



RESTRUCTURING PAPER
ON A
PROPOSED PROJECT RESTRUCTURING
OF
LESOTHO EDUCATION QUALITY FOR EQUALITY PROJECT
APPROVED ON MAY 26, 2016
TO
MINISTRY OF FINANCE

EDUCATION

AFRICA EAST

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ABBREVIATIONS AND ACRONYMS

ATL	Accelerated Teaching and Learning
CCCs	Community Construction Committees
DRT	District Resource Teacher
EFU	Education Facilities Unit
EMIS	Education Management and Information System
GPE	Global Partnership for Education
IRI	Intermediate Results Indicator
ISR	Implementation Status and Results
LBEIP	Lesotho Basic Education Improvement Project
LEQEP	Lesotho Education Quality for Equality Project
MoET	Ministry of Education and Training
MMS	Mobile Monitoring Survey
PAD	Project Appraisal Document
PDI	Project Development Indicator
PDO	Project Development Objective
PFU	Project Facilitation Unit
PMI-PSI	Progressive Mathematics Initiative – Progressive Science Initiative
PS	Permanent Secretary
RF	Results Framework
SIP	School Improvement Plan
UNICEF	United Nations Children's Fund



Note to Task Teams: The following sections are system generated and can only be edited online in the Portal.

BASIC DATA

Product Information

Project ID P156001	Financing Instrument Investment Project Financing
Original EA Category Not Required (C)	Current EA Category Partial Assessment (B)
Approval Date 26-May-2016	Current Closing Date 30-Jun-2021

Organizations

Borrower Ministry of Finance	Responsible Agency The Kingdom of Lesotho
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Project Development Objective (PDO)

Original PDO

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

Summary Status of Financing (US\$, Millions)

Ln/Cr/Tf	Approval	Signing	Effectiveness	Closing	Commitment	Net Disbursed	Undisbursed
IDA-58200	26-May-2016	10-Jun-2016	08-Jul-2016	30-Jun-2021	25.00	18.34	7.26

Policy Waiver(s)

Does this restructuring trigger the need for any policy waiver(s)?

No



Note to Task Teams: End of system generated content, document is editable from here.

I. PROJECT STATUS AND RATIONALE FOR RESTRUCTURING

A. Project Background

1. This paper presents the background, status and rationale for the proposed restructuring of the Lesotho Education Quality for Equality Project (LEQEP). The project was approved by the World Bank Board of Directors on May 26, 2016 and became effective on July 8, 2016. The Project was restructured, and the Amendment of the Financing Agreement was signed on May 29, 2019. The restructuring included school construction – specifically construction of additional furnished classrooms, separate latrines for boys, girls and teachers, and playgrounds for 25 schools. A second restructuring was completed to include the Contingent Emergency Response Components (CERC) which aims to provide flexibility to address potential emergency issues, including drought, that may arise during project implementation. The second amendment to the Financing Agreement was signed on October 11, 2019.
2. The project consists of four main components. These are:
 - Component 1: Strengthening Primary School Teaching and Providing Learning Materials (US\$11.39 million)
 - Component 2: School Improvement Planning and Provision of School Grants (US\$4.78 million)
 - Component 3: Strengthening Institutional Capacity and Project Management (US\$4.50 million)
 - Component 4: School Construction (US\$4.33 million)

B. Project Status and Implementation Progress

3. **The Project Development Objective (PDO) of LEQEP is to improve basic education service delivery and student retention in schools.** The project currently targets 377 schools that are low performing and disadvantaged across all districts of the country. The main beneficiaries include students, teachers, school principals and school board members in the targeted schools.
4. **Progress toward achievement of development objectives.** The most recent (June 2021) Implementation Status and Results (ISR) report for the project rates the overall implementation progress as Moderately Satisfactory but progress towards the achievement of the Project Development Objectives (PDOs) remains Moderately Unsatisfactory largely because of disruptions to schooling through teacher strikes and the COVID-19 pandemic school closures resulting in data to report on several indicators not being available. In late 2018, a baseline assessment was conducted for the first two indicators measuring the improvement of teacher content knowledge but due to the protracted teacher strikes and the impact of COVID-19 school closures in 2020 that necessitated the stopping of face-to-face teacher training activities, more recent data is not available to report on the progress of these two indicators. Similarly, updates to the student dropout rates in both primary and secondary schools have been delayed given that schools closed in March 2020 in response to the COVID-19 pandemic and re-opened a year later in April 2021. In order to rectify this, through the Education Management Information System (EMIS), data for the early months of 2020 prior to school closures has been retroactively collected and is currently being analyzed. In addition, a focused, rapid data collection process is underway to collect data for the 2021 academic year focusing on schools supported under the project. The Ministry of Education and Training (MoET) has also undertaken an



Accelerated Teaching and Learning (ATL) approach towards narrowing the curriculum and promoting learning. Consequently, with adjustments to the project, the indicators and extension to enable a focused recovery strategy to make up for lost teaching and learning and the completion of delayed activities, the PDO remains achievable.

Table 1 Status of LEQEP PDO indicators

PDO Indicator	Baseline	Current¹	Target
1a: Improvement in teacher content knowledge in targeted primary schools	2016: 0%	2019: 39%	2021: Overall score increases by 5 percentage points from 2019 assessment
1b: Improvement in teacher content knowledge in targeted junior secondary schools	2016: 0%	2019: 49.4%	2021: Overall score increases by 5 percentage points from 2019 assessment
2: Reduction in dropout rate (Grade 1–Grade 6) in targeted primary schools	2016: 16% (revised in May 2019 restructuring) ²	2018: 15% 2019: 15.7%	2021: 13%
3: Reduction in dropout rate (Grade 8–Grade 9) in targeted junior secondary schools	2016: 21%	2018: 22.1% ³ 2019: 30.4%	2021: 16%

5. **Progress on overall project implementation has been driven by increased participation of the MoET’s senior management.** Primarily the Principal Secretaries’ (PSs) commitment to bring previously delayed component activities back on track such as the school construction component. These changes have contributed to the overall institutional capacity of the MoET to undertake project activities more effectively. Furthermore, the project is in compliance with submission of the audit reports. The last audit submitted was for the year ending 31 March 2020 with an unqualified audit opinion. For each component, implementation progress, achievements and the key challenges are discussed in more detail below.
6. **Component 1: Improving the Teaching and Learning Environment in Targeted Primary Schools and Associated Preprimary and Junior Secondary Schools** aims to improve the quality of classroom service delivery in the target

¹ The 2019 estimates are based on the analysis of the 2019 EMIS data by the World Bank team though the MoET’s 2019 EMIS Statistical Report has not been officially released. As schools were closed for much of 2020, EMIS data collection will be undertaken in July 2021 with data only made available to the World Bank team later this year.

² The baseline on the dropout rates was based on projections using the 2013 and 2014 data available during project preparation. This baseline has since been changed, as the data on the dropout rate for 2015/16 only became available in December 2017, and the actual figure came to 16 percent rather than the projected rate of 18 percent from the PAD. The dropout rate for the 2017/18 school year was updated in December 2019 and stands at 15 percent.

³ The dropout rate has increased slightly to 22 percent compared to the proposed 20 percent in the PAD. This increase stems from an increase in the proportion of girls dropping out (from 21 percent in 2017 to 23 percent in 2018).



schools. The main interventions supported by the component included in-service training for teachers, subject advisors, inspectors and trainers; and the provision of teaching and learning resources to improve classroom instruction. Additionally, teachers were trained on strengthening their subject knowledge in mathematics and science through the Progressive Mathematics Initiative—Progressive Science Initiative (PMI-PSI) model. Thus far, only one round of teacher training has taken place while the initial plan was to provide four rounds of training, though training of the PMI-PSI model completed as designed as it leveraged digital technologies to allow participants to complete their courses online. The prolonged teacher strikes that took place in the 2018 and 2019 school years led to significant implementation delays. With an additional year of stopping teacher training activities in 2020, the remaining activities under this component are suggested for dropping as the focus and system capacity constraints have changed given the impact of the COVID-19 pandemic. Finally, despite initial delays in procurement, provision of most teaching and learning materials under this component has been completed though more time is needed to enable the efficient conclusion of delivery to schools; similarly, procurement of textbooks and numeracy kits is still underway but delivery to site would only complete in early August 2021.

7. **Component 2:** Strengthening School Accountability for Student Learning and Retention in targeted schools supports a school-based management model that empowers key actors at the school level to collectively work towards retaining students while also making available additional school grants towards School Improvement Planning (SIP) interventions. Implementation progress under this component has been on track since the start of 2021. School management committees have been trained in all target schools. Furthermore, all target schools have prepared approved SIPs. These plans have been funded with schools having received 100 percent of the first school grant while the second tranche is currently in disbursement set to complete in June 2021. The time extension would enable completion of tranches and allow schools the opportunity to make use of the grants as planned.
8. **Component 3:** Strengthening Institutional Capacity and Project Management focuses on building the capacity of the MoET to deliver on its agenda as stated in the education sector plan, support project implementation activities, including by covering project management costs and providing technical assistance. The component has supported capacity building of MoET staff including training and study tours for inspectors. Funding has also been provided to support core project management activities including operational costs, monitoring and evaluation, and auditing. Completed activities (or those in the final stages) include the proposed consultancy for evaluation of the SIP program under component 2 that was affected by the COVID-19 shutdown experienced in the country. Additionally, the MoET has invested in a Mobile Monitoring System (MMS), which is in part financed by UNICEF. This monitoring system makes use of short code messaging services to enable survey completion using mobile phones by project beneficiaries.
9. **Component 4:** School Construction. The activities under the school construction component account for nearly 15 percent of the allocated budget and have been the most severely delayed in the project. A set of mutually agreed upon milestones was developed to measure progress within this time. The appointment of the Education Facilities Unit (EFU) consultant had the greatest impact on achievements of milestones. To date all key milestones have been met and have allowed the activity to get back on track with estimated completion to take less than 10 months overall. This includes the setting up and training of all Community Construction Committees (CCCs) who will oversee and be involved in key decisions about construction of the schools in their communities. Furthermore, the recruitment of technical site supervisors appointed at all 25 school sites and the acceleration of construction and mining materials required to build the structures have also been undertaken. Though the deadline for completion now sits after the closing of the project, the timeline should be feasible under an 18-month restructuring plan.



C. Rationale for Restructuring

10. **Mitigate the loss of teaching and learning due to teacher strikes of 2018/2019 by redirecting funding towards more urgent priority areas.** The prolonged teacher strikes impacted a number of activities in the project implementation. While the effect on teacher training is most visible, equally hampered were schools' abilities to implement all designed school improvement activities identified in their SIPs including those that related to curbing student dropout and promoting the return to school. The teacher strikes also disrupted schooling, which is likely to have negatively affected learning time. Reallocating funding away from interventions that cannot be implemented under current circumstances towards the MoET's learning recovery strategy would best support the MoET's efforts at curbing further loss of learning. The proposed activities in support of the Accelerated Teaching and Learning (ATL) Recovery Strategy aim to do this by enabling a contingency of available, yet unplaced, qualified teachers in schools to offer more individualized attention in primary and secondary schools on core subjects. The added individualized support for especially struggling learners will target not only learning losses but by keeping those at risk of not progressing, and thus dropping out, more engaged in schooling.
11. **Address the impact of COVID-19 on schooling and the MoET.** The emergence of the COVID-19 pandemic further hampered the MoET's ability to make up for lost time, as face-to-face training, which is the current modality supported under LEQEP, became impossible. Total country shutdowns also effected businesses and MoET's partners who support activities such as printing, distribution and delivery of materials and other services. An example of this is noted in the delays the consultant faced when undertaking stakeholder consultations for the revision of the ECCD curriculum, supported under the Lesotho Basic Education Improvement Project (LBEIP) as well as the workshops for the review of the Curriculum and Assessment Policy work under component 3 of the same project. Thus, completion of SIP activities such as the clearance and auditing processes by the MoET that have been delayed resulting in a knock-on effect of providing second tranches of school grants in the year, as well as final distribution of instructional materials would benefit from the additional time the extension would provide.
12. **The project has faced capacity and project management delays that have since been addressed at Senior Management levels.** In recent implementation support missions and discussions with the MoET, the project remains relevant and aligned with the Government's priorities for the education sector and thus necessary to continue. Furthermore, the Government has expressed its commitment to improve project implementation including by increasing implementation capacity, fostering better coordination and enhancing monitoring and evaluation. This is further evidenced by the new appointments and willingness of the PSs to chair bi-weekly progress meetings as needed. The current momentum provides a context in which the PDO can be achieved with a restructuring and an extension.
13. **Address the impact of unemployment and loss of income due to disruptions to livelihoods.** As a result of the lockdowns experienced in the country, it will be challenging for many households to keep their children in school, even when schools reopen. A further deterrent could be the significant learning losses that stop learners from progressing in their studies. As a result, it is likely the student dropout rate could rise unless targeted mitigation measures are put in place. Restructuring the project, including reallocating some of the funding from cancelled activities towards the ministry's ATL COVID-19 recovery strategy is expected to alleviate the negative impact of the pandemic on student re-entry into school.



II. DESCRIPTION OF PROPOSED CHANGES

14. The proposed restructuring seeks to make adjustments to support the MoET's efforts in addressing more urgent challenges related to the medium-term COVID-19 recovery response, such as enhancing the ATL strategy, narrowing the curriculum and extending the schooling day to allow teachers and learners time to catch-up. This will be achieved by: (a) focusing on interventions that are directly delivered at school level and can reach students faster; (b) responding to the impact of COVID-19 on learning and service delivery; (c) extending the project's closing date to December 31st, 2022; (d) amending the results framework; and (e) reallocating undisbursed funds from component 1, 2 and 3 towards a newly added component 5, ATL COVID Recovery Strategy. The proposed changes are described in more detail below:
- a. **Focusing on interventions that are directly delivered at school level and can reach students.** This change mainly entails dropping activities that are delayed due to the teacher strikes and the COVID-19 pandemic. Given the current circumstances, it is proposed that all remaining teacher training related activities under subcomponent 1a, including preparation of training materials and training of trainers and teachers will be cancelled. In its stead, the inclusion of a fifth component that focuses on the deployment and training of 276 qualified yet unplaced graduate teachers to serve as assistant teachers in schools with high learner to teacher ratios and poor learning outcomes for a total of six (6) months.
 - b. **Responding to the impact of COVID-19 on learning and service delivery.** Component 5 will recruit and train a cohort of assistant teachers in core subjects across the primary and secondary phases who will be trained on a narrowed curriculum of the ATL strategy to serve as additional teaching staff and/or subject tutors based on the needs determined by the school. With the extended school day and rotational attendance of learners to comply with physical distancing measures at schools, the addition of focused assistant teaching staff will provide relief to overstretched teachers, while also being available to work with smaller, individualized groups of learners to help them catch up. Furthermore, funding from the new fifth component will enable the development of learner workbooks and revision booklets for all grades in the country. Additionally, compressed curriculum teacher guides will also be developed on the ATL strategy and distributed to all primary schools for grades 1 to 4 and secondary schools for grades 8 to 11 in the country.
 - c. **Extending the project's closing date to December 31st, 2022.** It is further expected that extending the project's time by a further 18 months will allow for the completion of the outstanding activities which include: (i) the disbursement of the second SIP school grants, enabling schools to make use of the funds towards interventions that directly target student dropouts and improve the learning environments. The extended time period will also provide the MoET the opportunity to undertake school grant audits and reporting of the activity; (ii) the completion and due diligence of the school construction activities; and (iii) the opportunity to clear procurement activities related to instructional materials and assessment packages with the assistance of a dedicated procurement specialist who will join in July 2021, as part of the PFU staff.
 - d. **Amending the results framework.** In line with the changes proposed above, the following will apply:
 - I. Dropping the two PDO indicators related to teachers' content knowledge (i.e. 'improvement in teacher content knowledge) in targeted primary and junior secondary schools.



- II. Adjusting the target of the PDO indicator on reduction of dropout rate in junior secondary schools to make it more realistic and achievable given the impacts of the COVID-19 pandemic.
- III. Modifying the Interim Results Indicators (IRI):
 - Adding IRI 15: The number of all target primary schools that benefitted from the ATL supplementary materials.
 - Adding IRI 16: The number of all target secondary schools that benefitted from the ATL supplementary materials.
 - Dropping IRIs related to cancelled activities. See table 3.
- e. **Reallocating undisbursed funds from components 1, 2 and 3 towards a new component 5.** In line with the education sector’s response plan to mitigate the impacts of COVID-19 pandemic, reallocation of US\$4.3 million of the currently undisbursed funds from Components 1, 2 and 3 will be earmarked to go towards the ALT recovery strategy as outlined in the description. See table 2.

Table 2. Reallocation of Funds by Components (US\$ million)

Component Description	Initial allocation	Current balance	Revised allocation	Ongoing and new activities 2021-2022
1. Improving the teaching and Learning Environment in Targeted Primary and Junior Secondary Schools	11.39	4.81	7.79	1.2
2. Strengthening School Accountability for Student Learning and Retention in Targeted Schools	4.78	1.14	4.22	0.58
3. Strengthening Institutional Capacity and Project Management	4.50	1.05	4.36	0.45
4. School Construction	4.33	4.2	4.33	4.68
5. Accelerated Teaching and Learning recovery strategy	-	-	4.30	4.30
Total	25.00	25.00	25.00	11.20

Table 3 Changes in Results Framework

Indicator Name	Definition	Changes in the Special Notes/Comments
PDIs		
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.	Proposed for dropping.
1b. Improvement in teacher content knowledge in targeted junior secondary schools	Teacher performance of Grades 8–10 teachers on written exam testing competencies in mathematics and science.	Proposed for dropping
2. Reduction in dropout rate (Grade 1 to Grade 6) in targeted primary schools	Dropout rate of Grade 1–6 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 1–6 in year (t-1). It is calculated by subtracting the sum of promotion rate and repetition rate from 100.a	No change proposed



Indicator Name	Definition	Changes in the Special Notes/Comments
3. Reduction in dropout rate (Grade 8–Grade 9) in targeted junior secondary schools	Dropout rate of Grade 8–9 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 8–9 in year (t-1). It is calculated by subtracting the sum of promotion rate and repetition rate from 100.b	Based on 2018-2019 dropout figures and the anticipated effect of the schools' closures of 2020, it is proposed the Indicator target is increased from 16% to 20%
IRIs		
Indicator Name	Definition	Changes in the Special Notes/Comments
IRI 1: Direct project beneficiaries	Total number and Percentage female	No change proposed
IRI 2: Primary teachers trained	A count of primary school teachers trained yearly	No change proposed
IRI 3: Math and science teachers at junior secondary trained	A count of maths and science teachers trained yearly	No change proposed
IRI 4: Schools with readers and supplementary reading materials	A count of project schools with materials received	No change proposed
IRI 5: New Lesotho model for Grade 8 developed and implemented in targeted schools	Yes/No	Proposed for dropping
IRI 6: School boards trained	A count of school boards trained	No change proposed
IRI 7: Schools with approved SIPs	A count of schools with approved SIPs	No change proposed
IRI 8: Schools submitting report cards	A count of schools with report cards submitted	No change proposed
IRI 9: Schools spending 50 percent or more of the total school grant	A count of schools spending 50% or more of grant received	No change proposed
IRI 10: National Assessment in Grade 9	Yes/No	No change proposed
IRI 11: Number of additional classrooms built by the project	A count of completed classrooms built (handed over to the school board after certificate of completion has been issued) by the project	73 classrooms
IRI 12: Number of toilet blocks constructed	A count of completed toilet blocks built (handed over to the school board after certificate of completion has been issued) by the project	73 toilet blocks
IRI:13: Number of classrooms furnished	A count of classrooms (not schools) for which furniture has been procured, delivered, and installed.	73 classrooms



Indicator Name	Definition	Changes in the Special Notes/Comments
IRI14: Number of playgrounds prepared, upgraded and completed	A count of playgrounds prepared, upgraded, and completed and already in use by the schools	Proposed for dropping
IRI 15: The number of all target primary schools that benefitted from the ATL supplementary materials.	A count of primary schools that received the following package of materials in entirety: Workbooks for Grades 1 to 4 Teachers Guides and compressed content for primary school teachers	1,479 schools
IRI 16: The number of all target secondary schools that benefitted from the ATL supplementary materials.	A count of primary schools that received the following package of materials in entirety: <ul style="list-style-type: none"> • Revision booklets/workbooks for Grades 8 to 11 • Teachers Guides and compressed content for secondary school teachers 	350 schools

Note: G = Grade.

a. Promotion rate (G1 to G6) $t-1/t = [(No. \text{ non-repeaters } G2 \text{ to } G7 \text{ in } (t)) / (No. \text{ students } G1 \text{ to } G6 \text{ in } (t-1))] \times 100$

Repetition rate (G1 to G6) $t-1/t = [(No. \text{ repeaters } G1 \text{ to } G6 \text{ in } (t)) / (No. \text{ students } G1 \text{ to } G6 \text{ in } (t-1))] \times 100$

Dropout rate (G1 to G6) = 100 - promotion rate - repetition rate

b. Promotion rate (G8 to G9) $t-1/t = [(No. \text{ non-repeaters } G9 \text{ to } G10 \text{ in } (t)) / (No. \text{ students } G8 \text{ to } G9 \text{ in } (t-1))] \times 100$

Repetition rate (G8 to G9) $t-1/t = [(No. \text{ repeaters } G8 \text{ to } G9 \text{ in } (t)) / (No. \text{ students } G8 \text{ to } G9 \text{ in } (t-1))] \times 100$

D. Appraisal Summary

Technical Analysis

- The main change in the technical analysis of the project design stems from the addition of Component 5– Accelerated Teaching and Learning Recovery Strategy. The compounding learning losses that are anticipated for learners (primarily from the poorest households in the country) as a result of the protracted teacher strikes and more recently, the COVID-19 pandemic, further threatens educational outcomes and human capital accumulation as the economic analysis below shows. A targeted, innovative learner focused intervention will be needed to directly address what could be the largest learning loss crisis faced if not urgently curbed.
- Recent evidence has outlined the catalytic impact additional assistant teaching staff can have on basic education outcomes through direct, individualized instructional tutoring. A recent World Bank learning note titled “*The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence*” emphasized how high-dose tutoring and individual guidance defined as “one-on-one or small group instructional programming by teachers, paraprofessionals and/or volunteers” can be a potentially transformative tool in curbing learning losses particularly in environments where teacher to learner ratios do not provide for individualized and differentiated teaching. Of the studies analyzed, it was shown that highly qualified individuals providing structured, individualized support to learners within schools, primarily during school times, yielded the highest learning outcomes as compared to learners who did not receive such support. The proposed ATL recovery strategy that will place paraprofessional teachers (qualified, but unplaced) in large and overstretched schools where learning outcomes are currently weak is an attempt to leverage this transformative tool while providing economic relief and additional instructional hours for young unemployed graduates in the country. Furthermore, the development of supplementary materials to help structure tutoring of the assistant teachers will be aligned to the national curriculum goals thereby ensuring learning objectives are reached, learners are engaged and are brought back on track to enable completion of their studies.



Economic and Financial Analysis

- 17. Restructuring the project to mitigate the adverse effects of extended school closures is expected to contribute towards improved basic education service delivery and increased student retention. Hence, the economic analysis conducted under the initial project design remains valid under the restructuring. As elaborated in the original economic analysis, there is extensive evidence that shows that individuals with higher levels of schooling tend to be more productive and earn more. In Lesotho, the labor market returns to education are high, particularly at post-primary levels. More recent estimates show that each additional year of education increases average annual earnings by 12 percent. Poverty incidence decline significantly as educational attainment increases. Approximately 63 percent of uneducated people and 55 percent of people with complete primary education among the working-age population are poor. In contrast, the corresponding figures are 41 percent for people with lower secondary, 27 percent for those with upper secondary, and 7 percent for those with higher education. While these results are correlations, they are indicative of the positive relationship between schooling and economic wellbeing in the Lesotho context.
- 18. Beyond labor market returns, research shows that there are many positive externalities associated with improved educational outcomes. Individuals with high levels of education are likely to be healthier, have fewer children and their children have better educational and health outcomes. By supporting the MoET to address learning gaps that are likely to have emerged during school closures, the project restructuring can contribute towards the realization of these benefits. There is also a strong equity related rationale that justifies the changes made under the project. Emerging evidence shows that the disruption to schooling during the prolonged school closures has had a devastating impact on children from rural and poor communities, who had limited access to distance learning resources. The focus of the restructuring on the provision of additional support and tutoring to children who are lagging behind therefore can play a critical role in mitigating existing inequalities from widening.
- 19. Looking at the long-term fiscal implication of the newly added activities, no changes are expected compared to the original financial analysis. As discussed above, the main change in component financing relates to the reallocation of funding to the deployment and training of 276 qualified yet unplaced graduate teachers to serve as assistant teachers. This intervention is a short-term intervention to help students catch-up following the long disruption to their education; hence in the short run, it is not expected that there will be significant impact on the education sector’s budget. However, without additional external financing it is unlikely that this activity can be sustained in the long run.

III. SUMMARY OF CHANGES

	Changed	Not Changed
Results Framework	✓	
Components and Cost	✓	
Loan Closing Date(s)	✓	
Reallocation between Disbursement Categories	✓	
Implementation Schedule	✓	



Other Change(s)	✓	
Economic and Financial Analysis	✓	
Technical Analysis	✓	
Implementing Agency		✓
DDO Status		✓
Project's Development Objectives		✓
PBCs		✓
Cancellations Proposed		✓
Disbursements Arrangements		✓
Disbursement Estimates		✓
Overall Risk Rating		✓
Safeguard Policies Triggered		✓
EA category		✓
Legal Covenants		✓
Institutional Arrangements		✓
Financial Management		✓
Procurement		✓
Social Analysis		✓
Environmental Analysis		✓

IV. DETAILED CHANGE(S)

COMPONENTS

Current Component Name	Current Cost (US\$M)	Action	Proposed Component Name	Proposed Cost (US\$M)
Component 1: Improving the teaching and learning environment in targeted primary and junior secondary schools	11.39	Revised	Component 1: Improving the teaching and learning environment in targeted primary and junior secondary schools	7.79
Component 2: Strengthening school accountability for student	4.78	Revised	Component 2: Strengthening school accountability for	4.22



learning and retention in targeted schools			student learning and retention in targeted schools	
Component 3: Strengthening Institutional Capacity and Project Management	4.50	Revised	Component 3: Strengthening Institutional Capacity and Project Management	4.36
Component 4: School Construction	4.33	No Change	Component 4: School Construction	4.33
	0.00	New	Component 5: Accelerated Teaching and Learning Recovery Strategy	4.30
TOTAL	25.00			25.00

LOAN CLOSING DATE(S)

Ln/Cr/Tf	Status	Original Closing	Revised Closing(s)	Proposed Closing	Proposed Deadline for Withdrawal Applications
IDA-58200	Effective	30-Jun-2021		31-Dec-2022	30-Apr-2023

REALLOCATION BETWEEN DISBURSEMENT CATEGORIES

	Current Allocation	Actuals + Committed	Proposed Allocation	Financing % (Type Total)	
				Current	Proposed
IDA-58200-001 Currency: XDR					
iLap Category Sequence No: 1		Current Expenditure Category: Gds,NCS,CS,TRG,OC part A,B1,C			
	11,718,604.00	7,227,041.72	8,912,226.00	100.00	100.00
iLap Category Sequence No: 2		Current Expenditure Category: Gds,NCS,CS,TRG,OC part B2,B3			
	3,255,000.00	2,481,417.59	3,085,661.00	100.00	100.00
iLap Category Sequence No: 3		Current Expenditure Category: PPF REFINANCING			
	18,453.00	18,452.84	18,453.00	100.00	100.00



The World Bank

Lesotho Education Quality for Equality Project (P156001)

iLap Category Sequence No: 4	Current Expenditure Category: Works, Gds,NCS,CS,TRG,OC part D			
3,107,943.00	87,137.84	3,107,943.00	100.00	100.00
iLap Category Sequence No: 5	Current Expenditure Category: CERC			
0.00	0.00	0.00	100.00	100.00
iLap Category Sequence No: 6	Current Expenditure Category: Gds,NCS,CS,TRG,OC for new component			
0.00	0.00	2,975,717.00		100
Total	18,100,000.00	9,814,049.99	18,100,000.00	



Results framework

COUNTRY: Lesotho

Lesotho Education Quality for Equality Project

Project Development Objectives(s)

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

Project Development Objective Indicators by Objectives/ Outcomes

Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
To improve basic education service delivery and student retention in targetted areas								
PDI 1a: Improvement in teacher content knowledge in targeted primary schools (Percentage)		39.30	0.00	0.00	0.00	0.00	44.30	44.30
<i>Action: This indicator has been Marked for Deletion</i>								
PDI 1b: Improvement in teacher content knowledge in targeted junior secondary schools (Percentage)		49.40	0.00	0.00	0.00	0.00	54.40	54.40
<i>Action: This indicator has been Marked for Deletion</i>								
PDI 2: Reduction in dropout rate (Grade 1 to Grade 6) in targeted primary schools (Percentage)		16.00	0.00	15.00	15.70	15.00	14.00	13.00
<i>Action: This indicator has been Revised</i>								



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
PDI 3: Reduction in dropout rate (Grade 8 to Grade 9) in targeted junior secondary schools (Percentage)		21.00	0.00	22.00	30.40	27.00	24.00	20.00
Action: This indicator has been Revised	Rationale: <i>The current (December 2019) estimates show that the dropout rate increased in part due to the prolonged teacher strikes in 2018 and 2019. In addition, the dropout rate is expected to worsen following the extended school closures during the COVID-19 pandemic. Given the impact of these factors, the adjusted end target provides a realistic yet ambitious end goal.</i>							

Intermediate Results Indicators by Components

Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Component 1: Improving the teaching and learning environment in targeted primary and junior secondary schools								
Direct project beneficiaries (Number)		0.00	0.00	67,000.00	73,500.00	80,000.00	86,500.00	86,500.00
Female beneficiaries (Percentage)		52.00	0.00	52.00	52.00	52.00	52.00	52.00
Primary teachers trained (Number)		0.00	0.00	1,400.00	1,400.00	1,400.00	1,400.00	1,400.00
Math and science teachers at junior secondary trained (Number)		0.00	0.00	100.00	150.00	200.00	200.00	200.00



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Schools with readers and supplementary reading materials (Number)		0.00	0.00	312.00	312.00	312.00	312.00	312.00
New Lesotho model for Grade 8 developed and implemented in targeted schools (Text)		No	No	No	No	No	Yes	Yes
Action: This indicator has been Marked for Deletion	Rationale: This activity was cancelled and the amount is reallocated to Component 5 that responds to the learning loss as the result of the COVID-19 pandemic related school closures.							
Component 2: Strengthening school accountability for student learning and retention in targeted schools								
School Boards trained (Number)		0.00	239.00	377.00	377.00	377.00	377.00	377.00
Schools with approved SIPs (Number)		0.00	0.00	100.00	300.00	377.00	377.00	377.00
Schools submitting report cards (Number)		0.00	0.00	0.00	100.00	300.00	377.00	377.00
Schools spending 50 percent or more of the total school grant (Number)		0.00	0.00	0.00	50.00	250.00	377.00	377.00
Component 3: Strengthening Institutional Capacity and Project Management								
National Assessment in Grade 9 (Text)		No	No	Yes	Yes	Yes	Yes	Yes
Component 4: Construction Works								



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
IRI 11: Number of additional classrooms built by the project (Number)		0.00	0.00	0.00				73.00
Action: This indicator has been Revised								
IRI 12: Number of toilet blocks constructed (Number)		0.00	0.00					73.00
Action: This indicator has been Revised								
IRI 13: Number of classrooms furnished (Number)		0.00	0.00					73.00
Action: This indicator has been Revised								
IRI 14: Number of playgrounds prepared, upgraded and completed (Number)		0.00	0.00					5.00
Action: This indicator has been Marked for Deletion								
Component 5: Accelerated Teaching and Learning Recovery Strategy (Action: This Component is New)								
Number of target primary schools that benefited from ATL supplementary materials (Number)		0.00						1,479.00



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Action: This indicator is New								
The number of all target secondary schools that benefitted from the ATL supplementary materials (Number)		0.00						350.00
Action: This indicator is New								



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