



## Lesotho Basic Education Strengthening Project (BESP) (P175065)

Eastern and Southern Africa | Lesotho | Education Global Practice |  
 Recipient Executed Activities | Investment Project Financing | FY 2022 | Seq No: 1 | ARCHIVED on 03-Jun-2022 | ISR51477 |

Implementing Agencies: Ministry of Education and Training, Ministry of Social Development, The Kingdom of Lesotho

## Key Dates

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Bank Approval Date: 25-Feb-2022

Effectiveness Date: 28-Feb-2022

Planned Mid Term Review Date: 15-Jan-2024

Actual Mid-Term Review Date:

Original Closing Date: 28-Feb-2025

Revised Closing Date: 28-Feb-2025

## Project Development Objectives

Project Development Objective (from Project Appraisal Document)

To improve student retention and teaching quality in junior secondary schools in targeted community councils of Lesotho and support the roll out of a new curriculum to strengthen ECCD service delivery.

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

## Components Table

Name

Component 1: Improving student retention in junior secondary education:(Cost \$5.00 M)

Component 2: System strengthening to improve ECCD service delivery:(Cost \$1.40 M)

Component 3: Project management, capacity building and technical assistance:(Cost \$0.70 M)

## Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	--	<input type="checkbox"/> Satisfactory
Overall Implementation Progress (IP)	--	<input type="checkbox"/> Satisfactory
Overall Risk Rating	--	<input type="checkbox"/> Substantial

## Implementation Status and Key Decisions

The Project was approved on February 25, 2022 and became effective on February 28, 2022. An implementation support mission was conducted between March 28 and April 7, 2022 to assess readiness for implementation. Following is a summary of status of the project by component:

Subcomponent 1.1 "Improving the efficiency of cash transfer schemes for students from poor households". An agreement was reached that the first cohort of CGP top up payments would begin in the school year January-December 2023 and the second cohort would start January 2024-December 2024. Targeted beneficiaries would be paid twice during the year. The first time in March and the second time in June. Ministry of Social Development (MoSD) would undertake verification of student school participation in March and August during the school year. For each school year the communications and advocacy activities would run from September to December the year before.



Subcomponent 1.2: “Scaling up implementation of youth clubs for girls and boys”. NGOs selected through competitively process will work with the Ministry of Education and Training (MoET) to implement this sub-component. The procurement process has started. Selected NGOs will work directly with the project schools.

Sub-Component 1.3: “Strengthening online training models in Mathematics and Science for junior secondary school teachers”. The workplan and terms of references (ToRs) have been updated approved by the Bank. It was recommended that the MoET to develop a sustainability plan for Online Teacher Training, which is to guide how capacitation and future course offerings by the National University of Lesotho (NUL) and the Lesotho College of Education (LCE).

Component 2: “System strengthening to improve ECCD service delivery”. With the support of the National Curriculum Development Center housed within the MoET and the Project Facilitate Unit housed under the Directorate of Planning, the developed materials will then be piloted through a teacher training model across 20 reception classes and community run ECCD centers in poor communities.

## Risks

### Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	□ Substantial	--	□ Substantial
Macroeconomic	□ Substantial	--	□ Substantial
Sector Strategies and Policies	□ Moderate	--	□ Moderate
Technical Design of Project or Program	□ Moderate	--	□ Moderate
Institutional Capacity for Implementation and Sustainability	□ Substantial	--	□ Substantial
Fiduciary	□ Moderate	--	□ Moderate
Environment and Social	□ Moderate	--	□ Moderate
Stakeholders	□ Moderate	--	□ Moderate
Other	--	--	--
Overall	□ Substantial	--	□ Substantial

## Results

### PDO Indicators by Objectives / Outcomes

Improved student retention at junior secondary level in targeted community councils

► PDO Indicator 1: Dropout rate at junior secondary level (Grade 8-9) in targeted community councils (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	33.20	--	33.20	31.00



Date	20-Dec-2021	--	16-May-2022	28-Feb-2025
Comments:	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) in targeted community councils. It is calculated by subtracting the sum of promotion rate and repetition rate from 100%. 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. The baseline is estimate using data from 2018 and 2019 EMIS. Baseline used in the PAD is from 2019. Once the data from 2021 becomes available, the baseline and target will be readjusted considering the impact of the COVID-19 pandemic.			
<input type="checkbox"/> Female dropout rate in junior secondary level (Grade 8-9) in targeted community councils (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	45.40	--	45.40	44.00
Date	20-Dec-2021	--	16-May-2022	28-Feb-2025
<input type="checkbox"/> Male dropout rate at junior secondary level (Grade 8-9) in targeted community councils (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	30.20	--	30.20	29.00
Date	20-Dec-2021	--	16-May-2022	28-Feb-2025

## Increased teaching quality in math and science in targeted junior secondary schools

► PDO Indicator 2: Percentage of teachers who received an online math and science teacher training completion certificate (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	50.00
Date	20-Dec-2021	--	16-May-2022	28-Feb-2025
Comments:	Online teacher training completion certificate will be issued by the online teacher training provider when the teacher passes the online exam to confirm their improved competency in math and science.			

## Scaled up implementation of a new ECCD curriculum and improved ECCD service delivery

► PDO Indicator 3: Percentage of 5-year-old children with improved literacy skills in targeted ECCD centers and reception classrooms (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	14.00	--	14.00	18.00
Date	20-Dec-2021	--	16-May-2022	28-Feb-2025
Comments:	This indicator tracks the percentage of children who are able to correctly identify at least 15% of letters shown to them during the child direct assessment part of the MELQO. The suggested threshold is based on the findings of the 2018 MELQO child direct assessment, which shows that on average, children currently identify only 8% of letters. Baseline is from 2018 data and calculated based on 131 out of 924 children having achieved the target.			



□ Percentage of 5-year-old male children with improved literacy skills in targeted ECCD centers and reception classrooms (Percentage, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	11.00	--	11.00	15.00
Date	20-Dec-2021	--	16-May-2022	28-Feb-2025

□ Percentage of 5-year-old female children with improved literacy skills in targeted ECCD centers and reception classrooms (Percentage, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	17.00	--	17.00	21.00
Date	20-Dec-2021	--	16-May-2022	28-Feb-2025

► PDO Indicator 4: Percentage of 5-year-old children with improved numeracy skills in targeted ECCD centers and reception classrooms (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	29.00	--	29.00	33.00
Date	20-Dec-2021	--	16-May-2022	28-Feb-2025

Comments:

This indicator tracks the percentage of children who are able to correctly identify at least 30% of numbers shown to them during the child direct assessment part of the MELQO. The suggested threshold is based on the findings of the 2018 MELQO child direct assessment, which shows that on average, children currently identify only 27% of numbers. Baseline uses 2018 data and calculated based on 271 out of 924 children having achieved the target.

□ Percentage of 5-year-old male children with improved numeracy skills in targeted ECCD centers and reception classrooms (Percentage, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	27.00	--	27.00	31.00
Date	20-Dec-2021	--	16-May-2022	28-Feb-2025

□ Percentage of 5-year-old female children with improved numeracy skills in targeted ECCD centers and reception classrooms (Percentage, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	31.00	--	31.00	35.00
Date	20-Dec-2021	--	16-May-2022	28-Feb-2025

## Intermediate Results Indicators by Components

Component 1: Improving student retention in junior secondary education

**► IRI 1: Number of students benefitting from the bonus payment through the CGP (Number, Custom)**

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	15,000.00
Date	20-Dec-2021	--	16-May-2022	28-Feb-2025

Comments: Number of students who receive the bonus payment through the CGP

☐ **Number of female students benefitting from the bonus payment through the CGP (Number, Custom Breakdown)**

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	7,500.00
Date	20-Dec-2021	--	16-May-2022	28-Feb-2025

**► IRI 2: Percentage increase in junior secondary school enrollment in target community councils (Percentage, Custom)**

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	3.00
Date	20-Dec-2021	--	16-May-2022	28-Feb-2025

Comments: A percentage increase from the previous year of the number of students enrolled in grades 8 to 10 in the project targeted community councils. The baseline is estimated using data from the 2019 EMIS. In 2019, there were 9,804 (male 3,556 female 6,248) students enrolled.

☐ **Percentage increase in junior secondary school female enrollment in target community councils (Percentage, Custom Breakdown)**

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	3.00
Date	20-Dec-2021	--	16-May-2022	28-Feb-2025

**► IRI 3: Number of junior secondary students joining support groups/student groups in targeted community councils (Number, Custom)**

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	2,000.00
Date	20-Dec-2021	--	16-May-2022	28-Feb-2025

Comments: Number of junior secondary students joining at least one support groups/student groups in targeted community councils

☐ **Number of female junior secondary students joining support groups/student clubs in targeted community councils (Number, Custom Breakdown)**

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	1,000.00



Date	20-Dec-2021	--	16-May-2022	28-Feb-2025
► IRI 4:Student learning assessment in math and science conducted in targeted community councils (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	--	No	Yes
Date	20-Dec-2021	--	16-May-2022	28-Feb-2025
Comments:	This indicator measures whether the student learning assessment in math and science for the students taught by teachers who completed the online teacher training is conducted in targeted community council. Students will be selected at a sample basis. The indicator will be achieved after completing two rounds of student learning assessments (before and after the online teacher training).			
► IRI 5:Pedagogical skills of at least 10% of math and science teachers who participated in the online teacher training measured (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	--	No	Yes
Date	20-Dec-2021	--	16-May-2022	28-Feb-2025
Comments:	Pedagogical skills of math and science teachers who participated in the online teacher training during the first two years are measured twice (before the training and after the training).			
► Teachers recruited or trained (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	620.00
Date	20-Dec-2021	--	16-May-2022	28-Feb-2025
► Students benefiting from direct interventions to enhance learning (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	32,000.00
Date	20-Dec-2021	--	16-May-2022	28-Feb-2025

## Component 2: System strengthening to improve ECCD service delivery

► IRI 8: Percentage of ECCD teachers and practitioners receiving training and ongoing support focused on pedagogical knowledge to implement the new curriculum in targeted centers (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	60.00
Date	20-Dec-2021	--	16-May-2022	28-Feb-2025



Comments:	Percentage of ECCD teachers & practitioners in targeted centers and reception classrooms who receive training and follow-up support to implement the new curriculum. Total number of teachers to be trained is assumed to be 400 and 60% is 240.			
► IRI 9:Costed strategy for ECCD expansion is developed (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	--	No	Yes
Date	20-Dec-2021	--	16-May-2022	28-Feb-2025
Comments:	Costed strategy for ECCD expansion is developed based on the registered ECCD center data.			

Component 3: Project management, capacity building and technical assistance				
► IRI 10: Share of grievances addressed within a certain time period (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	70.00
Date	20-Dec-2021	--	16-May-2022	28-Feb-2025
Comments:	The indicator measures the proportion of grievances captured through the project's GRM system, which are resolved within a certain time period defined in the stakeholder engagement plan. Steps are articulated in the stakeholder engagement plan.			

## Performance-Based Conditions

### Data on Financial Performance

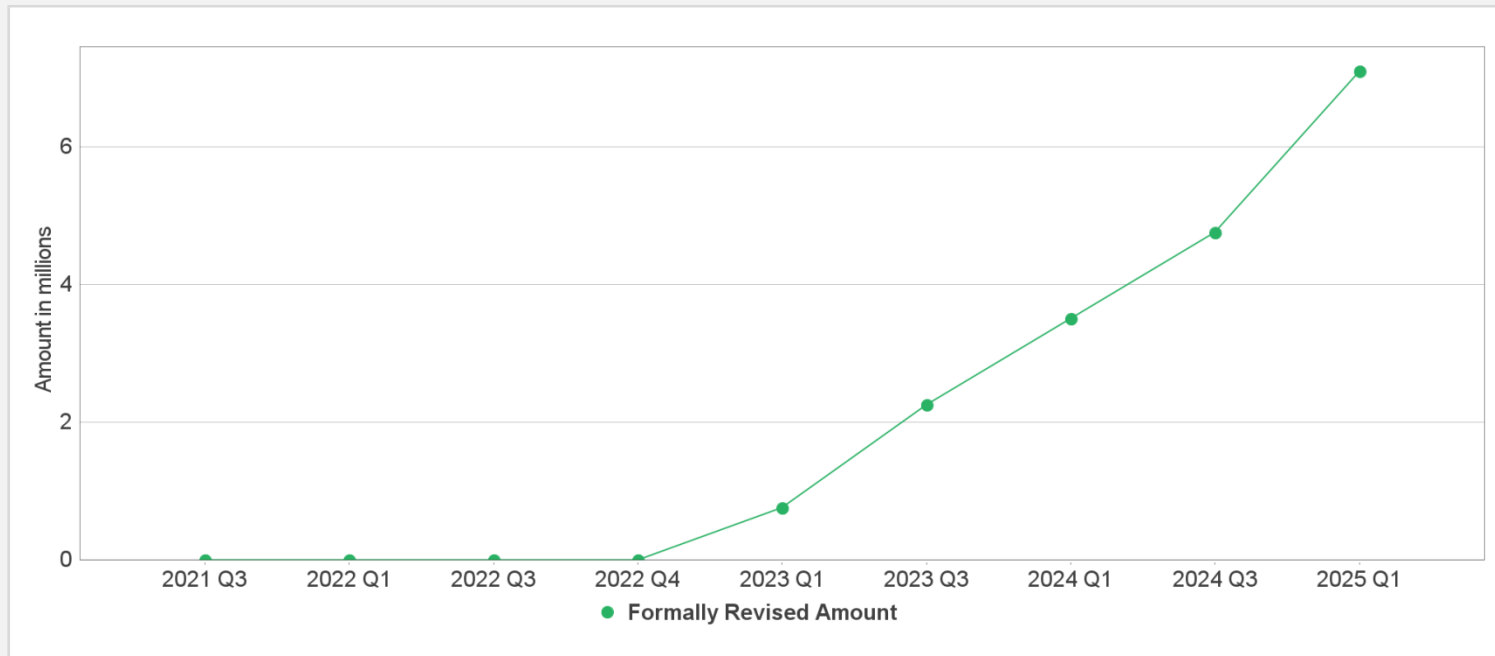
#### Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P175065	TF-B7784	Effective	USD	7.10	7.10	0.00	0.00	7.10	0%%

#### Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P175065	TF-B7784	Effective	25-Feb-2022	28-Feb-2022	28-Feb-2022	28-Feb-2025	28-Feb-2025

#### Cumulative Disbursements



#### Restructuring History

There has been no restructuring to date.

#### Related Project(s)

There are no related projects.