

INTEGRATED SAFEGUARDS DATA SHEET

IDENTIFICATION / CONCEPT STAGE

Report No.: ISDSC17947

Date ISDS Prepared/Updated: 19-Aug-2016

I. BASIC INFORMATION

A. Basic Project Data

Country:	Lesotho	Project ID:	P160090
Project Name:	Lesotho Basic Education Improvement Project		
Team Leader(s):	Harisoa Danielle Rasolonjatovo Andriamihamina		
Estimated Date of Approval:	19-Dec-2016		
Managing Unit:	GED01	Lending Instrument:	IPF
Financing (in USD Million)			
Total Project Cost:	2	Total Bank Financing:	0
Financing Gap:	0		
Financing Source			Amount
EFA-FTI Education Program Development Fund			2
Environment Category:	C - Not Required		

B. Project Development Objective(s)

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

C. Project Description

The proposed project would build upon the foundations laid by the previous GPE-funded FTI-III project (2010-2015) and would address the same issues of equity and quality of education as the IDA-funded LEQEP. In order to take advantage of economies of scale, the project will finance activities similar to the LEQEP activities but expand the scope to approximately 25 additional low-performing primary schools, and the pre-primary and junior secondary schools in the catchment area. Linking the proposed project to the LEQEP would allow the majority of the grant amount to be directed towards increasing the number of project schools as key activities such as the calculations of baselines, hiring of project management staff, and consultants to support critical project activities will be taken care of under the LEQEP.

Project Components:

Component 1: Improving the Teaching and Learning Environment in Targeted Primary Schools and Associated Pre-Primary and Junior Secondary Schools (US\$1.2 million). The objective of this component is to raise the quality of classroom service delivery at the pre-primary, primary, and

junior secondary school levels to help create a youth population with strong foundations in literacy, numeracy, and reasoning skills.

(a) Strengthening Primary and Pre-Primary School Teaching and Learning: 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 pre-primary teachers/care givers, Grades 1-4 teachers, and DRTs/other support staff, and the provision of associated student learning resources.

(b) Demonstrating the Progressive Mathematics Initiative (PMI) and Progressive Science Initiative (PSI) at Junior Secondary School Level: 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 5-8 targeted junior secondary schools using handouts from 2017 to 2020.

Component 2: Strengthening School Accountability for Student Learning and Retention in Targeted Schools (US\$0.5 million). 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.

(a) School Improvement Planning: Each school, guided by a detailed Operations 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.

(b) Provision of School Grants: 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 to finance eligible activities). 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 in particular), minor repairs to physical assets of the school, and purchase of materials to enrich student learning.

(c) Strengthening the Capacity for Reporting, Monitoring of Results, and Oversight Mechanisms: Support will be provided to schools 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. Upon submission and public disclosure of the first school report card following the first year of SIP implementation, the remaining 50 percent of the school grant will be provided to school.

Component 3: Strengthening Institutional Capacity and Project Management (US\$0.3 million). This component will focus on strengthening and developing the capacity of the MoET to deliver its agenda, support project implementation activities (the project will use the same implementation arrangements as the LEQEP), and for project management. This component will finance: (a) consulting services for a review of the ECCD curriculum and a review of the curriculum and assessment policy for primary and secondary; (b) equipment and materials to strengthen the regional inspectors; (c) technical assistance to develop a management course/program for school principals; (d) technical assistance to develop an induction and mentorship policy for new teachers; (e) a baseline study on management competencies of principals; (f) operational and supervision costs related to project activities and management including for monitoring and evaluation activities such

as internal and external audits; evaluations; communication; staff capacity building; recruitment of consultants; and provision of materials.

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

The proposed project will target low-performing primary schools and the pre-primary and junior secondary schools in their catchment areas. The beneficiary schools are located in mainly rural and mountainous areas, and primarily serve impoverished children. Two chief factors that determine school achievement. This deliberate targeting is expected to increase equity in the distribution of educational quality.

E. Borrower's Institutional Capacity for Safeguard Policies

F. Environmental and Social Safeguards Specialists on the Team

Kisa Mfalila (GEN01)

II. SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/ BP 4.01	No	The proposed project, which will finance activities similar to those funded by the LEQEP, is expected to be classified as Category C due to the absence of construction or rehabilitation work.
Natural Habitats OP/BP 4.04	No	
Forests OP/BP 4.36	No	
Pest Management OP 4.09	No	
Physical Cultural Resources OP/ BP 4.11	No	
Indigenous Peoples OP/BP 4.10	No	
Involuntary Resettlement OP/BP 4.12	No	
Safety of Dams OP/BP 4.37	No	
Projects on International Waterways OP/BP 7.50	No	
Projects in Disputed Areas OP/BP 7.60	No	

III. SAFEGUARD PREPARATION PLAN

Appraisal stage ISDS required?: No

IV. APPROVALS

Team Leader(s):	Name: Harisoa Danielle Rasolonjatovo Andriamihamina	
Approved By:		
Safeguards Advisor:	Name: Nathalie S. Munzberg (SA)	Date: 18-Aug-2016

Practice Manager/ Manager:	Name: Sajitha Bashir (PMGR)	Date: 18-Aug-2016
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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.