists of introducing pre-loaded tablets in Grade 4 during the 2014–15 school year.

[37] Three of Lesotho's main social assistance programs target school-aged children, the OVC bursary program, and the CGP. There are two OVC bursary programs, both targeting OVC under 18 years of age who are enrolled in secondary school, which provide funding directly to schools to cover school fees for these students. One program is run by the Ministry of Social Development and the other similar program by the Manpower Secretariat in the Ministry of Development Planning (MDP). The CGP is run by the Ministry of Social Development and poor households with children under 18 years of age received a cash transfer in five of Lesotho's ten districts. Under the new US$20 million social protection project, the two OVC bursary programs will be consolidated for greater efficiency and the CGP is expected to be extended to all districts in Lesotho to reach a total of 50,000 poor households.

proposing a private sector-led solar power project with a concessional component on community engagement, which could include support for setup and maintenance of solar power for rural schools and communities.

21. **The Government has also responded to students made vulnerable by HIV/AIDS through programs to support HIV learners at the school level and introduction of life skills education in the curriculum.** The MoET has developed programs to help schools identify learners experiencing difficulties and is training teachers to provide the necessary support structures to vulnerable students, including appropriate referrals. In 2012, the ministry also introduced Life Skills Based Sexuality Education, known as LBSE, into the formal curriculum to provide young people in schools with the knowledge and skills to promote sustained HIV risk-reduction behavior. A School Health and Nutrition (SHN) Policy has been proposed, ratification of which will enable more effective coordination at the school level, between NGOs and government agencies concerned with the provision of services to children affected by HIV/AIDS.

22. **Ensuring that all students complete quality basic education is required to help Lesotho diversify its economy and address its social challenges.** To achieve universal primary education completion, it is essential to address dropout from primary and junior secondary for the most disadvantaged students. By focusing on the schools and groups most at risk (remote rural schools, lowest economic quintile), the Government is better placed to ensure that all students, regardless of their socioeconomic status, can complete quality basic education (seven years of primary plus three years of junior secondary) and become equipped with foundational skills to enter the world of work or senior secondary education. The following steps need to be taken to address these challenges:

(a) *Enabling students to continue primary education.* Though additional classrooms have been built, education coverage and retention in school remain critical challenges. Thus, a concerted approach is needed, including (i) ensuring easier access to schools for teachers and young students in remote rural areas; (ii) better understanding and measures to address dropouts based on school-specific analysis; and (iii) greater knowledge of NFE opportunities to reach out-of-school children, including herders.

(b) *Improving quality in primary and junior secondary education.* With low levels of teacher productivity, low levels of teacher competencies, and few classroom resources, a comprehensive approach is needed to improve quality, including enhanced teacher training and support mechanisms, provision of materials (including information and communication technology [ICT] options), and strengthening school accountability and leadership to ensure that teachers are present in school and well prepared for teaching. Upgrading of the math and science curricula, pedagogical practices, and classroom resources is needed in junior secondary to adequately prepare students for future education or the labor force.

(c) *Enabling greater access to junior secondary education.* Poor students are not able to access or continue junior secondary education due to geographic and high direct and

indirect costs of schooling. Thus, it needs to be ensured that junior secondary school is affordable for the most disadvantaged students.

C. Higher Level Objectives to Which the Project Contributes

23. **The project will support the Government of Lesotho in its efforts to improve** the equity of basic education and enhance the skills of Basotho students with the aim of contributing to positive social and economic outcomes particularly for the poorest in the country.

24. **The proposed project is fully aligned with the 2016–2019 Country Partnership Framework (CPF) under preparation[38], the National Strategic Development Plan 2012/13–2016/17, and the Bank's Education Strategy.** More specifically, it would support the proposed CPF focus area on the 'efficiency and effectiveness of the public sector', which includes improving basic education service delivery. The Lesotho Systematic Country Diagnostic highlights the education sector challenges and stresses that (a) human development is essential to individual well-being and contributes significantly to ensuring the sustainability of economic gains; and (b) developing a new growth model will also require a major increase in productivity at Lesotho's firms, which will depend on substantial improvements in human capital. The project is well aligned with Lesotho's National Strategic Development Plan, which emphasizes human capital development as one of the critical drivers for the country's socioeconomic transformation. In particular, it will contribute to 'Pillar III: Enhance the skills base, technology adoption and foundation for innovation.' Within this pillar, it will support the following subpillars: (a) improving performance and promoting enrollment in science and math at all levels through increased quality of teaching; (b) enhancing the foundation for skills development by improving access and instituting appropriate curriculum and best practices in teaching from early childhood to high school; and (c) reviewing the Institutional Framework to enhance coordination, cost-efficiency, and effectiveness in the sector. Furthermore, the project is in line with the Bank's Education Strategy 2020 - Learning For All, which promotes investment in education early and smartly for all and improves learning beyond mere input provision.

25. **Raising the quality of basic education is crucial to giving the Basotho youth a strong foundation for further skills development and improving their ability to participate more productively in the economy.** According to the Lesotho Skills report, Investing for Changing Economy (2013), sustained and inclusive growth in the kingdom requires a comprehensive approach that addresses (a) the quality of and completion rates in primary and secondary education; (b) future demand for employees with technical, managerial, and professional skills as the economy diversifies; and (c) the need to create a sustainable and equitable pattern of financing for the education and training system. Starting work on foundational skills is especially important, given that the existing TVET system is not cost-efficient and is not linked to the labor market, and serious reforms in skills development need to take place if Lesotho's economic growth strategy is to succeed over the medium term.

[38] The Systematic Country Diagnostic is completed and a first round of consultations on the CPF with the new Government was conducted May 11–15, 2015. The concept document for the CPF was prepared and a Regional Operations Committee Concept Note Review meeting for the CPF was held on January 15, 2016.

26. **The Bank is working closely with the Government to develop the country's next Education Sector Plan for 2016–2020.** The Government's education sector priorities consist of raising quality in primary and secondary education and expanding access to junior secondary education as indicated in the Medium Term Education Sector Plan 2009–2014, and are expected to be the major focus areas of the new Medium Term Education Sector Plan 2016–2020 (which is currently in the early stages of development). One key area of focus of the new plan will be the quality of education, given the continued low levels of learning achievement that have persisted for more than a decade despite considerable investments. Given that the proposed project preparation has taken place before a draft sector plan is available, the Bank education team has closely coordinated with the MoET and other partners in the Local Education Group (LEG) to ensure that the project financing and activities are well aligned with the sector plan discussions.

II. PROJECT DEVELOPMENT OBJECTIVES

A. PDO

27. The project development objective (PDO) is to improve basic education service delivery and student retention in targeted schools.[39]

Project Beneficiaries

28. The project is expected to benefit approximately 86,500 beneficiaries by 2021. This includes 53,000 students from 312 primary schools in 2017 and an additional 6,500 new entrants to Grade 1 in 2019, 2020 and 2021; 12,000 students in 65 junior secondary schools in the same catchment areas as primary; 1,400 primary teachers; 200 junior secondary teachers; 100 district resource teachers (DRTs), subject advisors, and inspectors; and 377 school boards. About 20 percent of all primary schools are being targeted by the project and these comprise the lowest performing primary schools in Lesotho.

PDO Level Results Indicators

29. The proposed PDO Level Results Indicators include the following:

(a) Improvement in teacher content knowledge in targeted primary and junior secondary schools (%)

(b) Reduction in the dropout rate (Grade 1–Grade 6) in targeted primary schools (%)

(c) Reduction in the dropout rate (Grade 8–Grade 9) in targeted junior secondary schools (%)

30. Dropout rate refers to the proportion of pupils from a cohort enrolled in a given grade in a given school year who are no longer enrolled in the following year. This project uses dropout rate as an indicator for student retention as it assesses the ability of a system to retain children at school by measuring the phenomenon of pupils from a cohort leaving school without completion

[39] Basic education comprises seven years of primary (Grades 1–7) and three years of junior secondary (Grades 8–10)

and its effect on the internal efficiency of educational systems. For a given school, a high dropout rate implies a low retention rate.[40] In addition, it is one of the key indicators for analyzing and projecting pupil flows from grade to grade within the educational cycle.[41] It is relatively simple to calculate as it requires data from two consecutive years, which is regularly monitored by schools and reported by the EMIS.[42] During the project life, the EMIS data from the targeted schools will be cross-checked with the data reported in the school report card at the school level to ensure consistency of data.

III. PROJECT DESCRIPTION

A. Project Components

31. The project will build on the foundations laid by the GPE-funded FTI-III Project (2010–2015) on primary quality and efficiency to improve the delivery of literacy and numeracy education at the primary level, the delivery of math and science education at the lower secondary level, and the retention of students in basic education. The project will achieve these goals through three components. While some activities will be implemented at the national level, most of the project interventions are focused on supporting a pilot program in 312 targeted primary schools and in 65 junior secondary schools in the same catchment areas.

Component 1: Improving the Teaching and Learning Environment in Targeted Primary and Junior Secondary Schools (US$15.11 million)

32. The objective of this component is to raise the quality of classroom service delivery at both the primary and junior secondary school levels to help create a youth population with strong foundations in literacy, numeracy, and reasoning skills.

33. This component continues the reform on curriculum and classroom service delivery initiated by the MoET in 2011 under the FTI-III Project. At present, the new curriculum has been rolled out for Grades 1–6, with rollouts for Grade 7 expected in 2017. Due to the newness of the primary curriculum rollout, additional support will be provided for teachers of Grades 1–7 to ensure that sound student foundational skills are built. At the junior secondary level, the MoET will pilot and roll out the new curriculum for Grades 8–10, beginning with the pilot of the Grade 8 curriculum in 2017, and culminating with the rollout of the Grade 10 curriculum in 2020. While developing the curriculum, the MoET is interested in exploring different models of teaching to inform the approach best suited to Lesotho. Therefore, in addition to piloting of the new curriculum at junior secondary, the project will support this exploration, as well as the development and initial implementation of a new teaching approach of the junior secondary math and science curriculum (Grades 8–10). The teaching approach will especially focus on syllabi

[40] Generally, high dropout also reveals efficiency problems in the education system.
[41] Education indicators technical guidelines, UNESCO Institute for Statistics, 2009.
[42] Other indicators such as apparent survival rate and cohort survival rate are harder to measure. Apparent survival rate is calculated over the seven-year primary cycle in Lesotho but the project's lifetime of five years means it will be hard to attribute an increase in the indicator to the project's interventions. Cohort survival rate calculations are more complex as it employs the reconstructed cohort method, which requires data such as cohorts repeating more than once, which are not monitored by all schools.

mastery by teachers, student-centered learning, problem solving, and continuous formative assessment. Part of the exploration will include a demonstration in a small group of schools of the Progressive Math Initiative (PMI) and Progressive Science Initiative (PSI), a promising approach for teaching math and science. The lessons learned from this demonstration and the review of other models will inform decisions for the new Lesotho model for math and science teaching in junior secondary, which is expected to be implemented in 2021. The project will also provide support to develop the related assessment packages for junior secondary.

34. The first component, therefore, will focus on three core areas that are designed to help the students currently in targeted primary and junior secondary schools complete a quality basic education in numeracy and literacy and in math and science, respectively. The results chain for Component 1 is provided in Annex 2. The three subcomponents under which the interventions are organized are as follows:

Subcomponent 1a: Strengthening Primary School Teaching and Learning (US$9.79 million)

35. This subcomponent will address the low levels of early grade numeracy and literacy and limited teacher content knowledge and pedagogical skills in targeted schools through the provision of training to Grades 1–4 teachers, DRTs/other support staff, and the provision of associated student learning resources. Teacher training for Grades 1–4 teachers will especially focus on content and pedagogical skills for teaching numeracy and literacy for Grades 1–4 and core classroom teaching skills, including teaching multigrade, large, and overage classes for all grades. To enhance teacher competencies, training will be accompanied by subject competency tests and ongoing classroom support from teacher support networks, which may include other experienced teachers from the same or neighboring schools, principals, Subject Association members, and DRTs.[43] Travel kits will be purchased and organizational arrangements will be reviewed under the project to help the DRTs make more regular visits to schools and provide more effective instructional advice and teaching ideas to teachers. In addition, to help ensure students are ready for junior secondary school math and science, some additional math and science materials will also be provided for the upper primary grades (Grades 5–7) and Grades 5–7 teachers will be provided training in subject and pedagogical content based on the new curriculum. The materials to be purchased under the project include (a) literacy kits in Sesotho and English for Grades 1–3; (b) numeracy kits for Grades 1–7; (c) literacy and numeracy wall charts for Grades 1–3; (d) readers for Grades 1–4; (e) supplementary reading books for upper primary Grades 5–7; (f) math and science teaching aids for Grades 5–7; and (g) bookshelves for all grades.

Subcomponent 1b: Implementing a New Math and Science Curriculum and Assessment Support in Junior Secondary Schools (US$2.29 million)

36. This subcomponent will assist with implementing of the new junior secondary math and science curriculum developed by the MoET in the targeted junior secondary schools from 2017 to 2019. It will include the provision of training to Grade 8–10 teachers and it will also provide

[43] Subject Associations are associations organized by the National Executive Committee to support teachers with classroom instruction and learning. Schools must pay a membership fee to participate in the association (LSL 100 for primary schools and LSL 200 for secondary schools), resulting in varied membership levels across districts

the math and science textbooks related to the new curriculum. Under this subcomponent, the focus will be on approximately 45 targeted schools that are not under the PMI-PSI approach demonstration presented in Subcomponent 1c. Furthermore, this subcomponent will also provide technical assistance (TA) for developing new curriculum-related assessment packages for junior secondary math and science. It will further help with strengthening the in-service support to teachers through the teacher support network to better assist teachers. At the secondary level, the support network includes experienced teachers at the same school or in clusters of other nearby schools, subject heads, principals, subject advisors and inspectors, and Subject Associations. The schools will have discretion to identify what support would be the most effective for their context. In addition, this subcomponent will include the provision of training to support officers who will also receive supervision kits.

Subcomponent 1c: Demonstrating the Progressive Mathematics Initiative (PMI) and Progressive Science Initiative (PSI) and Development of the New Lesotho model for Teaching Math and Science at Junior Secondary School Level (US$3.03 million)

37. This subcomponent will improve the quality of math and science in targeted junior secondary schools through the provision of training to math and science teachers and subject advisors in a new approach and the provision of related learning resources. The MoET will demonstrate the PMI and PSI approaches developed by the New Jersey Center for Teaching and Learning (NJCTL) in about 20 targeted junior secondary schools from 2017 to 2020.[44] All math and science teachers in the 20 targeted junior secondary schools will be trained in the PSI-PMI content and pedagogy; and classrooms will be equipped with interactive projectors, student polling devices, and ancillary equipment. Among the 20 schools, six have no electricity; in this case, the project will install solar panels in three selected schools while the three other schools will use handouts instead of interactive projectors. Additionally, the project will support subject advisor visits to schools where this can be managed[45] and specific subject teacher cluster meetings.[46] The NJCTL will also accompany the MoET on visits to schools to ensure PSI-PMI courses are implemented with the appropriate content, pacing, and teaching methods, resulting in improved education service delivery and high student achievement. Based on the lessons learned from this approach and the exploration of other models, the MoET will develop the new Lesotho model for teaching math and science at junior secondary for implementation in 2021. The project will support the implementation of this new model for Grade 8 in the 65 targeted junior schools.

38. Overall, this component will thus finance (a) training for teachers, trainers, DRTs, department heads, subject advisors, and education officers; (b) goods, specifically textbooks, literacy and numeracy kits and wall charts, supplementary reading books, classroom ICT equipment for the new math and science approach, software, curriculum material, DRT/subject advisor/inspector travel kits and tablets, and other equipment for training and for evaluation; and (c) consulting services/TA for the study visits and the development of teaching modules and implementation of the new model, TA to develop assessment packages aligned with the new math and science curriculum in junior secondary, as well as the evaluation and revision of training modules, if required.

Component 2: Strengthening School Accountability for Student Learning and Retention in Targeted Schools (US$4.78 million)

39. This component aims to empower key actors at the school level—school boards—to collectively deliberate on and carry out actions that contribute to retaining students and enabling them to learn. To this end, the appropriate tools and capacity building to use them effectively will be provided to the school boards comprising the local chief, local council member, the school principal, and representatives of the school proprietor, teachers, and parents. The component will facilitate the targeted primary and junior secondary schools to develop and implement a School Improvement Plan (SIP) through a participatory approach. Financial

[44] The 20 targeted schools include combined schools which have primary schools attached to them.
[45] For example, financing of travel, development of pre-loaded supervision/inspection materials for tablets, and so on.
[46] For example, through the Subject Association.

resources (school grants) will be provided to the schools to implement their SIPs once they are approved by the MoET. To ensure that the school grants are used appropriately to achieve stated SIP objectives, clear reporting, results monitoring, and oversight mechanisms involving key stakeholders will be put in place. As the school-based management model is new to Lesotho, the project will provide adequate support to the MoET and schools in order to create a strong foundation that can be built upon in the future. These interventions are organized under three subcomponents as described in the following section and the results chain for Component 2 is included in Annex 2.

Subcomponent 2a: School Improvement Planning (US$3.01 million)

40. Each school, guided by a detailed Operations Manual (referred to as SIP Manual) to be developed at the start of project implementation and with the support of a facilitator, will develop a SIP aimed at increasing school performance with regard to quality, retention, and equity of access. The SIP facilitators, who have teaching qualifications (a Diploma in Education at the minimum), are short-term consultants selected through a competitive process. A facilitator will be assigned one to three schools and will be supervised by the district education officers/inspectors/DRTs responsible for monitoring the SIP implementation.[47] The SIP, which is to be developed through a participatory process led by the school principal with the help of the facilitator, will describe the key problems constraining school performance, priority actions to address these problems, and a costed three-year action plan to achieve measurable results. A standard format for the SIP will be provided in the SIP Manual to simplify document preparation. The draft plan will be discussed by the school board before it is finalized for submission to the concerned district education officer whose endorsement is required before the SIP is sent forward to the MoET's Inspectorate for final approval. Schools are required to publicly disclose their approved SIPs as well as report annually on implementation progress through a school report card that will be developed under Subcomponent 2c.

Subcomponent 2b: Provision of School Grants (US$1.50 million).

41. Upon submission of the SIP and its approval by the Inspectorate, the school receives 50 percent of a grant of about US$3,500–US$4,500[48] to finance eligible activities.[49] These activities, to be carried out over three years, include among others, short-term training for principals in school management (human resources and financial management [FM] in particular), minor repairs to physical assets of the school, and purchase of materials to enrich student learning. Training of principals in school management will be a particularly important activity to improve teacher presence and effectiveness in the classroom and to ensure that grant resources are properly used and accounted for. There will be, however, activities that cannot be financed by the SIP grants such as civil works, vehicle purchase, and staff hire/salary top-up for existing staff. The SIP Manual will set out a list of ineligible expenditures as well as detailed procedures for the accounting and financial reporting of grant utilization. Arrangements for the

[47] The district education officers/inspectors/DRTs work at the district level through the district education office.
[48] Small primary schools (with fewer than 300 students) will receive a grant amount of US$3,500; large primary schools (with 300 to 800 students) will receive US$4,500; and junior secondary schools will receive US$4,500.
[49] The SIP Manual will include guidelines for schools regarding the amount of the grant and the eligible uses of the grants.

transfer of SIP grants to targeted schools will be similar to those under the existing utility grant scheme.[50] Each of the targeted schools will be required to set up a commercial bank account dedicated to the SIP grant proceeds. The SIP grant, which will provide significantly more resources to the targeted schools than the utility grant, will be subject to the ministry's established financial accounting and reporting requirements, including internal audits.[51] Importantly, there will be added scrutiny by the concerned school boards and the community at large who have access to information on the SIPs, including their sources and uses of funds. Disbursement of the remaining 50 percent of the SIP grant to the school will be contingent on its satisfactory compliance with reporting requirements described under Subcomponent 2c. Finally, an independent third party will be contracted to visit a random sample of schools to verify the SIP process and how funds are being used toward the stated objectives.

Subcomponent 2c: Strengthening the Capacity for Reporting, Monitoring of Results, and Oversight Mechanisms (US$0.27 million)

42. The provision of school grants for financing the SIPs will be accompanied by strengthened mechanisms at the school level to monitor school performance in general and the progress on SIP implementation in particular. For this purpose, support will be provided for the development of a reporting tool—a school report card—that promotes transparency, timely collection of information, and the use of information to facilitate both participatory school management as well as enhanced oversight by district education officers, DRTs, and inspectors. Specifically, the subcomponent will enable the MoET to put in place a simple monitoring system based on a standardized school report card that summarizes the current status of the school with respect to enrollment, physical assets, teachers, sources and uses of funds, and key information on the SIP. Once the school report card format has been developed and the school boards, school principals, and other relevant staff trained on its use, targeted schools are expected to implement the school report card at the school level and complete their first report card with baseline information. At the end of the first year of the SIP implementation, the schools will update their report cards to reflect progress made with regard to actions and results. After the school board has discussed the report card and confirmed the documented progress, it will be submitted to the District Education Office for verification. It is envisaged that the report card will replace the district-level data collection form that is expected to be used. The education officer responsible for SIP monitoring will forward the verified report cards for review by the Inspectorate. The Project Facilitation Unit (PFU) will be informed by the Inspectorate on the schools that have approved report cards; these schools will receive the remaining 50 percent of the SIP grant. Approved report cards will be posted by the school principals at public places where they can be viewed by the community at large. In addition, the school boards will invite parents and other community stakeholders twice a year to open board meetings where the report cards and progress made on SIP implementation will be discussed.

[50] The MoET provides an annual utility grant based on student enrollment (LSL 20 per student) to each school primarily for maintenance of physical assets and recurrent costs (water, electricity charges). School principals are required to present a financial report (and receipts) to the MoET before the following year's grant is authorized.

[51] Internal auditors will have the necessary financial support to implement an annual audit program in a sample of the targeted schools and report findings to the MoET management.

43. This component will thus finance (a) TA for the development of the SIP Manual and the school report card; (b) grants for 312 primary and 65 junior secondary schools; (c) TA and operational costs for undertaking a communications campaign on the SIP; (d) contractual payments to SIP facilitators; (e) training of SIP facilitators, school boards, DRTs, and inspectors; (f) third-party verification of the use of SIP grants in a sample of schools; (g) photocopying of the SIPs and school report cards for mass distribution; (h) training of school principals, SIP facilitators, DRTs, and district education officers on the school report card; (i) operational costs for monitoring SIP implementation, including supervision of SIP facilitators by regional inspectors, DRTs, and district education officers; and (j) costs of outsourced internal audits on SIP expenditures.

Component 3: Strengthening Institutional Capacity and Project Management (US$5.11 million)

44. This component will focus on strengthening and developing the capacity of the MoET, particularly the Department of Planning (DoP), to deliver its agenda, support project implementation activities, and for project management. Specifically, this component will include analytical work to support quality education service delivery at the national and decentralized levels, project coordination, procurement, FM, and monitoring and evaluation activities. Essential capacity building and technical and advisory support related to the Government's education strategy, especially in NFE and for school construction, will be provided. The project will also support a series of studies; TA for the MoET, specifically key implementing departments; and support for the project management.

45. This component will include studies on teacher supply, demand, and management; math and science teacher skills; and dropouts in primary school. It will also support a baseline study for Grade 9 assessments in lower secondary and a review of the national assessment and curriculum audit in primary school. TA will be provided for assessment strategies for a new low-stake exam to replace the PSLE in Grade 7, teacher development strategy, NFE policy, school construction strategy, and studies on TVET. Given the important role of TVET in skills development, the project will support the MoET to build consensus on a national TVET policy linked to a National Qualifications Framework, which paves the way for students to get accredited through different educational pathways. The project will further include capacity-building activities to support the DoP to formulate and monitor implementation of education policies and enhance the EMIS system.[52] The project will also strengthen specifically the Government's efforts to combat HIV/AIDS. It will facilitate the finalization and dissemination of the School Health and Nutrition (SHN) Policy currently under preparation to address HIV/AIDS in school settings, including the provision of TA on the implementation strategy in schools. The project will also assist with an Information, Education and Communication campaign to improve HIV/AIDS awareness at the school level. Furthermore, it will help the ministry through the provision of training to teachers on more effective strategies to deliver the current curriculum on life skills and HIV/AIDS. Lastly, it will strengthen the capacity of relevant staff of the MoET to implement the project through the provision of training, technical assistance, study tours, learning materials and equipment.

[52] Including mobile monitoring, software upgrades, relevant training, and school report cards.

46. This component will finance (a) consulting services for studies, TA, training, and workshops to support the DoP's activities, and project management/coordination; (b) equipment and materials to strengthen the MoET departments involved in the project, including computers and software for the DoP; (c) operational and supervision costs related to project activities; and (d) operational and supervision costs for the PFU, including for monitoring and evaluation activities such as internal and external audits; evaluations; communication; staff capacity building; recruitment of consultants; provision of materials and equipment such as computers, software, and related materials; and workshops, conferences, field visits, and joint reviews.

B. Project Financing

47. **The proposed project will be financed by an Investment Project Financing (IPF) credit in the amount of US$25 million for five years, from 2016 to 2021**. An IPF instrument and traditional indicators were deemed most appropriate for the project given the reservations regarding Lesotho's preparedness for results-based financing and disbursement-linked indicators (DLIs).

48. **Under a Project Preparation Advance (PPA), approved on December 10, 2015, the following project preparation activities have either been completed or are ongoing:** (a) studies to (i) determine the teacher supply and demand projections and teacher management, (ii) determine the baseline for math and science teacher skills, and (iii) determine the baseline for Grade 9 assessment; (b) consultant services to (i) support the PFU under the DoP, (ii) prepare the SIP Manual; and (c) TA to and activities of the Project Preparation Committee, including office running costs, workshops, global positioning system (GPS) operations for school localization, study tours, and a learning event.

Project Cost and Financing

49. The cost of the project per component is as shown in Table 5.

Table 5. Project Cost and Financing (US$, millions)

Project Components	Project Cost	IDA Financing	% IDA Financing
1. Component 1: Improving the Teaching and Learning Environment in Targeted Primary and Junior Secondary Schools	**15.11**	**15.11**	**100**
Subcomponent 1a: Strengthening Primary School Teaching and Learning	9.79	9.79	
Subcomponent 1b: Implementing a New Math and Science Curriculum and Assessment Support in Junior Secondary Schools	2.29	2.29	
Subcomponent 1c: Demonstrating the PSI-PMI and Development of New Lesotho Model for Teaching Math and Science at Junior Secondary School Level	3.03	3.03	
2. Component 2: Strengthening School Accountability for Student Learning and Retention in Targeted Schools	**4.78**	**4.78**	**100**

Project Components	Project Cost	IDA Financing	% IDA Financing
Subcomponent 2a: School Improvement Planning	3.01	3.01	
Subcomponent 2b: Provision of School Grants	1.50	1.50	
Subcomponent 2c: Strengthening the Capacity for Reporting, Monitoring of Results, and Oversight Mechanisms	0.27	0.27	
3. Component 3: Strengthening Institutional Capacity and Project Management	**5.11**	**5.11**	**100**
Total project costs	**25**	**25**	**100**
Front-end fees			
Total financing required	**25**		**100**

C. Lessons Learned and Reflected in the Project Design

50. The project design reflects lessons from successful education projects and evaluations globally on the importance of improving teacher effectiveness in the classroom and enhancing school leadership for greater accountability and results. Furthermore, as evidenced by a large number of the education projects in Africa, simplicity in project design, focusing on a limited number of activities will ensure successful implementation and better results in an environment of low institutional capacity.

51. The project design is based on lessons learned from implementation of the GPE-supported EFA Fast Track Initiative Catalytic Fund Grant for Lesotho Project (P116426, 2010–2015, US$20 million),[53] which closed in April 2015. Lessons learned are also drawn from various projects and studies undertaken by development partners in collaboration with the MoET. Key lessons from within Lesotho are as follows:

(a) To support the Government's efforts in strengthening management, governance, and accountability in the education sector, school management and oversight need to be enhanced. Key stakeholders such as parents and community members need to more actively participate in governing schools. In addition, evidence from rural Mexico indicates that school-based management has improved social participation, governance, transparency, and accountability, resulting in lower dropout rates and repetition rates.[54] The current project includes a significant school-based management and accountability component and puts a strong emphasis on community participation and accountability at the school level.

[53] The project is referred to as the FTI-III Project throughout this document.

[54] Gertler, P., H. A. Patrinos, and M. Rubio-Codina. 2012. "Empowering parents to improve education: Evidence from rural Mexico." *Journal of Development Economics* Vol. 99 (1), September 2012.

(b) PDO and intermediate indicators need to be simple in calculation and well-defined for ease of data collection throughout the project implementation. The PDO and indicators for this project are defined clearly and are measurable and simple, taking into account the challenges that may arise during data collection.

(c) To ensure value for money, the supply of educational inputs (textbooks, classroom supplies, and so on) needs to be paired with adequate training and mentoring for effectiveness of utilization. The project will finance the provision of teacher guides and teacher training on the use of textbooks and any other teaching materials.

(d) Procurement needs to be handled at the central level, and further in-house capacity building is needed. While the MoET plans to build capacity at the district level through coaching and monitoring, all consequent procurement will be done at the central level to ensure smooth implementation as the ministry has increasingly improved its ability to better manage contracts through its experience of the FTI-III project.

(e) Continuing to invest in civil works with the current modality is not cost-efficient. The average unit cost of school construction in Lesotho is very high and is not sustainable. The project will support the MoET in developing a sustainable construction strategy that will allow it to efficiently expand access and retention.

(f) The piloting of the iSchool project by Vodacom has shown success. However, its sustainability was a concern for the MoET as it requires the purchase of ICT equipment for all students and solar panels, which makes the venture expensive.[55] With regard to the implementation of the PMI and PSI, in the Gambian experience, schools used handouts during power cuts and the approach still seemed to work. In this project, some schools will use only handouts instead of new technologies to assess the impact of the approach on the student learning in a different environment for scalability purpose.

IV. IMPLEMENTATION

A. Institutional and Implementation Arrangements

52. **Implementation.** The project will use the same implementation arrangements as the GPE-funded FTI-III Project supervised by the Bank. The overall organization of the project implementation and monitoring comprises a Coordination Committee, the ministerial departments including the DoP, and the PFU. The Coordination Committee, chaired by the Principal Secretary (PS), will provide overall guidance for effective project implementation, facilitate coordination of activities, and review progress reports. The DoP, under the leadership of the director of planning (DP), will oversee the activities of the project in general with the support of the PFU, a MoET-integrated facilitation unit, which was set up during Midterm Review (MTR) of the FTI-III project. The PFU is a small, full-time project coordination unit with a project coordinator and technical support staff on administration, procurement, FM,

[55] The cost of solar panels to power one classroom was approximately US$10,000.

planning, monitoring and evaluation, and communication. The PFU will report directly to the DP who will ensure close collaboration with the other departments of the ministry at the central and district levels. Under the supervision of the DP, the PFU will be responsible for day-to-day coordination of project activities and reporting on the project performance. Each component (or subcomponent) will be implemented by the MoET departments as follows: (a) Component 1: Curriculum and Assessment (specifically National Curriculum Development Center [NCDC], Examinations Council of Lesotho [ECoL], and School Supply Unit [SSU]), and Inspectorate, led by the CEO, Curriculum and Assessment; (b) Component 2: Inspectorate[56], Teaching Services, and Planning, led by the CEO, Inspectorate; (c) Component 3: Planning, the EMIS, Education Facility Unit (EFU), Curriculum and Assessment including the HIV and AIDS Coordination Unit, Teaching Services, Inspectorate, and Technical and Vocational Department (TVD), led by the DP. These departments will lead the activities with close support from the PFU. This arrangement will continue enhancing the capacity of the MoET in project management, implementation, and planning/monitoring. A Project Implementation Manual that clarifies the roles and responsibilities of the parties involved in project implementation was prepared by the MoET and approved by the Bank in early April 2016.

53. **Overall coordination.** The project activities will be reviewed on at least a six-month basis by a Coordination Committee chaired by the PS and attended by the Chief Education Officers (CEOs) of the ministry, with participation from the Ministry of Finance (MoF), and the Ministry of Development Planning (MDP). The DP will present the progress of the project in a report prepared by the PFU highlighting performance and issues to be tackled, and corrective actions will be decided as appropriate. The Project Implementation Manual clarifies the roles and responsibilities of the Coordination Committee, CEOs, DP, and PFU and the form of reporting to the committee.

B. Results Monitoring and Evaluation

54. Results of the proposed project will be monitored through the Results Framework presented in Annex 1. Achievement of the overall PDO will be measured through three measureable PDO indicators and ten intermediate indicators. The PFU will be responsible for monitoring the indicators. Globally, the PFU will be responsible for monitoring, verifying, and reporting on achievement of results in a timely and comprehensive manner. The report format, frequency, and content will be further elaborated in the Project Implementation Manual. Independent survey firms will conduct baseline, midterm, and end line surveys measuring indicators on teacher-content knowledge. The project will support existing data collection by the EMIS by providing software upgrades and relevant training for the MoET's IT and Statistics Department. In addition, the school report card introduced under Component 2 will serve as a monitoring tool as it summarizes the current status of schools with respect to enrollment, physical assets, and teacher presence in the classroom among other key indicators of school performance. It is expected to replace the district-level data collection forms that nontargeted schools are required to prepare each year. Furthermore, the project will support the development and integration of school-level data reporting through SMS to inform district- and central-level planning. Lastly, operational effectiveness will be measured through evaluations.

[56] This includes the District Inspectorate which works through the district education office

C. Sustainability

55. **By improving the internal efficiency of basic education delivery in the targeted schools, the project will contribute to improved cost effectiveness of education interventions and consequently, a more fiscally sustainable system.** This is particularly important, given the current macroeconomic situation and the magnitude of public expenditure on education. Furthermore, international experience indicates that investing at the school level to ensure more equitable financing while establishing a good mechanism of accountability has proven to have more sustainable results compared with centrally managed activities.[57] The Economic and Financial Analysis section in the Appraisal Summary and Annex 5 provide details on the expected fiscal impacts of the proposed project.

56. **The design of the project is based on building capacity at the central, district, and school levels to assure its sustainability.** The project supports extensive teacher training, which is the foundation for improving education service delivery. Using a cascade approach that begins with the training of trainers at the central and district levels by the key MoET departments, personnel including DRTs, inspectors, subject advisers, school principals, and school department heads will also be trained to provide the necessary in-service support to reinforce the impact of teacher training. As all DRTs, subject advisors, and inspectors will receive training on curriculum and pedagogy, they will be able to train and support other schools under their jurisdiction that are not targeted by the project. Finally, to increase the probability that key project interventions such as the SIP grants and the new math and science model can be sustained, implementation of these activities will build on existing country mechanisms and sources of financing. In the SIP grants, it will be feasible for the schools and community to finance key activities under the SIP using utility grants already provided to schools by the MoET and eventually, using funds raised through community initiatives.[58] Similarly, by training trainers within the MoET and Lesotho College of Education on the modality used in the math and science demonstration, there will be in-country capacity to continue the use of this modality by teachers in Lesotho.

V. KEY RISKS

A. Risk Rating Summary Table - Systematic Operations Risk-rating Tool (SORT)

Risk Category	Rating
1. Political and Governance	Substantial
2. Macroeconomic	Substantial
3. Sector Strategies and Policies	Substantial
4. Technical Design of Project or Program	Moderate
5. Institutional Capacity for Implementation and Sustainability	Substantial

[57] Gertler, P., H. A. Patrinos, and M. Rubio-Codina. 2012. "Empowering parents to improve education: Evidence from rural Mexico." *Journal of Development Economics* Vol. 99 (1), September 2012.

[58] In Burkina Faso and Niger, communities were able to mobilize community stakeholders to raise funds to finance the SIPs in schools that were often located in remote and rural areas.

Risk Category	Rating
6. Fiduciary	Moderate
7. Environment and Social	Low
8. Stakeholders	Substantial
9. Other	–
OVERALL	Substantial

B. Overall Risk Rating and Explanation of Key Risks

57. The overall risk of the project is rated Substantial.

58. **The Political and Governance risks and Macroeconomic risks are Substantial.** The security situation in Lesotho is still worrisome and the fiscal situation is delicate due to the decline of the SACU revenues on which the country relies heavily. Given that the reduction in SACU revenues is likely to have an adverse impact on the MoET's budget, the operational costs associated with the implementation of key activities will be financed under the project. The political situation is also fragile although elections took place successfully in February 2015 and the new coalition government is in place. The education system is particularly sensitive to politics due to frequent strikes among teachers. As the targeted primary and secondary schools do not represent all the constituencies in Lesotho, there is also a heightened overall risk of political interference, which could affect the implementation and performance of the project in the current political context. To minimize the risk of political interference, a set of objective criteria, including student flow, examination success rate, resources per student, and poverty level, were used to identify the lowest-performing schools (details in Annex 2). To reduce the risks arising from teacher unions' resistance to the project's interventions aimed at improving classroom instructional time and teaching quality, the project will support an extensive public information campaign to reach out to all education stakeholders, major investments to upgrade teacher competencies, and strengthened school accountability mechanisms.

59. **The risks associated with Sectoral Policy and Stakeholders are Substantial.** The last sector plan expired in 2014 and no new Education Sector Plan has been developed yet, making coordination among stakeholders difficult in spite of few partners in the sector. More importantly, the absence of a well-articulated sector plan poses some risks to the achievement of the PDO as the MoET does not have in place a coherent policy framework based on sound diagnostics to address the key challenges related to low internal efficiency of the education system. To mitigate this risk, the project will support key studies (for example, on teacher deployment, student dropouts, school construction strategy, and so on) and pilot programs on promising interventions to improve student learning to inform the formulation of the next sector plan.

60. **The risks related to Institutional Capacity for Implementation and Sustainability are Substantial.** The MoET's implementation capacity is a risk, but is one that would be mitigated by setting up a PFU in the Planning Department. The PFU will support the implementation of project activities by the concerned technical units in the ministry and promote coordination between them. The instrument (IPF) and implementation arrangements are familiar to and well established in the MoET. Most of the targeted schools are in rural and mountainous

areas creating potential practical difficulties in the timely and successful achievement of the PDO. The project's strong emphasis on capacity building at the central ministry and local education service delivery levels will also help reduce those risks.

VI. APPRAISAL SUMMARY

A. Economic and Financial Analysis

61. **In human capital theory, many studies argue that participation in education is an investment made with the expectation of returns later in life.** At the individual level, people with more schooling tend to be more productive, earn more, be healthier, have fewer children, and be more likely to send their children to school.[59] The priority investment in quality basic education in Lesotho is justified because good quality basic education continues to be a major challenge in Lesotho and little progress has been made in this regard in over a decade. In research across countries, the quality of school education explains variations in individuals' labor market outcomes and accounts for differences in countries' economic growth rates, among other factors. In South Asia, employer surveys suggest that inferior education is a barrier to private sector investment and company expansion.

62. **Higher level of education rewards higher lifetime earnings.** Each year of primary education contributes eight percent to the total impact, compared to 8.5 percent for each year of junior secondary year, and 9.2 percent for an additional year of senior secondary schooling.[60] The benefit-to-cost ratio, defined as the ratio of the contribution to total social outcome of each year of schooling to per student cost per year of schooling, is 69:1 for basic education, 35:1 for junior secondary, and 16:1 for senior secondary education, reflecting the much higher costs of secondary education. Figure 3 clearly shows the average simulated annual income by level of education and age.

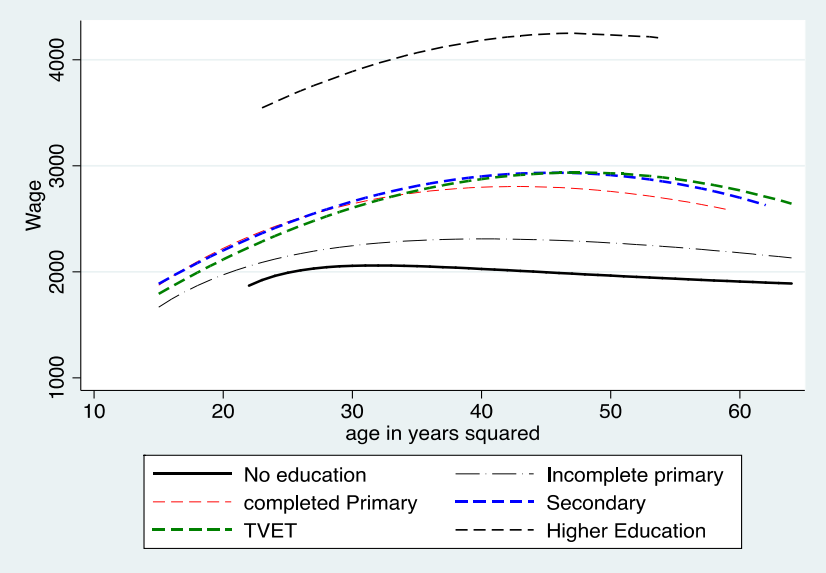
63. **The project is also expected to improve the internal efficiency of basic education by reducing the dropout rates of students in schools with a low outcome indicator** through multiple activities at the central and school levels. For the targeted schools, a reconstructed cohort survival rate method estimates that for every 100 children who enter Grade 1, only 16 percent of students who enter Grade 1 eventually reach Grade 6 without repetition compared with 40 percent at the national level. The same trend is observed at lower secondary with an approximate 5.8 percentage point difference.

---

[59] Duflo, E. 2001. "Schooling and Labor Market Consequences of School Construction in Indonesia: Evidence from an Unusual Policy Experiment." *American Economic Review* 91(4): 795–814.
Psacharopoulos, G. 1993. "Returns to Investment in Education. A Global Update." Working Paper No. 1067. World Bank, Washington, DC.
Majgaard, K., and A. Mingat. 2012. *Education in Sub-Saharan Africa: A Comparative Analysis.* Washington, DC: World Bank.
Hanushek, E., and L.Woessmann. 2009. "Do Better Schools Lead to More Growth? Cognitive Skills, Economic Outcomes, and Causation." NBER Working Paper No. 14633. National Bureau of Economic Research, Cambridge, MA.

[60] Majgaard, K., and A. Mingat. 2012. *Education in Sub-Saharan Africa: A Comparative Analysis.* Washington, DC: World Bank

Figure 3. Average Annual Simulated Earning by Education Levels



Source: Estimates from Kingdom of Lesotho Skills and Employment Survey 2011.

64. **The benefits of the project are consequently estimated to be high compared with the total cost.** The benefits produced over the project period are the changes in the quantity and quality of education because of the proposed interventions. These benefits consist of (a) the increased wage incomes resulting from larger numbers of additional children that completed Grade 6 in primary and Grade 9 in lower secondary schooling and (b) the enhanced labor earnings flowing from the higher quality of primary and secondary education due to the rise in education quality. The net present value (NPV) of the benefits of the project are then estimated to be US$57.9 million at a ten percent discount rate. When adding the investment costs during the project, private costs from the households, and the opportunity costs for the additional students reaching Grade 6 or Grade 9, the NPV of the economic costs is estimated to be only about US$26.7 million at a 10 percent discount rate. The NPV of the project is then about US$25.9 million, corresponding to an estimated internal rate of return (IRR) of 15.5 percent.

65. The proposed project is best undertaken through public investment as the Government aims to reduce the significant inequality in the education sector and balance the market failure by addressing the needs of the poor. The project is supporting the MoET in fostering inclusive growth by targeting the poorest and least-performing schools in lagging areas and districts where services are not provided by the private sector.

66. The Bank adds value to the Government efforts to address key education challenges through the provision of technical expertise and knowledge on international best practices and experiences of other countries, which will help build more efficient practices and systems in Lesotho. The few donors intervening in education, such as the AfDB and JICA, mostly invest in infrastructure, and the other technical partners like UNICEF and UNESCO intervene at a relatively small scale. The Bank has a comparative advantage with respect to other donors in the education sector for programs on quality and equity as it shares a mutual interest with the Government in targeting poverty and ensuring inclusive growth in the country.

B. Technical

67. **The approach for the proposed project is based on international experience and sound analytical work undertaken by the Bank in collaboration with the MoET and other donors.** Specifically, the project draws on the ongoing diagnostic study of the education system, the study on NFE, the Skills for Competitiveness study, the pilot assessment of early grade literacy and numeracy, 2014 Education Service Delivery Survey, and the study on Teacher Qualifications Framework. In addition, the project was informed by the recent Lesotho Systematic Country Diagnostic, finalized by the Bank in 2015. Technical preparation benefited from the inputs of four informal Quality Enhancement Reviews led by the Education Global Practice, which also confirmed the validity of the focus of the project on raising education quality through the improvement of learning conditions and capacity building of education management at all levels to increase student retention in primary and lower secondary education.

68. **The design of the project takes into account experience from the FTI-III project and other relevant IDA-funded projects in Sub-Saharan Africa and other regions, as well as international experience and best practices gained through a learning event and study tour financed by the PPA**. Component 1 draws extensively on lessons learned from the FTI-III project, especially with regard to curriculum development, teacher training, and the related assessment packages. The subcomponent on development of a new math and science model is based on the successful Gambian experience. The design of Component 2 is informed by international evidence on the importance of community engagement and empowerment to improve school accountability for student learning. Component 3 draws on the lessons learned from the FTI-III on the need to strengthen capacity, especially for planning, and provide TA so that interventions can be coordinated, sustained, and implemented in a phased and coherent manner.

69. **The project scope and design also factored in complementary interventions supported by other partners and projects funded by the Bank.** For example, the IDA-funded Transport Infrastructure and Connectivity Project will finance roads and other structures to ensure easy access to schools, including those that are targeted under this Education Project. The IDA-funded Social Assistance Project will address the demand-side constraints to access through bursaries and conditional cash transfer programs. UNICEF is supporting NFE for out-of-school youth, especially herd boys. The IDA-funded Public Sector Modernization Project will address teacher management efficiency issues at the macro level. Finally, the project design has benefited from extensive consultations with senior government officials, training institutions such as the Lesotho College of Education and the National University of Lesotho, NGOs, and academics.

70. **A strong emphasis on monitoring and evaluation is built into the project to ensure sound results monitoring in general and useful feedback on pilot activities in particular.** The project has incorporated evaluations of the SIP intervention and of the math and science model that will be demonstrated in selected schools. Inclusion of a simple school report card as a monitoring tool in Component 2 is a technical innovation that has proven to be effective in many developing countries to improve school accountability, as well as the timeliness and reliability of education data.

71. **IPF has been selected as the most appropriate financing instrument in the current context of Lesotho.** The Project Concept Note Review recommended exploring the use of DLIs under some of the project components. Although DLIs are important tools that help a project focus on tangible results, their effective implementation rests upon several prerequisites with regard to institutional, fiduciary, and monitoring and evaluation capacity. While DLIs would help incentivize reform efforts in key service delivery areas, the MoET currently lacks the readiness and preconditions necessary to introduce DLIs in the proposed project. In addition to issues on capacity and availability of resources at both the central and district levels, the absence of a sector plan with clear objectives and targets to improve service delivery and student retention in basic education would prevent successful execution of DLIs as the financing modality.

C. Financial Management

72. The PFU unit within the MoET will be accountable for the project's FM (including budgeting, accounting, payments, internal controls, transaction processing, and quarterly and annual financial reporting). This responsibility is entrusted on the finance manager recruited and housed in the PFU. Budgets will be prepared based on approved work plans and procurement plans. In accordance with the Bank's financial reporting requirements, the project will be required to prepare and submit to the Bank unaudited interim financial reports (IFRs) not later than 45 days after the end of each fiscal year quarter.

73. Disbursements under the project will be in accordance with rules and procedures as set out in the Bank's Disbursement Handbook. The project will open a segregated designated account (DA), denominated in U.S. dollars at the Central Bank of Lesotho to receive funds from the Bank. The project will use Advance Disbursement method as the primary option while Reimbursement and the Direct Payment methods are also available for the project. Details for various disbursement methods are spelt out in the Bank's Disbursement Handbook.

74. The annual project financial statements, including the auditor's opinion and a management letter, will be submitted to the Bank not later than six (6) months after the end of the fiscal year. The annual audit will be carried out by the Office of the Auditor General of Lesotho.

75. The overall conclusion of the FM assessment is that the project's FM has an overall risk rating of Moderate and the FM arrangements satisfy the Bank's minimum requirements under the Bank's policy and procedures on FM, OP/BP 10.00.

D. Procurement

76. All procurement to be financed under the proposed project will be carried out in accordance with the Bank's 'Guidelines: Procurement of Goods, Works, and Non-consulting Services under IBRD Loans and IDA Credits & Grants by World Bank Borrowers', dated January 2011, revised in July 2014; 'Guidelines: Selection and Employment of Consultants under IBRD Loans and IDA Credits & Grants by World Bank Borrowers', dated January 2011, revised in July 2014; and the provisions stipulated in the Legal Agreement. For International Competitive Bidding (ICB) and National Competitive Bidding (NCB), all procurement of goods,

works and non-consultant services will be done using the Bank's standard bidding documents (SBDs). All consultant selection undertaken for firms will be done using the Bank's standard requests for proposals. The project will carry out implementation in accordance with the 'Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD and IDA and Grants', dated October 15, 2006 and revised in January 2011 (the Anticorruption Guidelines).

77. An assessment has been made of the MoET's Procurement Unit (PU). The key issues identified regarding procurement for project implementation are (a) inadequate staff complement within the PU to handle the project procurement function on a full-time basis; and (b) limited capacity of the existing PU staff to assure adherence to Bank Procurement and Consultant Selection Guidelines.

78. Proposed corrective measures to mitigate the overall risks include the following: (a) the MoET to establish and staff a PFU that includes a project procurement specialist;[61] (b) time-bound and structured hand-holding and practical capacity building of existing PU staff on Bank procurement and consultant selection methods and procedures and good practices in public procurement; and (c) selected contracts to be subject to prior review. A Procurement Manual was developed under the closed FTI-III project and has been updated by the MoET for the current project. An acceptable Procurement Plan covering the first 18 months of the project was prepared and approved during Negotiations.

E. Social (including Safeguards)

79. **The Lesotho Education Quality for Equality Project is expected to have a positive social impact and improve equity.** Based on 2014 EMIS data, the project is expected to benefit as many as approximately 86,500 beneficiaries, which includes 53,000 current students and 19,500 new incoming Grade 1 students in the targeted primary schools; 12,000 students who attend the targeted junior secondary schools; 1400 primary teachers; 200 junior secondary teachers; 100 DRTs, subject advisors, and inspectors; and 377 school boards. The beneficiary schools are located mainly in rural areas and primarily serve impoverished children—two main factors that determine school achievement.[62] This deliberate targeting is expected to increase equity in the distribution of educational quality.

80. The two core components aim to improve school performance through (a) improving the learning environment by strengthening teacher knowledge and new learning materials; and (b) establishing community-led SIPs and funding them with the aim of increasing student retention. Combined, these components address key conditions that cause students to leave school before graduation. For example, the project will provide training that will enable teachers to address the challenge of large and multigrade classrooms and will track teacher absenteeism through DRT and inspector visits and the school report card. Through increased training and support, there is also a great potential to address the persistent use of corporal punishment and better enable schools to deal with learning disabilities, which also cause children to drop out before

[61] The MoET has established a PFU with a procurement specialist fully on board since the Appraisal mission.
[62] Mingat, Alain. 2015. "Education Sector Study of Lesotho - A System at a Crossroads." A national study with the support of UNESCO, UNICEF, and the World Bank with funding from the GPE, July 2015.

graduation. The SIPs build on a participatory approach involving communities in retention and provide a budget to address challenges. The improvement plans are expected to be context specific and to respond to local issues identified by community members to improve retention. This would enable schools to better incorporate culture and tradition and, at least in part, use local discretion to address challenges experienced with the direct, associated, or opportunity cost of education.

81. The project specifically does not incorporate a systematic reform of the currently inadequate scholarship program for secondary school, which acts as a significant barrier to rural and poor households. The direct cost of secondary school alone is as much as four months income for an average household, and children from rural, poor households are underrepresented in secondary and higher learning institutions. However, a review of the scholarship program and funding for reform is expected through the new Bank Social Protection Project, which is aimed at improving the social grant targeting mechanism and promoting accessibility of secondary school.

82. **Gender.** Lesotho is a typical patriarchal society where boys are privileged in relation to their sisters. However, given the culture and tradition, boys are much less likely to obtain a primary or secondary education. In rural areas, particularly the mountain districts, herding is a fundamental part of life. Shepherds' wealth and wisdom is associated with the size of their livestock and families pass their wealth on through livestock. Fathers typically set aside a number of animals for sons to take charge of as they come of age; a young boy becomes a man through owning livestock. In addition, with many absent fathers, boys, due to patriarchal norms, carry the burden of tending to families. Through the SIP intervention in the project, schools will be able to address boys' access to primary and secondary education at the local level, if it is identified as a problem for that given school. School performance will be tracked through the lens of gender through the school report card.

F. Environment (including Safeguards)

83. **The Lesotho Education Quality for Equality Project is classified as Category C.** The activities to be supported by the project will not entail construction or rehabilitation work that could generate direct or indirect impacts on the natural resources or natural habitats in Lesotho. Therefore, none of the Bank's environmental safeguard policies are triggered. The Project Implementation Manual, as well as the manual for the SIPs, will include specific clauses describing the ineligibility of physical infrastructure under the project.

G. World Bank Grievance Redress

84. Communities and individuals who believe that they are adversely affected by a Bank-supported project may submit complaints to existing project-level grievance redress mechanisms or the Bank's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed to address project-related concerns. Project-affected communities and individuals may submit their complaint to the Bank's independent Inspection Panel, which determines whether harm occurred, or could occur, as a result of the Bank's noncompliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the Bank's attention and the Bank management has been given an opportunity

to respond. For information on how to submit complaints to the Bank's corporate GRS, please visit http://www.worldbank.org/GRS. For information on how to submit complaints to the World Bank Inspection Panel, please visit www.inspectionpanel.org.

Annex 1: Results Framework and Monitoring

Country: Kingdom of Lesotho

Project Name: Education Quality for Equality Project (P156001)

Results Framework

Project Development Objectives											
The PDO is to improve basic education service delivery and student retention in targeted schools.											
These results are at Project Level											
PDO Indicator	**Core**	**Unit of Measure**	**Baseline 2016**	**Cumulative Target Values**					**Frequency**	**Data Source/ Methodology**	**Responsibility for Data Collection**
				YR 1 2017	**YR 2 2018**	**YR 3 2019**	**YR 4 2020**	**YR 5 2021**			
1a: Improvement in teacher content knowledge in targeted primary schools		Percentage	0			2 percentage point increase in average scores		Overall score increase by 5 percentage points from baseline	3 times during project implementation (baseline, midterm, and end line)	Third-party survey report	MoET
1b: Improvement in teacher content knowledge in targeted junior secondary schools		Percentage	0			2 percentage point increase in average scores		Overall score increase by 5 percentage points from baseline	3 times during project implementation (baseline, midterm, and end line)	Third-party survey report	MoET
2: Reduction in dropout rate (Grade 1–Grade 6) in targeted primary schools		Percentage	18	19	18	17	15	13	Yearly	Calculated from EMIS	MoET Planning
3: Reduction in dropout rate (Grade 8–Grade 9) in targeted junior secondary schools		Percentage	21	20	20	19	18	16	Yearly	Calculated from EMIS	MoET Planning

Intermediate Results Indicators (IRI)	Core	Unit of Measure	Baseline 2016	Cumulative Target Values					Frequency	Data Source/ Methodology	Responsibility for Data Collection
				YR 1 2017	YR 2 2018	YR 3 2019	YR 4 2020	YR 5 2021			
IRI 1: Direct project beneficiaries (Percentage female)	X	Number	0	0	67,000 (52%)	73,500 (52%)	80,000 (52%)	86,500 (52%)	Yearly	Project reports	MoET Planning
IRI 2: Primary teachers trained		Number	0	0	1,400	1,400	1,400	1,400	Yearly	Project reports	MoET - Component 1 coordinator
IRI 3: Math and science teachers at junior secondary trained		Number	0	0	100	150	200	200	Yearly	Project reports	MoET - Component 1 coordinator
IRI 4: Schools with readers and supplementary reading materials		Number	0	0	312	312	312	312	Yearly	Project reports	MoET - Component 1 coordinator
IRI 5: New Lesotho model for Grade 8 developed and implemented in targeted schools		Yes/No	No	No	No	No	No	Yes	Yearly	Project reports	MoET - Component 1 coordinator
IRI 6: School boards trained		Number	0	0	377	377	377	377	Yearly	Project reports	MoET - Component 2 coordinator
IRI 7: Schools with approved SIPs		Number	0	0	100	300	377	377	Yearly	Project reports	MoET - Component 2 coordinator
IRI 8: Schools submitting report cards		Number	0	0	0	100	300	377	Yearly	Project reports	MoET - Component 2 coordinator
IRI 9: Schools spending 50 percent or more of the total school grant		Number	0	0	0	50	250	377	Yearly	Project reports	MoET - Component 2 coordinator
IRI 10: National Assessment in Grade 9		Yes/No	No	No	Yes	Yes	Yes	Yes	Yearly	Project reports	MoET - Component 3

Intermediate Results Indicators (IRI)	Core	Unit of Measure	Baseline 2016	Cumulative Target Values					Frequency	Data Source/ Methodology	Responsibility for Data Collection
				YR 1 2017	YR 2 2018	YR 3 2019	YR 4 2020	YR 5 2021			
											coordinator
Note: Data will be collected and reported at the beginning of each year.											
Indicator Descriptions											
Indicator Name	**Definition**								**Special Notes/Comments**		
PDO Indicators											
1a. Improvement in teacher content knowledge in targeted primary schools	Teacher performance of Grades 1–4 teachers on written exam testing competencies in numeracy and literacy.								Although a full baseline on teacher competencies will be established after the first test is conducted in October 2016 (results expected in December 2016), current data indicates that only 69 percent of Grade 6 teachers have critical reading skills in English. The indicator will be measured three times during the project cycle (2016 baseline, 2019 midterm, and 2021 end line) by a third party. A randomized sample of all Grade 1–4 teachers in at least 40 percent of the targeted primary schools will be tested. Average scores will be reported disaggregated for literacy and numeracy.		
1b. Improvement in teacher content knowledge in targeted junior secondary schools	Teacher performance of Grades 8–10 teachers on written exam testing competencies in math and science.								A full baseline on teacher competencies will be established after the first test is conducted in October 2016 (results expected in December 2016). The indicator will be measured three times during the project cycle (2016 baseline, 2019 midterm, and 2021 end line) by a third party. A randomized sample of the targeted junior secondary schools will be tested. Average scores of all teachers across both subjects (math and science) will be measured and reported.		
3. Reduction in dropout rate (Grade 1–Grade 6) in targeted primary schools	Dropout rate of Grade 1–Grade 6 students in targeted primary schools. Number of students who left school in year (*t*) as a proportion of the total number of students of Grade 1–Grade 6 in year (*t-1*). It is calculated by subtracting the sum of promotion rate and repetition rate from 100.[63]								With adjusted figures for repeaters and nonrepeaters, it is estimated that the Grade 1–Grade 6 national average for dropout is 9 percent and average dropout in targeted schools is 18 percent in 2016. Following the national trend from 2008 to 2013, the dropout rate is expected to rise 0.4 percentage points per year. With the project's interventions, it is expected that it will be reduced to 13 percent in targeted schools in 2021. As implementation of project activities will only begin at the end of		

[63] Promotion rate (G1 to G6) t-1/t = [(No. non repeaters G2 to G7 in *(t)*) / (No. students G1 to G6 in *(t-1)*)]×100
Repetition rate (G1 to G6) t-1/t = [(No. repeaters G1 to G6 in *(t)*) / (No. students G1 to G6 in *(t-1)*)]×100
Dropout rate (G1 to G6) = 100 - promotion rate - repetition rate

Indicator Descriptions		
Indicator Name	**Definition**	**Special Notes/Comments**
		2016, the project is not expected to be able to have an impact on dropout rate at the beginning of 2017. While all schools will be monitored through the project, for the calculation of dropout rates at primary level, the project will target only the 300 lowest-performing schools selected using the criteria detailed in Annex 2.
4. Reduction in dropout rate (Grade 8–Grade 9) in targeted junior secondary schools	Dropout rate of Grade 8–Grade 9 students in targeted junior secondary schools. Number of students who left school in year (*t*) as a proportion of the total number of students of Grade 8–Grade 9 in year (*t-1*). It is calculated by subtracting the sum of promotion rate and repetition rate from 100.[64]	With adjusted figures for repeaters and nonrepeaters, it is estimated that the Grade 8–Grade 9 national average for dropout is 16.8 percent and average dropout in targeted schools is 21 percent in 2016. Following the national trend from 2008 to 2013, the dropout rate is expected to drop 0.2 percentage points per year. With the project's interventions, it is expected to be reduced to 16 percent in targeted schools in 2021. As implementation of project activities will only begin at the end of 2016, the project is not expected to be able to have an impact on dropout rate at the beginning of 2017.
General remarks on PDO indicators: The project will be working in a challenging environment, as it will primarily intervene in the 300 primary schools in rural areas which are difficult to access and with the lowest performance in the country. Education outcomes in those schools are by far lower than the national average (refer to Table 2.2 in Annex 2). For those reasons, the end target values have been chosen to be moderate and realistic. In addition, the project does not address the question of retention from the demand-side aspects apart from activities under the SIP and school grant.		
Intermediate Results Indicators		
1. Project beneficiaries (percentage female)	Direct beneficiaries from the project intervention in targeted schools	Calculations for project beneficiaries are as follows: • 53,000 primary school (G1–G7) students (starting in 2017) with an additional 6,500 new incoming Grade 1 students in 2019, 2020, and 2021 • 12,000 junior secondary school (G8–G10) students (starting in 2017) • 1,400 primary school (G1–G7) teachers (starting in 2017) • 200 junior secondary school (G8–G10) teachers (starting in 2017) • 100 DRTs, subject advisors, inspectors (starting in 2017) • >377 school boards (starting in 2017)

[64] Promotion rate (G8 to G9) t-1/t = [(No. non repeaters G9 to G10 in *(t)*) / (No. students G8 to G9 in *(t-1)*)]×100
Repetition rate (G8 to G9) t-1/t = [(No. repeaters G8 to G9 in *(t)*) / (No. students G8 to G9 in *(t-1)*)]×100
Dropout rate (G8 to G9) = 100 - promotion rate - repetition rate

Indicator Descriptions		
Indicator Name	**Definition**	**Special Notes/Comments**
		The total is 86,577 beneficiaries, which has been rounded to 86,500. Data is reported at the beginning of 2018 for activities that take place in 2017. Percentage female was calculated using the 2013 EMIS in which 49 percent of primary students, 56 percent of secondary students, 75 percent of primary teachers, and 56 percent of secondary teachers were female. Student beneficiary figures were estimated from 2014 EMIS figures for the targeted schools.
2. Primary teachers trained	Number of primary teachers trained in targeted schools	1,400 primary school teachers
3. Math and science teachers at junior secondary trained	Number of math and science teachers in junior secondary trained in targeted schools	100 teachers trained for demonstration and Grade 8 curriculum pilot; 50 teachers trained for Grade 9 curriculum pilot; 50 teachers trained for Grade 10 curriculum pilot
4. Schools with readers and supplementary reading materials	Number of schools with readers and supplementary reading materials delivered by the project	312 targeted primary schools—expected in 2018
5. New Lesotho model for grade 8 developed and piloted in targeted schools	New Lesotho model to teach math and science to be developed and piloted for Grade 8 based on feedback from the PSI-PMI demonstration, the MoET's revised curriculum for Grades 8–10, and other models.	Expected to take place in 2021
6. School boards trained	Number of targeted schools with school board members who have been trained under the project	312 targeted primary schools + 65 targeted secondary schools
7. Schools with approved SIPs	Number of schools with approved SIPs in place	312 targeted primary schools + 65 targeted secondary schools; SIPs will be approved by the Inspectorate upon submission
8. Schools submitting report cards	Number of schools submitting first progress report card to district office by agreed-upon deadline	312 targeted primary schools + 65 targeted secondary schools
9. Schools spending 50 percent or more of the total school grant	Number of targeted schools that have received school grant funds and spent at least 50 percent of the total grant amount (US$3,500–US$4,500 depending on size of school and primary/secondary)	School grants are expected to have two disbursements of 50 percent. Regardless of whether schools have received 50 percent or 100 percent of the total grant, schools must have spent 50 percent of the total grant amount to be counted.
10. National Assessment in Grade 9	National Assessment developed and implemented in Grade 9 (Form B)	Baseline expected in 2016. Regular implementation is expected every two years starting in 2018.

Note: G = Grade.

Annex 2: Detailed Project Description

KINGDOM OF LESOTHO: Education Quality for Equality Project

Project Targeting

1. **Selection of schools.** Prioritization and better targeting of resources will help ensure that the project is reaching the most disadvantaged schools and communities. The project consists of 312 primary schools, including 300 schools targeted as the poorest performing and 12 primary schools that are combined with the junior secondary schools receiving project support. The Government has applied objective and transparent criteria for the selection of the 300 targeted primary schools, which form approximately 20 percent of the total number of primary schools and the 65 junior secondary schools in the same catchment areas. The criteria applied in selecting the schools are as follows:

(a) Dropout rate[65]

(b) Percentage of repeaters[66]

(c) PSLE success rate[67]

(d) Cost unit[68]

(e) Poverty index[69]

2. All five criteria have been normalized to have a mean of 100 and a standard deviation (SD) of 10. Scores from the five criteria were added together with equal weight to give a total score to each primary school in the country. All primary schools were then ranked from the lowest to highest scores, with the 300 schools with the lowest scores being selected for targeting in this project. A list of the 300 selected primary schools is in Table 2.5.

[65] Promotion rate (Grade 1 to Grade 6) 2013/2014 = [(Number of nonrepeaters Grade 2 to Grade 7 in 2014) / (Number of students Grade 1 to Grade 6 in 2013)] × 100;
Repetition rate (Grade 1 to Grade 6) 2013/2014 = [(Number of repeaters Grade 1 to Grade 6 in 2014) / (Number of students Grade 1 to Grade 6 in 2013)] × 100; and
Dropout rate (Grade 1 to Grade 6) 2013/2014 = 100 − promotion rate − repetition rate for Grades 1–6 (2013 EMIS). Scores were calculated by school taking an inverse of the normalized dropout rate (mean 100, SD 10).

[66] Grades 1–7 (2013 EMIS). Percentage of repeaters (Grade 1 to Grade 7) = [(Number of repeaters Grade 1 to Grade 7 in 2014) / (Number of students Grade 1 to Grade 7 in 2014)] x 100

[67] PSLE (2014). Scores were calculated by taking the pass rate for PSLE, normalized to have a mean of 100 and standard deviation (SD) of 10.

[68] Salary of teachers / number of students per school (2014). Normalized to have a mean of 100 and SD of 10.

[69] Household Budget Survey, National Bureau of Statistics, 2010. This poverty index was measured using a combination of household-monthly-earnings score and a composite standard-of-living indicator, built using the data on household dwelling characteristics. The standard-of-living indicator is built from a principal component analysis, which summarizes the information contained in eight variables (number of rooms in the dwelling, connection of the dwelling to the electricity grid, type of toilet facilities, type of water supply, type of walls, and access to water, telephone, and kitchen). For each district, a poverty index was calculated for rural and urban areas.

3. Once the 300 poorest-performing primary schools were targeted, the MoET team identified the 65 junior secondary schools falling within the catchment area of the targeted primary schools to ensure that these students have a better chance of staying in school and completing a quality basic education.[70] A list of the 65 targeted junior secondary schools is in Table 2.6.

4. Among the 65 targeted junior secondary schools, 17 are combined schools that have primary schools attached to them. Therefore, in addition to the 300 lowest-performing primary schools selected using the five criteria, the primary schools attached to the combined schools have also been integrated into the project to ensure continuum in learning and support.[71] A list of the additional primary schools is in Table 2.5.

5. **Description of schools.** At the primary level, all 300 targeted schools except one are located in rural areas, with 60 percent located in mountainous regions. The schools belong to 47 constituencies and represent all ten districts of Lesotho. On average, about 65 percent of students in these schools pass the PSLE exam and 14 percent of students repeat a grade compared to national levels of 84.1 percent and nine percent, respectively. The average dropout rate of the targeted schools is 17.9 percent, which is almost twice the national dropout rate of nine percent and is significantly higher than the dropout rate in primary schools not targeted by the project (7.4 percent). Only 26 percent of the cohort that enters Grade 1 in the 300 primary schools continues on until Grade 6, compared to 61.7 percent in nontargeted schools. Additionally, in the 300 targeted schools, about 60 percent of teachers teach only one grade.[72] The rest of the teachers may teach two or more grades from Grade 1–Grade 7.

Table 2.1. Summary Statistics for 300 Lowest-performing Targeted Primary Schools

300 Targeted Schools			
Average % of repeaters	13.9	**Geography of schools**	
Average PSLE pass rate	64.9	Mountain	180
Urban/Rural Schools	**Nos.**	Senqu River Valley	53
Urban	1	Foothills	36
Rural	299	Lowlands	31
Total	300	Total	300

[70] The secondary schools were selected using an existing placement list created by the Inspectorate in 2014 to assist the MoET in placing primary completers from Grade 7 into secondary schools.

[71] Of the primary schools attached to the 17 combined junior secondary schools, five fall within the 300 lowest performers. Thus, the remaining 12 primary schools have been integrated into the project. Table 2.1 only provides summary statistics for the 300 lowest-performing schools selected using the criteria.

[72] In primary schools, one teacher teaches all subjects to students in his/her classroom.

Table 2.2. Dropout Rate and Survival Rate by Grade in Primary (2014)[73]

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grades 1–6
Dropout rate							
Overall (%)	13.4	6.5	6.2	8.7	8.3	10.9	**9.0**
Schools targeted by the project (%)	23.4	13.7	13.1	18.2	18.2	20.3	**17.9**
Schools not targeted (%)	11.1	5.0	5.0	7.2	6.8	9.7	**7.4**
Survival rate by grade							
Overall (%)	–	85.8	80.1	74.9	60.2	54.4	–
Targeted by the project (%)	–	74.0	63.0	54.1	33.5	26.0	–
Not targeted (%)	–	88.4	83.9	79.6	67.0	61.7	–

6. At the junior secondary level, 61 out of the 65 targeted schools fall within rural areas and as with the primary level, 60 percent of the schools are located in mountainous regions. Students have an average score of 343.02 on the JCE, which is lower than the national average score of 345.4. The dropout rate for targeted schools is approximately 21 percent compared to the national average of 16.8 percent and rate of 16.2 percent in nontargeted secondary schools. The disparity in survival rate by grade between targeted and nontargeted schools is less pronounced in junior secondary than in primary; the 65 junior secondary schools covered by the project have a survival rate of 76.3 percent compared to a survival rate of 82.7 percent in nontargeted schools. In addition, a majority of teachers in the targeted schools teach more than one grade of junior secondary. Among math and science teachers, approximately half teach both math and science.

Table 2.3. Summary Statistics for 65 Targeted Junior Secondary Schools

65 Targeted Schools			
Average JCE score	343.02	**Geography of schools**	
Urban/Rural schools	**Nos.**	Mountain	39
Urban	4	Senqu River Valley	10
Rural	61	Foothills	8
Total	65	Lowlands	8
		Total	65

[73] 2014 is used as a reference for the calculation and monitoring of indicators as data per school are only available for 2013 and 2014. The dropout rate and survival rate by grade have been calculated for Grades 1–6 due to unavailability of data on children able to enroll in junior secondary school. Inconsistencies in the 2014 data were adjusted based on the cohort of students in 2013 for each school (as transferred students and new repeaters cannot be distinguished).

Table 2.4. Dropout Rate and Survival Rate by Grade in Junior Secondary (2014)[74]

	Grade 8	Grade 9	Grades 8–9
Dropout rate			
Overall (%)	16.1	17.7	16.8
Schools targeted by the project (%)	20.8	21.1	20.9
Schools nontargeted (%)	15.3	17.2	16.2
Survival rate by grade			
Overall (%)	–	81.9	–
Schools targeted by the project (%)	–	76.3	–
Nontargeted schools	–	82.7	–

Table 2.5. List of Targeted Primary Schools

Rank	School Reg. No.	School Name	District	Inverse of Dropout Rate	Inverse of Percentage of Repeaters	PSLE Success Rate	Cost Unit	Poverty Index	Total Score
1	138011	LESELING	QACHAS NEK	94.96	56.53	79.44	90.21	91.40	412.54
2	124033	LIKOTOPONG	MASERU	69.71	77.13	71.19	95.96	100.53	414.51
3	136021	KETANE (HLALELE)	MOHALES HOEK	65.87	86.94	72.94	91.76	98.94	416.45
4	120034	LIKOMENG	THABA-TSEKA	86.04	86.47	74.60	86.81	86.63	420.55
5	146009	LETSABA	MOHALES HOEK	87.13	44.85	99.39	93.27	98.94	423.58
6	124049	FURUMELA (QOMO-QOMO)	MASERU	88.84	83.32	55.21	98.19	100.53	426.10
7	138013	LIBOBENG	QACHAS NEK	78.42	96.06	70.44	89.96	91.40	426.28
8	100022	SEFAHA GOVERNMENT PRIMARY	THABA-TSEKA	89.12	94.58	63.63	93.10	86.63	427.06

[74] 2014 is used as a reference for the calculation and monitoring of indicators as data per school are only available in 2013 and 2014. The dropout rate and survival rate by grade have been calculated for Grade 8-9 due to unavailability of data on children able to enroll in senior secondary school. Inconsistencies in the 2014 data were adjusted based on the cohort of students in 2013 for each school (as transfer students and new repeaters cannot be distinguished)

Rank	School Reg. No.	School Name	District	Inverse of Dropout Rate	Inverse of Percentage of Repeaters	PSLE Success Rate	Cost Unit	Poverty Index	Total Score
9	136041	LUMA-LUMA PRIMARY SCHOOL	MOHALES HOEK	83.89	89.96	64.11	91.29	98.94	428.19
10	130023	MOTSIBA	THABA-TSEKA	70.21	79.33	97.15	97.47	86.63	430.79
11	162008	PATISENG METHODIST PRIMARY	LERIBE	45.27	109.47	72.94	102.98	100.56	431.23
12	120033	LIHLOAHLOENG PRIMARY	THABA-TSEKA	95.55	78.43	77.42	94.52	86.63	432.54
13	140005	QHOBOSHEANENG ACL	THABA-TSEKA	91.77	60.99	108.46	86.26	86.63	434.11
14	149010	MOLEFE	MOKHOTLONG	85.59	83.04	93.92	89.85	83.06	435.46
15	130047	FIRI PRIMARY	THABA-TSEKA	91.78	97.46	68.53	92.79	86.63	437.18
16	120026	MAKHEKA PRIMARY SCHOOL	THABA-TSEKA	107.46	96.05	55.21	92.20	86.63	437.55
17	122045	MAHATENG	LERIBE	87.88	103.64	55.21	90.45	100.56	437.75
18	140010	LINOTS'ING	THABA-TSEKA	96.39	91.17	68.53	95.44	86.63	438.16
19	130014	MPELA	THABA-TSEKA	82.08	95.23	81.84	93.05	86.63	438.83
20	107005	SEBUBENG PRIMARY SCHOOL	QUTHING	75.83	95.65	71.88	88.46	108.09	439.89
21	130029	FANTISI	THABA-TSEKA	72.81	87.69	94.56	98.26	86.63	439.95
22	130052	MAJOE-MATS'O	THABA-TSEKA	81.10	77.55	97.15	99.20	86.63	441.63
23	120020	BOKHOASA PRIMARY SCHOOL	THABA-TSEKA	94.17	87.43	88.49	85.89	86.63	442.62
24	149008	JEROSE	MOKHOTLONG	107.46	91.23	55.21	88.09	100.94	442.93
25	130025	AURAY	THABA-TSEKA	98.20	68.14	97.81	92.25	86.63	443.02
26	136035	MATS'OARENG	MOHALES HOEK	74.62	89.23	81.84	98.63	98.94	443.27
27	120025	LINAKA	THABA-TSEKA	85.58	98.91	78.06	94.30	86.63	443.48
28	159004	LIMAPONG PRIMARY	MOKHOTLONG	100.47	63.76	108.46	88.50	83.06	444.24
29	129011	MAMOKOTJO	MOKHOTLONG	95.04	89.66	81.84	94.78	83.06	444.38
30	139033	MOHALE	MOKHOTLONG	58.66	98.57	100.29	104.45	83.06	445.04
31	124058	THABANA-LI-'MELE	MASERU	46.27	108.27	81.84	109.11	100.53	446.02
32	126013	BOCHABELA LEC	MOHALES HOEK	107.46	42.51	99.39	97.72	98.94	446.03

Rank	School Reg. No.	School Name	District	Inverse of Dropout Rate	Inverse of Percentage of Repeaters	PSLE Success Rate	Cost Unit	Poverty Index	Total Score
33	126051	BOLATELLA	MOHALES HOEK	87.80	91.26	75.18	93.25	98.94	446.43
34	129034	MENO	MOKHOTLONG	107.46	78.50	88.49	89.42	83.06	446.93
35	139024	LETSENG	MOKHOTLONG	107.46	57.26	100.29	99.64	83.06	447.72
36	124037	MPOBONG LEC	MASERU	75.47	72.06	108.46	91.67	100.53	448.19
37	124034	NTS'UPE	MASERU	93.62	94.70	64.90	94.58	100.53	448.33
38	120018	PHARAHLAHLE	THABA-TSEKA	100.32	103.40	55.21	102.78	86.63	448.34
39	130013	RAMATSELISO	THABA-TSEKA	98.24	88.35	79.44	96.34	86.63	449.00
40	134064	HLABATHE PRIMARY SCHOOL	MASERU	88.19	108.16	55.21	98.07	100.53	450.16
41	120024	MAPUTSOE PRIMARY	THABA-TSEKA	92.12	70.75	95.15	105.63	86.63	450.28
42	139034	LINARENG PRIMARY	MOKHOTLONG	74.79	99.73	100.29	92.46	83.06	450.33
43	139016	RAMOSOEU RC	MOKHOTLONG	107.46	73.47	100.29	86.72	83.06	451.01
44	122060	MAKHANGOA	LERIBE	71.88	108.07	72.94	97.77	100.56	451.21
45	139018	MAFURA-PELA	MOKHOTLONG	68.71	96.10	108.46	94.95	83.06	451.27
46	139053	ROSEMANE RC	MOKHOTLONG	87.88	91.40	100.29	88.86	83.06	451.49
47	120006	MESOENG	THABA-TSEKA	81.24	106.52	87.96	89.30	86.63	451.66
48	126062	MOTSEKUOA	MOHALES HOEK	94.30	70.81	94.46	93.38	98.94	451.89
49	138009	PEPENENENG (2002)	QACHAS NEK	69.28	98.80	96.36	96.14	91.40	451.98
50	160003	SENQUNYANE (ZOE PRAISE) 2002	THABA-TSEKA	77.81	96.42	97.15	94.61	86.63	452.61
51	120022	MANAMANENG	THABA-TSEKA	86.21	90.46	97.15	93.07	86.63	453.51
52	106009	LEMPE GVN PRIMARY	MOHALES HOEK	96.88	76.75	85.83	95.42	98.94	453.82
53	138021	LIKILENG	QACHAS NEK	87.64	102.50	80.29	92.14	91.40	453.97
54	138052	HOLY ROSARY	QACHAS NEK	92.66	90.12	80.56	99.28	91.40	454.02
55	138029	SEPHELANE	QACHAS NEK	62.59	103.24	96.36	100.53	91.40	454.11
56	129037	TLHANYAKU	MOKHOTLONG	97.89	99.02	79.81	94.50	83.06	454.29
57	128011	TSATSA-LE-MENO	QACHAS NEK	88.50	96.50	81.84	97.50	91.40	455.74
58	130027	POPA	THABA-TSEKA	95.96	95.70	87.48	90.11	86.63	455.89
59	129024	IHLO-LETS'O	MOKHOTLONG	84.76	102.16	83.86	102.07	83.06	455.91

Rank	School Reg. No.	School Name	District	Inverse of Dropout Rate	Inverse of Percentage of Repeaters	PSLE Success Rate	Cost Unit	Poverty Index	Total Score
60	139011	LETLATSA	MOKHOTLONG	103.14	99.56	78.06	92.31	83.06	456.13
61	100013	PONE PRIMARY	THABA-TSEKA	88.81	89.95	87.16	103.97	86.63	456.52
62	120038	LETSANENG	THABA-TSEKA	72.19	107.33	97.15	93.40	86.63	456.69
63	145016	MOHLOKA ACL PRIMARY	MAFETENG	79.69	103.29	81.84	93.97	98.51	457.30
64	136049	SEBILI PRIMARY	MOHALES HOEK	79.52	104.02	87.16	88.09	98.94	457.74
65	128004	MELIKANE	QACHAS NEK	93.18	94.45	78.86	99.95	91.40	457.84
66	125012	RIBANENG LEC	MAFETENG	107.46	50.87	101.05	100.33	98.51	458.23
67	120030	LIEPELENG	THABA-TSEKA	88.80	108.38	81.84	92.61	86.63	458.27
68	110004	KHOTSONG COMMUNITY	THABA-TSEKA	101.81	68.22	99.57	102.05	86.63	458.28
69	130033	POLOKO	THABA-TSEKA	107.46	84.30	84.23	95.66	86.63	458.29
70	120010	BAENA-ENA	THABA-TSEKA	95.32	76.77	108.46	91.21	86.63	458.39
71	133011	BOSCO	BEREA	93.08	93.52	78.16	91.99	101.96	458.71
72	129021	TSOENENE	MOKHOTLONG	95.11	99.54	89.29	91.82	83.06	458.81
73	136053	RANTJANYANA	MOHALES HOEK	71.29	95.90	99.39	93.34	98.94	458.87
74	125054	TS'ENEKENG	MAFETENG	97.21	91.58	80.35	91.33	98.51	458.98
75	129020	MPHELEBEKO PRIMARY	MOKHOTLONG	94.58	88.00	96.16	97.35	83.06	459.15
76	130053	NKHAULISE	THABA-TSEKA	93.26	107.92	79.81	91.57	86.63	459.19
77	134011	MACHAKELA (ST JOSEPH)	MASERU	87.00	99.94	72.94	98.87	100.53	459.29
78	128007	MOSENEKENG	QACHAS NEK	107.46	107.99	59.63	92.98	91.40	459.46
79	134047	KEPISI	MASERU	70.21	88.61	108.46	92.45	100.53	460.26
80	100009	BOITELO	THABA-TSEKA	107.46	80.67	90.73	94.90	86.63	460.40
81	139006	TSEKO	MOKHOTLONG	88.46	97.01	96.37	95.65	83.06	460.56
82	120007	BOFOMA	THABA-TSEKA	107.46	84.00	88.49	94.04	86.63	460.62
83	136043	ST. JULIUS RC	MOHALES HOEK	89.32	92.57	88.49	91.32	98.94	460.64
84	100019	RATAU COMMUNITY	THABA-TSEKA	107.46	86.84	87.16	92.72	86.63	460.82
85	130043	PITSENG	THABA-TSEKA	94.28	91.98	97.15	90.98	86.63	461.02
86	123018	MAQHOANE	BEREA	82.04	102.53	83.22	91.48	101.96	461.22
87	120032	MAKHULENG	THABA-TSEKA	104.05	101.42	75.18	93.99	86.63	461.27

Rank	School Reg. No.	School Name	District	Inverse of Dropout Rate	Inverse of Percentage of Repeaters	PSLE Success Rate	Cost Unit	Poverty Index	Total Score
88	136013	SEFATENG PRIMARY	MOHALES HOEK	80.41	104.58	72.94	104.47	98.94	461.34
89	100005	NKOKANA	THABA-TSEKA	100.82	90.32	89.08	94.54	86.63	461.40
90	130011	RAMAOMANE	THABA-TSEKA	97.44	109.47	75.18	92.79	86.63	461.52
91	106011	NTHAMAHA GOVERNMENT	MOHALES HOEK	78.91	85.34	84.82	113.54	98.94	461.54
92	100017	BLOEM GOV. P.S.	THABA-TSEKA	98.28	90.61	88.49	97.83	86.63	461.85
93	135036	KUEBUNG	MAFETENG	81.43	92.34	101.05	88.67	98.51	462.00
94	130061	LONG	THABA-TSEKA	64.63	112.59	97.15	101.15	86.63	462.15
95	106012	MANGAUNG PRIMARY	MOHALES HOEK	76.11	98.72	88.49	99.98	98.94	462.24
96	127015	LIQALA	QUTHING	86.74	76.12	96.81	94.55	108.09	462.31
97	134025	ST. RAPHAEL	MASERU	34.55	104.80	98.69	123.76	100.53	462.33
98	133012	RAMOTHAMO	BEREA	87.88	111.05	55.21	106.35	101.96	462.44
99	128008	PHAPANONG PRIMARY SCHOOL	QACHAS NEK	96.11	94.85	83.11	97.23	91.40	462.71
100	149009	PLAATBERG	MOKHOTLONG	99.90	110.47	72.94	96.38	83.06	462.76
101	134036	MASSABIELLE	MASERU	98.73	93.20	72.94	97.43	100.53	462.83
102	120031	BOBETE	THABA-TSEKA	96.60	96.65	87.16	95.80	86.63	462.83
103	130067	SEKHOHOLA PRIMARY	THABA-TSEKA	100.16	84.71	96.64	94.75	86.63	462.89
104	135020	LENGAU	MAFETENG	104.93	99.24	72.94	87.47	98.51	463.10
105	123014	MALIMONG	BEREA	94.02	90.84	67.51	109.00	101.96	463.34
106	169001	TS'EPONG	MOKHOTLONG	100.79	91.96	90.73	96.89	83.06	463.42
107	129028	ORANGE RIVER HOEK	MOKHOTLONG	97.94	92.57	92.49	97.43	83.06	463.48
108	127025	TSEKONG	QUTHING	85.02	81.87	96.81	91.72	108.09	463.51
109	106020	LIPHAKOENG	MOHALES HOEK	83.11	102.92	72.94	105.66	98.94	463.58
110	138057	MOSAQANE (ST.THERESA)	QACHAS NEK	107.46	95.07	55.21	114.48	91.40	463.62
111	126058	LIFAJANENG	MOHALES HOEK	107.46	81.63	80.29	95.38	98.94	463.71
112	129023	MATLAONG	MOKHOTLONG	60.59	112.59	100.29	107.33	83.06	463.85
113	107012	PHOTHA-PHOTHA PRIMARY SCHOOL	QUTHING	107.46	90.46	55.21	102.66	108.09	463.87
114	128028	QUDU	QACHAS NEK	91.58	108.34	78.06	94.58	91.40	463.95

Rank	School Reg. No.	School Name	District	Inverse of Dropout Rate	Inverse of Percentage of Repeaters	PSLE Success Rate	Cost Unit	Poverty Index	Total Score
115	125059	PHOCHA	MAFETENG	107.46	69.25	95.15	93.74	98.51	464.11
116	139005	MPHERE	MOKHOTLONG	95.29	84.12	108.46	93.33	83.06	464.26
117	127040	KELEBONE PRIMARY SCHOOL	QUTHING	86.66	67.45	96.81	105.37	108.09	464.37
118	136048	MAFIKA-LISIU R.C.	MOHALES HOEK	95.31	68.38	108.46	93.45	98.94	464.55
119	129019	MOTSITSENG	MOKHOTLONG	96.87	103.45	87.16	94.25	83.06	464.78
120	126063	MAJAPERENG	MOHALES HOEK	79.62	100.04	99.39	86.87	98.94	464.86
121	124012	SETIBING PRIMARY	MASERU	105.15	91.88	61.12	106.32	100.53	465.00
122	126029	SHALANE	MOHALES HOEK	95.49	98.94	72.94	98.76	98.94	465.08
123	149004	SENKOASE ACL	MOKHOTLONG	99.81	97.01	92.06	93.27	83.06	465.21
124	130020	MOSIROE	THABA-TSEKA	107.46	74.56	100.47	96.11	86.63	465.23
125	127012	TELE-TELE	QUTHING	65.45	107.99	65.86	117.86	108.09	465.25
126	136044	KUEBUNYANE PRIMARY	MOHALES HOEK	107.46	95.95	72.94	90.04	98.94	465.34
127	109004	MALEFILOANE GOVT P SCHOOL	MOKHOTLONG	96.27	86.59	100.47	99.04	83.06	465.42
128	108017	SEPECHELE GOV PRIMARY	QACHAS NEK	96.47	99.28	84.23	94.08	91.40	465.47
129	129029	TEU PRIMARY	MOKHOTLONG	107.46	95.07	87.16	92.92	83.06	465.67
130	128029	TSO'ENELEKOPO PRIMARY	QACHAS NEK	100.68	96.81	81.84	95.02	91.40	465.75
131	108016	MOTLOANG PRIMARY SCHOOL	QACHAS NEK	94.73	93.90	96.36	89.49	91.40	465.87
132	122039	KHOPUNG (MAIEANE)	LERIBE	94.42	101.31	75.71	93.98	100.56	465.98
133	137025	KHAKENG (1995)	QUTHING	95.59	102.25	71.19	89.11	108.09	466.21
134	130041	MATEBENG	THABA-TSEKA	95.31	105.63	78.06	100.67	86.63	466.30
135	146011	SEKITSING	MOHALES HOEK	97.38	107.20	64.11	98.69	98.94	466.32
136	124047	'MAHUU L.E.C	MASERU	96.06	87.10	87.43	95.29	100.53	466.40
137	124046	THUPA-LIKAKA	MASERU	107.46	81.39	83.81	93.39	100.53	466.58
138	130055	TAUNG RC	THABA-TSEKA	90.28	103.96	94.46	91.33	86.63	466.65
139	124071	MAKOKONG	MASERU	107.46	58.05	103.62	97.01	100.53	466.67
140	130015	NYAI	THABA-TSEKA	78.68	108.90	97.15	95.45	86.63	466.81

Rank	School Reg. No.	School Name	District	Inverse of Dropout Rate	Inverse of Percentage of Repeaters	PSLE Success Rate	Cost Unit	Poverty Index	Total Score
141	149007	LIHLABENG	MOKHOTLONG	99.40	94.39	95.15	94.87	83.06	466.87
142	130036	THABA-LIA-TLOKA	THABA-TSEKA	82.66	104.69	97.15	95.90	86.63	467.03
143	137029	JOBO	QUTHING	81.24	92.57	96.81	88.34	108.09	467.03
144	136016	THABA-NTS'O R.C.	MOHALES HOEK	107.46	84.94	79.81	95.97	98.94	467.13
145	137027	MANTSOEPA PRIMARY	QUTHING	52.88	110.50	96.81	98.86	108.09	467.13
146	130045	MOSEHLE	THABA-TSEKA	107.46	94.15	90.73	88.21	86.63	467.18
147	139022	MOTSEKUOA	MOKHOTLONG	100.47	102.97	81.84	98.95	83.06	467.28
148	156003	QALIKE PRIMARY	MOHALES HOEK	107.46	64.17	81.84	115.02	98.94	467.43
149	142011	MOJAPELA	LERIBE	72.65	104.06	93.23	97.05	100.56	467.55
150	137038	LETELE	QUTHING	107.46	91.67	68.53	91.86	108.09	467.60
151	137039	MAGDALENA	QUTHING	86.72	74.23	96.81	102.07	108.09	467.92
152	100004	MASALENG PRIMARY SCHOOL	THABA-TSEKA	102.60	99.58	84.82	94.40	86.63	468.03
153	100003	RAMOLIEHI PRIMARY	THABA-TSEKA	107.46	96.05	79.44	98.48	86.63	468.06
154	130049	MOKOTING	THABA-TSEKA	86.33	107.23	97.15	90.87	86.63	468.21
155	124032	LIKHAMENG PRIMARY	MASERU	89.84	108.80	79.44	89.72	100.53	468.33
156	136036	QOLOANE	MOHALES HOEK	77.15	101.92	97.07	93.41	98.94	468.50
157	139044	RACHELE	MOKHOTLONG	91.03	95.07	103.62	95.77	83.06	468.54
158	139035	LETJAMA	MOKHOTLONG	107.46	97.01	80.56	100.64	83.06	468.73
159	128032	THAMATHU L.E.C.	QACHAS NEK	83.70	105.75	96.36	91.56	91.40	468.77
160	139004	SAKENG PRIMARY SCHOOL	MOKHOTLONG	107.46	77.87	105.48	95.05	83.06	468.91
161	165004	PHAHAMENG LRC	MAFETENG	92.95	71.10	98.61	107.83	98.51	469.01
162	139010	MOEKETSANE PRIMARY	MOKHOTLONG	100.57	105.14	87.16	93.29	83.06	469.22
163	125022	KHILIBITING	MAFETENG	104.00	90.81	80.29	95.67	98.51	469.29
164	137013	MAKAMA	QUTHING	88.98	96.26	85.62	90.48	108.09	469.42
165	149012	BAFATSANA	MOKHOTLONG	87.79	107.97	93.23	97.89	83.06	469.94
166	125020	KHOLOANYANE	MAFETENG	100.05	79.68	95.15	96.58	98.51	469.97
167	130058	RANTHOTO	THABA-TSEKA	91.21	86.48	108.46	97.21	86.63	469.99
168	124030	KUBAKE	MASERU	83.74	82.65	108.46	94.70	100.53	470.08

Rank	School Reg. No.	School Name	District	Inverse of Dropout Rate	Inverse of Percentage of Repeaters	PSLE Success Rate	Cost Unit	Poverty Index	Total Score
169	130031	HLEOHENG	THABA-TSEKA	107.46	108.80	72.94	94.32	86.63	470.16
170	120002	LESOBENG	THABA-TSEKA	91.78	84.90	108.46	98.40	86.63	470.18
171	123027	PITSANENG	BEREA	102.19	89.98	81.84	94.33	101.96	470.29
172	139019	'META PRIMARY	MOKHOTLONG	98.84	92.45	99.09	96.88	83.06	470.32
173	132026	THABA-PHATS'OA	LERIBE	83.99	110.25	80.56	94.97	100.56	470.33
174	130024	MOKHORO	THABA-TSEKA	74.88	107.84	97.15	103.91	86.63	470.41
175	139020	NTJA-BOKONE	MOKHOTLONG	80.85	111.29	93.23	102.01	83.06	470.44
176	122022	PELA-TS'OEU	LERIBE	89.08	94.61	95.15	91.36	100.56	470.76
177	129012	MOLUMONG	MOKHOTLONG	96.71	85.99	105.32	99.69	83.06	470.76
178	120029	SEMENANYANA	THABA-TSEKA	107.46	106.11	74.60	96.03	86.63	470.83
179	139017	MPHEULANE RC	MOKHOTLONG	93.36	112.59	81.84	100.00	83.06	470.84
180	135037	SENG	MAFETENG	70.11	101.96	98.77	101.75	98.51	471.10
181	126054	THABA-PUTSOA (BOLAHLA) PRIMARY	MOHALES HOEK	89.74	97.68	90.73	94.04	98.94	471.13
182	166001	THUSONG AOG	MOHALES HOEK	107.46	64.30	102.87	97.57	98.94	471.14
183	130022	MAHAO	THABA-TSEKA	82.83	110.72	97.15	93.98	86.63	471.31
184	120036	'MALIPHOFU	THABA-TSEKA	94.18	99.48	97.15	93.89	86.63	471.33
185	124027	MAFIKALISIU	MASERU	104.08	74.82	93.66	98.28	100.53	471.36
186	109005	MASUOANENG	MOKHOTLONG	87.87	96.68	108.46	95.32	83.06	471.38
187	127042	TS'EPISONG	QUTHING	99.47	99.55	67.99	96.30	108.09	471.41
188	129033	MOFOLANENG	MOKHOTLONG	97.58	93.51	105.64	91.66	83.06	471.44
189	138017	NTS'UPENG	QACHAS NEK	90.52	86.31	98.77	104.51	91.40	471.50
190	130054	MARUMO	THABA-TSEKA	107.46	101.35	80.67	95.44	86.63	471.54
191	139029	LINOTSING PRIMARY	MOKHOTLONG	94.28	104.87	96.16	93.18	83.06	471.55
192	160001	BETHESDA (UAC) PRIMARY	THABA-TSEKA	102.04	91.40	96.64	94.86	86.63	471.57
193	130007	KHOMO-LI-ILENG	THABA-TSEKA	102.61	87.10	99.57	95.76	86.63	471.68
194	100015	TSEPO PRIMARY	THABA-TSEKA	107.46	84.29	93.23	100.13	86.63	471.75
195	128031	SEKHOHOLENG	QACHAS NEK	70.08	112.59	96.36	101.37	91.40	471.79

Rank	School Reg. No.	School Name	District	Inverse of Dropout Rate	Inverse of Percentage of Repeaters	PSLE Success Rate	Cost Unit	Poverty Index	Total Score
196	137016	MASIA	QUTHING	83.29	100.77	86.26	93.41	108.09	471.81
197	133015	THABA-PHATS'OA	BEREA	105.45	95.70	74.81	94.31	101.96	472.23
198	116002	RANTSANE COMMUNITY PRIMARY	MOHALES HOEK	104.61	82.08	92.27	94.34	98.94	472.24
199	134058	SEOTSA	MASERU	98.75	97.72	81.84	93.50	100.53	472.34
200	123015	MASOELING	BEREA	101.21	80.43	93.66	95.10	101.96	472.35
201	142035	ST. BERNARD	LERIBE	83.67	99.24	90.73	98.25	100.56	472.44
202	129004	MONGOBONG PRIMARY	MOKHOTLONG	100.57	95.98	100.47	92.46	83.06	472.54
203	108012	MELIKANE	QACHAS NEK	90.99	90.90	100.47	98.82	91.40	472.57
204	136052	QOTIANE	MOHALES HOEK	94.11	79.79	108.46	91.28	98.94	472.58
205	138053	SEKHALABATENG	QACHAS NEK	107.46	102.30	68.53	102.92	91.40	472.61
206	130034	KHOTSO (2002)	THABA-TSEKA	73.71	108.37	108.46	95.55	86.63	472.73
207	138012	LEBAKENG	QACHAS NEK	101.25	99.74	87.53	92.81	91.40	472.74
208	134032	ST. ANTHONY PRIMARY	MASERU	94.69	81.59	97.07	98.91	100.53	472.78
209	126022	SEAKA PRIMARY	MOHALES HOEK	107.46	108.47	64.11	94.01	98.94	472.98
210	127021	MOSENEKE	QUTHING	93.55	90.21	90.73	90.66	108.09	473.24
211	134033	RAMOSEBO	MASERU	107.46	60.53	97.81	106.92	100.53	473.25
212	149003	THABA-NTS'O	MOKHOTLONG	95.12	93.93	106.76	94.50	83.06	473.36
213	128014	HILL-TOP	QACHAS NEK	73.19	93.48	96.36	119.14	91.40	473.57
214	129039	SEBERA	MOKHOTLONG	101.95	109.14	84.23	95.28	83.06	473.65
215	124057	NGOPE-KHUBELU	MASERU	74.68	110.92	98.69	88.96	100.53	473.77
216	136038	SEBARETLANE P. SCHOOL	MOHALES HOEK	97.70	108.56	70.02	98.57	98.94	473.80
217	127041	QUTHING	QUTHING	107.46	84.56	82.32	91.51	108.09	473.93
218	110003	SEMOUSE	THABA-TSEKA	98.94	85.95	108.46	94.02	86.63	474.00
219	106008	PONTSENG	MOHALES HOEK	102.26	84.82	88.71	99.39	98.94	474.12
220	130039	KENEUE PRIMARY	THABA-TSEKA	84.55	103.83	97.15	101.98	86.63	474.14
221	126048	SEMONKONG	MOHALES HOEK	61.00	109.47	99.39	105.57	98.94	474.37
222	122042	LEJOE-MOTHO	LERIBE	84.50	102.64	86.68	100.00	100.56	474.38

Rank	School Reg. No.	School Name	District	Inverse of Dropout Rate	Inverse of Percentage of Repeaters	PSLE Success Rate	Cost Unit	Poverty Index	Total Score
223	159001	NIGHTINGALE PRIMARY	MOKHOTLONG	107.46	81.73	106.49	95.66	83.06	474.40
224	144013	RAMAPHIRI	MASERU	77.25	104.56	95.63	96.44	100.53	474.40
225	147007	LESHOLU PRIMARY	QUTHING	90.33	85.53	95.15	95.48	108.09	474.57
226	129018	MOREMOHOLO	MOKHOTLONG	95.84	97.89	105.32	92.56	83.06	474.65
227	139009	MATJOTA	MOKHOTLONG	90.33	110.27	95.79	95.22	83.06	474.66
228	143014	'MAMATEBELE	BEREA	94.50	91.64	90.73	95.84	101.96	474.67
229	129036	MPHOKOJOANE	MOKHOTLONG	84.21	99.65	108.46	99.30	83.06	474.67
230	124028	MOSOANG	MASERU	91.32	84.15	97.81	100.93	100.53	474.74
231	164003	NTSANE S.F.D.O.P.	MASERU	92.90	100.71	88.49	92.12	100.53	474.74
232	123017	THANA	BEREA	99.67	94.85	85.62	92.77	101.96	474.86
233	120005	LEHLAKANENG	THABA-TSEKA	89.96	104.60	98.77	95.00	86.63	474.96
234	107006	MAKATIKELE PRIMARY SCHOOL	QUTHING	81.71	104.69	87.96	92.61	108.09	475.06
235	124070	MOLIKALIKO	MASERU	92.74	107.58	86.26	88.00	100.53	475.10
236	136011	SEALUMA	MOHALES HOEK	97.18	90.21	99.39	89.43	98.94	475.15
237	126031	'MALIFATJANA	MOHALES HOEK	93.84	95.07	89.08	98.24	98.94	475.17
238	124061	KOENYAMA L.E.C	MASERU	95.74	89.98	90.73	98.20	100.53	475.18
239	138027	RAMOKAKATLELA PRIMARY	QACHAS NEK	83.71	99.72	96.36	104.10	91.40	475.29
240	129027	MAPHOLANENG	MOKHOTLONG	98.85	97.75	102.28	93.37	83.06	475.31
241	124069	THABA-KHUBELU PRIMARY	MASERU	107.46	71.51	100.85	95.05	100.53	475.39
242	130012	PHAATJANA PRIMARY	THABA-TSEKA	95.65	90.16	108.46	94.49	86.63	475.39
243	144024	LEBONA A.C.L.	MASERU	107.46	76.90	98.77	91.74	100.53	475.39
244	126050	TOPA LEC PRIMARY	MOHALES HOEK	96.22	106.30	80.29	93.78	98.94	475.54
245	129026	TSEKONG	MOKHOTLONG	93.62	102.97	95.15	100.87	83.06	475.66
246	125056	MOTLAPUTSENG	MAFETENG	89.74	99.85	90.73	96.85	98.51	475.67
247	131001	ST PETER'S	BUTHA-BUTHE	107.46	63.95	108.46	96.39	99.71	475.98
248	126030	PHIRING	MOHALES HOEK	107.46	97.45	81.84	90.35	98.94	476.04
249	126047	'MALETSUNYANE	MOHALES HOEK	89.68	81.30	100.85	105.33	98.94	476.11
250	148008	RANKAKALA PRIMARY	QACHAS NEK	107.46	92.22	87.48	97.63	91.40	476.20

Rank	School Reg. No.	School Name	District	Inverse of Dropout Rate	Inverse of Percentage of Repeaters	PSLE Success Rate	Cost Unit	Poverty Index	Total Score
251	130059	LEFEREFERE	THABA-TSEKA	107.46	70.77	108.46	102.88	86.63	476.20
252	126055	KHIBA	MOHALES HOEK	94.08	93.90	99.39	89.90	98.94	476.21
253	130016	MONTMATRE PRIMARY SCHOOL	THABA-TSEKA	98.55	87.82	108.46	94.75	86.63	476.21
254	142036	MOKHACHANE ACL	LERIBE	79.86	98.91	100.83	96.10	100.56	476.26
255	100021	ITEKENG PITSENG	THABA-TSEKA	97.06	99.68	102.55	90.43	86.63	476.35
256	130028	LEQHEKOANA	THABA-TSEKA	107.46	96.32	81.84	104.13	86.63	476.38
257	128012	TS'ENOLENG	QACHAS NEK	107.46	83.39	96.36	97.87	91.40	476.47
258	140009	MASOKOANENG ACL	THABA-TSEKA	89.34	107.30	97.15	96.15	86.63	476.57
259	139039	LECHESA	MOKHOTLONG	107.46	83.48	108.46	94.15	83.06	476.61
260	126057	NTJEPELENG	MOHALES HOEK	107.46	77.09	101.80	91.64	98.94	476.94
261	120003	MADOMANENG	THABA-TSEKA	97.42	104.49	97.81	90.61	86.63	476.95
262	136009	MAKHABANE	MOHALES HOEK	107.46	93.52	78.86	98.18	98.94	476.96
263	112006	LENTSOANENG COMM. PRIMARY	LERIBE	102.72	93.63	76.88	103.20	100.56	477.00
264	130002	RAPOEEA	THABA-TSEKA	98.94	92.47	103.62	95.39	86.63	477.04
265	126045	LEFIKENG	MOHALES HOEK	95.97	92.32	87.75	102.20	98.94	477.19
266	130048	'MAKHOTSO	THABA-TSEKA	92.26	93.26	108.46	96.74	86.63	477.35
267	138031	MOALOSI	QACHAS NEK	70.75	112.59	96.36	106.26	91.40	477.35
268	123034	LIOTLOANENG	BEREA	100.45	101.94	77.42	95.72	101.96	477.47
269	138033	SEKOKOANENG	QACHAS NEK	96.82	88.14	108.46	92.78	91.40	477.60
270	136050	LEPHOTO	MOHALES HOEK	78.05	110.08	99.39	91.15	98.94	477.62
271	124073	MPELI PRIMARY	MASERU	107.46	69.96	108.46	91.45	100.53	477.86
272	122050	MEKHOTLONG L.E.C	LERIBE	63.93	112.59	100.83	100.10	100.56	478.00
273	135023	RAMOKHELE	MAFETENG	95.78	98.97	90.73	94.08	98.51	478.07
274	125009	KHOTLA	MAFETENG	98.35	82.24	99.89	99.14	98.51	478.14
275	125007	MALALENG	MAFETENG	107.46	80.47	88.92	103.07	98.51	478.44
276	130046	LEKORANA	THABA-TSEKA	95.41	90.87	108.46	97.08	86.63	478.45
277	138028	LIQALENG RC	QACHAS NEK	80.08	112.59	96.36	98.05	91.40	478.46

Rank	School Reg. No.	School Name	District	Inverse of Dropout Rate	Inverse of Percentage of Repeaters	PSLE Success Rate	Cost Unit	Poverty Index	Total Score
278	159003	KHONOFANENG	MOKHOTLONG	91.01	99.77	108.46	96.17	83.06	478.47
279	124055	NKOENG	MASERU	87.44	89.67	93.92	107.14	100.53	478.70
280	134048	RAPOKOLANA	MASERU	107.46	74.71	106.22	89.89	100.53	478.81
281	139021	PAE-LA-ITLHATSOA	MOKHOTLONG	98.97	92.71	108.46	95.61	83.06	478.81
282	142016	KONSTABLE	LERIBE	100.23	96.38	87.16	94.51	100.56	478.84
283	124031	LICHECHENG	MASERU	91.73	98.11	92.49	96.04	100.53	478.89
284	127014	BOLAHLA-LITAU	QUTHING	82.33	101.07	90.73	96.76	108.09	478.98
285	134041	ST. PHILOMENA	MASERU	96.24	79.13	94.46	108.87	100.53	479.22
286	135040	TANKA	MAFETENG	102.52	92.45	91.42	94.45	98.51	479.35
287	129015	MATEANONG	MOKHOTLONG	107.46	86.26	108.46	94.24	83.06	479.47
288	129022	BOBATSI	MOKHOTLONG	107.46	101.70	91.63	95.74	83.06	479.60
289	130038	ST.THERESA OF CHRIST JESUS (2002)	THABA-TSEKA	102.68	88.07	108.46	93.79	86.63	479.64
290	123030	SOAING	BEREA	100.96	86.41	96.80	93.52	101.96	479.65
291	105002	RAKHOBOKO	MAFETENG	90.42	96.10	93.23	101.39	98.51	479.66
292	132035	KHOPUNG R.C.	LERIBE	90.90	104.44	84.82	98.98	100.56	479.70
293	130063	LABANE	THABA-TSEKA	87.91	105.83	97.15	102.39	86.63	479.90
294	149005	SENQU ACL	MOKHOTLONG	90.47	106.45	108.46	91.47	83.06	479.91
295	136058	MOTS'OANAKABA PRIMARY	MOHALES HOEK	84.72	95.94	108.46	91.87	98.94	479.93
296	128041	MAKANYANE PRIMARY	QACHAS NEK	90.96	110.68	93.23	93.67	91.40	479.93
297	114022	KOPANANG PRIMARY SCHOOL	MASERU	99.93	93.43	85.51	100.55	100.53	479.95
298	136017	THABANA-LIPHOFU	MOHALES HOEK	73.94	106.90	108.46	91.90	98.94	480.14
299	145008	TS'UPANE	MAFETENG	107.46	94.19	76.99	103.05	98.51	480.21
300	130001	SUOANE PRIMARY	THABA-TSEKA	107.46	107.74	83.33	95.06	86.63	480.22

Rank	School Reg. No.	School Name	District	Inverse of Dropout Rate	Inverse of Percentage of Repeaters	PSLE Success Rate	Cost Unit	Poverty Index	Total Score
12 Additional Primary Schools (part of combined schools)									
388	120011	MOHALE	THABA-TSEKA	94.33	105.46	108.46	90.63	86.63	485.51
429	109006	MABOLOKA GOVERNMENT PRIMARY	MOKHOTLONG	103.23	107.35	99.09	95.44	83.06	488.17
486	105016	MAKINTANE	MAFETENG	94.76	93.83	104.89	99.28	98.51	491.27
513	100011	MOKOTJANA	THABA-TSEKA	101.52	105.4	97.81	101.41	86.63	492.77
526	130062	MOTS'OANAKABA	THABA-TSEKA	99.77	104.84	108.46	93.63	86.63	493.33
555	108010	MOHLAPISO PRIMARY	QACHAS NEK	90.33	112.59	100.85	99.31	91.4	494.48
606	109007	KHOTSANG GOVERNMENT	MOKHOTLONG	107.46	100.32	105.8	100.42	83.06	497.06
829	134051	MONTS'I R.C.	MASERU	107.46	95.77	102.55	99.73	100.53	506.04
944	109002	MATLAKENG	MOKHOTLONG	107.46	108.55	108.46	102.01	83.06	509.54
1141	106004	THETELA	MOHALES HOEK	107.46	95.19	108.46	106.61	98.94	516.66
1344	114021	AMOHELANG COMMUNITY	MASERU	98.63	107.77	99.99	100.01	124.66	531.06
1382	103007	MONA GOVERNMENT	BEREA	97.3	90.69	108.46	138.72	101.96	537.13

Table 2.6. List of 65 Targeted Junior Secondary Schools (*indicates combined schools)

No.	School Reg. No.	School Name	District	No.	School Reg. No.	School Name	District
1	200001	THABA-TSEKA	THABA-TSEKA	34	229001	MAPHOLANENG	MOKHOTLONG
2	200002	KATSE	THABA-TSEKA	35	229003	LINAKANENG	MOKHOTLONG
3	200003	MASALENG*	THABA-TSEKA	36	229005	ORANGE RIVER HOEK	MOKHOTLONG
4	200006	ITEKENG*	THABA-TSEKA	37	230002	ST THERESA	THABA-TSEKA
5	200007	MOKOTJANA*	THABA-TSEKA	38	230003	LESOBENG	THABA-TSEKA
6	203005	MONA*	BEREA	39	230004	AURAY	THABA-TSEKA
7	203008	LIPOHONG	BEREA	40	230005	BOCHELETSANE	THABA-TSEKA
8	204008	MOHALE*	THABA-TSEKA	41	230006	POPA*	THABA-TSEKA
9	204018	AMOHELANG*	MOHALE'S HOEK	42	230007	MOTSOANAKABA*	THABA-TSEKA
10	204021	RABOLETSI	MASERU	43	231005	ST PETERS	BOTHA BOTHE

No.	School Reg. No.	School Name	District	No.	School Reg. No.	School Name	District
11	204022	MOSOANG	MASERU	44	232007	LAGHETTO	LERIBE
12	205008	MAKINTANE*	MAFETENG	45	234004	ST RODRIQUE	MASERU
13	206006	MANGAUNG	MOHALE'S HOEK	46	234007	MARAKABEI	MASERU
14	206007	THETELA*	MOHALE'S HOEK	47	234010	PRINCE MOHATO	MASERU
15	206008	NTHAHAMA*	MOHALE'S HOEK	48	234013	MORAPELI	MASERU
16	208002	MOHLAPISO*	QACHA'S NEK	49	234020	MONTSI COM*	MASERU
17	208003	MELIKANE	QACHA'S NEK	50	235001	ST THOMAS	MAFETENG
18	209002	MABOLOKA*	MOKHOTLONG	51	235004	MOTSEKUOA	MAFETENG
19	209003	MALEFILOANE*	MOKHOTLONG	52	235005	RIBANENG	MAFETENG
20	209004	KHOTSANG*	MOKHOTLONG	53	236003	BETHEL	MOHALE'S HOEK
21	209005	MATLAKENG*	MOKHOTLONG	54	236004	MT CARMEL	MOHALE'S HOEK
22	209006	MOKHOTLONG	MOKHOTLONG	55	236007	ST SABASTIAN	MOHALE'S HOEK
23	210001	BOKONG	THABA-TSEKA	56	237003	ST GABRIEL	QUTHING
24	212004	TSEHLANYANE	LERIBE	57	238003	MAVUKA	QACHA'S NEK
25	219001	PHAHAMENG	MOKHOTLONG	58	238004	ST FRANCIS	QACHA'S NEK
26	220001	SEHONG-HONG	THABA-TSEKA	59	239001	ST JAMES	MOKHOTLONG
27	220002	MOHLANAPENG	THABA-TSEKA	60	239002	ST MARTINS	MOKHOTLONG
28	222011	MALIBAMATSO	LERIBE	61	239003	MABULENG	MOKHOTLONG
29	224015	THUPA-LIKAKA	MASERU	62	245004	MANTOETSE	BEREA
30	226001	MANTSASE	MOHALE'S HOEK	63	247001	MOPELI	QUTHING
31	227004	MPHAKI	QUTHING	64	248001	RANKAKALA	QACHA'S NEK
32	227007	QUTHING	QUTHING	65	249001	SENKOASE	MOKHOTLONG
33	228004	PATLONG	QACHA'S NEK				

Project Components

7. The project will build upon the foundations laid by the GPE-funded FTI-III Project (2010–2015) on primary quality and efficiency to improve the delivery of literacy and numeracy education at the primary level, the delivery of math and science education at the lower secondary level, and the retention of students in basic education. The project will achieve these goals through three components. While some activities will be implemented at the national level, most of the project interventions are focused on supporting a pilot program in 300 targeted lowest-performing primary schools and in 65 junior secondary schools in the same catchment areas.

Component 1: Improving the Teaching and Learning Environment in Targeted Primary and Junior Secondary Schools (US$15.11 million)

8. The objective of this component is to raise the quality of classroom service delivery at both the primary and junior secondary school levels to help create a youth population with strong foundations in literacy, numeracy, and reasoning skills.

9. This component continues the reform on curriculum and classroom service delivery initiated by the MoET in 2011 under the FTI-III Project. The Government has made a significant investment in developing a new integrated curriculum at the primary school level. At present, the new curriculum has been rolled out for Grades 1–6, with rollouts for Grades 7 expected in 2017. While initial training has been provided to teachers on the new curriculum along with the provision of teacher guides, teachers are still struggling to effectively teach early grade numeracy and literacy. This is not only because further training and support is needed to master this new approach but also because many teachers lack adequate skills to manage other difficult classroom situations, including multigrade classes, large classrooms, and overage students. There is also a lack of sufficient student learning materials, including reading books, to develop adequate reading skills and a culture of reading, along with limited use of local math manipulatives to help students understand early math concepts. Due to the newness of the primary curriculum rollout, additional support will be provided for teachers of Grades 1–7 to ensure that sound student foundational skills are built.

10. At the junior secondary level, the MoET will pilot and roll out the new curriculum for Grades 8–10, beginning with the pilot of the Grade 8 curriculum in 2017 and culminating with the roll out of the Grade 10 curriculum in 2020. While developing the curriculum, the MoET is interested in exploring different models of teaching to inform the approach best suited to Lesotho. Therefore, in addition to support for the pilot of the new curriculum at junior secondary, the project will support this exploration, development, and initial implementation of a new teaching approach of the junior secondary curriculum (Grades 8–10). The teaching approach will especially focus on syllabi mastery by teachers, student-centered learning, problem solving, and continuous formative assessment, as well as student learning materials, teachers, and other support staff in targeted schools. Part of the exploration will include a demonstration of a promising approach for teaching math and science in a small group of schools. The lessons learned from this demonstration and the review of other models will inform decisions for the new Lesotho model for math and science teaching in junior secondary, which is expected to be implemented in 2021. The project will also provide support to develop the related assessment packages for junior secondary.

11. The project will thus focus on three core areas: (a) strengthening primary school teaching along with the provision of additional student learning materials; (b) assisting with implementation of the new math and science curriculum for junior secondary and assessment packages; and (c) demonstrating the PMI and the PSI in selected schools and assisting the development and initial implementation of a new Lesotho model for math and science teaching in junior secondary. The three subcomponents are designed to help those students currently in targeted primary and junior secondary schools complete a quality basic education in numeracy and literacy and in math and science, respectively. These interventions are organized under the following subcomponents.

Subcomponent 1a: Strengthening Primary School Teaching and Learning (US$9.79 million)

12. This subcomponent will address the low levels of early grade numeracy and literacy and limited teacher content knowledge and pedagogical skills in targeted schools through the provision of training to teachers of Grades 1–4, DRTs/other support staff, and the provision of associated student learning resources.

13. While the new curriculum will take time to be fully implemented, data on current levels of primary teacher competencies show that a significant portion of primary teachers (33.5 percent, SACMEQ 2007) have low competency levels in numeracy and do not have adequate problem-solving skills. At Grade 6, only 69 percent of teachers have critical reading skills in English, indicating the need for further support both in content mastery and pedagogical skills. To enhance teacher competencies, training will be accompanied by subject competency tests and ongoing classroom support.

14. The new Grade 1 curriculum also quickly moves into formal reading skills, so students need greater preparation in pre-reading skills to be adequately prepared for this. The 'Breakthrough to Literacy' kits in Sesotho can assist with these pre-reading skills but are currently not available in all classrooms. Similarly, at Grade 4, when English is introduced as the medium of instruction for all subjects, students often lack foundational skills in English to cope with the instruction. The project will therefore provide 'Breakthrough to Literacy kits' in Sesotho and develop new kits for English for classrooms in all the targeted schools.

15. In addition, to help ensure students are ready for junior secondary school math and science, some additional materials will also be provided for the upper primary (Grades 5–7) math and science classes and Grades 5–7 teachers will be trained in subject and pedagogical content based on the new curriculum. The results chain for Subcomponent 1a is in Figure 2.1.

16. The subcomponent will provide the following:

(a) **Training and ongoing support to teachers in targeted primary schools** in the following topic areas: (i) content and pedagogical skills for teaching numeracy and literacy for Grades 1–4; (ii) math and science content and pedagogical training for Grades 5–7; and (iii) core classroom teaching skills, including teaching multigrade, large, and overage classes for all grades. The project will also support the review of the assessment packages for Grade 7 in upper primary, including training of teachers on the assessment. Three weeks of training will be provided to batches of teachers

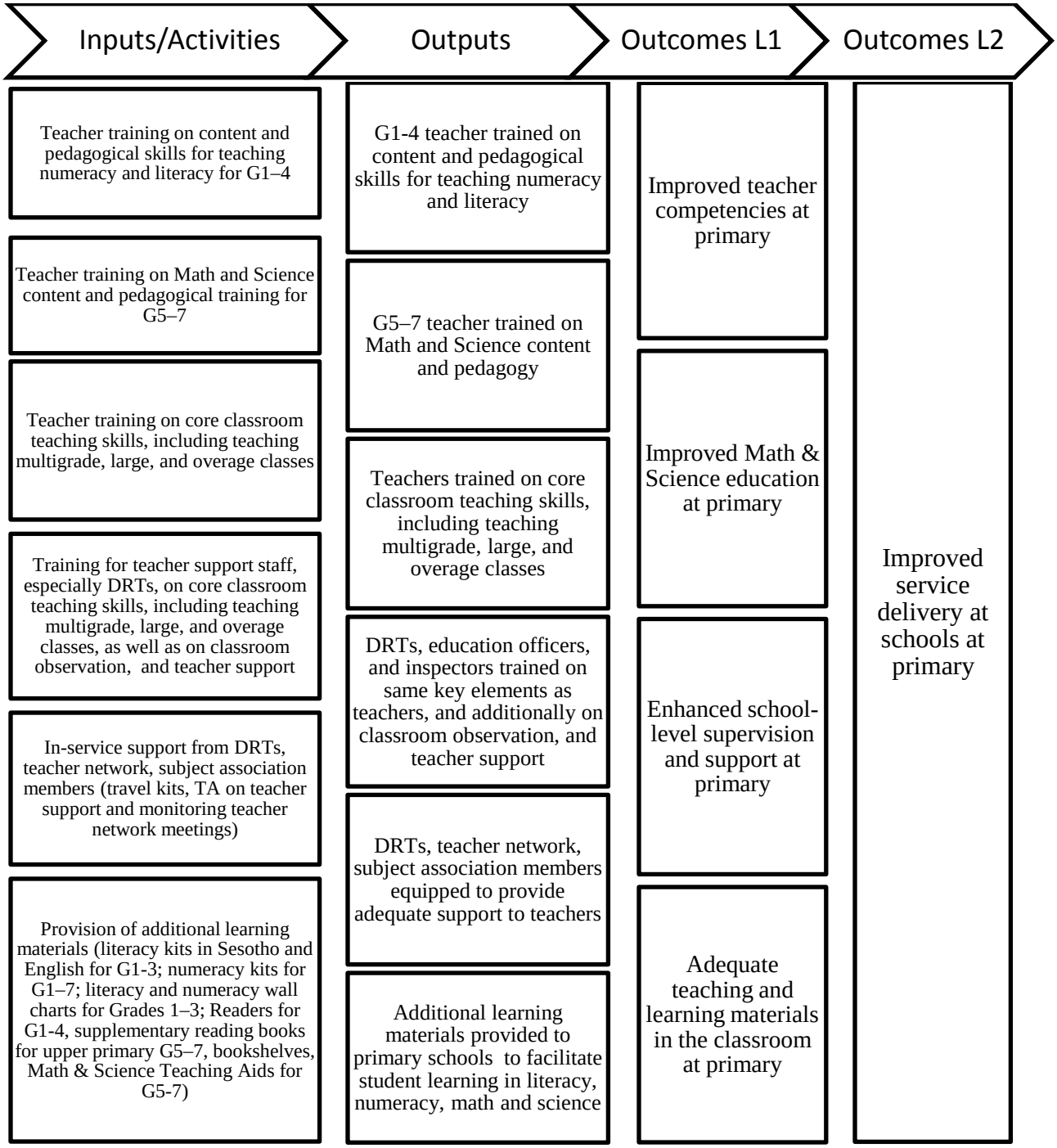
by 40 trainers trained by staff from the NCDC and the ECoL. The training will take place for one week each during the school holidays in January, July, and October starting from 2017, with a refresher training planned for 2020. After each periodic training session, teachers will receive further ongoing support from the teacher support network, which comprises a network of mostly principals, more experienced school teachers within the cluster of nearby schools, DRTs, and Subject Association members.[75] Based on their needs, each school may access support personnel from the network who can provide the most suitable help.

(b) **Support for teacher support network personnel, including DRTs and education officers.** As part of the training of trainers, the NCDC and ECoL staff will also train DRTs and education officers who can continue to support and monitor teachers and the learning process. The DRTs will also receive some additional training on how to work more effectively with teachers, sharing specific teaching ideas each visit, and how to do classroom observations. Moreover, the project will purchase travel kits and tablets, assist with a review of organizational arrangements, and provide resources for teacher cluster meetings to ensure DRTs can regularly visit schools and support teachers. DRT visits to schools will be recorded by principals.

(c) **Additional learning materials.** Learning materials to be purchased under this subcomponent include (i) literacy kits in Sesotho and English for Grades 1–3; (ii) numeracy kits for Grades 1–7; (iii) literacy and numeracy wall charts for Grades 1–3; (iv) readers for Grades 1–4; (v) supplementary reading books for upper primary Grades 5–7; (vi) math and science teaching aids for Grades 5–7; and (vii) bookshelves for all grades.

[75] Subject Associations are associations organized by the National Executive Committee to support teachers with classroom instruction and learning. Schools must pay a membership fee to participate in the association (LSL 100 for primary schools and LSL 200 for secondary schools), resulting in varied membership levels across districts.

Figure 2.1. Results Chain for Subcomponent 1a[76]



[76] Outcomes L1 and Outcomes L2 refer to lower level (or level 1) and higher level (or level 2) outcomes, respectively.

Subcomponent 1b: Implementing a New Math and Science Curriculum and Assessment Support in Junior Secondary Schools (US$2.29 million)

17. This subcomponent will assist with implementing the new junior secondary math and science curriculum developed by the MoET in the targeted junior secondary schools from 2017 to 2019. It will include the provision of training to Grades 8–10 teachers and will also provide the math and science textbooks related to the new curriculum. Under this subcomponent, the focus will be on approximately 45 targeted schools that are not under the PMI-PSI approach demonstration presented in Subcomponent 1c. Furthermore, this subcomponent will also provide TA for developing new curriculum-related assessment packages for junior secondary math and science.

18. The subcomponent will finance the following:

(a) **Implementation of the new junior secondary curriculum and the related assessment packages** in about 45 targeted junior secondary schools. The curriculum is currently under development and the project will finance its piloting in 2017. Similarly, the project will finance the pilot of the Grade 9 and Grade 10 curricula in 2018 and in 2019, respectively. As part of the pilots, teachers in the 45 or so targeted schools will be trained on the content and pedagogy of the new math and science curriculum and assessment by trainers initially trained by staff from the NCDC and ECoL before the beginning of the school year. In line with the pilot schedule, Grade 8 teachers will be trained in 2017, Grade 9 in 2018, and Grade 10 in 2019. The project will also provide math and science textbooks for the new curriculum to students in Grades 8, 9, and 10 in the selected schools under this subcomponent. The textbooks used by the cohort that is part of the pilot will be passed down for use by the next cohort and at the end of the project, the purchased textbooks will follow the system of textbook rental scheme. In addition, the project will finance the purchase of software for visually impaired students, who may or may not be part of the targeted schools.

(b) **Support for teacher support network personnel including subject advisors/inspectors and education officers.** As part of the training of trainers, the NCDC and ECoL staff will also train subject advisors and inspectors and education officers who can continue to support and monitor teachers and the learning process. The project will also purchase supervision/travel kits and tablets for subject advisors and inspectors to support their visits to schools and will finance specific subject teacher cluster meetings where this can be managed.[77] In addition, in between trainings, the teacher support network that is most suitable to each school will provide ongoing support to teachers. At the secondary level, the support network includes experienced teachers at the same school or in clusters of other nearby schools, subject heads, principals, subject advisors and inspectors, and Subject Associations. Schools will have discretion to identify what support would be the most effective for their context.

[77] For example, through the Subject Association.

Subcomponent 1c: Demonstrating the PMI and PSI and Development of the New Lesotho model for Teaching Math and Science at Junior Secondary School Level (US$3.03 million)

19. This subcomponent will improve the quality of math and science in targeted junior secondary schools through the provision of training to math and science teachers and subject advisors in a new approach and the provision of related learning resources. The MoET will demonstrate the PMI and PSI approaches developed by the NJCTL in about 20 targeted junior secondary schools from 2017 to 2020. Based on lessons learned from this approach and exploration of other models, the MoET will develop the new Lesotho model for teaching math and science at junior secondary for implementation in 2021.

20. The PSI and PMI emphasize a student-centered pedagogical method that focuses on continuous formative assessment and makes effective use of interactive digital technology such as a computer and interactive projector to deliver lessons more effectively.[78] The entire curriculum is embedded into the presentation software and course material is taught without textbooks. The PSI-PMI approach also stresses the importance of sequencing of topics in learning and teaching math and science. As teachers must have the same strong grounding in the foundation courses as students, teachers will also be trained according to PSI and PMI sequencing of subjects. Having shown success in both effective classroom learning and in-service teacher training in New Jersey schools,[79] Colorado Argentina, and in The Gambia,[80] the model will be applied in the Lesotho context for this project.

21. The project will target about 20 junior secondary schools to demonstrate the PSI and PMI from 2017 to 2020.[81] Teacher training will take place between 2017 and 2019 but in-service support and monitoring will be provided to all teachers until 2020. Over the course of three years, all math and science teachers in the 20 schools as well as key support staff will be trained by the NJCTL in the PSI-PMI content and methodology to become highly effective teachers in their respective subjects resulting in better education service delivery and immediate, measurable gains in student achievement. The open source curriculum materials will be adjusted to the context of Lesotho and aligned with the national curriculum. In total, classrooms from 17 junior secondary schools out of the 20 targeted schools will be equipped with interactive projectors, student polling devices, and ancillary equipment, with classrooms from the remaining three schools using handouts. Table 2.7 shows the implementation details of activities under Subcomponent 1c and the results chain for Subcomponents 1b and 1c is shown in Figure 2.2

22. The project will support the following detailed activities under this subcomponent:

[78] The interactive projector display enables teachers to combine a variety of learning tools such as images and videos in a lesson.
[79] Six of the top 12 schools in New Jersey for advanced placement (AP) Physics B participation are schools in which PSI is used.
[80] In upper basic schools, PSI-PMI students outperformed their peers by 12.4 to 25.2 percentage points on the June 2013 Gambia Education Certificate Exam.
[81] The 20 secondary schools are among the 65 secondary schools targeted by the project and include combined schools. Among the 20 schools, 6 have no electricity; in this case, solar panels will be provided to 3 schools while the 3 other schools will use handouts instead of interactive projectors.

(a) **Training of current junior secondary math and science teachers in about 20 junior secondary schools.** The NJCTL will provide TA on the PSI-PMI and will visit Lesotho three times per year during the first three years of the project from 2017 to 2019. Together with the MoET (specifically, the NCDC), they will conduct three training sessions during the school holidays each year in January, July, and October for all math and science teachers from the 20 targeted schools. The two-week training sessions will coach teachers on the PSI-PMI content and pedagogical methods, including the use of technology such as the interactive projector and student polling devices for more student-centered teaching and continuous assessment. At the end of three years, all math teachers for Grades 8–10 will be prepared to teach algebra I, geometry, and algebra II, and all junior secondary science teachers will be trained to teach algebra-based physics, chemistry, and biology. Having teachers being able to teach all courses is very valuable if there is attrition during program implementation or after the program is complete and also, because a number of the targeted schools have multisubject and multigrade teachers. Furthermore, future trainers will also be drawn from this initial cohort. Finally, in addition to a few MoET trainers, subject advisors and inspectors will also be trained on the PSI-PMI methods and content to provide adequate support and supervision to teachers. The sequencing of training is shown in Table 2.7.

Table 2.7. Detailed Implementation and Sequencing for Teacher Training[82]

		2017	2018	2019	2020
Math	Syllabus	Algebra I	Geometry	Algebra II	
	Output	All math teachers trained to teach algebra I, some of whom will teach students in Grade 8 algebra I in all 20 participating schools.	All math teachers trained to teach geometry some of whom will teach Grade 9 students geometry in all 20 participating schools.	All math teachers trained to teach algebra II, some of whom will teach Grade 10 students algebra II in all 20 participating schools.	In-service support and monitoring only
Science	Syllabus	Core science subject: Algebra-based physics	Chemistry	Biology	
	Output	All science teachers trained to teach algebra-based physics, some of whom will teach Grade 8 students algebra-based physics in all 20 participating schools.	All science teachers trained to teach chemistry, some of whom will teach Grade 9 students chemistry in all 20 participating schools.	All science teachers trained to teach biology some of whom will teach students in grade 10 biology in all 20 participating schools.	

[82] For students: in 2017, a cohort of Grade 8 students will learn algebra I and algebra-based physics. In 2018, that cohort will go on to study geometry and chemistry in Grade 9, while a new cohort of Grade 8 students study algebra I and algebra-based physics. In 2019, the initial cohort of students will go on to study algebra II and biology in Grade 10, while a new cohort of Grade 8 students study algebra I and algebra-based physics and the prior year Grade 8 cohort goes on to the Grade 9 courses.

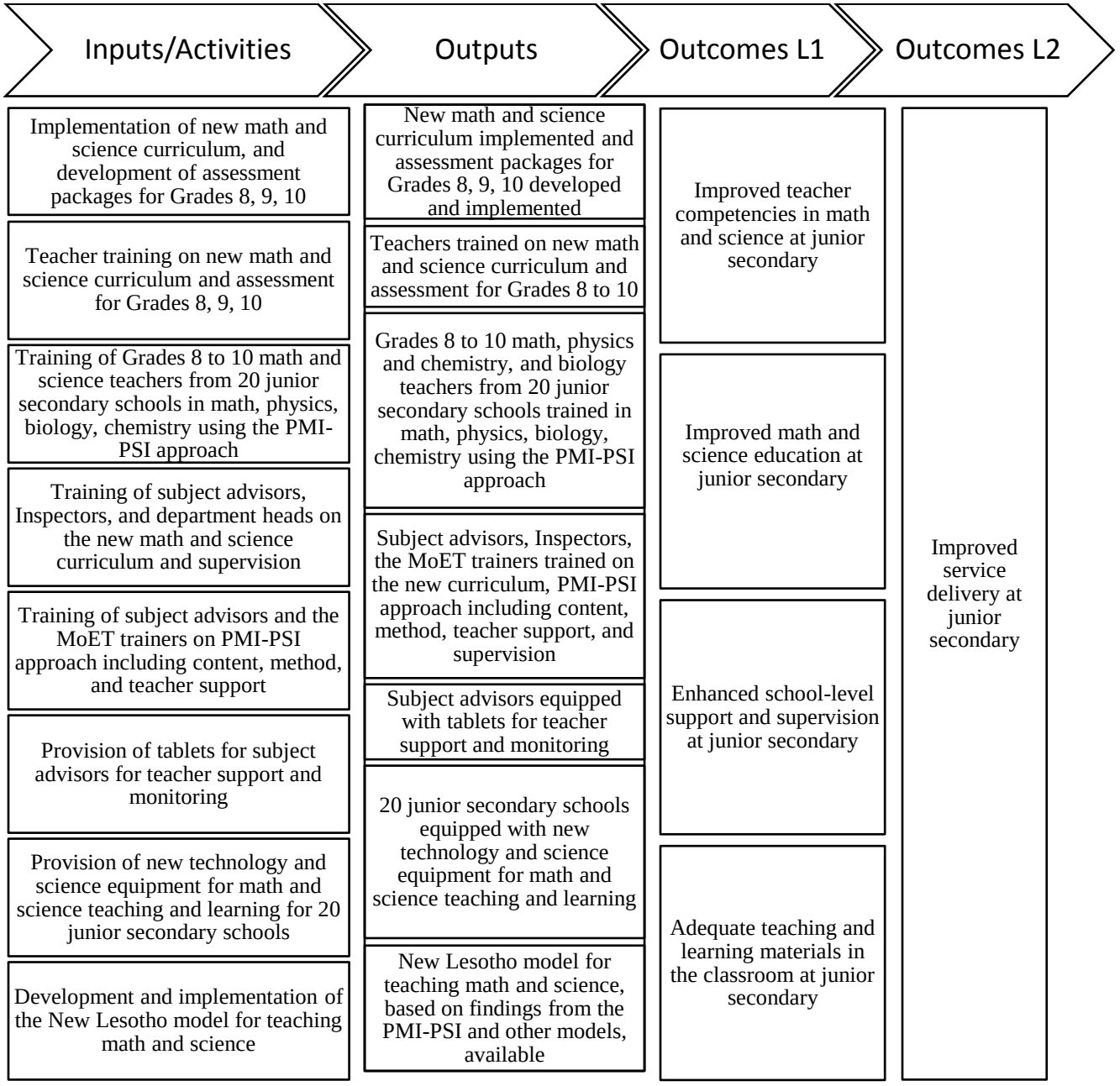
(b) **Provision of learning equipment.** All classrooms, spanning across the three grades of junior secondary in 17 of the 20 targeted junior secondary schools under this subcomponent, will each be equipped with an interactive projector, portable computer, and polling device to support the PSI-PMI pedagogical methods. This subcomponent will also provide some science equipment to each of the targeted schools under the demonstration, while virtual labs will be accessible using the digital technology. For three schools without access to electricity, solar panels will be installed. The remaining three schools without electricity will use handouts to support the PSI-PMI pedagogical methods.

(c) **Monitoring of student learning in math and science.** The project will support subject advisor visits to schools where this can be managed[83] and specific subject-teacher cluster meetings[84] to help monitor teachers and offer support. Teachers are urged to participate in subject-teacher cluster meetings, where they can share experience and learn from peers. The NJCTL will also support the MoET visits to schools to ensure PSI-PMI courses are implemented with fidelity to content, pacing, and teaching methods, resulting in improved education service delivery and high student achievement.

(d) **Development and implementation of the New Lesotho model for math and science.** TA will be provided for both study visits and review of other curriculum modalities for teaching math and science at Grades 8–10, including the new approach for teaching math and science using the PMI-PSI. Based on this exploration from 2017 to 2019 and lessons learned from the PSI-PMI demonstration, a new junior secondary school teaching model for math and science will be developed in 2020 and initial implementation will commence for Grade 8 in 2021. The curriculum will be slightly adjusted, as needed.

[83] For example, financing of travel, development of pre-loaded supervision/inspection materials for tablets, and so on.
[84] For example, through the subject-teacher association.

Figure 2.2. Results Chain for Subcomponent 1b and Subcomponent 1c



23. Overall, this component will finance (a) training for teachers, trainers, DRTs, department heads, subject advisors, and education officers; (b) goods, specifically textbooks, literacy and numeracy kits and wall charts, supplementary reading books, classroom ICT equipment for the new math and science approach, software, curriculum material, DRT/subject advisor/inspector travel kits and tablets, solar panels, and other equipment for training and for evaluation; (c) consulting services/TA for the study visits and the development of teaching modules and implementation of the new model, TA to develop assessment packages aligned with the new math and science curriculum in junior secondary, as well as the evaluation and revision of training modules, if required.

Component 2: Strengthening School accountability for Student Learning and Retention in Targeted Schools (US$4.78 million)

24. All schools in Lesotho are mandated by the Government to constitute a governing board comprising prominent members of the community, the school principal, the local councilor or his/her designate, and nominees of school proprietors, teachers, and parents. Unfortunately, many of these boards have not been effective in overseeing the management and proper functioning of schools for which they have been constituted. The main reasons for this have been identified to be weak capacity of the school boards and the lack of community empowerment to hold the school board accountable for improving education delivery. It has been reported that many school board members do not fully understand their roles and responsibilities, school principals lack leadership and school management skills, and community stakeholders are disconnected from what is happening in schools. Unless these issues are addressed, poor school governance will continue to hamper efforts to improve student retention and learning.

25. This component therefore aims to strengthen the capacity of school boards, including that of school principals in particular, to carry out their intended functions as well as empower community stakeholders to participate in the planning, implementation, and monitoring of activities to improve school performance with respect to student learning and retention in the targeted schools. To this end, the appropriate tools—school improvement planning, school grants, and school report cards—and capacity building to use them effectively, will be provided. Specifically, the component will support each of the targeted schools to develop and implement an SIP through a participatory approach led by the school principal and supported by the school board. Financial resources in the form of a grant will be provided to the schools to implement their SIPs. Communications and outreach to the public will be an important element of SIP implementation. Schools will be required to produce a report card that captures essential education data (student enrollment, staffing, financial, and physical assets of the school) as well as progress made on SIP implementation. These report cards, which will be publicly disclosed, are a critical means for the community to hold schools accountable for their performance. As the school-based management model is new to Lesotho, the project will provide adequate support to the MoET and schools in order to create a strong foundation that can be built upon in the future. Support for these interventions will be organized under three subcomponents. The results chain for Component 2 and the sequencing of key activities and flow of funds are shown in Figure 2.3 and Figure 2.4, respectively.

Subcomponent 2a: School Improvement Planning (US$3.01 million)

26. The policies and procedures for school improvement planning will be detailed in an Operations Manual (SIP Manual) developed by consultants at the start of project implementation. In addition to this manual, targeted schools will be provided with a facilitator, selected by the Teaching Service Department (TSD) through a competitive process, to help in the formulation and implementation of an SIP aimed at increasing school performance with regard to of quality, retention, and equity. Minimum qualifications required of applicants include a Diploma in Education and some work experience. Facilitators, each of whom is assigned to one

or more schools but not exceeding three in number,[85] will be contracted by the PFU for 10 months per school year. Contracts may be renewed for each of the subsequent two school years of SIP implementation, based on satisfactory performance. The Inspectorate at the MoET will assess the performance of facilitators, drawing on feedback from the district-level officers (inspectors, DRTs, education officers) who are charged with the supervision of facilitators. These officers are expected to visit schools at least twice a year to monitor the performance of facilitators as well as the overall SIP implementation. School principals are required to keep a written record of facilitator presence and contribution to SIP activities, which will be shared with the district-level officers during their inspection visits to schools. Before facilitators commence their work in schools, they will be provided with intensive training on the SIP process and other related operational issues.[86] DRTs, inspectors, and concerned education officers will participate in this training program. Thereafter, school principals and school boards will be trained on the job by their facilitators. Once the principals are sufficiently familiar with the processes described in the SIP Manual, they will lead a diagnosis of the key problems facing the school, seeking inputs from parents and other community stakeholders through public consultations. To address the identified problems, each SIP will propose a set of activities and measurable results toward achieving the stated objectives over a three-year period. The school principal, in consultation with the school board and with the support of the facilitator, will draft the SIP document and solicit feedback from community stakeholders through open board meetings and public gatherings. The final document will be submitted to the Inspectorate for review through the district education offices. Once an SIP is approved, it will be posted at public places and the responsible district education officer will ensure that copies are made for distribution to all concerned parties (school board members, DRTs, teachers, and so on). Progress on SIP implementation will be summarized in the school report card, a simple monitoring tool that will be developed under Subcomponent 2c and made available to the public. In addition to dissemination activities at the local level, the MoET will carry out an extensive communications campaign (through the radio and other media) on the SIP program, highlighting its role in improving school accountability for student learning and the importance of parental and other stakeholder involvement in the process.

Subcomponent 2b: Provision of School Grants (US$1.50 million)

27. When the SIP is approved by the Inspectorate, the school will receive 50 percent of a grant of about US$3,500–US$4,500 depending on its classification[87] to finance eligible expenditures listed in the SIP Manual. These expenditures are related to activities aimed at improving education service delivery, notably school management training for principals to

[85] A facilitator may be assigned to only one school if its remote location in the mountains makes it very difficult to travel between schools.

[86] These issues include (a) the legal framework governing school boards (for which training will be provided by the legal officer in the MoET); (b) fiduciary management of school grants (for which training will be provided by the PFU's financial and procurement officers (POs) as well as the MoET's financial controller; and (c) HR policies that school boards would be required to adhere to in their hiring decisions. The international and local consultants who developed the SIP Manual will be the master trainers on the SIP process. When facilitators conduct on-the-job training of principals and school boards, master trainers will provide guidance to the facilitators as needed.

[87] Small primary schools (with fewer than 300 students) will receive a grant amount of US$3,500, larger primary schools (with 300 to 800 students) will receive US$4,500, and junior secondary schools will receive US$4,500.

enable them to (a) provide stronger school leadership and supervision of teachers, specifically to increase teacher presence and effectiveness in the classroom and (b) maintain adequate financial accounts (that is, simple book keeping) on the use of school grant proceeds. Other important activities that can be financed by the SIP grant include outreach to the neediest children (poor children who are out of school and/or at high risk of dropping out due to poverty) to help them access financial support from the social welfare system, minor repairs to the school's physical assets, and the purchase of teaching/learning and other materials to improve the student learning environment. While schools will have some flexibility in the choice of activities in the SIP, there are a number of activities that the grant cannot finance such as contracting of civil works, hiring of staff/topping-up of staff salaries, and purchasing of vehicles. The disbursement of, and financial accounting/reporting for the SIP grants will be detailed in the SIP Manual. Each targeted school is required to establish a commercial bank account that is dedicated to the SIP grant. The PFU, upon notification by the Inspectorate of the schools with approved SIPs, will transfer the appropriate funds to the bank accounts of those schools. School principals will be required to account for and report on SIP expenditures, which are subject to audit by the MoET's internal auditors when they visit a sample of schools in accordance with a proposed work program. In addition, there will be added scrutiny by the concerned school boards and the community at large who have access to information on the SIPs, including their sources and uses of funds. A hotline will be established at the Central Inspectorate to receive text messages from persons who wish to report any abuse of grant proceeds or shortcomings in the consultation process. All complaints will be followed-up by the concerned district-level inspectors and school boards. If a particular issue cannot be resolved at the local/community level, it will be escalated in accordance with the sanctions process outlined in the SIP Manual. Disbursement of the remaining 50 percent of the SIP grant will be made to the schools when they have submitted a progress report at the end of the first year of SIP implementation. This progress report will be integrated into a school report card that also captures basic education data (for example, student enrollment, teacher number, physical assets) as well as key information on the SIP (main objectives, action plan, results, fund utilization, and so on). To verify the SIP process and how funds are being used toward the stated objectives, the MoET will contract an independent third party to visit a random sample of schools at various times during the three-year SIP implementation period.

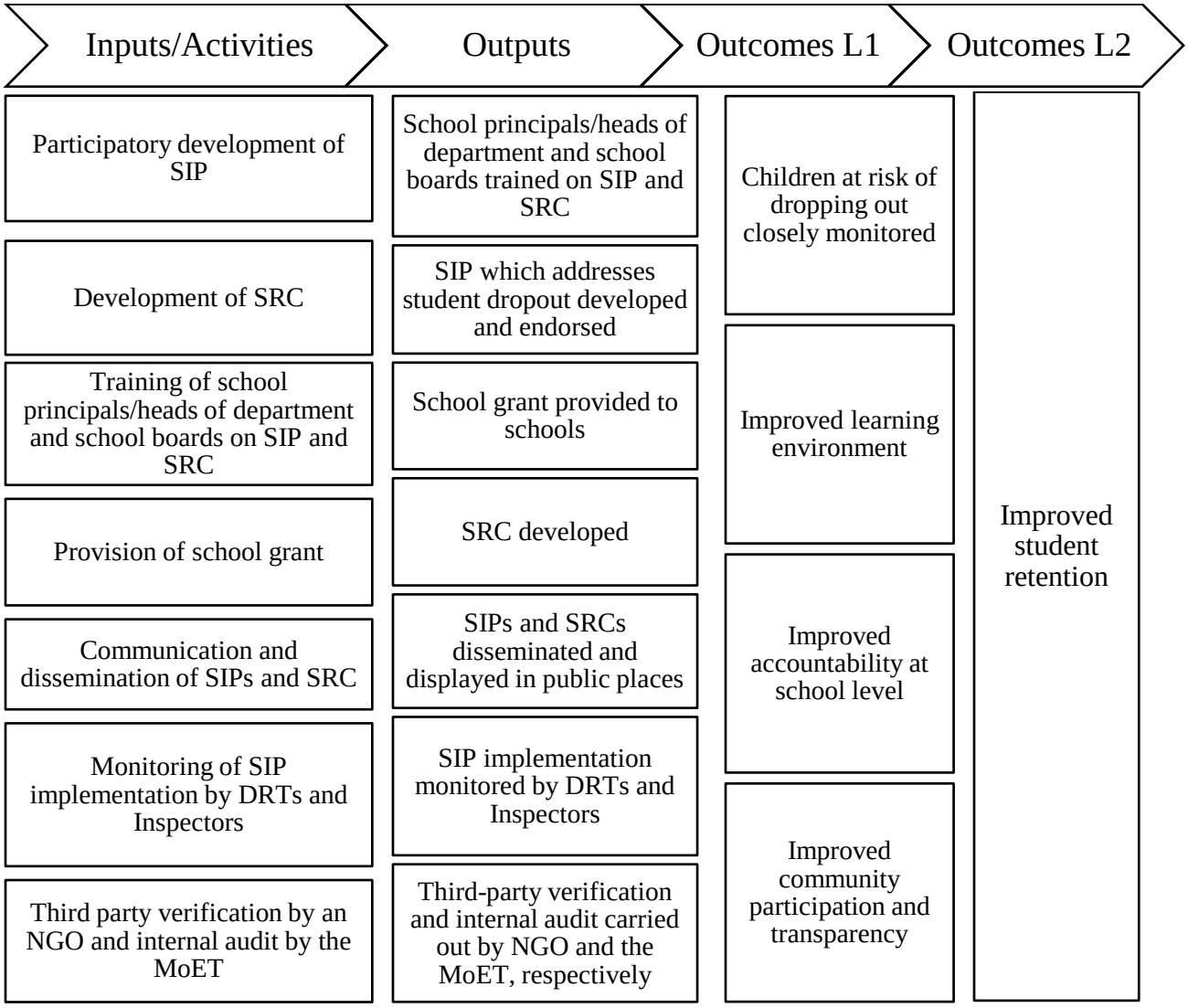
Subcomponent 2c: Strengthening the Capacity for Reporting, Monitoring of Results, and Oversight Mechanisms (US$0.27 million)

28. The provision of school grants for financing the SIPs will be accompanied by strengthened mechanisms at the school level to monitor school performance, in general, and progress on SIP implementation, in particular. For this purpose, support will be provided for the development of a reporting tool—a school report card—that promotes transparency, timely collection of information, and the use of information to facilitate both participatory school management as well as enhanced oversight/support by DRTs and inspectors to schools. Specifically, the subcomponent will enable the MoET to put in place a simple monitoring system based on a standardized school report card that summarizes the current status of the school with respect to enrollment, physical assets, teacher presence in the classroom, and sources and uses of funds, among other key indicators of school performance. Key information on the SIPs—priority actions, targets/results, and budget—will be captured in the report card. When the standard form for the report card is finalized by the MoET, school boards, school principals, and other relevant

staff will be trained on its use for capturing the required data. It is expected that the first report card populated with baseline education and SIP information, will be submitted by the principals following approval of their SIPs. Thereafter, the report cards will be updated annually and submitted to the school boards and the responsible education officers for approval. Approved report cards will be posted at a public place where they can be viewed by the community at large. Compliance with this requirement (that is, submission and disclosure of an updated report card) after the first year of SIP implementation will trigger the release of the remaining 50 percent of the SIP grant to schools. The school boards will invite parents and other community stakeholders twice a year to open board meetings where the report cards and progress made on SIP implementation will be discussed. It is expected that the school report card will replace the district-level data collection forms that nontargeted schools are required to prepare each year.

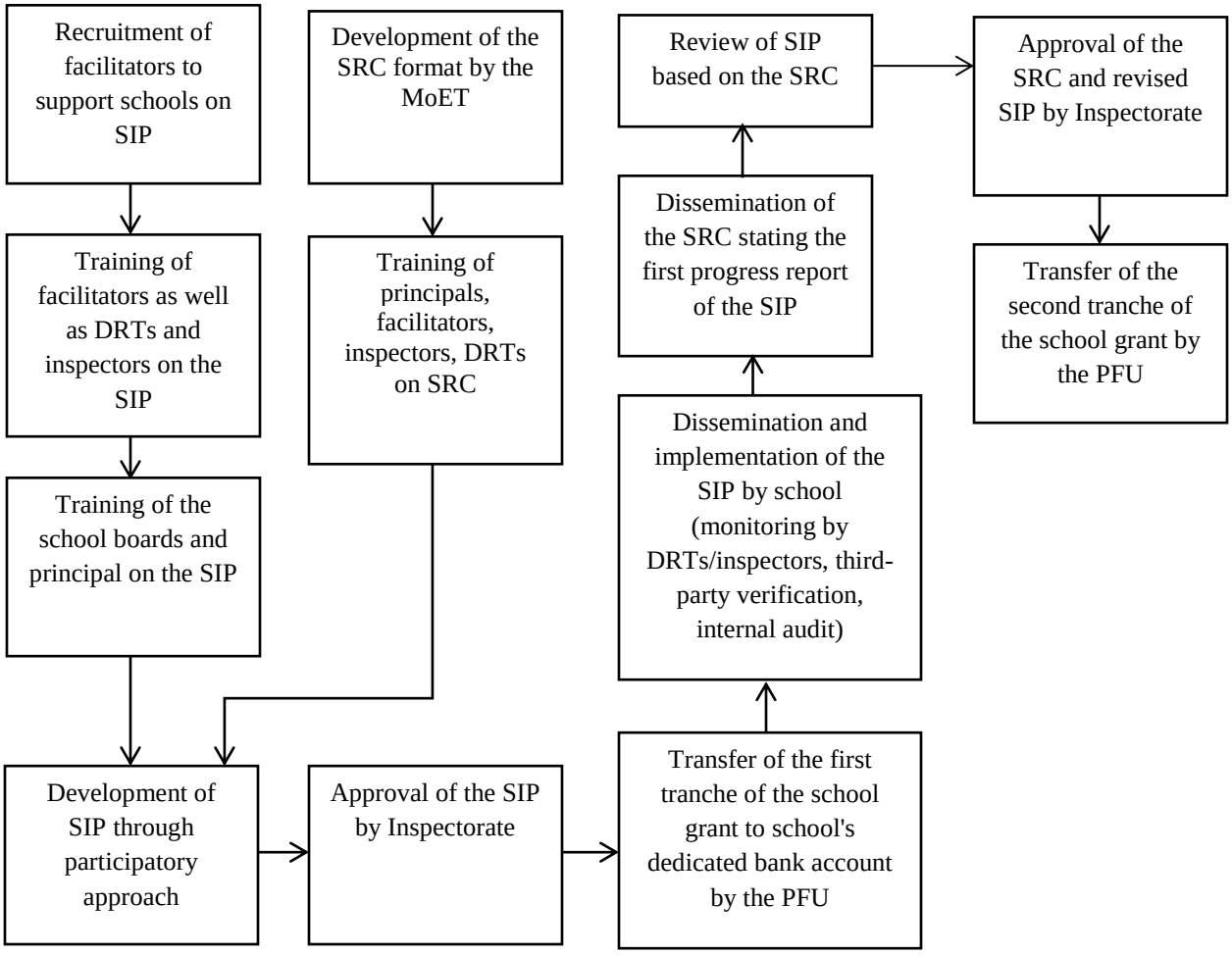
29. This component will thus finance (a) TA for the development of the SIP Manual and the school report card; (b) grants for 312 primary and 65 junior secondary schools; (c) TA and operational costs for undertaking a communications campaign on the SIP; (d) contractual payments to SIP facilitators; (e) training of SIP facilitators, school boards, DRTs, and inspectors; (f) third-party verification of the use of SIP grants in a sample of schools; (g) photocopying of SIPs and school report cards for mass distribution; (h) training of school principals, SIP facilitators, DRTs, and district education officers on the school report card; (i) operational costs for monitoring SIP implementation, including supervision of SIP facilitators by regional inspectors, DRTs, and district education officers; and (j) costs of outsourced internal audits on SIP expenditures.

Figure 2.3. Results Chain for Component 2



Note: SRC = School Report Card; NGO = Nongovernmental Organization.

Figure 2.4. Sequencing of Key Activities under Component 2 and Flow of Funds



Note: SRC = School Report Card.

Component 3: **Strengthening Institutional Capacity and Project Management (US$5.11 million)**

30. The main objective of this component is to provide essential capacity building, training, technical and advisory support, and equipment to the MoET departments in charge of the project activities and to finance the PFU activities and key staff. The component will focus on developing institutions' capacity to deliver their agenda and support additional activities for project implementation, and strengthening overall project management. Activities financed by this component will include analytical work, consultant services, and equipment that support quality education service delivery at the national and decentralized levels, project coordination, procurement, administration/FM and monitoring and evaluation activities, and related operational costs. Essential capacity building and technical and advisory support related to the Government's education strategy, especially in NFE, will be provided. The project will also support a series of studies on vocational skills and TA for key implementing departments in addition to assisting the government in its efforts against HIV/AIDS. More specifically, this component will finance the following five main group of activities:

(a) **Analytical work.** This component will finance studies on teacher supply and demand projections, teacher management (Teaching Services), dropouts in primary school (Inspectorate), baseline study on math and science teacher skills (ECoL), study on education language policy (Curriculum), baseline for Grade 9 assessments in junior secondary (ECoL), review of the national assessment in primary and development of national assessment system in secondary, and any additional study needed during project implementation, in line with the PDO. TA will be provided for primary curriculum audit, assessment strategies for a new low-stake exam to replace the PSLE in Grade 7, teacher development strategy, NFE policy, school construction strategy, and TVET studies. Given the important role of TVET in skills development, the project will support the MoET to build consensus on a national TVET policy linked to a National Qualifications Framework, which paves the way for students to get accredited through different educational pathways. Study tours focusing on exchange of experiences will also be financed. In addition, ECoL will be supported for improving assessment processes activities through TA, training, software, and study tours.

(b) **DP capacity strengthening.** The DP's capacity to formulate and monitor implementation of education policies will be strengthened through the provision of TA, training, studies, and equipment for supporting planning capacity and EMIS system expertise.[88] Mobile monitoring, which was introduced and piloted during the FTI-III Project to increase transparency and accountability in the distribution of textbooks and school construction progress, is to be introduced to more easily collect and share real-time data on school characteristics that can be integrated with the EMIS system. In addition to providing a platform for SMS data collection, mobile monitoring also creates an easy way for the MoET to communicate with schools through bulk SMS. Furthermore, the school report card introduced under Component 2 can contribute to EMIS data collection as it summarizes key indicators of school performance, including enrollment, physical assets, and teacher presence in the classroom, and is expected to replace the district-level data collection forms that nontargeted schools are required to prepare each year.

(c) **HIV/AIDS program.** To ensure that the capacity of the MoET, Ministry of Health, communities, and other stakeholders are harnessed, a well-designed SHN Policy is crucial. The project will support the finalization and dissemination of the SHN Policy currently under preparation to address HIV/AIDS in school settings. The revised policy will serve as the basis for a broader understanding between sectors and will facilitate a coordinated multisector response, apart from strengthening partnerships between service providers inside and outside the government. In addition, TA will be provided on the implementation strategy of the policy in schools. The project will also assist with an Information, Education, and Communication campaign to improve HIV/AIDS awareness at the school level. Furthermore, support will be provided to the ministry to train teachers on more effective strategies to deliver the current curriculum on life skills and HIV/AIDS.

[88] Including mobile monitoring, software upgrades, relevant training, and school report cards.

The training will help teachers deal with the demands of Life Skills Based Sexuality Education and respond well to unsafe situations as they arise in schools.

(d) **Project management and coordination strengthening.** The existing PFU, which was set up for and successfully turned around the implementation of the previous FTI-III Project, will be supported though provision of operational costs related to overall project management, TA for coordination, planning and monitoring/evaluation, FM, procurement, and training for capacity building. The MoET technical staff involved in project activities will be supported through the provision of materials and equipment, including computers, tablets, software, and projectors, and workshops, study tours, and field visits. This component will also support the district offices and the SSU.

(e) **Evaluations.** An evaluation to assess the impact of the SIP intervention on student retention and other outcomes will be financed. The quantitative assessment will be complemented by a qualitative study on, among others, social capital in the mountainous regions and how it affects participation in the SIP process. Evaluation findings will determine whether the intervention has the potential to be scaled up by the government in the future.

(f) **Overall communication and outreach.** Information about the project's activities will be disseminated at all levels of the population, including the school level. These activities will focus on explaining and disseminating the objective of the project (improve basic education service delivery and student retention) and the mission of the MoET to deliver its messages of universal education.

Annex 3: Implementation Arrangements

KINGDOM OF LESOTHO: Education Quality for Equality Project

Project Institutional and Implementation Arrangements

1. **National Education Sector Plan.** The Education Sector Plan currently under preparation will be a five-year plan implemented by the MoET. Donor coordination through the LEG, which meets regularly and joint reviews ensure that execution of each donor intervention is consistent with the sector plan.

2. **Institutional arrangements.** The project will be implemented by the MoET. The overall organization of the project implementation and monitoring comprises a Coordination Committee, the ministerial departments including the DoP, and the PFU. They will interact as follows:

(a) **Coordination Committee.** There will be a project Coordination Committee to monitor and review the progress of the activities. The MoET already has a body of monitoring and supervision of its own activities called the Senior Management Committee (SMC), which is chaired by the PS and meets on a weekly basis. This committee is attended by all the heads of departments (CEOs). It has been agreed that this committee will oversee the project activities. At least two specific sessions of the SMC will be devoted to the project in May and November each year during the life of the project, or more often as needed. In addition to the MoET's normal attendance, these specific sessions will also be attended by the officer overseeing the Bank's financed projects from the MoF and a representative of the MDP. The progress of the Lesotho Education Quality for Equality Project will also be presented at the regular meeting of the LEG.

(i) *Roles and responsibilities.* The Coordination Committee will provide overall guidance for effective project implementation and to ensure sectoral coordination and consistency of project activities with sector policies and strategies. It will review project progress reports and audits and will suggest recommendations for facilitating implementation.

(b) **Departments (Inspectorate, Teaching Services, Curriculum, and Planning).** Each of these departments will be leading and responsible for the implementation and performance of one component or subcomponent, alone or collegially, as follows: (a) Component 1: Curriculum and Assessment (specifically the NCDC, ECoL, and SSU) and Inspectorate led by the CEO, Curriculum and Assessment; (b) Component 2: Inspectorate, Teaching Services, and Planning, led by the CEO, Inspectorate; and (c) Component 3: Planning, the EMIS, EFU, Curriculum and Assessment including the HIV and AIDS Coordination Unit, Teaching Services, Inspectorate, and TVD, led by the DP. When two or more departments are involved, only one department will have the leadership of the activities.

(i) *Roles and responsibilities.* The CEO of each department will be responsible for the smooth implementation and performance of the component or

subcomponent under its responsibility. The CEOs will be guided by the overall five-year implementation plan of the project agreed upon at appraisal.

(c) **The Department of Planning.** The project will be under the overall responsibility of the DoP, which will coordinate project activities of all components with the support of a PFU.

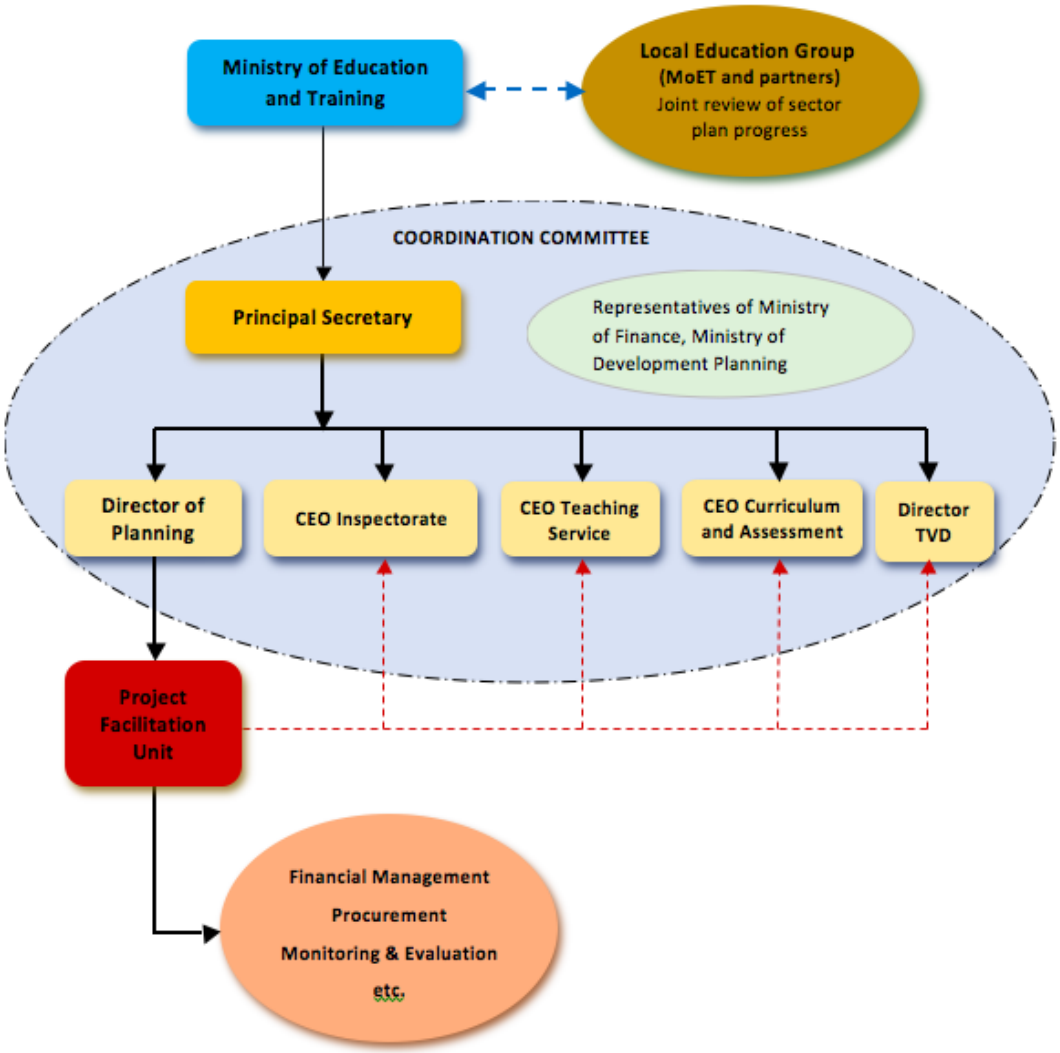
(i) *Roles and responsibilities.* In addition to the Component 3 responsibility, the DP will oversee the activities of the project in general and the PFU operating under his leadership. He will be in charge of reporting to the Coordination Committee on project progress on a six-month basis and proposing any additional items to be discussed for advice and/or endorsement by the Coordination Committee.

(d) **Project Facilitation Unit.** This unit, created at the MTR of the previous education project, has demonstrated its efficacy and efficiency in turning around the project, which was stalled after three years of implementation. The PFU comprises a coordinator, a planning/monitoring/evaluation officer, an FM specialist, a procurement specialist, a project officer, two filing officers, and a driver. The PFU will be under the administrative responsibility of the DoP.

(i) *Role and responsibilities.* The PFU will be the facilitating unit in charge of overall coordination, planning, monitoring, and evaluation of project activities. It will also be in charge of the FM and procurement related to project activities. The PFU will oversee project activities on the ground in close collaboration with the department in charge. Along with the DoP, it helped prepare a Project Implementation Manual, which was accepted by the Bank in early April 2016, that describes how the project as a whole and components will be implemented, elucidating the roles and responsibilities of each entity. It will prepare project progress reports (and all additional report/documentation needed) to be presented by the DP to the Coordination Committee.

3. **Institutional project coordination.** The overall project coordination will be handled by a Coordination Committee chaired by the PS with members from all the heads of the MoET departments and representatives of the MoF and MDP. This committee will meet on at least a six-month basis to ensure a full integration and appropriation of project activities by the MoET departments, evaluate progress of the project, and tackle institutional issues hampering project implementation. Figure 3.1 provides an overview of the project's institutional arrangements.

Figure 3.1. Institutional Arrangements



Implementation Arrangements by Component

4. **Component 1: Improving the Teaching and Learning Environment in Targeted Primary and Junior Secondary Schools.** The responsibility of the component rests with the CEO, Curriculum and Assessment. The implementation will be as follows:

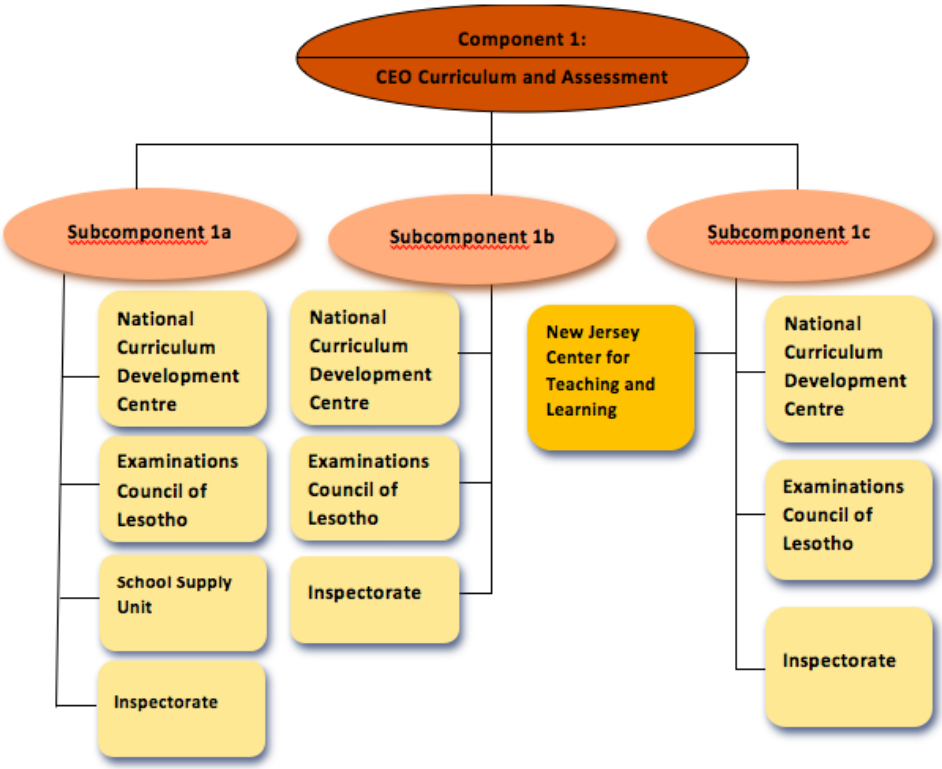
   (a) The NCDC is in charge of providing training on (i) content and pedagogical skills for teaching numeracy and literacy for Grades 1–4; (ii) math and science content and pedagogical training for Grades 5–7; (iii) core classroom teaching skills, including teaching multigrade and large classes, and over-age students; (iv) training for teacher support network personnel including district resource teachers, education officers and inspectors; and (v) development of the new math and science curriculum and assessment support in junior secondary.

   (b) The ECoL is in charge of providing all training on assessment related to the above.

(c) In collaboration with the NCDC and ECoL, the NJCTL is in charge of the adjustment of modules and teacher training on PSI-PMI for lower secondary.

(d) The SSU is the central distribution point for the MoET. It has a mandate to improve efficiency in the provision of quality teaching and learning materials and to also ensure that door-to-door delivery is successfully completed. The SSU field officer in each district has the responsibility to guide teachers on the utilization and safekeeping of textbooks, and to monitor implementation of the textbook rental scheme in secondary schools. The SSU is in charge of provision of learning and teaching materials under the project.

Figure 3.2. Implementation Arrangement for Component 1



5. **Component 2: Strengthening School Accountability for Student Learning and Retention in Targeted Schools.** The responsibility of the component rests with the CEO Inspectorate. The implementation will be as follows:

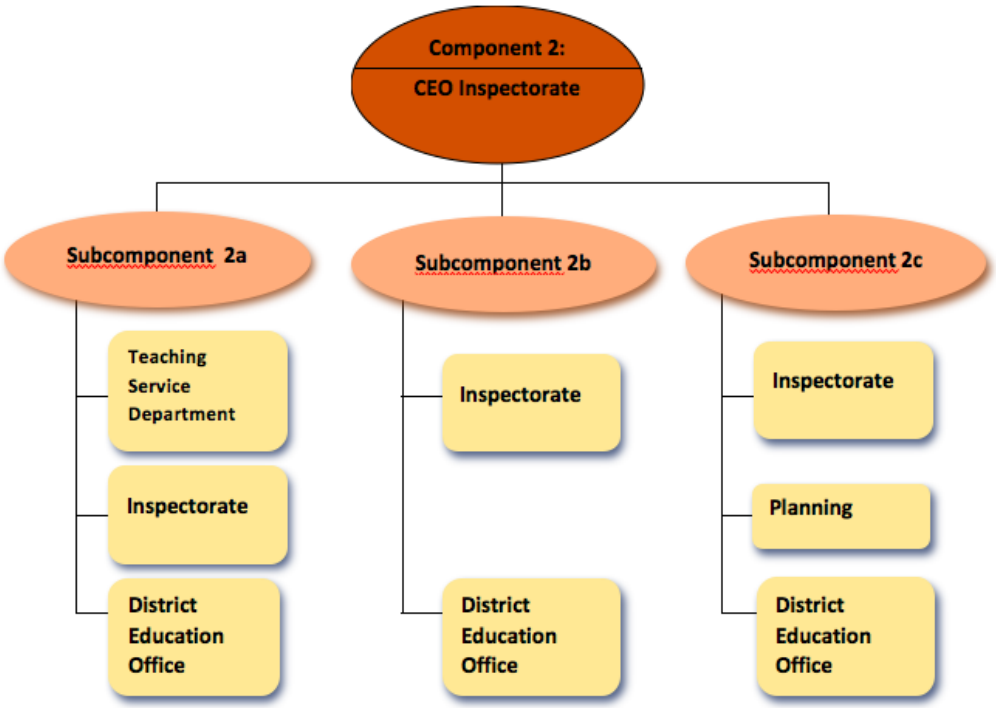
(a) The TSD is in charge of the selection of the SIP facilitators who will be contracted by the PFU.

(b) The Central Inspectorate supported by District Inspectorate (which works through the district education office) will be in charge of the supervision of SIP facilitators, approval of SIPs and monitoring of school grants and school report card implementation.

(c) The Inspectorate is responsible for the development of the SIP Manual and school report card, organization of training related to these new instruments, and implementation of a nationwide communications campaign on the SIP and its role in improving school accountability for performance. The Inspectorate Department is also responsible for the implementation of all the activities at school level.

(d) The DoP will provide TA to the Inspectorate during the conception and testing of the school report card.

Figure 3.3. Implementation Arrangement for Component 2



6. **Component 3: Strengthening Institutional Capacity and Project Management.** The responsibility of the component remains with the DP. The DP will work closely with all the departments involved in project implementation. In particular, for the studies and analytical work that will be financed by the component, the DP will work with the following:

- 'Teacher supply, demand, and management' with the TSD
- 'Dropouts in primary' with the Inspectorate Department
- 'Baseline math and science teacher skills' with the ECoL
- 'Education Language Policy' with the NCDC
- 'Grade 9 Assessment' with the ECoL

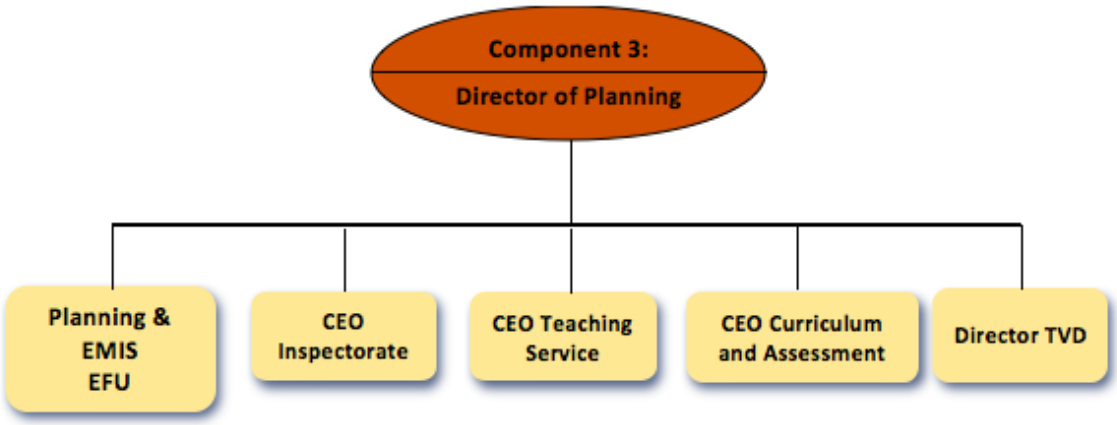
7. Concerning the provision of TA provided by the project, the DoP will work closely with the related departments as follows:

- ‘Support for assessment’ with the ECoL
- ‘Curriculum Audit’ with the NCDC
- ‘NFE Policy’ with the Department of Curriculum and Assessment
- ‘School Construction Strategy’ with the EFU
- ‘TVET studies’ with the director of TVD

8. Terms of references for these studies and for TA will be prepared by the departments benefitting from the study or the TA, with support from the PFU when needed. The PU of the MoET will handle the procurement for studies and TA, and the respective departments will handle contract management. For study tours, the DoP will be the focal point for the departments involved and will prepare and organize the visits (purpose, number of participants, dates, bookings, practical steps, and so on) in agreement with the departments involved and with support from the PFU. Communication and outreach of project activities will be handled by the communication unit of the MoET with support from the DP and PFU. The DP will oversee project coordination and management (Figure 3.4) on a day-to-day basis. He will organize weekly meetings with the PFU coordinator, and any other persons needed, to follow up closely on the implementation, based on a review of the Annual Work Plan, Procurement Plan, and disbursements targets. The DP will be the focal point for any daily communication related to project execution between the ministry and the Bank; however, any strategic communication between parties (aide memoires, management letters, and so on) will be addressed to the PS.

9. With regard to HIV/AIDS activities, the implementation will be led by the CEO Curriculum and Assessment and will involve the NCDC and the HIV and AIDS Coordination Unit. Teacher training might be carried out in collaboration with an NGO with high expertise in HIV programs.

Figure 3.4. Implementation Arrangement for Component 3



10. **Project coordination, management, and implementation.** The project will be implemented by the MoET departments in charge of the components or subcomponents:

- Component 1—Curriculum and Assessment (the NCDC, ECoL, and SSU), Inspectorate
- Component 2—Inspectorate, Teaching Services, Planning
- Component 3—the departments of Planning, EMIS, EFU, Curriculum and Assessment including the HIV and AIDS Coordination Unit, Teaching Services, Inspectorate, and TVD

11. A PFU, which was set up during the MTR of the previous project (and successfully supported implementation for the second part of the project), will be strengthened in planning, monitoring and evaluation, FM, and procurement, and will facilitate project implementation in supporting the MoET departments in charge of components/subcomponents. The PFU will report to the DP and its main role will be to ensure that all activities are implemented according to original project planning to support the implementing departments as needed and facilitate their work related to the project. The key functions covered by the PFU and related to the project activities are coordination, planning, monitoring and evaluation, procurement, FM, and communication. More specifically, the PFU is responsible for (a) preparing the consolidated Annual Work Plan (planning and budgeting); (b) ensuring that all implementing entities integrate the Project Result Framework into their respective work plans; (c) ensuring coherence and alignment of project activities across implementing entities; (d) ensuring timely and efficient procurement and disbursement; (e) monitoring project implementation progress, identifying bottlenecks, and providing/discussing solutions to address challenges with heads of components; (f) monitoring the project results (intermediate and PDO indicators); and (g) reporting the project implementation progress and achievement of results to the Coordination Committee, the Bank, and wider project stakeholders.

12. **Project Implementation Manual.** A Project Implementation Manual was developed during project preparation, endorsed by the Coordination Committee, and approved by the Bank in early April 2016. The Project Implementation Manual describes the relations, roles, and responsibilities of the overall project Coordination Committee, DoP, PFU, and implementing departments. The DoP, with the support of the PFU, will be responsible for updating the draft Project Implementation Manual.

Financial Management, Disbursements and Procurement

Financial Management

13. The FM Assessment was carried out in accordance with the Bank's OP 10.00 and the Financial Management Manual issued by the FM board on March 1, 2010. The objective of the assessment was to determine whether the project implementing unit PFU within the ministry has acceptable FM arrangements, which will ensure (a) that the project funds are used only for the intended purposes in an efficient and economical way; (b) the preparation of accurate, reliable, and timely periodic financial reports; and (c) safeguard of the assets.

14. The overall conclusion of the FM Assessment is that the project's FM has an overall risk-rating of Moderate and the FM arrangements satisfy the Bank's minimum requirements under the Bank's policy and procedures on FM, OP/BP 10.00.

Country Issues

15. While the discipline of Public Financial Management (PFM) has seen development in the last few years, there is still a general lack of effective systems, capacity, and experience. Work has started on the development of a new legal framework, methodologies, and systems for budget, budget execution, accounting, reporting, and oversight, but actual capacity at the moment remains weak. The ability of the Government to attract and retain qualified FM staff is limited and the Bank-assisted projects have therefore traditionally relied on the outside advisors (finance, procurement, and technical) to assist projects in their implementation efforts.

16. To address the weakness in critical PFM issues, the Government is implementing a Public Financial Management Reform Action Plan, with the support of the Bank, European Union, AfDB, and International Monetary Fund. This program seeks to strengthen fiscal management institutions, accountability, and oversight for improved service delivery.

17. For the project, the implication at this time is that full utilization of the Government's PFM system is not yet possible. Elements that will be relied upon is the independent audit by the Office of the Auditor General and the internal audit function.

Risk Assessment and Mitigation

18. Table 3.1 summarizes the results of the risk assessment and the mitigation measures.

Table 3.1. Financial Management: Risk Assessment and Mitigation

Description of Risk	Risk Mitigation Measures incorporated in Project Implementation	Condition of Effectiveness (Yes/No)	Residual Risk/ (Risk) rating
INHERENT RISKS			
Country Level			
There are still notable challenges in the PFM reforms, namely, the rollout of the IFMIS and implementation of the PFMRAP.	The government has acknowledged these challenges and action plans have been identified with the support of the donors to work on these challenges.	No	S
Entity Level			
Should new different personnel be recruited, they will possess limited experience in the FM aspects of bank-funded projects.	The project has recruited a suitable qualified personnel, to handle FM aspects for the project.	No	M
Project Level			

Description of Risk	Risk Mitigation Measures incorporated in Project Implementation	Condition of Effectiveness (Yes/No)	Residual Risk/ (Risk) rating
Risk of errors arising from a complex operation with widely spread implementing entities covering multiple locations with a large number of relatively small transactions.	A great deal of useful experience has been picked up from the recently closed FT1-III project. The senior FM person has been retained to build on the experiences from the FTI-III project.	No	M
Overall Inherent Risk	**Residual Risk: M**		
CONTROL RISK			
Budgeting			
The budgeting process may not be comprehensive and realistic to provide an adequate basis for performance monitoring.	Budgets will prepared based on approved procurement plans. Monthly and quarterly reports will be produced to report and monitor variances.	No	M
Accounting and Financial Reporting			
There is no identified risk. The project will use the existing accounting system and it has proven adequate for the closed project.	–	–	L
Internal Control			
The project is to be implemented at both national and subnational level. There is a risk that non-adherence may negatively affect adherence to approved policies and procedures.	The project will use the Project Implementation Manual updated based on lessons and experiences from the closed FTI-III project.	No	M
Funds Flow			
Risk that funds may not be used for purposes intended, particularly at the remote district levels.	Arrangements will be made to transfer funds on the strength of properly approved SIPs. The internal auditors will work on the project, and their coverage of the project will mitigate the use of funds for unintended purposes.	No	S
Auditing			
No identified risk. The project has been submitting acceptable audit reports on time.		No	L
Overall control risk	**M**		
Overall risk	**M**		

Note: H = High; S = Substantial; M = Moderate; L = Low; IFMIS = Integrated Financial Management Information System; PFMRAP = Public Finance Management Reform Action Plan

19. **Strengths.** Existing FM arrangements processes are adequate. The closed project received unqualified audit opinions with immaterial findings in the management letter. The overall FM ratings in the ISRs have been consistently satisfactory.

20. **Weakness.** There is no identifiable weakness, unless the entire current personnel change. Then the institutional memory would be eroded.

Institutional and Implementation Arrangements

21. The day-to-day operations of the project will be overseen by a PFU that will be headed by a qualified project manager. In addition, the PFU will include a financial manager who will oversee the FM aspects of the project.

Financial Management Arrangements

22. **Budgeting arrangements.** The PFU will prepare an annual budget for the project based on approved Annual Work Plans, and the FM will be responsible for producing variance analysis reports, comparing planned to actual expenditures on monthly and quarterly bases. The periodic variance analysis will enable the timely identification of deviations from the budget. These reports will be part of the unaudited IFRs that will be submitted to the Bank on a quarterly basis. The financial manager will coordinate the budgeting process in conjunction with the project manager.

23. **Accounting arrangements.** The project will use the current existing computerized accounting software called TOMPRO for project FM and the production of accounts. The accounting package is capable of transaction processing, production of project annual financial statements, IFRs, and other reports required for the effective management and monitoring of the project. The project is using the cash basis of accounting as prescribed under the Cash Basis Standard issued by the International Public Sector Accounting Standards Board. The accounting procedures are spelt out in the Project Implementation Manual.

Internal Auditing, Internal Controls, and Staffing Arrangements

24. **Internal auditing.** Due to the decentralized nature of the project and upholding of good governance principles, the project will be included in the annual internal audit plans. The internal audit cited budget constraints as one of the possible limitations in covering the project. To mitigate the risk, an additional budget will be made available under operating costs to support the internal audit coverage.

25. **Internal control systems.** The PFU will use the Project Implementation Manual developed based on the manual from the recently-closed project. The manual was updated to accommodate new activities under the new project and was approved in early April 2016.

26. **Staffing arrangements.** The finance manager will take the ultimate responsibility for the FM function, supported by a senior accountant, an accountant, and an assistant accountant from the ministry. The staffing arrangement will be continually reviewed during the project implementation, and if the need arises for additional capacity in the PFU, additional staffing will be considered.

Funds Flow and Disbursement Arrangements

27. **Banking arrangements.** The project will open a segregated DA denominated in U.S. dollars at the Central Bank to receive the funds from IDA. A project account denominated in Maloti (LSL) will be opened and used to make local payments. This local account will be reimbursed with funds from the U.S. dollars account, although minimum balance needs to be kept in this account.

28. **Funds flow arrangements.** Upon effectiveness of the financing agreement and submission of a withdrawal application, the Bank will disburse an initial amount equivalent to six months expenditure into the DA. Subsequent disbursements will be made on the basis of unaudited IFRs. The minimum value of a withdrawal application is US$200,000.

29. The project will also have the option of using (a) the Direct Payment disbursement method, involving direct payments from the credit account on behalf of the government and to the suppliers of goods and services that have a value above a set threshold; (b) the Reimbursement Disbursement method, whereby the Government makes payments for eligible expenditures and submits withdrawal application for reimbursement; and (c) the Advance to a DA method, whereby the Government requests an Advance to finance eligible expenditures as they are incurred and for which supporting document will be provided at later date.

30. The disbursement details are spelt out in the project's Disbursement Letter.

Financial Reporting Arrangements

31. The PFU will prepare quarterly unaudited IFRs for the project in form and content satisfactory to the Bank. These will be submitted to the Bank within 45 days after the end of the quarter to which they relate. The project will use the current formats of the IFRs.

32. The IFRs submitted to the Bank will contain the following statements:

(a) Statement of Sources and Uses of Funds

(b) Statement of Uses of Funds by Project Activity/Component

(c) DA Activity Statement

(d) Bank Statements for both the Designated and Project Account

(e) Summary Statement of DA Expenditures for Contracts subject to Prior Review

(f) Summary Statement of DA Expenditures not subject to Prior Review

33. The annual financial statements will be prepared using International Public Sector Accounting Standards. These statements shall be submitted to the Bank within six months after the end of the accounting year.

34. The accounts/financial statements will comprise the following:

(a) A **Statement of Sources and Uses of Funds/Cash Receipts and Payments**, which recognizes all cash receipts, cash payments and cash balances controlled by the entity, and separately identifies payments by third parties on behalf of the entity.

(b) The **Accounting Policies Adopted and Explanatory Notes**. The explanatory notes should be presented in a systematic manner with items on the Statement of Cash Receipts and Payments being cross-referenced to any related information in the notes.

(c) A **Management Assertion** that the Bank funds have been expended in accordance with the intended purposes as specified in the relevant Bank Legal Agreement.

Auditing Arrangements

35. The project financial statements will be audited by the Office of the Auditor General in accordance with International Standards on Auditing, and the audit report together with the management letter and management responses will be submitted to the Bank within six months after the financial year-end.

36. The external auditor will be required to express a single opinion on the project financial statements. In addition, a detailed management letter containing the auditor's assessment of the internal controls, accounting system and compliance with financial covenants in the financing agreement, suggestions for improvement, and management's response to the auditor's management letter will be prepared and submitted to management for follow-up actions.

Table 3.2. Audit Report Due Date

Audit Report	Due Date
Annual Audited Financial Statements and Management Letter	Within six months after the end of the financial year, that is, 30th September

Implementation Support Plan

37. Based on the outcome of the FM risk assessment, the following Implementation Support Plan (ISP) is proposed. The objective of the ISP is to ensure the project maintains a satisfactory FM system throughout the project's life.

Table 3.3. Frequency of FM Activities

FM Activity	Frequency
Desk reviews	
IFRs review	Quarterly
Audit report review of the program	Annually
Review of other relevant information	Continuous as they become available
On-site visits	
Review of overall operation of the FM system	Annual
Monitoring of actions taken on issues highlighted in audit reports, management letters, and other reports	As needed

Conclusion of the Assessment

38. The conclusion of the assessment is that the FM arrangements are acceptable to the Bank. The overall residual risk rating is Moderate; hence, the project will have an in-field supervision at least once a year.

39. The FM arrangements were prepared jointly with the PFU finance manager.

Table 3.4. Allocation of Loan Proceeds

Categories	Amount of Loan Allocated (expressed in SDR)	Percentage of Expenditures to be Financed (inclusive of taxes)
(1) Goods, nonconsulting services, consultants' services, Training and Operating Costs for Parts A, B.1 and C of the Project	14,480,000	100
(2) Goods, nonconsulting services and consultants' services, Training and Operating Costs required for SIPs under SIP Grants for Part B.2 and B.3 of the Project	3,255,000	100
(3) Refund of Preparation Advance	365,000	Amount payable pursuant to Section 2.07 of the General Conditions
TOTAL AMOUNT	18,100,000	n.a.

Procurement

40. The key issues identified regarding procurement for project implementation are (a) inadequate staff within the PU to handle the project procurement function on a full-time basis; and (b) limited capacity of the existing PU staff to assure adherence to the World Bank Procurement and Consultant Selection Guidelines.

41. Proposed corrective measures to mitigate the overall risks include (a) the MoET to establish and staff a PFU that will include a project procurement specialist[89]; (b) time-bound and structured hand-holding and practical capacity building of the existing PU staff on the World

[89] A procurement specialist has been hired and is working with the PFU.

Bank's Procurement and Consultant Selection Methods and Procedures and good practices in public procurement; and (c) selected contracts to be subject to prior review.

42. A Procurement Manual was developed by the MoET and approved by the Bank. An acceptable Procurement Plan covering the five years of project implementation has been prepared during appraisal.

43. The Risk is rated as Moderate.

44. **Risk Mitigation Action Plan.** The following actions are suggested to mitigate the procurement risk and facilitate the implementation of the project.

Table 3.5. Procurement Management Action Plan to Mitigate Procurement Risk

Risk	Mitigation/Action	Responsibility
Limited capacity of the existing PU staff to assure adherence to World Bank Procurement and Consultant Selection Guidelines	Time bound and structured hand holding and practical capacity building of the existing PU staff on World Bank Procurement and Consultant Selection Methods and Procedures and good practices in public procurement. Selected contracts to be subject to prior review	World Bank/PMU

45. All procurement to be financed under the proposed project will be carried out in accordance with the World Bank's 'Guidelines: Procurement of Goods, Works and Non-Consulting Services Under IBRD Loans and IDA Credits and Grants by World Bank Borrowers' dated January 2011, revised July 2014, and 'Guidelines: Selection and Employment of Consultants Under IBRD Loans and IDA Credits and Grants by World Bank Borrowers' dated January 2011, revised July 2014 and the provisions stipulated in the Legal Agreement. For ICB and NCB, all procurement of goods, works and nonconsultant services will be done using the World Bank's SBDs. All consultant selection undertaken for firms will be done using the World Bank's Standard Requests for Proposals. The project will carry out implementation in accordance with the 'Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants' dated October 15, 2006 and revised January 2011 (the Anticorruption Guidelines).

46. A Country Procurement Assessment Report (CPAR) for Lesotho was conducted in 2008. Public Procurement in Lesotho is regulated by the 2008 Public Procurement Regulations (PPR). The CPAR noted the considerable progress made in adopting a modern legislation to regulate public procurement. The CPAR also noted areas requiring improvement including (a) allowing for the use of different procurement procedures for projects financed by development partners; (b) harmonizing the conflict between the 2008 PPR, the 1967 Stores Regulations, and the 2007 Local Government Act; (c) reviewing the provision for domestic preference so that it related to the content of the goods being provided and not to the nationality of the provider; and (d) developing a procurement manual and accompanying bidding documents.

47. The 2008 CPAR further highlighted limited capacity of the regulator, the Procurement Policy Advisory Division (PPAD) under the MoF, of the PUs at central level and of district PUs at district level. Lack of specific training and experience in public procurement and weak contract management capacity were noted. The private sector reported to perceive public

procurement as having limited competition, inadequate information, and lengthy payment arrangements and viewed public procurement practices as detrimental to its interest and prone to corruption. Robust procurement oversight systems are still being developed with the 2008 PPR providing for a dispute resolution process managed by an Appeals Panel appointed by the PPAD, which may limit its independence.

48. The Government has started implementing some of the CPAR recommendations: the redrafting of the 2008 PPR; the finalization of the Procurement Manual and the SBDs; a review of the current Chartered Institute of Procurement and Supply (CIPS) Program to consider the introduction of a public procurement module; the introduction of the Procurement Tribunal under the PFMA Act to handle procurement disputes; and the implementation of the Integrated Financial Management Information System. Other matters still remain to be addressed.

49. The NCB shall follow the Government procurement procedures provided that the following provisions apply: (a) use of the World Bank's SBDs; (b) registration/classification of bidders by the PPAD, Ministry of Public Works and Transport, or any other body shall not be used as a condition of bidding; (c) preferences will not be granted based on the citizen's degree of ownership and local content; (d) bracketing to provide for the rejection of bids, which are in excess of 15 percent of the cost estimate, will not be used; (e) award of contract must be made to the lowest evaluated tender; and (f) award of contracts shall be publicly disclosed in the media for wide circulation.

50. **Procurement of works.** The project will not finance works.

51. **Procurement of goods.** Goods to be procured under this project include textbooks, literacy and numeracy kits, wall charts, readers-books, computers and tablets, printers, projectors, travel kits and GPS equipment. Goods are estimated in aggregate at not more than US$8,070,000. The procurement of goods will be done using the Bank's SBDs for all procurement under ICB and NCB as appropriate. United Nations' agencies and direct contracting may also be considered with the Bank's prior review and approval.

52. **Procurement of services (other than consultants' services).** Services (other than consultants' services) to be procured under the project will include transport for kits delivery, Information, Education and Communication Campaign for HIV/AIDS and printing. Services are estimated in aggregate at not more than US$216,000. The project will use the Bank's SBDs for both ICB and NCB as appropriate.

53. **Selection of consultants.** Consultants' services required for firms and individuals by the overall project are estimated in aggregate at not more than US$4,446,000 to cover consultancies for assessments, education planning, SIPs manual, school card design, curriculum audit, support to the EMIS, school construction strategy, TVET policy, HIV/AIDS communication, and facilitators for the grants at school level. The NJCTL, who will support the implementation of the PMI and PSI will be single-sourced. As the creators of the PMI and PSI approach, the NJCTL is the only organization with the expertise to carry out this pilot program. The Government has requested this approach to be implemented in the Lesotho context.

54. **Training.** This category will cover all costs related to the carrying out of study tours, training courses, and workshops, that is, hiring of venues and related expenses, stationery, and resources required to deliver the workshops as well as costs associated with financing the participation of community organization in short courses, seminars and conferences including associated per diem and travel costs. Training projects would be part of the Annual Work Plan and budget and will be included in the Procurement Plan. Prior review of training plans, including proposed budget, agenda, participants, location of training, and other relevant details, will be required only on annual basis.

55. **Operating costs.** Incremental operating costs include expenditures for maintaining equipment and vehicles, fuel, office supplies, utilities, consumables, allowable travel per diems and, allowable travel and accommodation expenses, workshop venues and materials. These will be procured using the Borrower's administrative procedures, acceptable to the Bank.

56. **Procurement Manual.** The procurement procedures and SBDs to be used for Bank-funded procurement are presented in the Procurement Manual in line with the guidelines of the Bank. The Procurement Manual includes the component descriptions, institutional arrangements, Regulatory Framework for procurement, approval systems, activities to be financed, procurement and selection methods, thresholds, prior review and post reviews arrangements and provisions, filing and data management and the Procurement Plan for the first 18 months for all project components. The Procurement Manual will be updated from time to time by the MoET.

57. **Assessment of the MoET PU's capacity to implement procurement.** The MoET's PU comprises a procurement manager, three POs, four assistant POs, and six store keepers. The manager, POs, and assistant POs possess a minimum of a first degree and are at various stages of the CIPS qualification. Two POs have received procurement training from Eastern and Southern African Management Institute whilst another PO has since left the MoET. The positions of two senior POs are vacant. The MoET has a Tender Panel chaired by the deputy PS whose membership includes senior staff of the MoET. The Tender Panel is ultimately responsible for all procurement within the MoET.

58. As per the PPR of Lesotho (2007), procurement has been decentralized to procuring entities, and all procurement decisions will therefore be made at the ministry level. Delays in obtaining procurement clearances are therefore not envisaged.

59. **Procurement supervision.** Given the country context and the project risk indicated above, an Annual Post Procurement Review will be conducted in addition to the semiannual supervision missions by the Bank. The Annual Post Procurement Review will be carried out either by the Bank or Bank-appointed consultants. The frequency of procurement supervision missions will be once every six months and special procurement supervision for post procurement reviews will be carried out at least once every twelve months.

60. To enhance the transparency of the procurement process, the recipient shall publish the award of contracts procured under ICB procedures or selected under the Quality- and Cost-Based Selection method, generally within two weeks of receiving the Bank's no-objection to the recommendation of award of contract, in accordance with the Procurement and Consultants

Guidelines. Additional procedures, as elaborated in the Procurement Manual, will govern the disclosure under other procurement and selection methods.

61. **Procurement Plan.** The Borrower has developed a draft Procurement Plan for project implementation. The Procurement Plan will be updated annually or as required to reflect the actual project implementation needs and improvements in institutional capacity.

Goods and Works and Non-consulting Services

62. **Prior Review Threshold**. Procurement decisions subject to prior review by the Bank as stated in Appendix 1 in the Procurement Guidelines.

Prior Review Threshold: Goods, Works and Non-consulting Services

Table 3.6. Prior Review Threshold

	Procurement Method	Procurement Method Threshold (US$)	Prior Review Threshold (US$) MODERATE RISK PROJECT
Works			
1.	ICB	≥ 7,000,000	> 15,000,000
2.	NCB	> 200,000–< 7,000,000	As per Procurement Plan
3.	Shopping (small contracts)	< 200,000	As per Procurement Plan
4.	Direct contracting	n.a.	All
Goods and Nonconsulting Services (excluding consultants services)			
1.	ICB	> 1,000,000	> 3,000,000
2.	NCB	>100,000 – <1,000,000	As per Procurement Plan
3.	Shopping	<100,000	As per Procurement Plan
4.	Direct contracting	n.a	All

Procurement Packages Subject to Bank Prior and Post Review with Selection Methods and Time

Table 3.7. Procurement Packages Subject to Bank Prior and Post Review

1	2	3	4	5	6	7
Ref No.	**Contract (Description)**	**Estimated Cost (US$)**	**Procurement Method**	**Review by Bank (Prior/ Post)**	**Expected Bid-Opening Date**	**Comments**
WORKS						
	n.a.					
GOODS						
G01	Travel kits for DRT (84), SSU (12), SA (20), Inspectors (15), EO (40)	77,000	Shopping	Post	May 12, 2017	–
G02	Tablets for DRTSs (84), SSU (12), SA (20), Inspectors (15), EO (40) and for Planning Department (5) and Component Managers (4)	76,000	Shopping	Post	Oct 21, 2017	–
G03	Literacy Kits (English & Sesotho) for Grade 1 to 3 and Numeracy Kits for Grade 1 to 7 for 312 schools	1,331,000	ICB	Prior	May 12, 2017	–
G04	Literacy Wall Charts (English & Sesotho) for Grade 2 and Grade 3; Numeracy Wall Charts for Grade 1 to 3; and Teaching Aids for Math and Science (312 schools)	144,000	NCB	Prior	Apr 28, 2017	–

1	2	3	4	5	6	7
Ref No.	**Contract (Description)**	**Estimated Cost (US$)**	**Procurement Method**	**Review by Bank (Prior/ Post)**	**Expected Bid-Opening Date**	**Comments**
G05	Projectors for TSD (3) and PFU (1); and Interactive projectors for 17 schools	163,000	NCB	Post	Aug 15, 2016	–
G06	Printers for the NCDC (3), PU (2) and component managers (4); Desktops for the NCDC (10), TSD (15), Inspectorate (30), PU (3)	65,000	Shopping	Post	Jan 2, 2017	–
G07	Desktops and software for visually impaired	201,000	Direct Contracting	Prior	Jan 2, 2017	–
G08	Laptops and software for teachers for 17 schools	43,000	Shopping	Post	Aug 1, 2016	–
G09	Laptops and software for the TSD (12), NCDC (20), ECoL (10) and Planning (4)	99,000	Shopping	Post	Jun 20, 2017	–
G10	Photocopiers for Districts (including ink and paper)	53,000	Shopping	Post	Jul 18, 2017	–
G11	GPS Equipment	7,000	Shopping	Post	Mar 31, 2016	Supported under PPA
G12	Readers (English and Sesotho) for Grade 1 to 4 and Supplemental Reading for Grade 5 to 7	3,573,000	ICB	Prior	May 29, 2017	–
G13	Math and Science Textbooks for Grade 8 to 10	1,450,000	ICB	Prior	Sept 29, 2017	–
G14	Solar panels for 3 schools	32,000	Shopping	Post	Aug 1, 2016	–
G15	Science equipment for 17 schools	78,000	Shopping	Post	Aug 1, 2016	–
G16	Bookshelf/Corner Library for 312 schools, and Computer stands (15) for TSD	550,000	NCB	Prior	Sept 20, 2016	–
G17	Student polling devices for 17 schools	118,000	NCB	Post	Aug 1, 2016	–
G18	Bulk stationery for workshops and training on an annual basis	21,000	Shopping	Post	Jul 12, 2016	–
G19	Mobile filing cabinet, and Build in shelves and mobile ladder for the PU	6,000	Shopping	Post	Sept 20, 2016	–
G20	Maths and Science software (preloaded subjects)	4,000	Direct Contracting	Prior	Oct 18, 2016	–

1	2	3	4	5	6	7
Ref No.	**Contract (Description)**	**Estimated Cost (US$)**	**Procurement Method**	**Review by Bank (Prior/ Post)**	**Expected Bid-Opening Date**	**Comments**
NONCONSULTING SERVICES						
NC01	Printing of SIP Manual	50,000	Shopping	Post	Dec 1, 2016	–
NC02	Printing of Teachers Tests (pre & post) Printing of Teacher Tests (Math & Science)	53,000	Shopping	Post	Jun 11, 2016	–
NC03	Printing Subject Teacher Tests (pre & post) for training for piloting	39,000	Shopping	Post	Aug 15, 2016	–
NC04	Printing Subject Teacher Tests (pre & post) for training of teachers for new Lesotho model (Grade 8)	13,000	Shopping	Post	Jul 13, 2020	–
NC05	Printing of Handouts in schools with electricity	43,000	Shopping	Post	Feb 6, 2017	–
NC06	Printing of Assessment Packages (for Grade 7) for 312 Targeted Schools	37,000	Shopping	Post	Jan 16, 2017	–
NC07	Printing of Achievement and Aptitude Test for 312 Schools G4 and G7	46,000	Shopping	Post	Jan 24, 2017	–
NC08	Printing of SIPs. 377 schools*50 copies per school	79,000	Shopping	Post	Nov 21, 2016	–
NC09	Printing of School report card	24,000	Shopping	Post	Mar 6, 2017	–
NC10	Transport for Delivery of Literacy/Numeracy Kits	42,000	Shopping	Post	Oct 11, 2017	–
NC11	Information and Outreach Campaign (radio ads, public gatherings). Information Campaign	53,000	Shopping	Post	Apr 5, 2017	–
NC12	Pilot Instruments for Baseline for Grade 9 Assessment	47,000	Shopping	Post	Aug 1, 2017	–
NC13	Engagement of workshop/training facilities' service providers on an annual basis (for example, hotels)	359,000	Shopping	Post	Sept 16, 2016	Shopping because it may be done on a district by district basis and

1	2	3	4	5	6	7
Ref No.	**Contract (Description)**	**Estimated Cost (US$)**	**Procurement Method**	**Review by Bank (Prior/ Post)**	**Expected Bid-Opening Date**	**Comments**
						likely to go below the NCB threshold

Note: SA = Subject Advisor; EO = Education Officers

Selection of Consultants

63. **Prior Review Threshold**. Selection decisions subject to prior review by Bank as stated in appendix 1 to the Guidelines Selection and Employment of Consultants.

Prior Review Threshold: Consultants

Table 3.8. Prior Review Threshold - Consultants

	Selection Method	Selection Method Threshold	Prior Review Threshold MODERATE RISK PROJECT
1.	QCBS and QBS	≥ $300,000	As per Procurement Plan
2.	FBS, QBS, LCS, and CQS	< $300,000	As per Procurement Plan
3.	Single Source (Firms)	n.a.	All
4.	Individual Consultants	n.a.	As per Procurement Plan
5.	Single Source (Individual Consultants)	n.a.	All

Note: QCBS = Quality- and Cost-Based Selection (Section II of the Consultants' Guidelines); LCS = Least-Cost Selection (Para 3.6, of the Guidelines); CQS = Selection based on the Consultants' Qualifications (Para 3.7 of the Guidelines); FBS= Selection under a Fixed Budget (Para 3.5 of the Guidelines); QBS = Quality-Based Selection (Para 3.2 of the Guidelines)

64. **Short list comprising entirely of national consultants**. Short list of consultants for services, estimated to cost less than US$300,000 equivalent per contract, may comprise entirely of national consultants in accordance with the provisions of Paragraph 2.7 of the Consultant Guidelines. All terms of reference irrespective of the value of the consultancy assignment are subject to prior review.

Consultancy Assignments with Selection Methods and Time Schedule

Table 3.9. Consultancy Assignments

Ref No.	Description	Estimated Amount in US$	Procurement/ Selection Method	Prior or Post Review	Expected Proposal Submission/ Opening Date	Comments
C01	Development and upload of DRT supervision forms to tablet—1 national consultant for 2 months	11,000	IC	Post	Aug 1, 2016	–
C02	The NJCTL consultancy (including evaluation)	1,913,000	SSS	Prior	Jul 15, 2016	As the creators of the PMI and PSI approach, NJCTL is the only organization with the expertise to carry out this pilot program. The government has requested this approach to be implemented in the Lesotho context.
C03	Consultant for supporting assessment—4 assessment consultants	189,000	IC	Post	Jul 20, 2017	Post because there will 4 separate contracts each below prior review threshold
C04	TA to develop new math & science curriculum related assessment packages for Grades 8 to 10—1 international consultant for months	46,000	IC	Post	Jan 3, 2020	–
C05	Preparation for SIP Manual (English) and Master Trainer—1 international consultant for 9 months	142,000	IC	Prior	Oct 26, 2016	–
C06	Preparation of SIP Manual (Sesotho) and Master Trainer—1 national consultant for 9 months	47,000	IC	Post	Nov 7, 2016	–
C07	Consultant to screen facilitators.	1,000	IC	Post	Jun 6, 2016	–
C08	Engagement of facilitators (90 for very remote schools and 60 for less remote schools)	2,500,000	IC	Post	Jul 17, 2017	Post since there will be 150 separate contracts all below post review threshold

C09	Study on Teacher Supply, Demand and Management (also teacher career development strategies)	158,000	IC	Prior	Jan 4, 2016	Supported under PPA
C10	Study on the dropout at primary level	105,000	IC	Prior	Sept 18, 2017	–
C11	Baseline Assessment on Math & Science Teacher Skills at Junior Secondary	92,000	IC	Post	Mar 22, 2016	Supported under PPA
C12	Final Assessment on Math & Science Teacher Skills at Junior Secondary	66,000	IC	Post	Aug 10, 2020	–
C13	Baseline Assessment for Primary Teacher Skills/Competencies	100,000	IC	Post	Jul 8, 2016	Supported under PPA
C14	Final Assessment for Primary Teacher Skills/Competencies	58,000	IC	Post	Aug 10, 2020	–
C15	Study on Education Language Policy	53,000	IC	Post	Jul 17, 2018	–
C16	Baseline for Grade 9 Assessment	53,000	IC	Post	Jun 8, 2016	Supported under PPA
C17	Support for Assessment (Communication to Teachers). Campaigns on student assessment.	42,000	IC	Post	Dec 15, 2017	–
C18	Curriculum Audit (G1–G7) in 5 Learning areas—international firm.	116,000	CQS	Post	Sept 5, 2016	–
C19	Expert in Education Planning—1 individual	378,000	IC	Prior	Sept 27, 2016	–
C20	Consultant for refining and finalizing NFE policy	11,000	IC	Post	Feb 6, 2019	–
C21	School Construction Strategy—1 international consultant	63,000	IC	Post	Feb 18, 2019	–
C22	School Construction Strategy—1 national consultant	16,000	IC	Post	Feb 18, 2019	–
C23	Design of school report card—1 international consultant for 2 months	32,000	IC	Post	Aug 19, 2016	–
C24	Consultations for TVET	32,000	IC	Post	Sept 23, 2019	–
C25	HIV/AIDS.—consultant services	84,000	IC	Post	Apr 16, 2018	–
C26	Support to EMIS—1 consultant to support data collection	16,000	IC	Post	Jan 18, 2017	–
C27	Project management consultant	63,000	IC	Post	Sept 20, 2016	–

C28	Recruitment of project coordinator for 11 months	69,000	IC	Post	Dec 17, 2015	Supported under PPA
C29	Recruitment of finance manager for 11 months	58,000	IC	Post	Dec 17, 2015	Supported under PPA
C30	Recruitment of procurement specialist for 11 months	51,000	IC	Post	Dec 17, 2015	Supported under PPA and contract commenced on February 22, 2016
C31	Recruitment of M & E specialist for 36 months	197,000	IC	Prior	Jul 22, 2016	–
C32	Recruitment of project officer for 36 months	87,000	IC	Post	Aug 20, 2016	–
C33	Recruitment of 2 records keeping staff for 36 months	68,000	IC	Post	Aug 20, 2016	–
C34	Recruitment of driver for 36 months	19,000	IC	Post	Aug 20, 2016	–

Note: SSS = Single Source Selection; IC = Individual Consultant; CQS = Selection based on the Consultants' Qualifications; M&E = Monitoring and Evaluation; PPA = Project Preparation Advance.

Environmental and Social (including safeguards)

65. **The project is classified as Category C.** The proposed project does not trigger any of the Bank's safeguards policies as it will not support physical infrastructure. The Project Implementation Manual as well as the manual for the SIPs, will include specific clauses describing the ineligibility of physical infrastructure under the project.

66. **The project is expected to generate positive social impacts and enhance equity.** Based on 2014 EMIS data, the project is expected to benefit as many as approximately 86,500 beneficiaries, which includes 53,000 current students and 19,500 new incoming Grade 1 students in the targeted primary schools; 12,000 students who attend the targeted junior secondary schools; 1400 primary teachers; 200 junior secondary teachers; 100 DRTs, subject advisors, and inspectors; and 377 school boards. The beneficiary schools are located mainly in rural areas and primarily serve impoverished children, two main factors that determine school achievement. This deliberate targeting is expected to increase equity in the distribution of educational quality.

Monitoring and Evaluation

67. **Framework.** A Results Monitoring and Evaluation Framework has been prepared and agreed upon with the Government. The results framework in Annex 1 defines the baseline and targets to assess the progress made toward achieving the PDO.

68. **Strategy.** The PFU in close collaboration with DoP in the MoET and other technical departments will be responsible for monitoring and evaluation activities. The MoET departments will assist the process by feeding in the necessary information and data.

69. **Capacity.** The project will support the strengthening of the EMIS to ensure better collection and use of data for decision-making. Data collected will support the annual and periodic implementation progress reports of the project.

70. **Monitoring and evaluation of activities.** Under the responsibility of DoP, the PFU will be in charge for monitoring and evaluation of activities by the different departments involved in project activities. In addition, supervision of activities will be handled by the PFU and/or third-party mechanisms. Specifically, supervision could be handled through spot checks by an internal auditor of activities, third-party verification through nongovernmental organizations, parents' associations at school level, the regional and local structure of the MoET, and as part of the external audit of the project.

71. **Evaluations.** Each of the project activities will be evaluated periodically to ensure implementation is on track, the results are achieved and the impact of interventions is captured, as well as to provide lessons learned and inform further project implementation. An evaluation to assess the impact of the SIP intervention on student retention and other outcomes will be financed. The quantitative assessment will be complemented by a qualitative study on among others, social capital in the mountainous regions and how it affects participation in the SIP process. Evaluation findings will determine whether the intervention has the potential to be scaled up by the government in the future. The PFU will ensure that project activities will be evaluated on a regular basis.

72. **Reports.** Progress reports will be prepared twice a year on the status of project implementation and outcomes as well as updated data on performance indicators. Evaluation of activities and specific analytical work will be carried out periodically to measure the project's impact on beneficiaries and the efficiency of service delivery. The PFU will ensure that reports are produced on time and submitted through the DP to the Overall Project Coordination Committee for discussion and endorsement before being shared with the Bank and partners.

73. **Agreed indicators for monitoring.** The indicators cover the three components and are included in the results framework in Annex 1.

74. **Support missions.** The Bank will carry out at least two implementation support missions per year to assess the progress of project activities, evaluate the project's technical and financial performance, and provide recommendations for improved implementation. In between, technical missions will be organized depending on the needs. Two technical missions have been planned for the first two years of the project, in addition to the supervision mission.

75. **Report on sector performance.** The LEG together with the MoET will monitor the sector performance through the joint sector reviews.

Annex 4: Implementation Support Plan

KINGDOM OF LESOTHO: Education Quality for Equality Project

Strategy and Approach for Implementation Support

1. The ISP for the project has been developed based on the complex and innovative character of activities, the existing capacity of the government counterparts, and the project's risk profile in accordance with the Systematic Operations Risk-Rating Tool. Therefore, intensified support will be essential to ensure that the project is implemented successfully. The ISP will be reviewed during implementation as needed to ensure that it continues to meet the implementation support needs of the project.

2. The objective of the ISP is to provide adequate support to the MoET departments in the implementation of the project, focusing on results. Technical and fiduciary capacity strengthening and implementation support will be provided throughout the project life. The implementation support by the Bank will comprise at least two regular implementation support missions every year. Individual staff might carry out additional technical missions based on the needs. Continued support via virtual communication methods (such as video conference, audio conference, e-mail, Skype, telephone, and so on) will be organized between the implementation support missions.

3. The two regular implementation support missions will include field visits to collect firsthand, qualitative information on project implementation status, progress, and performance. The risks will also be monitored and the risk assessment will be updated as needed. The main findings, recommendations, and agreed actions during those missions will be recorded in aide memoires.

4. An MTR will be carried out approximately halfway through the implementation of the project to take stock of the performance under the project. The MTR would assess progress toward achieving the PDO indicators and PDO as well as the overall project implementation arrangements. Based on the findings at the MTR, recommendations for amendments to the project will be considered by both the government counterparts and the Bank management team.

Implementation Support Plan

5. The Bank team will provide direct implementation support and additional consultants might be asked to provide TA, as needed. Particularly, during the first year of the project, the project will benefit from the expertise of technical and institutional consultants who have worked on the project preparation to ensure smooth implementation. The implementation support under the proposed project will focus on overall policy dialogue for the education sector, project and components' strategic objectives, overall implementation, FM, procurement, and monitoring and evaluation as shown in Table 4.1. This table does not include ad hoc consultants based on the needs to boost implementation.

Table 4.1. Personnel Requirement

Time	Focus	Skills Needed	Resource	Education Partners Role
September/ October 2016	Project implementation launching workshop	Education sector overall policy dialogue, overall implementation, project specific activities, institutional strengthening, procurement, FM, M&E and results, disbursement, legal	Bank TTL, education specialist/operation officer/analyst, FM, procurement, M&E, lawyer, disbursement, safeguard	Participation in launching workshop
Throughout the project implementation period	Overall policy dialogue; project implementation supervision and support; team management and coordination; internal reporting; coordination with the LEG and with other sectors	Task/project/team management, education planning, policy dialogue and analysis	Bank TTL	Sharing of information on the sector and update on respective programs in the sector Feedback on project impact on the education sector
	Review of education program; implementation progress and performance; technical and advisory support for project implementation	Education planning, policy dialogue and analysis, operations	Education specialist/operations officer/analyst	
	Review of M&E arrangements; data quality; implementation progress and performance indicators; technical and advisory support for M&E	Technical knowledge and experience in M&E	M&E/ implementation specialist	
	Review of FM arrangements; technical and advisory support for FM issues	Technical knowledge and experience in FM	FM specialist	
	Review of procurement arrangements and capacity; procurement documents; technical and advisory support for procurement issues	Technical knowledge and experience in procurement	Procurement specialist	
	Review of implementation progress on SBM-related activities and performance indicators; technical and advisory support for SBM-related issues	Technical knowledge and experience in SBM	SBM specialist	
	Review of implementation progress on math and science-related activities and performance indicators; technical and advisory support for math and science issues	Technical knowledge and experience in math and science program	Math and science specialist	

Note: M&E = Monitoring and Evaluation; SBM = School-Based Management; TTL = Task Team Leader.

Table 4.2. Skills Mix Required

Skills Needed	Number of Staff Weeks per FY	Number of Trips per FY	Comments
Senior education specialist (TTL)	20	3	HQ
Education specialist/operations analyst/officer	12	2	HQ or in the region
Senior procurement specialist	6	2	In the region (Pretoria)
Senior FM specialist	6	2	In the region (Pretoria)
M&E specialist	8	2	HQ or in the region
Senior legal counsel	2	–	–
Overall implementation specialist	12	2	Consultant
Math and science program specialist	5	2	Consultant
SBM specialist	5	2	Consultant
Program assistant	5	–	HQ
Team assistant	3	–	In the region (Maseru)

Note: SBM = School-Based Management; TTL = Task Team Leader

Table 4.3. Partners

Name	Institution/Country	Role
UNESCO	UN	Sector coordination
UNICEF	UN	Inputs and feedback, coordination
JICA	Japan	Inputs and feedback, coordination
China	China	Inputs and feedback, coordination
Irish Aid	Ireland	Inputs and feedback, coordination
European Commission	European Union	Inputs and feedback, coordination
Peace Corps	United States of America	Inputs and feedback, coordination
Vodacom Foundation	Private sector	Inputs and feedback, coordination

Annex 5: Economic and Financial Analysis

KINGDOM OF LESOTHO: Education Quality for Equality Project

1. The principal benefits expected from the project are an improvement in basic education service delivery and reduction in dropout rate of students in targeted schools. A number of activities will be pursued to help students complete a quality basic education and to reduce the dropout rate, including teacher training, greater teacher support, provision of student learning materials and other equipment, and provision of school grants aimed at improving access and retention. This section provides the economic rationale for investment in basic education by focusing on the following six pillars:

(a) Evidence in external efficiency

(b) Internal efficiency

(c) Cost-benefit analysis that estimates the returns to investment and the expected labor market returns of the beneficiaries of the project

(d) Fiscal and sustainability analysis of the proposed project

(e) Justification for public investment

(f) Value add of the Bank

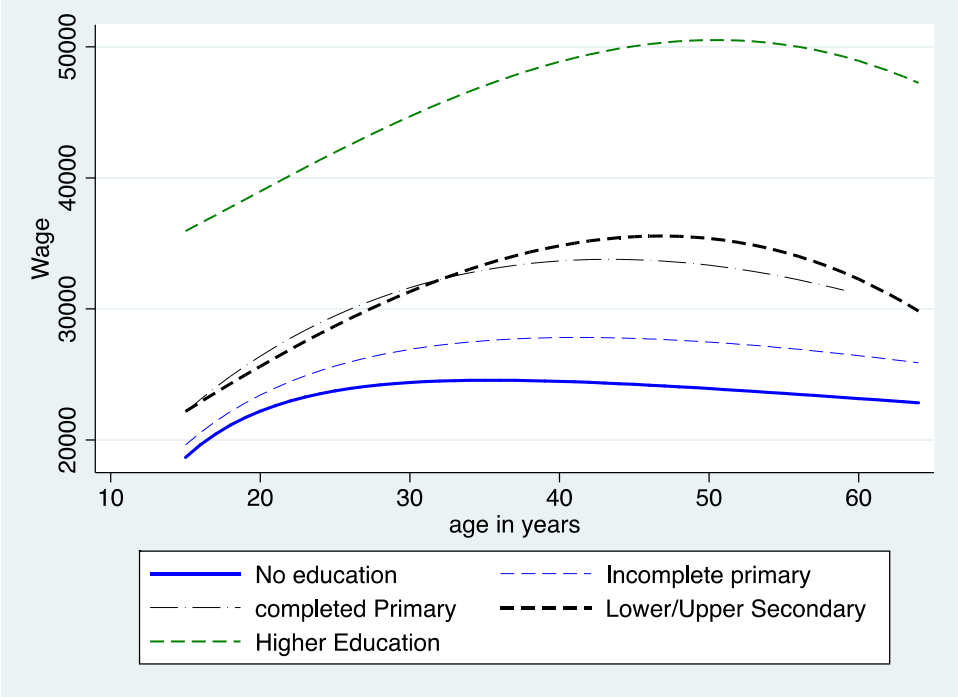
A. External Efficiency

2. In human capital theory, many studies argue that participation in education is an investment made with the expectation of returns later in life. At the individual level, people with more schooling tend to be more productive, earn more, be healthier, have fewer children, and be more likely to send their children to school.[90] The priority investment in quality basic education in Lesotho is justified because good quality basic education continues to be a major challenge in Lesotho and little progress has been made in this regard in over a decade. In research across countries, school quality explains variations in individuals' labor market outcomes and accounts for differences in countries' economic growth rates, among other factors. In South Asia, employer surveys suggest that inferior education is a barrier to private sector investment and company expansion.

[90] Duflo, E. 2001. "Schooling and Labor Market Consequences of School Construction in Indonesia: Evidence from an Unusual Policy Experiment," *American Economic Review* 91 (4): 795–814.
Psacharopoulos, G. 1993. "Returns to Investment in Education. A Global Update." Working Paper 1067, World Bank, Washington, DC.
Majgaard, K., and A. Mingat. 2012. *Education in Sub-Saharan Africa: A Comparative Analysis*. Washington, DC: World Bank.
Hanushek, E., and L.Woessmann. 2009. "Do Better Schools Lead to More Growth? Cognitive Skills, Economic Outcomes, and Causation." NBER Working Paper No. 14633. National Bureau of Economic Research, Cambridge, MA.

3. Estimates from the Kingdom of Lesotho Skills and Employment Survey in 2011 show that wage employment correlates and increases positively with education level. Lesotho's labor market clearly signals for investment in education. Figure 5.1 shows average simulated annual income by level of education and age.[91] As shown, a higher level of education rewards higher lifetime earnings.

Figure 5.1. Average Annual Simulated Earning by Education Levels



Source: Estimates from Kingdom of Lesotho Skills and Employment Survey 2011.

4. International evidence (see Table 5.1) highlights the positive effects of educational attainment on total social outcomes (defined as the average across the social outcomes of child bearing, antenatal health, child health and development, and poverty, HIV/AIDS, and the use of media).

5. **Each year of primary education contributes 8.0 percent to the total impact, compared to 8.5 percent for each year of junior secondary year and 9.2 percent for an additional year of senior secondary schooling.** The benefit-to-cost ratio, defined as the ratio of the contribution to total social outcome of each year of schooling to per student cost per year of schooling is 69:1 for basic education, 35:1 for junior secondary, and 16:1 for senior secondary education, reflecting the much higher costs of secondary education.

[91] The estimation is based on regression of wage for salaried workers aged 15 to 64 years whose earnings information is available. The regression is estimated using categorical dummies of education level, years of experience and squared of years of experience.

Table 5.1. Contribution to Social Outcomes by Year of Education (Average for Sub-Saharan Africa)

	Basic Education (6 years)	Junior Secondary Education (4 years)	Senior Secondary Education (2 years)
Share of total change in social outcome (0–12 years) contributed by schooling (average % across all social dimensions)	47.7	34.0	18.3
Contribution to total social outcome per year of schooling (%) **(a)**	8.0	8.5	9.2
Per student cost per year of schooling (expressed in multiples of GDP per capita) **(b)**	11.5	24.4	57.1
Benefit-to-cost ratio **(a/b)**	69	35	16

Source: Majgaard, K., and A. Mingat. 2012. *Education in Sub-Saharan Africa: A Comparative Analysis.* Washington, DC: World Bank.

B. Internal Efficiency

6. The project is also expected to improve the internal efficiency of basic education. Based on the EMIS data in 2013 and 2014, a reconstructed cohort survival rate method estimates that, for every 100 children who enter Grade 1, only 54 percent eventually reach Grade 6 with repetition as well as high dropout, and this drops to 40 percent without repetition (Table 5.2). For the targeted schools, this rate seems very low compared to national levels as only 16 percent of students who enter Grade 1 eventually reach Grade 6 without repetition based on repetition and dropout rates in 2013 and 2014. The same pattern is also observed with survival rate in lower secondary (Grade 9).

Table 5.2. Internal Efficiency of Basic Education, 2013

	2013
National	
Percentage that reaches Grade 6	54.4
Percentage that reaches Grade 6 without repetition	39.8
Percentage that reaches Grade 9	81.9
Percentage that reaches Grade 9 without repetition	72.7
Targeted schools	
Percentage that reaches Grade 6	26.0
Percentage that reaches Grade 6 without repetition	15.6
Percentage that reaches Grade 9	76.3
Percentage that reaches Grade 9 without repetition	66.9

Source: Calculations based on 2013 and 2014 EMIS data.

7. The project is expected to reduce the dropout rates of students. The dropout rate for Grade 1 to Grade 6 is assumed to drop from 18 percent in 2016 into 13 percent in 2021. Without the project, the rate is expected to pursue the trend observed over 2008 to 2013 and is estimated to increase by 0.4 percentage points per year. For Grade 8 and Grade 9, with the project, the dropout rate is assumed to decline from 21 percent in 2016 in 16 percent in 2021.

Table 5.3. Expected Impact of the Project in Reducing Dropout Rates

Assumptions of Dropout Rates	2016	2017	2018	2019	2020	2021
Grade 1–Grade 6						
- With the project (%)	18	19	18	17	15	13
- Without the project	Increase by 0.4 percentage points per year					
Grade 8–Grade 9						
- With the project (%)	21	20	20	19	18	16
- Without the project	Drop by 0.2 percentage points per year					

8. The reduction of the dropout rate with the project may lead to an increase of survival rate. For targeted schools in primary, it is estimated that 36 percent of students who enter Grade 1 will reach Grade 6, given assumed dropout rates in 2021 (versus 21 percent without the project). For junior secondary schools, 82 percent of students are expected to reach Grade 9 (versus 78 percent without the project).

Table 5.4. Estimations of Internal Efficiency for Targeted Schools, based on Dropout Rates in 2021

Targeted Schools	2013	2021	2021
		With Project	Without Project
Percentage that reaches Grade 6	26.0	36.4	21.1
Percentage that reaches Grade 6 without repetition	15.6	21.9	12.7
Percentage that reaches Grade 9	76.3	82.4	77.9
Percentage that reaches Grade 9 without repetition	66.9	72.3	68.3

Source: Calculations based on EMIS data.

C. Cost-Benefit Analysis

9. A cost-benefit analysis is conducted to examine the returns of the project with regard to assumed reduction in dropout rates due to the activities of the project. The analysis estimates a NPV of approximately US$25.9 million, corresponding to an estimated IRR of 15.5 percent. Different scenarios are used for the sensitivity analysis.

10. To conduct the cost-benefit analysis, the model makes several assumptions about the project and the associated benefits. The main assumptions are as follows:

- The dropout rate will be reduced by one percentage point in 2018 and 2019 and by two percentage points per year starting 2020 for students in Grade 1 to Grade 6 in targeted primary schools (Table 5.3).

- The dropout rate will be reduced by one percentage point per year in 2019 and 2020 and by two percentage points for the last year of the project for students in Grade 8 to Grade 9 in targeted junior secondary schools (Table 5.3).

- The repetition rates will remain the same over the period of the project, and the benefits of the reduction of dropout rate will therefore be reflected in an increase in promotion rate.

- To identify the benefits resulting from the project, a counterfactual scenario is estimated. The assumptions used for this counterfactual are that, without the project, the dropout rates pursue the trends observed over the recent years (trend over 2008 to

2013). It is estimated to increase by 0.4 percentage points per year for Grade 1 to Grade 6 and drop by 0.2 percentage points per year for Grade 8 and Grade 9.

Program Benefits

11. The benefits are taken to be the changes in the quantity and quality of education produced over the life of the project because of the project. Benefit streams are expected to be (a) increased wage incomes resulting from larger numbers of additional children completing Grade 6 in primary and Grade 9 in lower secondary schooling; and (b) enhanced labor earnings flowing from the higher quality of primary and secondary education due to the rise in education quality.

12. The project is estimated to produce an additional number of approximately 1,400 students of Grade 6 and 500 students who reached Grade 9 over the project life (2017 to 2021). It is assumed that these additional completers would not have completed their respective education levels had there been no project. Therefore, the benefit of the additional basic education completers is estimated to be the differential of a wage worker who has reached/completed the last grade of primary education and the worker who has no education. The wages include all the cash payment received—earning with regard to wage, housing, food, clothing, transport, or others. The first cohort of additional completers will be eligible to enter the labor market in 2020. The Lesotho Skills and Employment Survey in 2011 is used to estimate these wages. In 2011 prices, the wage for individuals who reached the last two grades of primary education is approximately LSL 2,500 per month and LSL 1,800 for those who have no education. This differential was then assumed to grow by five percent in every future year, in line with the anticipated inflation. For purposes of the analysis, it was assumed that the benefit stream accruing to the education of these cohorts will continue for 40 years. The same pattern is also used for secondary school and the differential wage of workers who completed/reached the last grade of secondary (LSL 2,600 per month) and workers with primary education is used.

13. The benefits resulting from enhancing the quality of the education can be measured by looking at student learning improvement through learning material provision (textbooks, literacy and numeracy kits, supplemental reading) and teacher training on subject and pedagogical content based on the new curriculum. The analysis builds on research findings from developing countries, showing first, the relationship between student learning outcomes and interventions in the project, and second, the impact of learning outcomes on labor market outcomes. The first relationship (impact of intervention on learning outcomes) is based on findings from Schiefelbein, Wolff, and Shiefelbein (1998).[92] It states that training teachers on using programmed learning materials may result in an increase, on average, of 7.6 percent on learning outcomes; the probability of adequate implementation of such an intervention is supposed to be 64 percent, leading to an overall impact of 12 percent. Findings from the labor market state that one standard deviation from the mean in learning outcomes or cognitive skills results in 0.17 to 0.22 proportional increases in wages.[93] Therefore, the overall impact of the teacher training is estimated to increase earnings by two percent. The same pattern is used to estimate the impact of

[92] Schiefelbein, E., L. Wolff, and P. Shiefelbein. 1998. "Cost-Effectiveness of Education Policies in Latin America: A Survey of Expert Opinion."
[93] Patrinos, H.A., and G. Psacharopoulos. 2010. "Returns to Education in Developing Countries."

learning material provision,[94] which is supposed to increase earnings by one percent. From these assumptions, the average annual earnings of those with primary education or secondary education are used to assess the impact of this estimated improvements in quality.

14. **The NPV of those benefits** are then estimated to be US$57,900,000 at a discount rate of ten percent.

Program Costs

15. The cost streams consist of the investment costs during the project, private costs from the households, and opportunity costs for the additional students reaching Grade 6 or Grade 9 in the benefits calculation above. The private costs include fees and other school-related costs such as transportation and books. These private costs are estimated based on the Lesotho Skills and Employment Survey in 2011 and then applied to additional students enrolled during the project. The opportunity costs are calculated based upon the average yearly income of a working child under the age of 15 who had not completed primary school. Therefore, the NPV of the economic costs is estimated to be US$26,700,000 at a discount rate of ten percent.

Cost and Benefits

16. Based on the previous results, the NPV for this project and the IRR are estimated by comparing the entire flow of costs and benefits over the life of the project and 40 years of working life of students impacted by the program. Using the above estimates, the NPV of the project is calculated to be US$25,900,000, which corresponds to an IRR of 15.5 percent.

Sensitivity to Principal Assumptions

17. As discussed in the preceding sections, the NPVs and the IRR are based on several assumptions. Two analyses are undertaken to test the sensitivity of the estimations: first, the implicit discount rate is taken to be 15 percent, and second, the active work cycle is assumed to be higher than 40 years. In both cases, the IRR remains significant.

Table 5.5. NPV and IRR Sensitivity to Principal Assumptions

Assumption	Change	NPV (US$)	IRR (%)
Principal analysis	According to description in text	25,900,000	15.5
Higher discount rate	Applied at 15% rather than 10%	1,200,000	15.5
An active work cycle	45 years	28,000,000	15.5

D. Fiscal and Sustainability Analysis

18. Public expenditure on education in Lesotho is high by international standards. It consistently represented 11 percent of GDP between 2010 and 2012. However, it has decreased slightly to nine percent in 2013. The share of education in all public expenditures varied between 17 percent and 19 percent from 2009 to 2011. Capital expenditures represented 12.5 percent of

[94] The estimated increase in achievement and the probability of adequate implementation are, respectively, 18.4 percent and 66 percent, leading to an overall impact of 5 percent.

the public expenditure on education in 2009, but they have declined over the years reaching its lowest at 5.5 percent in 2012. Conversely, the external funding remained involved in the investment expenditures and its share increased between 2011 and 2012, representing 85 percent of the capital expenditure. The project amount of US$25 million represents approximately 13 percent of total public expenditure on education in 2013.[95] However, as the project will occur over five years, this amount should represent, on average, less than 2.6 percent of current yearly spending, and thus will not have an important impact on the fiscal balance.

19. As mentioned above, the impact of the Lesotho: Education Quality for Equality Project on Government finances is relatively small and the impact on permanent costs should be minor. The vast majority of the project's interventions address quality improvement at primary and junior secondary and capacity building; thus, there are minor implications on the Government's fiscal space. In addition, the project will not increase the burden on the wage bill as it does not require the recruitment of additional or part-time teachers. The country has relatively low student-teacher ratios at primary and junior secondary and may use its existing capacity to respond to eventual enrollment increases in the targeted schools. The facilitators recruited to coach the school boards and school community in the development, implementation, and monitoring of the SIP and related activities will provide intensive support to schools only for three years. During the last years of the project, the follow-up of Component 2 will be performed entirely by the DRTs, Subject Advisors, school districts, and inspectors. In addition, the teacher training under the project uses the existing training system within the MoET, and the introduction of new technology in the teaching of math and science is much less expensive than the construction and maintenance of traditional laboratories. Furthermore, a low-cost model using only handouts will be explored to facilitate expansion under the state budget after the project closes. Given the assumed reductions in dropout rates because of the project, improving the efficiency may generate a monetary value toward savings, which can be used to further enhance the quality. Given the lack of information on primary and secondary expenditure over the last years, the per-completer savings cannot be estimated.

Table 5.6. Trend of the Education Expenditure from 2009 to 2013

(Current prices, LSL millions)	2009	2010	2011	2012	2013
Public expenditure on education	1,754.7	1,781.4	2,044.1	2,101.7	1,966.4
Recurrent expenditure	1,534.7	1,599.8	1,913.4	1,985.8	1,813.1
Capital expenditure of which external funding	220.0 70.5	181.6 67.8	130.7 64.0	115.9 85.3	153.3 73.9
Public expenditure on education as of GDP	12.1	11.2	11.3	11.0	9.1
Public expenditure on education as of government expenditure	17.7	19.0	18.1	—	—

Source: Ongoing Education Sector Study of Lesotho (Diagnostic) 2015; *Note:* — = Not available

E. Justification for Public Investment

20. The proposed project is best undertaken through public investment as the Government aims to reduce the significant inequality in the education sector and balance the market failure by addressing the needs of the poor. The project is targeting the poorest and least-performing

[95] With US$1 = LSL 10.8 in 2013 as indicated on Official Exchange Rate (databank), World Bank, Washington DC (accessed March 2, 2016), http://data.worldbank.org/indicator/PA.NUS.FCRF.

schools in lagging areas and districts. To reduce the inequality and inequity in the country, the project will support the MoET in fostering inclusive growth through increased attention to the needs of the 40 percent of the population living in poverty, mainly in rural areas, for whom services are not provided by the private sector. In addition, the project will support the conception and the piloting of the new national curriculum for math and science in junior secondary which is the mandate of the MoET and the private sector is not in a position to do this. Consequently, the rationale for public investment through this project is justified.

F. Value-add of the World Bank

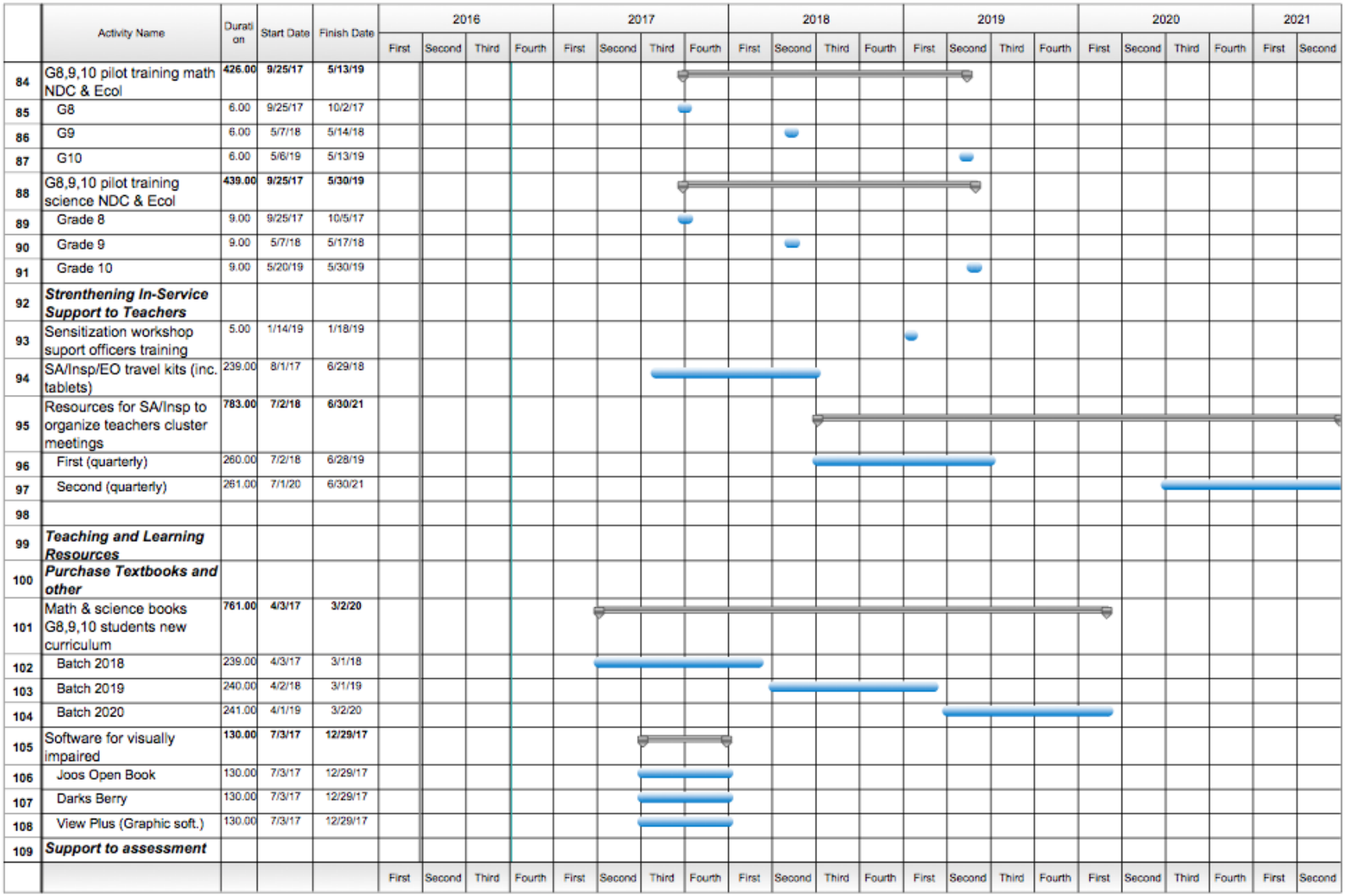
21. The Bank adds value to the Government efforts to address key education challenges through the provision of technical expertise and knowledge on international best practices and experiences of other countries, which will help build more efficient practices and systems in Lesotho. The few donors intervening in education, such as the AfDB and JICA, mostly invest in infrastructure, and the other technical partners like UNICEF and UNESCO intervene at a relatively small scale. The Bank has a comparative advantage with respect to other donors in the education sector for programs on quality and equity as it shares a mutual interest with the Government in targeting poverty and ensuring inclusive growth in the country. Adapting successful examples from Bank projects in other countries to the Lesotho context, the proposed project includes an innovative approach to teach math and science in junior secondary and a school-based management model to improve student retention and accountability at the school level. Furthermore, the Bank will help strengthen the MoET's institutional capacity through the provision of TA in project management, implementation, monitoring and evaluation, and data analysis. Given its long and positive experience in working with the Government, the Bank is in a position to efficiently discuss education policy and strategies with the Government.

Annex 6: Project Implementation Plan

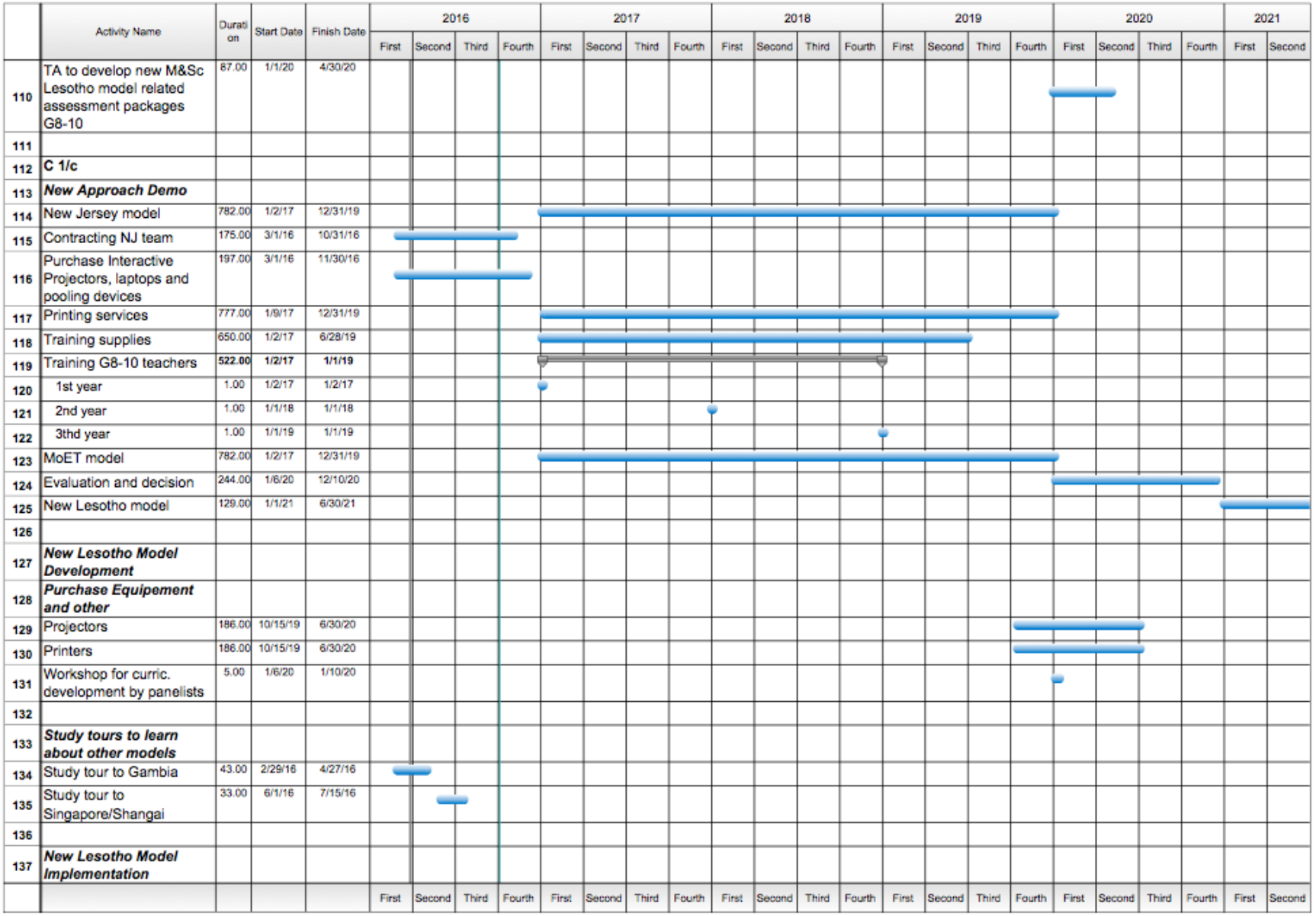
	Activity Name	Duration	Start Date	Finish Date	2016				2017				2018				2019				2020				2021	
					First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second
1																										
2	**Component 1**																									
3	**C 1/a**																									
4	***Teacher Competencies***																									
5	***In Service Teacher Training***																									
6	Teachers Tests (pre and post)	**807.00**	**4/3/17**	**5/5/20**																						
7	Pre 1	22.00	4/3/17	5/2/17																						
8	Post 1	21.00	4/2/18	4/30/18																						
9	Pre 2	22.00	5/6/19	6/4/19																						
10	Post 2	22.00	4/6/20	5/5/20																						
11	Training of trainers (district level)	**525.00**	**6/5/17**	**6/7/19**																						
12	First	5.00	6/5/17	6/9/17																						
13	Second	5.00	6/3/19	6/7/19																						
14	In service Teacher Training for G1-G4 (1)	**140.00**	**7/3/17**	**1/12/18**																						
15	First	5.00	7/3/17	7/7/17																						
16	Second	5.00	10/2/17	10/6/17																						
17	Third	5.00	1/8/18	1/12/18																						
18	Refresher In service Teacher Training for G1-G4 (2)	**140.00**	**7/1/19**	**1/10/20**																						
19	First	5.00	7/1/19	7/5/19																						
20	Second	5.00	10/7/19	10/11/19																						
21	Third	5.00	1/6/20	1/10/20																						
22	Subject Teacher Tests (pre and post)	**761.00**	**6/1/17**	**4/30/20**																						
23	Pre 1	7.00	6/1/17	6/9/17																						
24	Post 1	22.00	4/2/18	5/1/18																						
25	Pre 2	21.00	5/6/19	6/3/19																						
26	Post 2	22.00	4/1/20	4/30/20																						
27	Training of G5, G6, G7 Teachers in math&science	**150.00**	**7/3/17**	**1/26/18**																						
28	Fisrt	15.00	7/3/17	7/21/17																						
29	Second	15.00	10/2/17	10/20/17																						
30	Third	15.00	1/8/18	1/26/18																						
					First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second

	Activity Name	Duration	Start Date	Finish Date	2016				2017				2018				2019				2020				2021	
					First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second
31	Refresher of G5, G6, G7 Teachers in math&science	**150.00**	**7/1/19**	**1/24/20**																						
32	Fisrt	15.00	7/1/19	7/19/19																						
33	Second	15.00	10/1/19	10/21/19																						
34	Third	15.00	1/6/20	1/24/20																						
35																										
36	***Strengthening In-service Support to Teachers***																									
37	DRT Training	**525.00**	**6/5/17**	**6/7/19**																						
38	First	5.00	6/5/17	6/9/17																						
39	Refresher	5.00	6/3/19	6/7/19																						
40	Purchase of Tablets for DRTs	173.00	10/3/16	5/31/17																						
41	Development of forms	87.00	9/1/16	12/30/16																						
42	DRT and SSU Travel kits	218.00	5/1/17	2/28/18																						
43	Training SSU staff on lit. and num. kits delivery	3.00	1/8/18	1/10/18																						
44	Resources for DRTs to organize teachers cluster meetings	**541.00**	**1/8/18**	**2/3/20**																						
45	First (quarterly, 2 days)	260.00	1/8/18	1/4/19																						
46	Second (quarterly, 2 days)	262.00	2/1/19	2/3/20																						
47																										
48	***Teaching and Learning Resources***																									
49	***Purchase of Literacy Kits***																									
50	Literacy kits English G1 incl. dev. and training and transport	260.00	10/3/16	9/29/17																						
51	Literacy kits Sesotho G1 incl. dev. and training and transport	260.00	10/3/16	9/29/17																						
52	Numeracy kits G1-G7 incl. dev. and training and transport	260.00	10/3/16	9/29/17																						
53																										
54	***Purchase Other Classroom and Teaching Resources***																									
55	Literacy wall charts G2	260.00	10/3/16	9/29/17																						
					First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second

	Activity Name	Duration	Start Date	Finish Date	2016				2017				2018				2019				2020				2021	
					First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second
56	Literacy wall charts G3	260.00	10/3/16	9/29/17																						
57	Numeracy wall charts G1	260.00	10/3/16	9/29/17																						
58	Numeracy wall charts G2	260.00	10/3/16	9/29/17																						
59	Numeracy wall charts G3	260.00	10/3/16	9/29/17																						
60	Readers G1-G4 English and Sesotho	260.00	10/3/16	9/29/17																						
61	Suppl. reading for G5-G7	260.00	10/3/16	9/29/17																						
62	Bookshelf/corner library	260.00	10/3/16	9/29/17																						
63	Teaching Materials for math & science G5-G7	260.00	10/3/16	9/29/17																						
64																										
65	***Support to Assessment Activities***																									
66	***Assessments Packages 312 primary schools***																									
67	Review assessment package G7	21.00	7/1/16	7/29/16																						
68	Printing of assessment package G7	130.00	4/3/17	9/29/17																						
69	Training of teachers G7	20.00	9/4/17	9/29/17																						
70	Consultants for supporting assessment	131.00	7/1/16	12/30/16																						
71	Printing achievement and aptitude tests G4 and G7	88.00	8/1/16	11/30/16																						
72																										
73	**C 1/b**																									
74	***Teacher Competencies***																									
75	***Training for Piloting Revised Curriculum***																									
76	Subject teacher tests (pre and post)	**720.00**	**1/2/17**	**10/4/19**																						
77	G8 Pre	151.00	1/2/17	7/31/17																						
78	G8 Post	15.00	12/11/17	12/29/17																						
79	G9 Pre	65.00	1/1/18	3/30/18																						
80	G9 Post	21.00	9/3/18	10/1/18																						
81	G10 Pre	64.00	1/1/19	3/29/19																						
82	G10 Post	25.00	9/2/19	10/4/19																						
83	Training of trainers	10.00	9/1/17	9/14/17																						
					First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second

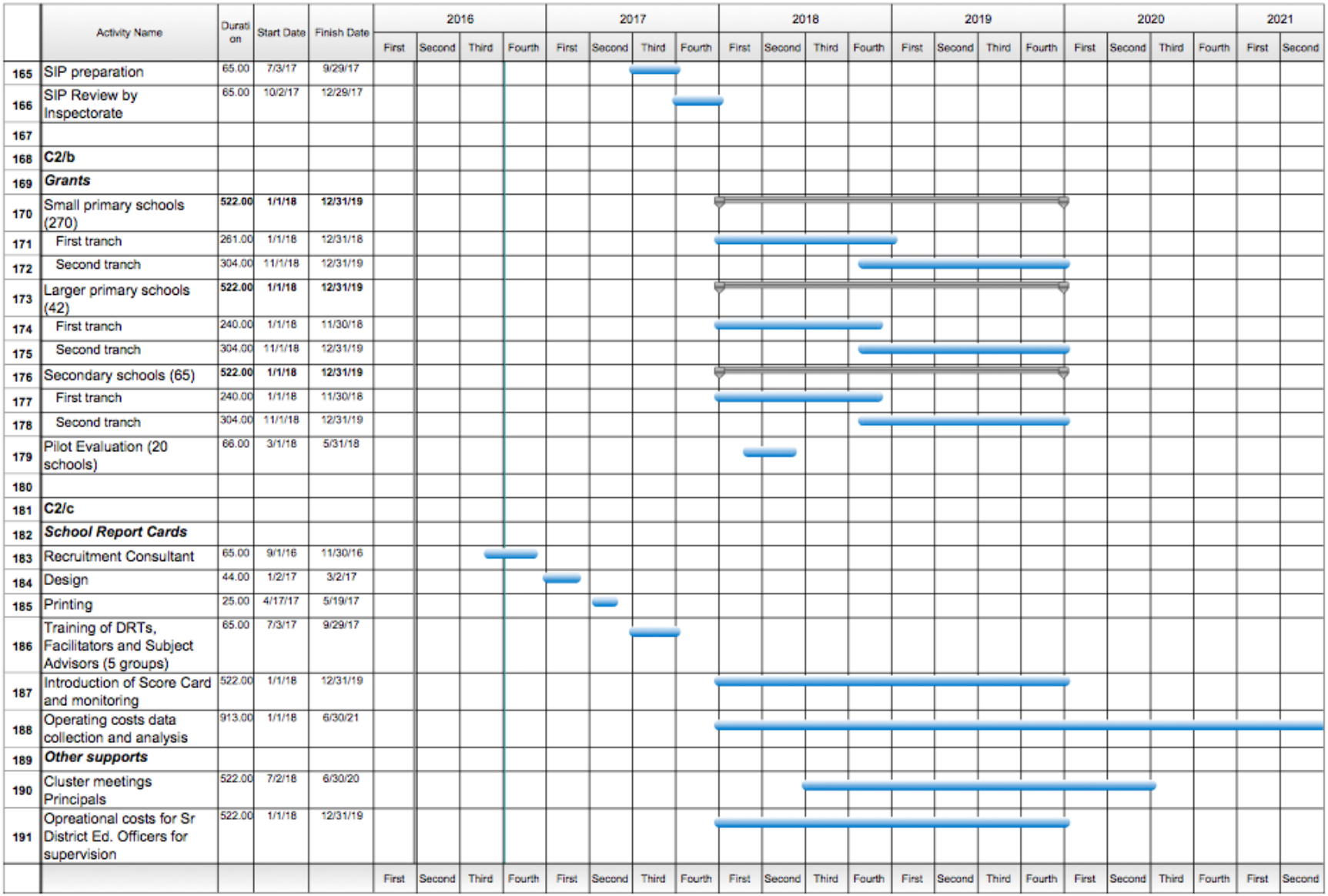


	Activity Name	Duration	Start Date	Finish Date
84	G8,9,10 pilot training math NDC & Ecol	**426.00**	**9/25/17**	**5/13/19**
85	G8	6.00	9/25/17	10/2/17
86	G9	6.00	5/7/18	5/14/18
87	G10	6.00	5/6/19	5/13/19
88	G8,9,10 pilot training science NDC & Ecol	**439.00**	**9/25/17**	**5/30/19**
89	Grade 8	9.00	9/25/17	10/5/17
90	Grade 9	9.00	5/7/18	5/17/18
91	Grade 10	9.00	5/20/19	5/30/19
92	***Strenthening In-Service Support to Teachers***			
93	Sensitization workshop suport officers training	5.00	1/14/19	1/18/19
94	SA/Insp/EO travel kits (inc. tablets)	239.00	8/1/17	6/29/18
95	Resources for SA/Insp to organize teachers cluster meetings	**783.00**	**7/2/18**	**6/30/21**
96	First (quarterly)	260.00	7/2/18	6/28/19
97	Second (quarterly)	261.00	7/1/20	6/30/21
98				
99	***Teaching and Learning Resources***			
100	***Purchase Textbooks and other***			
101	Math & science books G8,9,10 students new curriculum	**761.00**	**4/3/17**	**3/2/20**
102	Batch 2018	239.00	4/3/17	3/1/18
103	Batch 2019	240.00	4/2/18	3/1/19
104	Batch 2020	241.00	4/1/19	3/2/20
105	Software for visually impaired	**130.00**	**7/3/17**	**12/29/17**
106	Joos Open Book	130.00	7/3/17	12/29/17
107	Darks Berry	130.00	7/3/17	12/29/17
108	View Plus (Graphic soft.)	130.00	7/3/17	12/29/17
109	***Support to assessment***			

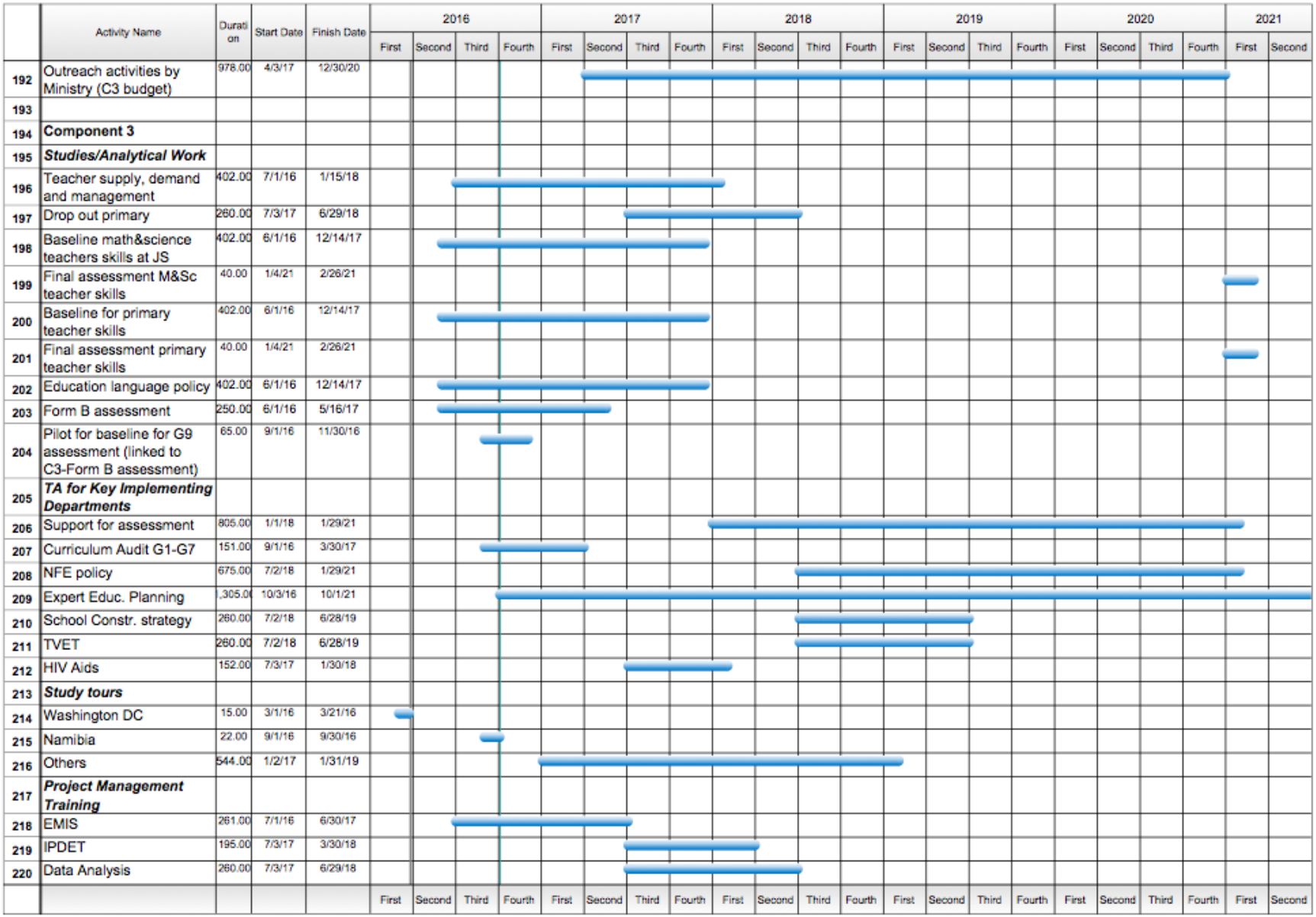


	Activity Name	Duration	Start Date	Finish Date
110	TA to develop new M&Sc Lesotho model related assessment packages G8-10	87.00	1/1/20	4/30/20
111				
112	**C 1/c**			
113	***New Approach Demo***			
114	New Jersey model	782.00	1/2/17	12/31/19
115	Contracting NJ team	175.00	3/1/16	10/31/16
116	Purchase Interactive Projectors, laptops and pooling devices	197.00	3/1/16	11/30/16
117	Printing services	777.00	1/9/17	12/31/19
118	Training supplies	650.00	1/2/17	6/28/19
119	Training G8-10 teachers	**522.00**	**1/2/17**	**1/1/19**
120	1st year	1.00	1/2/17	1/2/17
121	2nd year	1.00	1/1/18	1/1/18
122	3thd year	1.00	1/1/19	1/1/19
123	MoET model	782.00	1/2/17	12/31/19
124	Evaluation and decision	244.00	1/6/20	12/10/20
125	New Lesotho model	129.00	1/1/21	6/30/21
126				
127	***New Lesotho Model Development***			
128	***Purchase Equipement and other***			
129	Projectors	186.00	10/15/19	6/30/20
130	Printers	186.00	10/15/19	6/30/20
131	Workshop for curric. development by panelists	5.00	1/6/20	1/10/20
132				
133	***Study tours to learn about other models***			
134	Study tour to Gambia	43.00	2/29/16	4/27/16
135	Study tour to Singapore/Shangai	33.00	6/1/16	7/15/16
136				
137	***New Lesotho Model Implementation***			

	Activity Name	Duration	Start Date	Finish Date	2016				2017				2018				2019				2020				2021	
					First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second
138	***Training for New Lesotho Model***																									
139	Teachers tests	23.00	8/3/20	9/2/20																						
140	Training of trainers	35.00	9/14/20	10/30/20																						
141	Training teachers in new math&science curr. model	20.00	1/4/21	1/29/21																						
142																										
143	**Component 2**																									
144	**C2/a**																									
145	***Selecting and Contracting Facilitators***																									
146	Establishing Committee of Selection	19.00	3/1/16	3/25/16																						
147	Advertisment	21.00	7/1/16	7/29/16																						
148	Selecting 150 best qualified	66.00	8/1/16	10/31/16																						
149	Contracting	22.00	12/1/16	12/30/16																						
150	***School Improvement Plan Dev.***																									
151	Recruitment of Consultants	88.00	3/1/16	6/30/16																						
152	Prep. SIP manual (English)	45.00	8/1/16	9/30/16																						
153	Prep. SIP manual (Sesotho)	33.00	9/15/16	10/31/16																						
154	Printing SIP manual	22.00	11/1/16	11/30/16																						
155	***Training School Boards and Principals***																									
156	Training preparation (training plan)	43.00	12/1/16	1/30/17																						
157	Training Facilitators (5 groups of 50)	**58.00**	**2/1/17**	**4/21/17**																						
158	First	13.00	2/1/17	2/17/17																						
159	Second	10.00	2/20/17	3/3/17																						
160	Third	10.00	3/6/17	3/17/17																						
161	Fourth	10.00	3/27/17	4/7/17																						
162	Fifth	10.00	4/10/17	4/21/17																						
163	Training School Boards and Principals by Facilitators	153.00	3/1/17	9/29/17																						
164	Contracts Facilitators	760.00	2/1/17	12/31/19																						
					First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second



	Activity Name	Duration	Start Date	Finish Date
165	SIP preparation	65.00	7/3/17	9/29/17
166	SIP Review by Inspectorate	65.00	10/2/17	12/29/17
167				
168	**C2/b**			
169	***Grants***			
170	Small primary schools (270)	**522.00**	**1/1/18**	**12/31/19**
171	First tranch	261.00	1/1/18	12/31/18
172	Second tranch	304.00	11/1/18	12/31/19
173	Larger primary schools (42)	**522.00**	**1/1/18**	**12/31/19**
174	First tranch	240.00	1/1/18	11/30/18
175	Second tranch	304.00	11/1/18	12/31/19
176	Secondary schools (65)	**522.00**	**1/1/18**	**12/31/19**
177	First tranch	240.00	1/1/18	11/30/18
178	Second tranch	304.00	11/1/18	12/31/19
179	Pilot Evaluation (20 schools)	66.00	3/1/18	5/31/18
180				
181	**C2/c**			
182	***School Report Cards***			
183	Recruitment Consultant	65.00	9/1/16	11/30/16
184	Design	44.00	1/2/17	3/2/17
185	Printing	25.00	4/17/17	5/19/17
186	Training of DRTs, Facilitators and Subject Advisors (5 groups)	65.00	7/3/17	9/29/17
187	Introduction of Score Card and monitoring	522.00	1/1/18	12/31/19
188	Operating costs data collection and analysis	913.00	1/1/18	6/30/21
189	***Other supports***			
190	Cluster meetings Principals	522.00	7/2/18	6/30/20
191	Opreational costs for Sr District Ed. Officers for supervision	522.00	1/1/18	12/31/19



	Activity Name	Duration	Start Date	Finish Date
192	Outreach activities by Ministry (C3 budget)	978.00	4/3/17	12/30/20
193				
194	**Component 3**			
195	***Studies/Analytical Work***			
196	Teacher supply, demand and management	402.00	7/1/16	1/15/18
197	Drop out primary	260.00	7/3/17	6/29/18
198	Baseline math&science teachers skills at JS	402.00	6/1/16	12/14/17
199	Final assessment M&Sc teacher skills	40.00	1/4/21	2/26/21
200	Baseline for primary teacher skills	402.00	6/1/16	12/14/17
201	Final assessment primary teacher skills	40.00	1/4/21	2/26/21
202	Education language policy	402.00	6/1/16	12/14/17
203	Form B assessment	250.00	6/1/16	5/16/17
204	Pilot for baseline for G9 assessment (linked to C3-Form B assessment)	65.00	9/1/16	11/30/16
205	***TA for Key Implementing Departments***			
206	Support for assessment	805.00	1/1/18	1/29/21
207	Curriculum Audit G1-G7	151.00	9/1/16	3/30/17
208	NFE policy	675.00	7/2/18	1/29/21
209	Expert Educ. Planning	,305.0	10/3/16	10/1/21
210	School Constr. strategy	260.00	7/2/18	6/28/19
211	TVET	260.00	7/2/18	6/28/19
212	HIV Aids	152.00	7/3/17	1/30/18
213	***Study tours***			
214	Washington DC	15.00	3/1/16	3/21/16
215	Namibia	22.00	9/1/16	9/30/16
216	Others	544.00	1/2/17	1/31/19
217	***Project Management Training***			
218	EMIS	261.00	7/1/16	6/30/17
219	IPDET	195.00	7/3/17	3/30/18
220	Data Analysis	260.00	7/3/17	6/29/18

	Activity Name	Duration	Start Date	Finish Date	2016				2017				2018				2019				2020				2021	
					First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second
221	Oracle	260.00	7/3/17	6/29/18																						
222	Report writing	260.00	7/3/17	6/29/18																						
223	Project Management	261.00	7/1/16	6/30/17																						
224	MS Project or Prince Soft.	261.00	7/1/16	6/30/17																						
225	Training for procurement	108.00	1/2/17	5/31/17																						
226	***Project Management Software***																									
227	MS project	109.00	9/1/16	1/31/17																						
228	Antivirus	109.00	9/1/16	1/31/17																						
229	Prince 2	109.00	9/1/16	1/31/17																						
230	Science & Math softwares	109.00	9/1/16	1/31/17																						
231	***Project Management Equipment***																									
232	Tablets	260.00	1/2/17	12/29/17																						
233	Laptops	260.00	1/2/17	12/29/17																						
234	Computer tables (data)	260.00	1/2/17	12/29/17																						
235	Desktops	260.00	1/2/17	12/29/17																						
236	Desktops for visually impaired	260.00	1/2/17	12/29/17																						
237	Video projectors and laptops, voice recorder and printer	260.00	1/2/17	12/29/17																						
238	Mobile filing cabinet and shelves and mobile ladder	260.00	1/2/17	12/29/17																						
239	***Project Management***																									
240	Workshop Project Prep	22.00	9/1/16	9/30/16																						
241	GPS Operations for school localization	109.00	9/1/16	1/31/17																						
242	Operating costs	,347.0	9/1/16	10/29/21																						
243	***Third party evaluation***																									
244	Recruitment of consultant	227.00	7/3/17	5/15/18																						
245	Evaluations	610.00	6/1/18	10/1/20																						
246	Other evaluations	325.00	7/3/17	9/28/18																						
247	**Project Facilitation Unit**																									
248	PFU Operations	,480.0	2/1/16	10/15/21																						
249	PFU Staff	,500.0	2/1/16	10/29/21																						
250	**Audits**																									
					First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second

	Activity Name	Duration	Start Date	Finish Date	2016				2017				2018				2019				2020				2021	
					First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second
251	Financial Audit of project activities	,065.0	6/1/17	6/30/21																						
252	First year	22.00	6/1/17	6/30/17																						
253	Second year	21.00	6/1/18	6/29/18																						
254	Third year	20.00	6/3/19	6/28/19																						
255	Fourth year	22.00	6/1/20	6/30/20																						
256	Fifth year	22.00	6/1/21	6/30/21																						
					First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second

Note: Duration is in days