

**COMBINED PROJECT INFORMATION DOCUMENTS / INTEGRATED
SAFEGUARDS DATA SHEET (PID/ISDS)
CONCEPT STAGE**

Report No.: PIDISDSC14079

Date Prepared/Updated: 18-Dec-2015

I. BASIC INFORMATION

A. Basic Project Data

Country:	Lesotho	Project ID:	P156001
		Parent Project ID (if any):	
Project Name:	Lesotho Education Quality for Equality (P156001)		
Region:	AFRICA		
Estimated Appraisal Date:	10-Feb-2016	Estimated Board Date:	26-May-2016
Practice Area (Lead):	Education	Lending Instrument:	Investment Project Financing
Sector(s):	General education sector (40%), Secondary education (60%)		
Theme(s):	Education for all (60%), Education for the knowledge economy (40%)		
Borrower(s):	KINGDOM OF LESOTHO		
Implementing Agency:	Ministry of Education and Training		
Financing (in USD Million)			
Financing Source			Amount
BORROWER/RECIPIENT			0.00
International Development Association (IDA)			25.00
Total Project Cost			25.00
Environmental Category:	B - Partial Assessment		
Concept Review Decision:	Track II - The review did authorize the preparation to continue		
Is this a Repeater project?	No		
Other Decision (as needed):			

B. Introduction and Context

Country Context

1. Lesotho is shifting its economic model from a largely public sector driven to export-led in order to reduce poverty and promote more equally shared prosperity. Its per capita gross national income is US\$1,550, but it has only a few manufacturing sectors acting as drivers of growth, such as textiles. Its main exports are textiles, water, and diamonds. If further developed, tourism has substantial potential due to Lesotho's biodiversity resources. Thus, a diverse policy agenda is required. Quality education and skills can contribute to this transformative policy agenda through equipping the Basotho workforce with the required foundational skills (literacy and numeracy, cognitive, and non-cognitive skills) as well as the specialized skills required for specific occupations that are likely to emerge as the economy diversifies.

2. Lesotho faces entrenched inequality and deep poverty, despite having achieved middle income status. The average annual GDP growth rate was around 4 percent per capita over the past decade. However, poverty is widespread, persistent and deep, especially in rural areas. The poverty rate has remained at high levels over the past decade—about 57 percent, unchanged since 2003, while inequality increased from a Gini coefficient of 0.51 to 0.53 in the same time period. Lesotho has a very high poverty gap of about 30 percent in 2010 for a country of its income level and fares worse than most African countries in terms of shared prosperity. 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, but better quality education can promote positive social outcomes. In 2014, Lesotho ranked 162 out of 187 countries on the Human Development Index (HDI). It has the world's second highest adult HIV/AIDS prevalence rate at about 23 percent in 2013, low life expectancy, and low primary completion, at only 69 percent in 2012. Quality education can have substantial positive social and economic impacts. Wages increase by level of education; incomes of those with secondary education are not very much higher than those with primary education.

Sectoral and Institutional Context

4. Lesotho has made substantial gains in education service delivery 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 and approximately 65 percent of children are still in school by the end of primary school (Grade 7), which is up from 41 percent in 2006. Nevertheless, overall retention of students in primary school is quite low. Lesotho's repetition rate was one of the highest in the region, but has made significant improvement in the past several years, from 19 percent in 2010 to 9 percent in 2014. The expansion of pre-primary reception classes, in addition to the government's policy of limiting repetition within primary sub-cycles in 2010, helped to reduce primary repetition considerably.

5. The challenge of low retention of primary school students continues into secondary education. Enrollment in junior secondary education increased by 70 percent between 2000 and 2010, but has remained stagnant since 2010. The current apparent transition rate from primary to junior secondary of 75 percent has remained unchanged for the past five years. Enrollment in senior secondary education has increased from about 30,700 in 2010 to about 36,500 in 2014, with an apparent transition rate from junior secondary of 71 percent. However, with a net enrollment rate of 33 percent, 31 percent for junior secondary and 47 in senior secondary, Lesotho is still lagging behind compared to other middle income countries. Repetition rates and dropout rates for both levels of secondary have been improving, but are more problematic for junior

secondary school students, who currently face a 13 percent repetition rate and 15 percent dropout rate. Less than one in three students who enroll in the first year of junior secondary continue to the fifth and final year.

Key Challenges

6. The current pattern of education provision contributes and reinforces inequality, as education access and completion are highly correlated with income levels. In primary school, the poor have the lowest participation and completion rates. Overall, about 100,000 children are estimated to be out of school. Boys in rural areas tend to drop out of school starting in Grade 3, to engage in herding. Boys from poor families are particularly disadvantaged: just 66 percent of boys from the poorest wealth quintile attend school. According to the 2010 Household Budget Survey (HBS), access to post-primary education is characterized by substantial inequities by gender, urban-rural location, and income. Only 2 boys and 8 girls out of every 100 in the lowest income quintile currently enroll in secondary education. Several factors combine to reduce demand for secondary education among the poorest families: (i) poor rates of completion and low quality of primary schools; (ii) the fee policies at secondary level that lower demand for education; (iii) the still widespread lack of supply of secondary education, especially in rural areas; and (iv) the scale of absolute poverty. The non-participation reflects the level of poverty, the distance to schools and the condition of schools. Studies show that young people need to complete basic education (primary and junior secondary education; i.e. 10 years of schooling) to access better quality jobs.

7. In terms of primary quality, Lesotho lags behind the regional average in both reading and mathematics, and the low levels of learning can be attributed to a considerable extent to low teacher effectiveness. In the 2007 Southern and Eastern Consortium for Monitoring Education Quality (SACMEQ) III data for Grade 6 students, Lesotho is the third lowest country in English reading performance and fourth lowest in Mathematics performance. With regard to the Primary School Leaving Exam (PSLE), pass rates for Science (76 percent) and Mathematics (75 percent) are below all other subjects. 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 teacher's content knowledge is problematic. Moreover, teacher absenteeism remains challenging, especially in more remote rural areas. Based on school visits and survey data, at any given day one or several teachers appear to be absent from any given school. For primary schools, data from the 2014 Education Service Delivery Survey found that approximately 25 percent of teachers were absent at the beginning of the school day in remote schools, which was confirmed by a 2012 UNESCO study. Adequate in-service training is also lacking in primary schools, particularly for those in remote areas. In terms of inspection, 60 percent of rural primary school teachers reported never having been visited by the inspectorate for a classroom observation and an additional 19 percent had not been visited by the inspectorate for two or more years. This suggests that a more systematic approach to teacher accountability, 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 impacts the quality in junior secondary school.

8. The poorest families face low levels of primary completion. Poor children are more likely to dropout. If they complete seven years of education, poor children are much less likely to learn

to read than their better-off compatriots. Only one-third of the poorest children have sufficient reading skills. The primary completion rate for children from the poorest families is 49 percent, compared to 64 percent for households with monthly earnings between M300-1,000 and 76 percent for children from the richest households.

9. The fee policies at secondary level contribute to lowering demand for education amongst 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 M2,600 (US\$281) and M4,200 (US\$545), roughly comparable to 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. According to 2010 household data, 30 percent of households earn less than M300 per year yet only 20 percent of junior secondary enrollment consists of children from these poorest families.

10. Secondary education is difficult to access for those in remote rural areas. Contributing to the problem of secondary access is geography. For all of the 1,478 primary schools there are only 340 secondary schools. The majority of these secondary schools are in the less remote Lowland areas. According to the 2010 HBS, 77 percent of the population resides in rural areas, yet only 67 percent of junior secondary students come from rural households. The districts with the most mountainous areas also have the lowest schooling profiles for junior secondary schools. Mokhotlong (39 percent), Qacha's Nek (41 percent), Thaba Tseka (46 percent), and Quthing (49 percent) districts are all well below the national average for primary school completion (62 percent).

Government Efforts to Address Key Challenges

11. Several measures have been implemented by the government over the past few years to address the challenge of primary and secondary access and quality. The recently completed US \$20 million Global Partnership for Education (GPE) project distributed about one million new textbooks, teachers' guides, and assessment materials based on a new simplified curriculum focused on early grade reading and math. A pilot assessment of early grade literacy and numeracy was recently completed to serve as a baseline for later evaluations of learning quality. One hundred and forty pre-primary reception classes were established and supported by the project, doubling the availability nationwide and allowing 3,682 children the opportunity for quality early childhood development in preparation for primary school. The results of several studies financed by the GPE project continue to support the MoET in future strategic planning, including a pilot assessment of early grade literacy and numeracy, an impact evaluation on the teacher incentives scheme, and a Teacher Qualifications Framework study which is helping to improve the current 2009 Teacher Salary structure and inform the next Education Sector Plan regarding teacher qualifications and remuneration. The construction of 143 additional classrooms provided greater access to primary school in remote areas. The support to the teaching and learning environment in the proposed Project would complement these recent gains and both deepen the focus on education quality while expanding the scope to include secondary education. In addition, the government has also been supported by funds from the African Development Bank (AfDB) for the construction of secondary school classrooms and mathematics and science laboratories.

12. The government is currently working with the World Bank and other partners to address these key education sector challenges. In terms of access to basic education, UNICEF is the primary funder of non-formal education (NFE) programs to boys who drop out of school to herd cattle in over 50 learning centers. UNICEF has also undertaken analytical work on this subject to better inform the sector on the extent and impact of these NFE programs to reach these out-of-school boys.

13. In addition, several other related IDA projects under preparation will contribute to address key challenges in education, notably the Transport, Social Protection and Governance Projects, and a potential IFC-financed electricity project with a community component. More specifically, the IDA-financed WB Transportation project 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 for the poorest families, a WB Social Protection program is expected to evaluate the existing orphan and vulnerable children (OVC) bursary program and reform the scheme to improve its targeting mechanism to assist with the direct and indirect costs and promote accessibility of secondary school. Moreover, a WB Governance Project 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 IFC (working together with the WB education team) is currently exploring the possibility of proposing a private sector-led solar power project with a concessional component on community engagement, which could include support for set up and maintenance of solar power for rural schools and communities.

Remaining Gaps

14. Ensuring all students complete primary education of quality and have access to junior secondary education is required to help Lesotho diversify its economy and address its social challenges. In order to achieve universal primary completion, it is therefore essential to address dropout from primary and the transition to junior secondary for the most disadvantaged students. By focusing on the schools and groups most at risk (remote rural schools, boys from lowest socio-economic quintile, etc.), the government is better placed to ensure that all students, regardless of socio-economic status, can complete quality basic education (7 years of primary plus 3 years of junior secondary), 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:

- Enabling students to continue primary education: Though additional classrooms have been built, education coverage and retention in school remains critical challenges. Thus, a concerted approach is needed, including (i) ensuring easier access to schools for teachers and young students in remote rural areas; and (ii) better understanding and measures to address dropouts based on school-specific analysis.
- Addressing drop out of young boys in rural areas: The main issues are the incompatibility of the regular school schedule with the herding cycle, combined with social and cultural practices inhibiting access to primary education. Appropriate and innovative approaches thus need to be adopted to provide flexible learning modalities, such as flexible school calendars and hours and including ICT-based approaches, and learn from approaches used for nomadic

populations in other countries.

- Improving quality in primary education: With low teacher productivity, low 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 ICT-based options such as tablets as currently piloted by the Vodacom Foundation), and prioritizing school accountability and leadership in order to assure that teachers are present in school and well-prepared for teaching.
- Enabling greater access to junior secondary education: Poor students are not able to access junior secondary education due to geographic and high direct and indirect costs of schooling. Thus, it needs to be ensured that (i) junior secondary school is affordable for the most disadvantaged students; and (ii) different, financially sustainable models of service delivery allow for students from remote rural communities to access junior secondary school.

Relationship to CAS/CPS/CPF

15. The proposed Project is fully aligned with the 2015-2020 Country Partnership Framework (CPF) under preparation, the National Strategic Development Plan 2012-2017 (NSDP) and the WB's Education Strategy. More specifically, it would support the proposed CPF pathway of strengthening individual and group assets, which includes improving education outcomes. The Lesotho Systematic Country Diagnostic (SCD) also highlights the education sector challenges above and stresses that: (i) human development is essential to individual well-being and contributes significantly to ensuring the sustainability of economic gains, and (ii) developing a new growth model will also require a major increases in productivity at Lesotho's firms, which will depend on substantial improvements in human capital. Raising the quality of basic education as a foundation for further skills development will equip Basotho, especially the youth, to participate more productively in the economy, whether through formal employment or business development. The Project is also well aligned with Lesotho's National Strategic Development Plan which emphasizes human capital development as one of the critical drivers for the country's socio-economic transformation. In particular, it would contribute to Pillar III: Enhance the skills base, Technology adoption and foundation for Innovation. Within this pillar, it would support the following sub-pillars: (iv) improving performance and promoting enrolment in science and mathematics at all levels through increased quality of teaching; (v) enhancing the foundation for skills development by improving access, instituting appropriate curriculum and best practices in teaching from early childhood to high school; and (x) reviewing the institutional framework to enhance coordination, cost-efficiency and effectiveness in the sector.

16. The government's education sector priorities consist of raising quality in primary and secondary, providing tailored education services for out-of-school children and expanding access to junior secondary education, as indicated in the Medium Term Education Sector Plan 2009-2014 and as expected to be a major focus areas of the new Medium Term Education Sector Plan 2015-2020 currently in the early stages of development. One clear key area of focus of the new plan will be the quality of education, given the continued low levels of learning achievement which have persisted for more than decade despite considerable investments. Given that the proposed project preparation takes place before a draft sector plan is available, the WB education team will liaise closely with the MoET and other partners in the Local Education Group (LEG) and adjust as needed to ensure that the project financing and activities are well aligned with the sector plan discussions.

17. The proposed project is also in line with the World Bank's Education Strategy 2020– Learning for All (LFA) which promotes investment in education, early, smartly for all. In order to achieve Learning for All, the World Bank is working with governments and development partners to help strengthen education systems to improve learning, beyond mere input provision.

C. Proposed Development Objective(s)

Proposed Development Objective(s) (From PCN)

18. The Project Development Objective is to improve the learning environment and raise primary retention in targeted low-performing primary schools; and to increase access to junior secondary schools in targeted underserved areas.

Key Results (From PCN)

19. The proposed Project Development Objective indicators are:

- Percentage of teachers present in targeted primary schools
- Improvement in the retention rate for Grades 5-7 in targeted primary schools
- Number of seats in new junior secondary schools in targeted areas
- Number of beneficiaries (of which percentage female)

20. Examples for intermediate indicators (to be further developed):

- System for random monitoring of teacher absenteeism in place
- Number of teachers in targeted schools receiving in-service training in specific areas (content knowledge, multi-grade teaching, etc.)
- Number of school principals, school boards, DRTs trained
- Number of early literacy kits distributed to schools
- Number of out-of-school boys enrolled in NFE programs
- Number of schools with school report cards
- Percentage of schools with school improvement plans

D. Concept Description

A. Description

22. The proposed Project would build upon the foundations laid by the GPE Basic Education project (2010-2015) in primary quality and efficiency, but in addition would include expanding equitable access to basic education to disadvantaged populations.

Financing and Components

23. The proposed Project will be financed by an Investment Project Financing (IPF) credit in the amount of US\$ 25 million for a period of 5 years, from 2016-2021. Sub-component 2a: Increasing Access to Junior Secondary School may include the use of disbursement-linked Indicators (DLIs) incentivize specific actions by MoET.

24. The project will consist of the following three components: (i) Component 1: Improving the teaching and learning environment in targeted low-performing primary schools; (ii) Component 2: Increasing equitable access to primary and junior secondary education; and (iii) Component 3: Strengthening institutional capacity and project management

Component 1: Improving the teaching and learning environment in targeted low-performing primary schools (US\$12.0 Million)

25. The objective of this component is to improve the teaching and learning environment in low-performing primary schools. As Lesotho's low quality primary education system does not currently contribute to the goal of inclusive growth, it is necessary to target the factors that will improve education quality and help retain students, especially those from the poorest families, in primary school. The focus would be on improving the effectiveness of teaching and learning through: (i) improved pedagogical and content knowledge of teachers; (ii) greater instruction time to students (reducing student and teacher absenteeism and increasing teacher competencies and time on task); and (iii) better classroom resources for teaching and learning. The targeting of the low performing schools would be based on criteria such as PSLE exam results, dropout rate, and transition rates to junior secondary school, to be further developed. The selected schools will receive a comprehensive "quality package" to strengthen the capacity of the school to improve the quality of education delivered in the classrooms. Activities under this component would include the following, among others to be developed during preparation, as part of the "quality package" to schools:

26. Pedagogical and Content Knowledge of Teachers:

- In-service training of teachers on key subject knowledge content (particularly reading and mathematics), pedagogical methods (multi-grade class management, increased time on task), and continuous student assessment.
- Strengthening of in-service support to teachers. This activity would include training of inspectors and District Resource Teachers (DRT) to enable them to provide more regular and targeted in-school support to teachers, and possibly include other interventions such as supplies/equipment or tablets to facilitate more regular supervision and mentoring of teachers.

27. Instruction Time to Students:

- Top-up of school capitation grants (to be confirmed): To incentivize and reward school performance (in particular, teacher attendance and time on task, and student retention in school) the most improved among the targeted primary schools could qualify for a top up of the school capitation grants.
- Training of school boards and school principals on school leadership and teacher management. For school principals, the training would focus on methods for providing instructional support to teachers, greater teacher accountability, and overall school management. For school boards, the training would focus on teacher accountability, student retention, and results-based school improvement planning.
- Development of simple one-page school report cards would also be considered to serve as a basis for the school improvement plans prepared by the school boards.

28. Teaching and Learning Resources:

- Literacy kits. To support improved literacy, the provision of literacy kits and other relevant classroom and teaching resources would be provided.
- ICT and other relevant classroom and teaching resources. ICT options, such as tablets with content as currently piloted by the Vodacom Foundation, would be provided to support select subjects and grade levels needing additional support materials.

29. This component would finance training, consultancies, and goods. During project preparation, the selection of schools for the targeted quality intervention would be linked with the Transportation Project to explore if the targeted primary schools could be prioritized for rural access roads and bridges, in order to reduce student and teacher absenteeism. The activities under this component may be linked to DLI indicators, particularly on increasing teacher presence in the early years of implementation.

Component 2: Increasing Equitable Access to Primary and Junior Secondary Education (US\$8.5 Million)

30. The objective of this component is to provide educational opportunities to out-of-school children from low income families through two sub-components targeting the expansion of: (i) access to junior secondary school in underserved areas; and (ii) access to primary education services for out of school herd boys due in remote mountain areas.

Sub-component 2a: Increasing Access to Junior Secondary School (US\$6.5 Million)

31. The objective of this sub-component is to expand and facilitate access to junior secondary education in underserved areas, providing a new low cost model of junior secondary education. This new organizational model of junior secondary would likely involve construction of three secondary school classrooms and latrine blocks in 30-35 existing rural primary schools and multi-subject teaching by secondary school teachers. This new lower cost model would allow students from low income families to attend through much greater proximity to schools, a re-working of the textbook rental scheme, and overall measures to address school fees. A selection criteria for the expansion of junior secondary classrooms at existing primary schools would include weighted ranking of student population (effective demand), school mapping data (supply of existing secondary schools), and poverty indicators for the area. This component would require co-financing by the MoET for additional teachers' salaries. In addition, this component would include in-service training of teachers for multi-subject teaching and classroom resources for these new junior secondary school models.

32. This sub-component would finance civil works, consultancies, goods and training.

33. Given the sub-component's proposed focus on increased access to junior secondary education in underserved areas, disbursement for this subcomponent would be linked to indicators (DLIs) that measure progress in developing a sustainable model for junior secondary education.

Sub-component 2b: Increasing Access to Primary Education Services for Out-of-School Children (US\$2 Million)

34. The objective of this sub-component is to expand and facilitate access to basic education services to reach school aged children, particularly those in remote mountain areas. The focus would initially be on understanding the scope of out-of-school children and evaluating the current Non-Formal Education (NFE) programs for lessons learned, before then supporting a scaled-up NFE education program based on the evaluation findings. Activities financed under this sub-component would include:

- Institutional capacity assessment of the implementation and scale up capacity of existing

structures for non-formal education.

- Feasibility study of including life-skills and entrepreneurship skills into the NFE program model.
- Training for volunteer NFE teachers.
- Resource packages for NFE teachers to use in classrooms or other community structures for after-hours education programs, including teaching and learning materials (possibly ICT-based) and solar-powered lanterns.

35. This sub-component would finance consultancies, goods, and training. During project preparation, discussions would continue with the IFC Project to explore if targeted schools could be provided with electricity.

Component 3: Strengthening Capacity and Project Management (US\$3.0 Million)

36. Component 3 aims to strengthen the MoET's capacity for implementing and monitoring the activities under components 1 and 2, and to provide a basis for further development of the education sector in Lesotho. The following are proposed activities under this component:

- (i) Studies in support of Components 1 and 2 including a study on teacher supply, demand and management and a national assessment for junior secondary education;
- (ii) Support to the Education Management Information System (EMIS), including adding mobile surveys;
- (iii) Technical assistance to ministry departments critical for implementation and monitoring of activities, including Department of Planning, Department of Non-Formal Education;
- (iv) Informational campaigns to parents in targeted areas on the value of upper primary and junior secondary education; and
- (v) Project management and operational costs.

37. This Component would finance consultancies, goods, and training.

Unallocated (US\$1.5 Million)

38. This unallocated amount would serve to potentially expand the number of targeted primary schools benefitting from the "quality package" at the mid-point. If it were to be decided by the MoET and the WB to not go ahead with this activity, the unallocated amount would serve to scale up activities and cover any cost overruns under Components 2-3.

II. SAFEGUARDS

A. Project location and salient physical characteristics relevant to the safeguard analysis (if known)

The proposed construction of classrooms will be implemented in all the ten districts of the Kingdom of Lesotho within both the rural and urban settings where lower secondary schools currently exist. Key consideration on the physical characteristics of the Project areas relates to Lesotho's rough terrain which is characterized by steep slopes and deep canyons. The terrain poses risk of soil erosion especially during the construction phase of the project calling for adherence to good construction practices to ensure soil erosion is adequately managed.

B. Borrower's Institutional Capacity for Safeguard Policies

The Ministry of Education and Training (MoET) will oversee the project preparation and implementation. A Project Implementation Unit (PIU) will be set up within the MoET to oversee day-to-day project implementation.

C. Environmental and Social Safeguards Specialists on the Team

Kisa Mfalila (GEN07)

Majbritt Fiil-Flynn (GEDDR)

D. POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	Component 2a will support the construction of classrooms on existing lower secondary schools. The envisaged environmental risks and impacts will be related to small-scale civil works occurring temporarily during the construction phase and limited to the project sites (likely impacts will include noise, dust, moderate pollution on water resources and health and safety of construction workers). Given that the specific activities and project sites will be identified during project implementation, an Environmental and Social Management Framework (ESMF) will be prepared by the government and disclosed in Lesotho and in the Bank's InfoShop following public consultations.
Natural Habitats OP/BP 4.04	No	The project will not finance activities in or in vicinity of natural habitats and no impacts are foreseen on natural habitats as a result of this project.
Forests OP/BP 4.36	No	The civil works of the project are within the existing lower secondary schools and will not affect forests.
Pest Management OP 4.09	No	The project will not finance activities involving the purchase, storage or use of pesticides.
Physical Cultural Resources OP/BP 4.11	No	The project activities will not be carried out in historical areas or areas with Physical Cultural Resources. However, the ESMF will include chance find procedures for construction contracts.
Indigenous Peoples OP/BP 4.10	No	There are no indigenous people in the project implementation areas.
Involuntary Resettlement OP/BP 4.12	No	The project activities will be implemented on existing lower secondary schools on land that is owned by school owners. Therefore, the project activities will not entail land acquisition or involuntary resettlement of people. A Resettlement Policy Framework will be prepared during project preparation and publicly disclosed in Lesotho and in the Bank InfoShop following public consultations.

Safety of Dams OP/BP 4.37	No	The project will not support the construction of new dams or entail rehabilitation of existing dams.
Projects on International Waterways OP/BP 7.50	No	The project will not support activities located on international waterways or that entail withdrawal of substantial quantity of water or affect the quality of such waterways.
Projects in Disputed Areas OP/BP 7.60	No	The project is not located in disputed areas.

E. Safeguard Preparation Plan

1. Tentative target date for preparing the PAD Stage ISDS

29-Jan-2016

2. Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing should be specified in the PAD-stage ISDS.

An Environmental and Social Management Framework (ESMF) and a Resettlement Policy Framework (RPF) will be prepared during project preparation, consulted upon in Lesotho and publicly disclosed in-country and in the Bank's InfoShop before appraisal mission and specified in the Appraisal Stage ISDS.

III. Contact point

World Bank

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Borrower/Client/Recipient

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V. Approval

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<i>Approved By</i>		
Safeguards Advisor:	Name: Johanna van Tilburg (SA)	Date: 06-Jan-2016
Practice Manager/ Manager:	Name: Arun R. Joshi (PMGR)	Date: 07-Jan-2016
Country Director:	Name: Ivan Velez (CD)	Date: 07-Jan-2016

1 Reminder: The Bank's Disclosure Policy requires that safeguard-related documents be disclosed before appraisal (i) at the InfoShop and (ii) in country, at publicly accessible locations and in a form and language that are accessible to potentially affected persons.