

Melupe Investment in Lesotho Education

Program Document

For

GPE Multiplier

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Acronyms

AIR	American Institute of Research
ALP	Alternate Learning Pathways
BESP	Basic Education Strengthening Project
CGP	Child Grant Program
CMHSBS	Continuous Multipurpose Survey/Household Budget Survey
CRS	Catholic Relief Service
CSO	Civil Society Organization
CSR	Corporate Social Responsibility
DA	District Administrator
DRT	District Resource Teacher
ECCD	Early Childhood Care and Development
ECoL	Examination Council of Lesotho
EFAR	Enabling Factors Assessment and Review
EMIS	Education Management Information System
ESA	Education Sector Analysis
ESP	Education Sector Plan
FPE	Free Primary Education
GA	Grant Agent
GDP	Gross Domestic Product
GER	Gross Enrollment Rate
GoL	Government of Lesotho
GPE	Global Partnership for Education
HACT	Harmonized Approach for Cash Transfer
HDI	Human Development Index
IEC	Information, Education and Communication
KPI	Key Performance Indicator
LBEIP	Lesotho Basic Education Improvement Project
LCCI	Lesotho Chamber of Commerce and Industry
LDTCC	Lesotho Distance Teaching Centre
LEG	Local Education Group
LEQEP	Lesotho Education Quality for Equality Project
LNAEP	Lesotho National Assessment of Educational Progress
LQF	Lesotho Qualifications Framework
LSL	Lesotho Loti
MICS	Multi Indicator Cluster Survey
MLT	Multiplier
MoET	Ministry of Education and Training
MoSD	Ministry of Social Development
MPI	Multidimensional Poverty Index
NCDC	National Curriculum Development Centre
NER	Net Enrollment Rate
NGO	Non-Governmental Organization
NISSA	National Information System for Social Assistance
NSDP	National Strategic Development Plan

OVC-B	Orphans and Vulnerable Children Bursary
OOSC	Out-Of-School Children
PSC	Project Steering Committee
SACU	Southern African Customs Union
SCG	System Capacity Grant
SDG	Sustainable Development Goals
SEAH	Sexual Exploitation, Abuse, and Harassment
TA	Technical Assistance
TBD	To Be Determined
TES	Transforming Education Summit
TLM	Teaching and Learning Material
ToR	Terms of Reference
TSD	Teaching Service Department
UN	United Nations
UNICEF	United Nations Children's Fund
USD	United States Dollar
WFP	World Food Programme

1. Country Context

Lesotho, officially the Kingdom of Lesotho, is a small, mountainous, and landlocked nation entirely encircled by South Africa. Spanning an area of 30,355 square kilometers, it has a population of roughly 2.4 million¹. The nation is predominantly highland, with its lowest elevation at 1,400 meters above sea level. Economically, Lesotho is classified as a lower-middle-income country with a per capita income of approximately \$999.7 in 2022. The country's GDP was USD 2.05 billion in 2023², and it experienced a growth rate of 2 percent in 2023, mainly driven by the public sector and construction, with positive spillover effects on transportation, logistics, and financial services. The industrial sector grew by about 5 percent, although agricultural expansion decelerated significantly³.

Lesotho faces formidable economic challenges, including high inflation, at 8.2 percent in January 2024, due to moderating fuel and food prices. The fiscal balance improved significantly from a deficit of 4.3 percent of GDP in 2022 to a surplus of 5.5 percent in 2023, primarily due to a more than doubling of Southern African Customs Union (SACU) revenue. This windfall allowed the government to boost public investment and recurrent spending. Despite these improvements, public investment management weaknesses and efforts to control spending delayed the implementation of capital projects. The public debt stock declined slightly to 57.5 percent of GDP in 2023 from 60.6 percent in 2022, though risks to debt sustainability have risen⁴.

The proportion of the population living below the national poverty line of Lesotho Maloti (LSL) 648.88 (2017 prices) per adult equivalent per month fell from 56.6 percent in 2017 to 49.7 percent in 2022, owing to rapid poverty reduction in urban areas and increases in educational attainment⁵. Nevertheless, 49.7 percent of the population still live below the national poverty line. Urban areas have witnessed the most substantial reductions in poverty, whereas rural and mountainous regions, home to 58 percent of the population, remain the poorest. Poverty is most prevalent among rural residents, female-headed households, the less educated, the unemployed, large families, and children. In the rural highlands, poverty increased by 10.9 percentage points from 56.9 percent in 2002 to 67.8 percent in 2017⁶.

The Global Multidimensional Poverty Index (MPI) of 2022 estimated that 19.6 percent of Lesotho's population is multidimensionally poor, with 5.0 percent experiencing severe multidimensional poverty and 28.6 percent vulnerable to it⁷. The Lesotho 2021 Multidimensional Child Poverty Report highlighted that 45.5 percent of children aged 0-17 were multidimensionally poor in 2018, with higher rates in rural areas⁸. Child poverty is particularly pronounced in the Senqu River Valley and mountainous regions, with the

¹ <https://www.unfpa.org/data/world-population/LS>

² <https://data.worldbank.org/indicator/NY.GDP.MKTP.CD?locations=LS>

³ <https://www.worldbank.org/en/country/lesotho/overview>

⁴ Ibid

⁵ World Bank (2023). Poverty & Equity Brief: Lesotho. Africa Eastern & Southern. April 2023
https://databankfiles.worldbank.org/public/ddpext_download/poverty/987B9C90-CB9F-4D93-AE8C-750588BF00QA/AM2020/Global_POVEQ_LSO.pdf

⁶ World Bank & Lesotho BOS (2019). *Lesotho Poverty Assessment: Progress and challenges in reducing poverty*. International Bank for Reconstruction and Development / The World Bank: Washington, DC, USA.

⁷ UNDP (United Nations Development Programme), OPHI (Oxford Poverty and Human Development Initiative). 2022. 2022 Global Multidimensional Poverty Index (MPI): Unpacking deprivation bundles to reduce multidimensional poverty. New York.

⁸ UNICEF & Lesotho BOS (2021). Lesotho 2021 Multidimensional Child Poverty: Report Highlights. UNICEF: Maseru, Lesotho

highest rates in Thaba-Tseka (65.4 percent) and Mokhotlong (63.8 percent), followed by Qacha's Nek (54.2 percent). Multidimensional child poverty is higher in households where the head of household has either no education or only a primary education. As the education levels of household heads increase, multidimensional child poverty decreases. The primary dimensions contributing to adolescents' multidimensional poverty are housing, education, and sanitation⁹.

From 2010 to 2022, Lesotho's population increased by approximately 14 percent, characterized by a notably young demographic—53.4 percent of the population is under 25 years old¹⁰. The latest population proportion by broad age groups (both sexes) suggests that 32.7 percent of the population is of school-going age, between the age of 3 and 17¹¹. This youthful demographic is a critical asset, especially within the framework of Lesotho's commitment to the Africa Agenda 2063, which aims to leverage the potential of its young population amidst demographic shifts

Lesotho's education system is inadequate in delivering a complete 12-year schooling program. Students typically complete only about 10 years of education, and the quality, as reflected by test scores, is moderate. Additionally, a significant proportion of children under five suffer from stunted growth (35 percent), and life expectancy remains suboptimal, resulting in a Human Capital Index of 0.40¹². This underscores the imperative for substantial improvements in healthcare, education, and overall human development. The Human Development Index (HDI) is a summary measure for assessing average achievement in three basic dimensions of human development: a long and healthy life, access to knowledge and a decent standard of living. Lesotho's HDI value for 2022 is 0.521— which put the country in the Low human development category—positioning it at 168 out of 193 countries and territories¹³. This low HDI further highlights the necessity for comprehensive enhancements in human capital development sectors.

2. Sector Context

Lesotho's educational system is intricately structured to encompass four principal programs: Early Childhood Care and Development (ECCD), Primary, Junior Secondary, and Senior Secondary education. The formal education system adheres to a 3-7-3-2 model, incorporating three years of ECCD for children aged 3-5 (Preschool), seven years of primary education for children aged 6-12 (Grades 1-7), and five years of secondary education for adolescents aged 13-17 (Grades 8-12). This secondary education phase is further

⁹ Ibid

¹⁰ United Nations, Department of Economic and Social Affairs, Population Division (2022). World Population Prospects: The 2022 Revision // <https://population.un.org/dataportal/>

¹¹ United Nations, Department of Economic and Social Affairs, Population Division (2022). World Population Prospects: The 2022 Revision, custom data acquired via website on 07012024

¹² World Bank Human Capital Project. Country brief for Lesotho. October 2020 // https://databankfiles.worldbank.org/public/ddpext_download/hci/HCI_2pager_LSO.pdf

¹³ <https://hdr.undp.org/data-center/specific-country-data#/countries/LSO>

divided into three years of lower secondary education for adolescents aged 13-15 (Grades 8-10) and two years of upper secondary education for adolescents aged 16-17 (Grades 11-12)¹⁴.

Lesotho's education system is aligned with international standards and regulated by the Lesotho Qualifications Framework (LQF). The foundational legislative mandates, including the Education Act of 2010 and the Higher Education Act of 2004, exemplify Lesotho's dedication to global educational and human rights agreements such as the Convention on the Rights of the Child and the Sustainable Development Goals (SDGs)¹⁵. Education is central to Lesotho's socio-economic transformation, as reflected in the National Strategic Development Plan (NSDP II) and the Education Sector Plan (ESP). These strategic frameworks focus on enhancing the quality of education and addressing skill gaps, in alignment with the African Agenda 2063. The Government of Lesotho (GoL) has demonstrated a robust commitment to education, allocating expenditures amounting to 8.9 percent of GDP in 2021, surpassing international recommendations set forth in the Incheon Declaration on Education Agenda 2030. This substantial investment underscores the government's prioritization of education, further bolstered by significant household contributions to educational spending¹⁶. The strategic objectives delineated in the NSDP II and the Education Sector Operational Plan 2021-2023 aim to ensure equitable access to quality education, augment the efficiency and effectiveness of educational programs, and promote transparency and accountability¹⁷.

Lesotho has made commendable progress in its endeavor towards universal education by instituting Free Primary Education in 2000, subsequently reinforced by the Education Action of 2010. Since 2010, primary education has been free, compulsory, and accessible to all citizens aged 6-12 years, although secondary education remains non-compulsory. In 2016, the scope of basic education was redefined to include pre-primary, primary, and lower secondary education. Students undergo examinations at the conclusion of their lower secondary education, following seven years of primary schooling and three years of lower secondary education¹⁸. Regarding educational facilities, Lesotho operates 2,134 ECCD centers, 1,504 primary schools, and 361 secondary schools¹⁹. The country has achieved extensive access to primary education, as evidenced by a gross enrollment rate (GER) of 103 percent and a net enrollment rate (NER) of 86 percent, while also upholding gender parity in ECCD and primary education²⁰.

Despite these advancements, there are significant deficiencies in policy implementation and resource distribution. The allocation of funds within primary education presents unique challenges. A considerable portion of the budget for free primary education is allocated towards teacher remuneration, with inadequate emphasis on pedagogical goods and services. Additionally, the free primary education program encompasses the costs of textbooks, stationery, and a school feeding program, which, while beneficial in attracting children to schools and enhancing their concentration and learning, imposes fiscal strain. This financial burden is further compounded by the necessity for capital investment, infrastructure

¹⁴ Lesotho, Ministry of Education and Training (2020), Education Sector Analysis, 2020

¹⁵ Ibid

¹⁶ Government of Lesotho (2022). Voluntary National Review (VNR) of the Implementation of the Sustainable Development Goals Report. 2022

¹⁷ Ministry of Education and Training, Kingdom of Lesotho, 2024, Education Partnership Compact 2023-2026.

¹⁸ UNICEF (2023). Situation Analysis of Adolescents and Youth in Kingdom of Lesotho. UNICEF: Maseru, Lesotho

¹⁹ Lesotho, Ministry of Education and Training (2023), "2023 Education Statistics Report"

²⁰ UNICEF (2023). Situation Analysis of Adolescents and Youth in Kingdom of Lesotho. UNICEF: Maseru, Lesotho

development, and the modernization of educational facilities, which currently receive a minimal proportion of the overall education budget. Financial constraints at the district level significantly hinder the conduct of school inspections, adversely affecting the regularity and efficacy of oversight and assistance provided to educational institutions²¹.

According to MoET's annual school census data for 2023, the GER for primary education was 98.7 percent, and the NER was 82.67 percent. The Multi Indicator Cluster Survey data from 2018²² reveals that primary education completion rates were 80 percent at the national level but lowest in the poorest households (58 percent). Primary school completion rates were higher in urban areas (92 percent) compared to rural areas (74 percent), with the highest rates in the lowlands (89 percent) and the lowest in the mountains (62 percent).

The Multi Indicator Cluster Survey data from 2018 also indicates that lower secondary school attendance was lowest in the foothills (44 percent) and mountains (34 percent). In terms of wealth, children in the richest households (81 percent) were nearly three times more likely to attend lower secondary education than children from the poorest households (30 percent). According to MoET's annual school census data for 2023, the GER for lower secondary education was 80.1 percent, and the NER was 48.5 percent. This discrepancy arises because many children over the age for lower secondary education are enrolled in lower secondary schools due to late school entry and/or higher rates of grade repetition. The 2018 MICS indicates that lower secondary completion rates were only 44 percent at the national level, with the lowest rates in the poorest households (12 percent). Completion rates were higher in urban areas (68 percent) than in rural areas (31 percent), with the highest rates in the lowlands (55 percent) and the lowest in the mountains (24 percent) and foothills (19 percent). World Bank data for Lesotho suggests that in 2019, lower secondary education completion rates were 48 percent nationally, 56 percent for girls, and only 39 percent for boys. According to MoET's annual school census data for 2022, transition rates from Grade 10 to Grade 11 were 60.4 percent for girls and 53.5 percent for boys.

The 2018 MICS found that while primary completion rates were 80 percent, lower secondary school completion rates dropped to 44 percent, and upper secondary school completion rates further declined to 32 percent. Grade repetition rates, reflecting the internal efficiency of educational systems, are significant. MoET's 2023 education statistics bulletin indicates that more than 10 percent of students repeat grades 4 and 5 at the primary level, and around 13 percent repeat grade 8, 15 percent repeat grade 9, and more than 23 percent repeat grade 10 at the lower secondary levels.

Premature exiting, which measures the phenomenon of pupils leaving school without completion, affects the internal efficiency of educational systems. Dropout data, however, are not available for Lesotho, although it would be useful to have school dropout rates disaggregated by grade and gender at primary and secondary school levels. Young people who are out of school often reveal that they did not intentionally drop out but were compelled to leave school because their parents could not afford school fees, uniforms, and books, and they received no support from the government. The 2018 MICS revealed

²¹ Lesotho, Ministry of Education and Training (2020), Education Sector Analysis, 2020

²² Bureau of Statistics. 2019. Lesotho Multiple Indicator Cluster Survey 2018, Survey Findings Report. Maseru, Lesotho: Bureau of Statistics.

that 3 percent of primary school-age children and 14 percent of lower secondary school-age children were out of school. At the lower secondary level, children living in the mountains (25 percent) were more than twice as likely to be out of school as those living in the lowlands (9 percent). Out-of-school rates are highest among children in the poorest households. Children in the poorest households are four times more likely to be out of school at the lower secondary level (23 percent) compared to children in the richest households (5 percent).

The Continuous Multipurpose Household Survey and Household Budget Survey 2017/2018²³ suggest that more than 25 percent of secondary school-age children were school dropouts. The survey data suggests that of all school dropouts, 43.4 percent cited unaffordability to continue education, 25 percent cited lack of interest, and 8.5 percent cited poor performance and truancy as the main reasons for dropout. This issue, mainly due to financial barriers, lack of interest, and incomplete education, underscores the need for alternative educational pathways and support mechanisms.

Significant deficits in the education system result in poor learning outcomes for children and adolescents. The 2021 Voluntary National Review focusing on SDG4, the 2022 Transforming Education Summit (TES) and the national preparatory consultations, and the UN Sustainable Development Cooperation Framework all highlighted learning challenges in the country.

The quality of foundational and elementary education in Lesotho is concerning, with a significant number of children lacking basic literacy and numeracy skills. MICS 2018 data also presents crucial evidence on the learning levels of school-going age learners. Of the children aged 7-14, only 25 percent demonstrated foundational reading skills in English, 40 percent demonstrated foundational reading skills in Sesotho, and only 15 percent demonstrated foundational numeracy skills. Children in the lowlands were more likely to have foundational reading skills (50 percent), whereas children in the mountains (31 percent) and foothills (30 percent) had the lowest rates of foundational reading skills. Foundational numeracy skills were also lowest among children in the mountains (10 percent) and foothills (12 percent). In terms of wealth, children from the richest households were more than twice as likely to have foundational reading skills (68 percent) and three times more likely to have foundational numeracy skills (23 percent) compared to children from the poorest households (28 percent and 7 percent, respectively).

In 2018, 56 percent of children aged 7-14 did not have foundational skills in reading. Children who did not have foundational skills in reading were more likely to be male (66 percent), in rural areas (63 percent), from the Thaba-Tseka District (74 percent), the Mokhotlong District (67 percent), or the poorest households (73 percent). Additionally, 85 percent of children aged 7-14 did not have foundational skills in numeracy. Children who did not have foundational skills in numeracy were more likely to be male (89 percent), in rural areas (89 percent), from Mokhotlong (95 percent), Berea (92 percent), Butha-Buthe (91 percent), Thaba-Tseka (91 percent), and from the poorest households (93 percent). Among out-of-school

²³ Lesotho: Bureau of Statistics. 2021. Lesotho 2017/2018 Continuous Multipurpose Household Survey and Household Budget Survey, Statistical Survey Report. Lesotho: Bureau of Statistics

children, only 37 percent had foundational reading skills and 10 percent had foundational numeracy skills²⁴.

The 2021 assessment for grade 4 students found that only 38 percent of children had foundational literacy skills in Sesotho, 49 percent had foundational literacy skills in English, and 44 percent had foundational numeracy skills. By Grade 6, only 34 percent of children had foundational literacy skills in Sesotho, 44 percent in English, and 42 percent in Mathematics.

Table 1 Proportion of Grade 4 Children with Foundational Learning Skills

Literacy Skills in Sesotho	Literacy Skills in English	Numeracy Skills
38%	49%	44%

Source: 2021 Lesotho National Assessment of Educational Progress Grade 4 and 6, Examination Council of Lesotho

Lesotho employs a considerable number of teachers, but disparities in their distribution and effectiveness persist. Many primary school teachers, despite being formally qualified, lack essential literacy and mathematics skills. The absence of comprehensive in-service training systems and insufficient school inspections compromises the quality of education. Quality standards in education are established but poorly implemented, contributing to subpar learning outcomes. The lack of effective teacher performance and accountability systems, along with clear mechanisms to ensure learning outcomes in schools, further exacerbates these issues. A baseline assessment for the World Bank-financed Lesotho Education Quality for Equity Project, conducted by the Examination Council of Lesotho (ECOL) in 2016, suggests that most teachers lack competencies related to content. Among primary school teachers, only 51 percent demonstrated competency in literacy and merely 31 percent demonstrated competency in numeracy. Among junior secondary school teachers, 49 percent demonstrated competency in Mathematics, 42 percent in Biology, 66 percent in Chemistry, and 52 percent in Physics.

The education sector in Lesotho faces challenges in effectively using data for informed decision-making. Delays in releasing the Education Management Information Systems (EMIS) Statistical Bulletin impede timely planning. There is also a scarcity of data on why children are not learning effectively, hindering the development of targeted educational interventions. Inconsistent administration of learning assessments and underutilization of data for sector improvement, along with limited digital literacy and infrastructure, are additional challenges.

The evidence demonstrates an urgent need to reform the educational system to enhance the quality of teaching and learning. There is a necessity to transition from traditional pedagogical approaches towards a competency-based education and curriculum that emphasizes the development of foundational literacy and numeracy skills, alongside core subjects at upper primary and lower secondary levels. Such reforms are imperative for improving educational quality and ensuring that Lesotho's youth are equipped to contribute to national development and regional integration, aligning with the broader objectives of the African Agenda 2063.

²⁴ Lesotho Education Fact Sheets 2021: Analyses for learning and equity using MICS data. UNICEF: Maseru, Lesotho

Response to address the challenges

The establishment of a robust educational foundation is pivotal for transformative learning, contributing substantially to sustainable development, inclusive growth, and societal prosperity. The Government of Lesotho's commitment to this foundational premise is explicitly articulated in the comprehensive 2016-2026 Education Sector Plan and the detailed 2020-2023 Education Sector Operational Plan. These strategic documents underscore the importance of equipping children with essential skills and knowledge, enabling them to reach their full potential and contribute effectively to a productive society.

In response to the multifaceted challenges within basic education, the Government of Lesotho has strategically extended its Second National Strategic Development Plan (NSDP II) through 2027/28. This plan emphasizes fostering inclusive economic growth, human capital development, infrastructure enhancement, and improved governance, aiming to transition the economy from a consumption-driven to an export-oriented model. Central to this strategy is a significant investment in education, designed to endow the population with critical skills, knowledge, and attitudes necessary for effective participation in the job market and civic life. The strategy advocates for equitable access to high-quality education, fostering literacy, lifelong learning, and learner-centered pedagogies across educational levels.

In 2022, the Ministry of Education and Training, supported by the Local Education Group (LEG), undertook the Enabling Factors Assessment and Review (EFAR), highlighting 'Data and Evidence Use' and 'Volume, Equity, and Efficiency of Domestic Financing' as critical areas. This assessment led to the development of the Partnership Compact in 2023, subsequently ratified by the Global Partnership for Education (GPE) in early 2024. The Compact aims to enhance the quality of teaching and learning, focusing particularly on marginalized learners, and is designed to improve foundational literacy and numeracy across early childhood and basic education through strategic interventions²⁵.

MoET's implementation strategy for the Compact includes extensive professional development programs that emphasize 21st-century skills, foundational literacy, and numeracy, along with specialized training in mathematics and science for secondary educators. To address data-related challenges, MoET is advancing its capabilities in data management and analysis, transitioning to sophisticated models like DHIS2 to enhance policy monitoring and strategic information management.

The GPE funded System Capacity Grant in conjunction with UNICEF, supports these reforms by addressing sector-wide challenges, prioritizing capacity building, data enhancement, policy development, and resource optimization. The initial phase of the Multiplier Grant focuses on improving school readiness and foundational skills by enhancing access to quality pre-primary education in underserved districts, upgrading infrastructure, and equipping classes with high-quality teaching materials and educators trained in innovative, play-based pedagogies.

To mitigate socio-economic barriers to education, particularly at the secondary level, the Government has established targeted social assistance programs such as the Orphans and Vulnerable Children Bursary (OVC-B) and the Child Grant Program (CGP), implemented by the Ministry of Social Development using the

²⁵ Ministry of Education and Training, Kingdom of Lesotho, 2024, Education Partnership Compact 2023-2026

National Information System for Social Assistance (NISSA). These programs aim to reduce educational disparities by providing financial support to vulnerable households and subsidizing school fees for orphaned and vulnerable students from impoverished backgrounds.

Furthermore, the Ministry of Education and Training has effectively mobilized the private sector to support educational initiatives. The Lesotho Chamber of Commerce and Industry (LCCI), as a key stakeholder in the educational policy dialogue and a member of the Local Education Group, has committed to establishing the 'Lesotho Private Sector Initiative'. This strategic partnership aims to consolidate the fragmented efforts of small and medium-sized enterprises into a unified support mechanism, aligning these efforts with national educational priorities and focusing on the most disadvantaged children. This initiative is expected to significantly enhance the educational landscape.

Vodacom Lesotho is committed to enhancing educational quality and supporting the acquisition of 21st-century skills through digital learning platforms, augmenting traditional pedagogical models and the national curriculum. Vodacom prioritizes inclusive education, particularly for children with disabilities, enhancing their access to education through digital tools and technologies. Additionally, Vodacom's commitment of USD 534,759 over three years to unlock the GPE multiplier will extend support to an additional 300 schools under the first phase of the Multiplier grant.

ECONET, through its HigherLife Foundation, supports a range of educational initiatives, including providing school fees, training teachers, supplying digital learning tools and materials, and conducting mentorship programs. ECONET has committed USD 3,013,740 over the next three years to support MoET in unlocking the Multiplier grant under GPE, which will scale teacher training and digital learning across 900 schools.

Standard Lesotho Bank is leveraging the multiplier opportunity to enhance its Corporate Social Responsibility (CSR) efforts in the education sector, particularly through the Standard Lesotho Bank Bursary Fund. This initiative aims to streamline support for children and adolescents in schools, addressing barriers such as school fees and other costs. The bank has committed USD 313,333 annually over the next three years to support MoET in unlocking the Multiplier grant under GPE.

This new co-financing from the local private sector represents a unique alignment and harmonization of support for the education program, which is unprecedented in the country. This co-financing would not have been mobilized as rapidly without the multiplier, which has brought the private sector to the education policy dialogue table of the Local Education Group, aligning their investments with education priorities identified through the Partnership Compact. This new co-financing by the private sector has led to the unlocking of a GPE Multiplier grant of USD 2.5 million. Through this grant application, Lesotho seeks the Multiplier funds to leverage the remaining potential country allocation and build on the first phase of Multiplier investment in basic education.

The Multiplier and the co-financing align with the priority areas identified in the Education Sector Plan 2016–2026, the Education Sector Plan 2021–2023 for Lesotho, the Partnership Compact 2024–2026, and the national commitments made at the Transforming Education Summit. These areas include enhancing access to early childhood education, foundational literacy and numeracy, teacher professional development, capacity building of principals, harnessing high and low technology, and expanding primary

and secondary education. These initiatives will facilitate learners in acquiring 21st-century skills, with inherent gender and disability inclusion across the program. The Multiplier Grant and the co-financing have the potential to ensure a continuum of support to children and adolescents from the most disadvantaged communities. This partnership will also lead to the establishment of a coordination mechanism for the Lesotho Private Sector Initiative to Education.

The Multiplier Grant and the co-financing will be channeled towards improving access and quality of basic education for the most disadvantaged. The Multiplier grant will be managed by UNICEF, while the three co-financing partners will implement their respective but coordinated programs alongside the Multiplier grant. Econet Telecom Lesotho will implement through the Higher Life Foundation, Vodacom Lesotho Foundation will implement directly, and Standard Lesotho Bank will allocate funds through their Bursary Fund. The Grant Agent, in collaboration with MoET, will oversee overall coordination, alignment, and complementarity for the program supported by the Multiplier Grant and co-financing partners. This will be achieved through the establishment of a steering committee with representation from the co-financing partners, MoET, and UNICEF, a jointly agreed work plan and results framework, and a monitoring and reporting mechanism.

In addition to the private sector, collaborative efforts of various donors and development partners significantly augment the Ministry of Education and Training's (MoET) initiatives to surmount educational challenges. Some of these efforts include GPE-financed Multiplier phase 1, Basic Education Strengthening Project (BESP), The World Bank-financed Lesotho Education Improvement Project (LEIP), Roger Federer Foundation's School Readiness Initiative, AIR-supported Foundational Learning Improvement Program, Welsh Government's initiative focused on foundational literacy and numeracy in primary education, World Food Programme WFP-supported school feeding programs, and Catholic Relief Services CRS-supported early childhood and primary education initiatives. These initiatives, captured in [Annex 1](#), harmoniously aligned with MoET's strategic objectives, effectively address critical gaps in teacher training, curriculum development, infrastructure, and technology in education. Collectively, they play a vital role in the holistic enhancement of Lesotho's educational system, focusing on quality, equity, and the integration of modern educational practices.

3. Theory of Change

Goal	Primary and lower secondary girls and boys in Lesotho are academically on track		
Outcomes	Improved equitable and inclusive access to quality primary and lower secondary education	Disadvantaged girls and boys in upper primary and lower secondary levels achieve improved learning outcomes	Improved national, district and school level governance to support teaching and learning in basic education
Outputs	Increased enrolment of disadvantaged girls and boys in upper primary and lower secondary	Strengthened academic supervision and mentoring system	Enhanced capacity to use learning data for evidence-based decision making
Inputs	<ul style="list-style-type: none"> • Provide scholarships for in-school and out of school children re-entering formal education, particularly orphans and children from poor households • Provide Alternate Learning Pathways for Out-of-School children to re-enter formal education. • Support the setting up of Scholarships for Vulnerable Lesotho Learners Trust Fund • Creating a conducive learning environment outside of school, through an awareness campaign using mass media 	<ul style="list-style-type: none"> • Reinforce academic supervision System through tech-enabled classroom observation • Introduce technology in classroom based formative assessments • Develop, pilot and roll out early warning system for student dropout prevention • Functional review to assess MoET’s capacity and develop strategy for remedial education for primary and secondary • Competency based training of upper primary and lower secondary teachers and principals in continuous classroom-based learning assessments • Reinforce Clusters Learning Hubs offering mentorship for upper primary and lower secondary teachers and principals 	<ul style="list-style-type: none"> • Develop capacity of DRTs, subject advisors and inspectors in academic supervision and mentoring <ul style="list-style-type: none"> ○ formative learning assessments ○ classroom observation tool and use of data ○ drop-out prevention system • Train School Boards in monitoring school performance on student learning • District level performance review of learning for decision-making
Challenges	<ul style="list-style-type: none"> • 5% of the total population age 6-12 are out of school (CMHSBS 2017/2018) • 22% of the total population age 13-17 are out of school (CMHSBS 2017/2018) • Cost of education and lack of interest in education are major reasons for drop out • NER @ Lower Secondary is 45.6percent • Parents’ low engagement in school education 	<ul style="list-style-type: none"> • Only 44.2percent age 7-14 children demonstrate foundational reading skills and 15percent demonstrate numeracy skills (MICS 2018) • Only 49% Grade 4 children demonstrate literacy skills in English and 44% numeracy skills (LNAEP 2021) • Repetition rate in Primary is 9.4 % (MoET Stats 2023) • Transition rate (2022): Grade 7 to grade 8 = 81.7% • 12.8% repeaters in grade 8; 14.8% repeaters in grade 9; 23.6% repeaters in grade 10 • Transition rate (2019): Grade 10 to grade 11 = 65 percent 	<ul style="list-style-type: none"> • Insufficient capacity at district level to effectively monitor teaching and learning in classroom • Lack of quality data on at-risk learners

The Theory of Change posits that by increasing the enrolment of disadvantaged girls and boys in upper primary and lower secondary education, strengthening the academic supervision and mentoring system, and enhancing the capacity to utilize learning data for evidence-based decision-making, the proposed project will improve equitable and inclusive access to quality primary and lower secondary education, learning outcomes for disadvantaged girls and boys and governance at the national, district, and school levels to support teaching and learning. Consequently, if these objectives are achieved within the next four years, primary and lower secondary students in Lesotho will be academically on track.

Each of the three components included within this Theory of Change addresses critical impediments that obstruct the progress towards improved learning outcomes in basic education in Lesotho. These impediments include the high prevalence of out-of-school children and high dropout rates, particularly at the secondary level; the lack of parental engagement in children's learning achievements and school accountability; a high incidence of repeaters and overage children in classrooms; suboptimal learning outcomes among learners in upper primary and lower secondary education; insufficient teacher supervision and targeted training and mentorship; the absence of continuous learning assessments in classrooms to identify at-risk learners and providing targeted instructions; and insufficient availability and utilization of data and technology at the school, cluster, and district levels to support effective monitoring and review of progress towards learning performance.

The proposed project activities for Lesotho address critical disparities in educational access and achievement, particularly among socio-economic demographics adversely affected by poverty. The urgent need for this intervention is underscored by the 2017 statistics, which show that nearly half of Lesotho's population (49.7 percent) lived below the national poverty line. Among the poorest households, lower secondary education completion rates are notably dismal, standing at just 12 percent compared to the national average of 44 percent. The Multi Indicator Cluster Survey from 2018 revealed that 14 percent of lower secondary school-age children were out-of-school, with rates for children from the poorest households being substantially higher at 23 percent. These figures highlight a severe educational inequity that the project aims to address and justifies the project's focus on providing scholarships to approximately 500 in-school children (250 girls and 250 boys) and 150 out-of-school children, targeting those most economically disadvantaged or orphaned, to facilitate their continuation or return to formal schooling. The creation of a Trust Fund under the leadership of the Government of Lesotho, with oversight from MoET, MoSD, and the Ministry of Finance, is a forward-thinking measure to ensure the continuity of financial aid to learners. This fund will streamline, consolidate, and scale-up public and private sector efforts to provide scholarships to disadvantaged learners across Lesotho, securing financial sustainability beyond the project's lifespan.

The establishment of Alternate Learning Pathways (ALP) for out-of-school children aged 6-15 is another cornerstone of the project. This initiative will provide basic knowledge and skills to around 4,500 out-of-school children through condensed curricula tailored to primary and lower secondary levels. These pathways are critical in addressing the high rates of out-of-school children in the targeted districts, where about 9,000 children aged 6-12 and 42,000 aged 13-17 are out-of-school. The development of an assessment, certification, and accreditation system as part of the ALP ensures that these learners can transition smoothly into the formal education system. The introduction of Lesotho's first educational radio

station is an innovative approach to reaching remote and impoverished communities, which house a significant proportion of dropouts. This initiative is particularly strategic given that radio is the most affordable means to reach such populations. The educational programs broadcasted by this station will complement other modes of instruction and are expected to attract revenue through advertisements, allowing LDTC to sustain its operational and maintenance costs even after the project ends.

The enhancement of parental involvement through community-based campaigns is another pivotal aspect of the project. Data from MICS 2018 suggests that of the children aged 7-14 attending school, only 55.6% had an adult member of the household involved in school activities the previous year. By improving parental engagement, the project aims to enhance children's learning outcomes and contribute to the achievement of strategic goals set forth in the Education Sector Plan 2021–2023.

With the evidence revealing low competency levels among teachers, strengthening academic supervision is essential. The project will train teachers and supervisors to improve classroom observation, data collection, and instructional quality, aiming to enhance teaching effectiveness and student learning outcomes. To address the challenges in assessing and improving student learning outcomes, the project will develop and implement digital tools for formative assessments. This will allow teachers to monitor and respond to students' needs more effectively, particularly helping identify and support at-risk learners. The project proposes a system to monitor students' attendance and performance to prevent dropouts, especially given the high rates of repeaters and the potential for dropping out among them. This proactive approach will help ensure that students remain engaged and progress through their education.

To provide ongoing support to teachers and principals, the project will organize cluster-based mentorship sessions. These sessions are designed to facilitate the continuous professional development of educators, enhancing their ability to improve classroom learning environments and student performance. Regular performance reviews at the district level will enable data-driven decision-making, helping to identify and address areas where schools are underperforming. This initiative aligns with the project's goal to improve educational delivery and outcomes across the districts.

These targeted project activities are designed to systematically address the barriers to education in Lesotho, providing both immediate relief and foundational changes that foster a sustainable improvement in educational outcomes. By focusing on these key areas, the project aligns with both national education strategies and global development goals, aiming for a transformative impact on Lesotho's educational landscape.

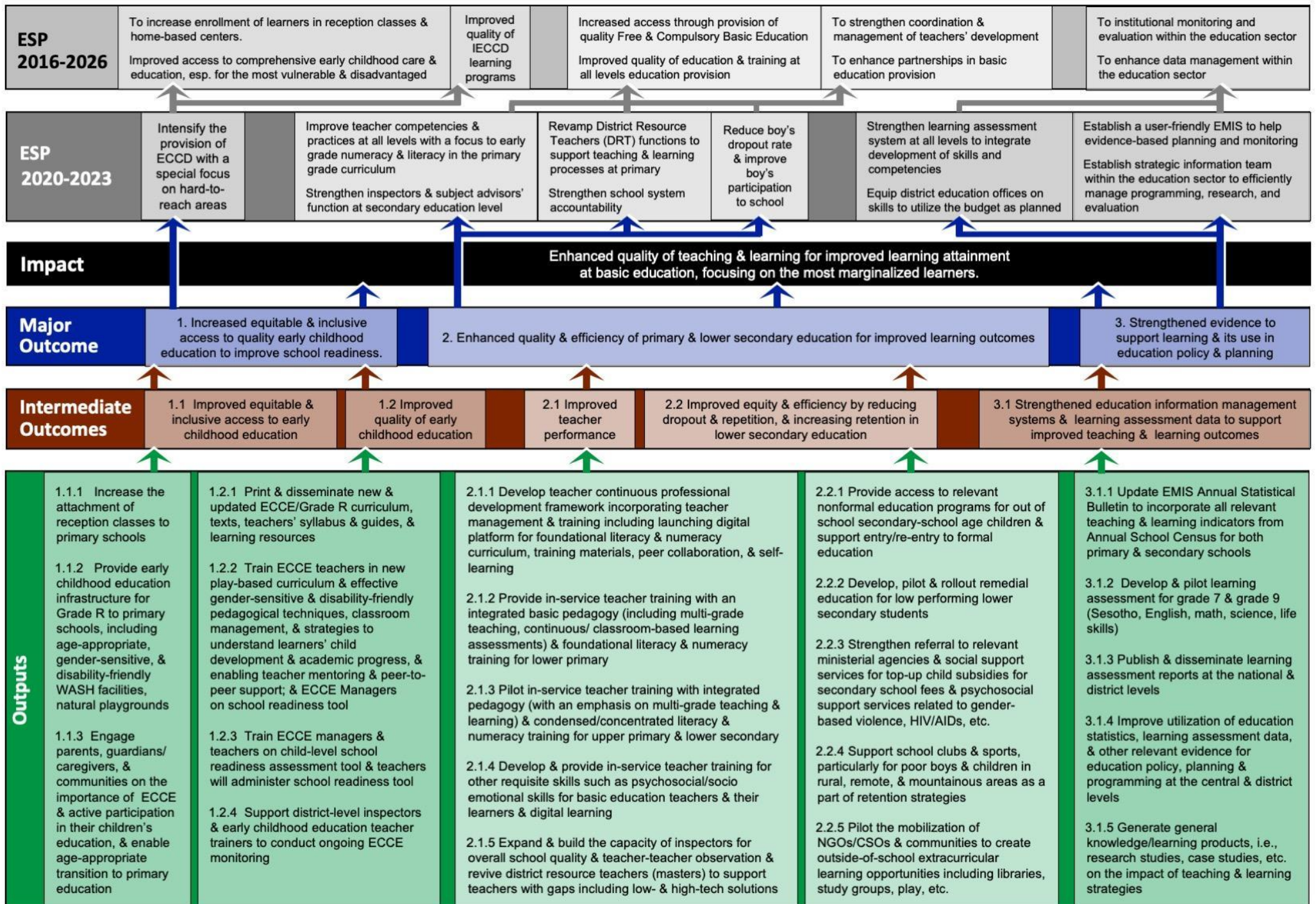
4. Alignment with Lesotho Education Partnership Compact

The proposed initiative has been meticulously crafted to align with the objectives and anticipated outcomes stipulated in the Lesotho Education Partnership Compact (presented below), jointly developed by the Government of Lesotho (GoL) and its developmental partners.

Project Component 1 is designed to augment the enrolment of disadvantaged girls and boys at upper primary and lower secondary levels by introducing alternative learning pathways for out-of-school children, complemented by scholarships to facilitate their reintegration into formal education. This component further provides scholarships to in-school learners, including orphans and children from economically disadvantaged households, and supports the establishment of a Trust Fund aimed at scaling up and sustaining financial aid to vulnerable learners. Additionally, it seeks to involve parents and communities sensitizing them about their pivotal role in fostering a conducive learning environment outside of school settings, in generating demand for basic education and ensuring school accountability. Consequently, Project Component 1 directly advances Outputs 2.2.1, 2.2.3, and 2.2.5, thereby contributing to the realization of Intermediate Outcome 2.2 of the Lesotho Education Partnership Compact.

Project Component 2 focuses on fortifying the academic supervision and mentoring system through the introduction of technology-enabled classroom observations and continuous classroom-based learning assessments designed to enhance instructional quality and teaching efficacy. It also includes competency-based training for teachers and regular coaching via cluster-based mentorship sessions to support their continuous professional development. Moreover, this component supports a functional review to assess institutional capacity and the development of the Ministry of Education and Training's (MoET) strategy to design and implement remedial coaching for at-risk learners at upper primary and lower secondary levels. These initiatives directly enhance Outputs 2.1.2, 2.1.5, and 2.2.2, thus facilitating the achievement of Intermediate Outcomes 2.1 and 2.2 of the Lesotho Education Partnership Compact.

Project Component 3 is aimed at enhancing the capabilities of District Resource Teams (DRTs), subject advisors, and inspectors in utilizing learning data to improve instructional quality and teaching effectiveness. This component also promotes regular performance reviews at the district level to enable data-driven decision-making, which assists in pinpointing and addressing performance deficiencies in schools, thereby enhancing educational delivery and outcomes across districts. These efforts directly bolster Outputs 2.1.5 and 3.1.4, contributing to the attainment of Intermediate Outcomes 2.1 and 3.1 of the Lesotho Education Partnership Compact.



5. Project Design

Project Goal.

Primary and lower secondary girls and boys in Lesotho are academically on track.

Project Components

The proposed project has three components. These components and sub-components under each component are described below.

Component 1: Increased enrolment of disadvantaged girls and boys in upper primary and lower secondary

This Component addresses challenges pertaining to access to upper primary and lower secondary education, particularly for girls and vulnerable children in disadvantaged districts in Lesotho. It provides opportunities for these children to be able to continue or return to upper primary and lower secondary schooling.

Sub-Component 1.1: Provide scholarships for in-school and out of school children re-entering formal education, particularly orphans and children from poor households

Providing merit-based scholarships through conditional cash transfers to disadvantaged children and youth is vital for continuing education, especially at the secondary level where families face both direct and opportunity costs. In Kenya, scholarships awarded to girls who excelled in their 6th grade examinations, provides irrefutable evidence for the effectiveness of such incentives²⁶.

Evidence presented in the preceding sections confirms that out-of-school rates are highest among children in the poorest households, even higher than the national average. Children in the poorest households are four times more likely to be out-of-school at the lower secondary level (23 percent), compared to children in the richest households (5 percent). Continuous Multipurpose Household Survey and Household Budget Survey 2017/2018 suggests that 43.4 percent of all school dropouts cited unaffordability to continue education as the main reason for dropout. In-school orphans, data is available within EMIS, published in the 2023 education statistics bulletin. Computations on this dataset suggest that the proportion of double orphans (those who have lost both parents), at the primary level is 2 percent and at the secondary level is 5 percent of the total enrolled population. Continuous Multipurpose Household Survey and Household Budget Survey 2017/2018 and MICS 2018 provide data on poor households and the incidence of dropouts with unaffordability to continue education as the main reason for these dropouts.

²⁶ The World Bank and FCDO. (2020). "[Cost Effective Approaches to Improve Global Learning](#)".

To promote retention, Ministry of Social Development (MoSD), using National Information System for Social Assistance (NISSA) registry, offers financial assistance to vulnerable households through the Child Grant Program and directly to the schools through Orphans and Vulnerable Children's Bursary Program, more recently with financial support from The World Bank through its Basic Education Strengthening Project. Scholarships are also offered to vulnerable children by the private sector partners including ECONET's HigherLife Foundation, Vodacom's Vodacom Foundation and Standard Lesotho Bank.

The project will support MoET in identification and verification of double orphans as well as learners from poor households enrolled in project supported primary and secondary schools in target districts. The project intends to offer scholarships to 250 girls and 250 boys, either double orphans or belonging to the poorest households, enrolled in grades 8-10 in project supported lower secondary schools in target districts. Lesotho Maloti 5,400 will be paid annually to schools in favor of each beneficiary learner for a period of three years.

Desk review of secondary data and consultations with MoET and private sector partners reveal that most of the financial assistance to school age learners is being offered to those enrolled in schools. There is a clear gap in terms of scholarship support to school age learners who can resume their academic journey and return to formal schooling but are out-of-school as their families cannot afford to send them back to schools, particularly at the secondary level.

In order to address this gap and encourage out-of-school children to return to formal schools, the project proposes to offer scholarships to 150 out-of-school girls and boys of school going age, who successfully graduate from the project supported accelerated learning centers and are willing to resume formal education at the lower secondary levels.

The GPE multiplier grant will be used to offer scholarships to in-school poor and orphan learners and those returning to school through MoET's existing mechanism for self-identification – a mechanism where principals identify deserving learners who are targeted with provision of scholarships after verification by School Boards and District Education Managers. Direct cash transfers to the MoET will be organized to support the scholarship initiative.

Sub-Component 1.2: Provide Alternate Learning Pathways for Out-of-School children to re-enter formal education.

To realize universal primary education (UPE) and accelerate progress towards the 2030 Agenda for Sustainable Development, United Nations has recognized zero out-of-school children (OOSC) as an action within the Decade of Action in support of SDG 4.1. The Multi Indicator Cluster Survey data reveals that in 2018 3 percent of primary school-age children and 14 percent of lower secondary school-age children were out-of-school in Lesotho. Computations on the annual school data published in MoET's 2023 education statistics bulletin, suggest that there are around 9,000 6-12 years of age boys and girls (5 percent of the total population of the same age group) and around 42,000 13-17 years of age boys and girls (22 percent of the total population of the same age group) who are out-of-school in the 5 target districts.

ALP approaches are accelerated, flexible and serve as standalone certificate-based programs. Desk review and cross sector consultations suggest that Lesotho lacks both policy guidance and fiscal space to support identification, accelerated learning, certification and re-entry to formal education of school going age out of school children. Alternate learning pathways (ALP) offer accelerated learning opportunities to out-of-school children and equip them with knowledge and skills necessary to make informed decisions, thus propelling them towards better development outcomes. The focus of the ALP approach is to provide foundational literacy and numeracy skills and basic education to OOSC, and to actively enable them to return and remain in school until completion.

Cognizant of the necessity to intervene and support Lesotho in tackling the peril of OOSC, the proposed project intends to create alternate learning pathways for OOSC that can bring them back to their academic journey. The proposed project will endeavor to support currently out of school children aged 6-15 in the 5 target districts to return to school and stay on the development track. The project will support the Government of Kingdom of Lesotho through all the phases of the alternate learning pathways initiative, including development of alternative and condensed curriculum and learning materials, quality standards, and a comprehensive system of formal accreditation, certification, and mainstreaming of learners. The project will support in developing a system that caters to the learning needs of both primary and lower secondary school age children. Two streams of ALP courses will be developed – a Primary level Accelerated Learning Program for out of school children aged 6-12 years with approved condensed curriculum to ensure learning outcomes equivalent to primary level formal education system, leading the learners, as a long term outcome, to transition to grade 8; and a Lower secondary level Accelerated Learning Program for out of school children aged 13-15, who have completed primary education and could not continue, with approved condensed curriculum for lower secondary level to ensure learning outcomes equivalent to lower secondary level of formal education system, leading the learners, as a stretch outcome, to transition to grade 11.

Activities under this sub-component will include developing ALP assessment, certification, equivalence and accreditation system and securing its approval, designing a condensed curriculum, hiring existing teachers / tutors and training them on the condensed curriculum, establishing ALP centers preferably in hard to reach areas in the target districts using existing school facilities and or community spaces, engaging communities to support enrollment in the ALP centers and their smooth functioning, carrying out placement tests at the time of admission, conducting internal and external assessments at the completion of the learning courses, issuing certificates, supporting in securing admissions for graduating learners to the appropriate levels of formal and non-formal education.

The project aims to support 4,500 girls and boys, 6-15 years of age, who are out of school in the 5 target districts, by providing them with foundational skills and basic education through accelerated learning programs.

To identify out-of-school children, the proposed project intends to use the secondary data from MICS 2018 and Continuous Multipurpose Household Survey and Household Budget Survey 2017/2018 to select a sample of demographic pockets with a high proportion of school age out-of-school and dropped out girls and boys in the target districts. Following the desk review, the project proposes to carry out a household

survey to develop a database for school age out-of-school girls and boys. The database will help in providing essential information to reach out to potential beneficiaries of the alternate learning pathways (ALP) being proposed under the project and soliciting their participation in the ALP centers.

The Lesotho Distance Teaching Centre (LDTC), established in 1974, is mandated to promote non-formal Education in Lesotho by applying distance education teaching methods. It has in-house capacity to develop and print self-instructional learning materials for distance learners and produce weekly radio lesson broadcasts to complement print learning materials. LDTC also has experience of organizing face-to-face tutorials to assist learners to navigate distance learning strategies and get assistance from tutors to tackle difficult concepts. Part-time teachers are engaged to facilitate the tutorials. The proposed project will work closely with LDTC in the delivery of this sub-component.

The project also aims to support LDTC in setting-up Lesotho's first education radio, since radio is the most affordable means to reach out to poor households in remote areas that house most of the dropouts. This support will be critical in encouraging out-of-school children to enroll in project supported ALP centers and resume their academic journey. LDTC will also use this radio to develop and broadcast educational programs to complement other modes of instruction in both ALP centers and formal primary and secondary schools, particularly in the 5 disadvantaged districts.

Once the radio station is operational, it is expected to attract revenue through advertisements and allow LDTC to sustain its operational and maintenance costs and continue distance learning efforts even after the project ends.

Sub-Component 1.3: Support the setting up of Scholarships for Vulnerable Lesotho Learners Trust Fund

The proposed project is cognizant of the sustainability challenges in terms of replenishment of finances to ensure continuity of financial aid to learners (sub-component 1.1) after the project ends. This sub-component, hence, proposes to support the establishment of a Trust Fund under the leadership of the Government of Lesotho, with oversight from MoET, MoSD and Ministry of Finance. The purpose of the Trust Fund is to streamline, consolidate and scale-up public and private sector efforts to provide scholarships to disadvantaged learners across Lesotho.

The project will support MoET in the creation of a high-level Coordination Committee with the purpose of providing oversight and spearheading the Trust Fund establishment process. The committee will convene cross-sector meetings on a regular basis to secure buy-in from the top leadership within the public and private sectors for sustained commitment towards basic education in Lesotho. The project will engage technical expertise to assist the Coordination Committee in developing a legal framework for the establishment and operationalization of the trust fund.

Additionally, the project proposes to gauge the effectiveness of the financial assistance to vulnerable learners through real time evaluation mechanisms and use the results to sensitize decision makers to take policy measures for an equitable allocation of resources ensuring sustainability of financial assistance to disadvantaged learners and in the long run moving towards free secondary education. The results will also be used to showcase the effectiveness of the trust fund and to drive a sensitization campaign, mobilizing

the private sector to enhance or divert their allocations under corporate social responsibility towards basic education.

With these measures coined into the design of the proposed project, it is anticipated that Lesotho will be able to continue providing financial assistance to vulnerable learners even after the proposed project ends.

Sub-Component 1.4: Creating a conducive learning environment outside of school

The role of parents and caregivers is instrumental in children’s development. Parental involvement in their children’s education is widely accepted to have a positive effect on their child’s learning performance. Research also shows that parental involvement in their child’s literacy practices is a positive long-term predictor of later educational attainment. Disseminating information to parents and children about the financial benefits of education—particularly where such benefits are either unknown or not emphasized—alongside information on available funding sources and the quality of local schools, has proven to be a low-cost and highly effective method for boosting both attendance and educational outcomes. This information has been successfully shared through various mediums such as text messages or videos (in Chile and Peru), parent meetings (in Madagascar, Chile, and the Dominican Republic), and school report cards (in Pakistan)²⁷.

MICS 2018 data suggests that of the children aged 7-14 attending school, only 55.6 percent had an adult member of the household involved in school activities the previous year.

The Education Sector Plan, 2021–2023, under its Strategic Goal 1: Ensure equitable access of education service delivery intends to reduce boys’ dropout rate and improve their participation in primary and secondary schools. It proposes to achieve this through mobilizing the community structures to avoid learners, especially boys from dropping out of primary and secondary schools, establishing partnerships with the community, conducting regular community meetings, developing and disseminating IEC materials on mobilization strategy for community involvement in retaining children in schools and community sensitization through radio. Another priority intervention under the Strategic Goal 3: Enhance efficiency and effectiveness of the education delivery at all levels is to strengthen partnerships with community structures to ensure improved involvement of parents and leaders in the affairs of schools.

The proposed project aims to support MoET in improving parental involvement in their children’s education for better learning outcomes and in achieving Education Sector Plan 2021-2023 goals by designing and rolling out an awareness campaign in partnership with school boards, parent teacher associations and civil society organizations at the grass roots level. The campaign will include community meetings and awareness sessions in the target districts, development and dissemination of IEC materials, and a radio program in local languages to drive the campaign and reach out to the masses.

It is expected that this sub-component will be instrumental in sensitizing the public to the benefits of basic education, the impact of positive parenting for young children, school accountability and the opportunities created by the project for in-school and out-of-school girls and boys in upper primary and lower secondary

²⁷ World Bank and FCDO. (2020). [“Cost Effective Approaches to Improve Global Learning”](#).

grades in target districts. Parents and communities will gain awareness of the importance of quality education and its impact on the developmental outcomes for young girls and boys in Lesotho, and will extend maximum support to project interventions, including ALPs for out-of-school children, and the drop-out prevention mechanism.

Component 2: Strengthened academic supervision and mentoring system

This component focuses on investing in enhancing instructional quality and teaching efficacy in the project schools by fortifying the academic supervision and mentoring system through the introduction of technology-enabled classroom observations and continuous classroom-based learning assessments. It also includes competency-based training for teachers and regular coaching via cluster-based mentorship sessions to support their continuous professional development. Moreover, this component supports a functional review to assess institutional capacity and the development of the Ministry of Education and Training's (MoET) strategy to design and implement remedial coaching for at-risk learners at upper primary and lower secondary levels.

Sub-Component 2.1: Reinforce Academic Supervision System through tech-enabled classroom observation

Classroom observation constitutes a critical mechanism for enhancing educational quality. It plays a fundamental role in augmenting teacher performance and student learning outcomes through systematic feedback mechanisms. These evaluations not only underscore the strengths of educators but also identify areas necessitating improvement, thus cultivating an environment conducive to continual professional development. Such evaluative processes are paramount for the adoption of innovative pedagogical strategies and the enhancement of classroom management skills, which are essential components of effective instruction. Empirical research robustly supports the efficacy of classroom observations in fostering educational outcomes. This nexus is exemplified by the Measures of Effective Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation, which methodically assessed the pedagogical efficacy of 1,559 teachers in the United States utilizing structured observational instruments²⁸.

Such findings advocate for the expanded utilization of observational methodologies in system monitoring, particularly in regions where these practices are not prevalently employed. Evidence confirms visible correlations between the pedagogical practices of teachers and student academic outcomes^{29,30}.

Evidence presented in the preceding sections highlights learners' and teachers' performance in Lesotho and the need to invest in strategies that improve teaching and learning in classrooms. A robust mechanism of regular academic supervision and mentoring support to teachers, especially in primary and lower secondary schools often located in remote areas, is critical for any improvements in learning outcomes.

Academic supervision system of primary and lower secondary schools in the country is the responsibility of District Resource Teachers (DRTs) and inspectors, whose greater focus has mostly been on inspection through monitoring of administrative indicators including teacher attendance and provision of facilities to schools. With little attention to learning outcomes and teaching and learning processes in classrooms, no data on classroom teaching-learning processes is generated during school inspections. There is a disconnect between teaching practices in classrooms and teachers' capacity building. Teacher training hence fails to provide tailored support to teachers to improve their performance in the classrooms. Consultations with stakeholders highlighted poor academic supervision as a major factor for poor learning outcomes. They alluded to the lack of resources at the district level for inspectors and District Resource Teachers (DRTs) to visit schools on a regular basis in remote areas. They also highlighted the inexistence of tools and practices to carry out classroom observations and extend tailored mentoring and coaching support to teachers. Consultations also confirmed challenges for teachers to travel to districts or national center to benefit from limited training opportunities.

The project, hence, proposes to reinforce the academic supervision and mentoring system as a critical priority for the GPE multiplier grant. Under this sub-component DRTs and Inspectors will be trained to use classroom observation tool and teachers will be provided with manuals to aid them in lesson planning. Several classroom observation tools have been piloted globally and in the region. The project will support MoET in choosing the most relevant tool and its adaptation as per Lesotho's context. The project will also support in the provision of tablets with data and configured classroom observation tool to all the DRTs and inspectors responsible for supervision of primary and secondary schools in project supported schools in target districts.

This sub-component is expected to transform target schools into learning spaces where routine classroom observations are in practice in a structured manner and teachers have access to regular technical support at the cluster level (an MoET recognized group of schools in a contiguous geographic area), closer to their schools. The academic supervision and mentoring system is expected to enhance the teaching and learning experience in the classroom and lead to significant improvements in learning outcomes.

School principals, DRTs and Inspectors will be trained by MoET in classroom observation tools, data collection, data analysis and use of data to gauge teachers' competencies, identify pedagogy and content related challenges teachers are facing in primary and lower secondary schools. School principals, the cluster mentors, DRTs and school inspectors will use this data to identify areas of improvement and tailor their support according to the teachers' needs. The use of this data and its analysis will be critical in designing teacher trainings and cluster-based mentorship sessions and in identifying low performing teachers for timely remedial measures.

This subcomponent together with cluster-mentorship offers a mechanism for continuous mentoring and support to teachers in adopting successful classroom teaching and learning practices. the academic supervision and mentoring system will provide opportunities to regularly monitor classroom teaching and learning processes, and offer timely corrective and remedial actions, thereby enhancing teachers' performance and eventually improving student learning outcomes. It is expected that this supervision mechanism will promote usage of data on teachers' performance and student learning outcomes at

school, clusters, districts, and national levels and foster a two-way information flow between classrooms and relevant levels of decision-making to drive the learning agenda across the country. Trained teachers will improve teaching and learning in the classroom and will have a transformational effect on student learning. A baseline study of teachers' achievement levels will be conducted, and an end-line assessment will be conducted to assess improvements.

It is anticipated that through this structured and routine technical support, teachers will acquire effective pedagogical skills and enhanced content-based competencies and will be able to enhance the teaching and learning environment in the classrooms, thus directly impacting learning outcomes, particularly for at-risk learners.

Sub-Component 2.2: Introduce technology in classroom based formative assessments

Learning assessments are critical for improving effectiveness of the classroom teaching and learning mechanism. In Lesotho, formative assessments are not regularly conducted. Some formative assessment tools and practices have been piloted but structured continuous formative assessments at upper primary and lower secondary are not in place.

Under this sub-component, the project will support instituting standardized classroom-based formative learning assessment to become an integral part of the learning mechanism. Cognizant of the multi-grade teaching situations and teachers' low capacity to conduct assessments, a simple digital formative assessment tool will be created or adapted to allow teachers to carry out continuous assessments, in line with curriculum-based learning objectives for core subjects in primary and lower secondary including mathematics, languages and science. Teachers and principals will be trained to administer this tool, and analyze results, under the supervision of cluster mentors, DRTs and inspectors. Assessment routines will be monitored through the academic supervision and mentoring system. Trained teachers will conduct continuous formative assessments in the classroom, identify at-risk learners and tailor their instructions according to the learners' needs. The results of these assessments may be recorded for individual learners using unique IDs.

The project will work closely with ECoL to develop or strengthen and implement an assessment framework and oversee and provide quality assurance support in classroom-based formative assessments. The project will support MoET in choosing the most relevant tool and its adaptation as per Lesotho's context, and in the provision of tablets with data and configured formative assessment tool to all teachers teaching upper primary and lower secondary grades in target districts.

Sub-Component 2.3: Develop, pilot and roll out early warning system for student dropout prevention

MICS 2018 data alludes to the high prevalence of out of school children comprising a significant proportion of age 6-12 and 13-17 dropouts. Continuous Multipurpose Household Survey and Household Budget Survey 2017/2018 suggests that more than 25 percent of the secondary school-age children were school dropouts. The survey data suggests that of all school dropouts, 25 percent cited lack of interest and 8.5 percent cited poor performance and truancy as the main reasons for dropout. MICS 2018 data suggests

that at the national level primary education completion rate is 80 percent, whereas lower secondary education completion rate is only 44 percent. The annual school data published in MoET's 2023 education statistics bulletin, suggests that there are more than 10 percent repeaters in grades 4 and 5 at the primary level, and around 13 percent repeaters in grade 8, 15 percent repeaters in grade 9 and more than 23 percent repeaters in grade 10 at the lower secondary levels. These repeaters are at risk of dropping out if the teachers are not able to identify them and offer them additional coaching in time.

These statistics demonstrate major issues in education efficiency. Education Sector Analysis 2020 highlighted supply-side and a few demand-side barriers to students' participation and retention.

This project, hence, proposes to develop, pilot and roll out a school-level mechanism for learner dropout prevention. During the first year of project implementation, this sub-component will support in the designing of the dropout prevention system and preparation of specific guidelines for schools to follow for seamless implementation. In the second year of project implementation, the system will be piloted in 170 primary and secondary schools, and gradually rolled out in 370 schools over the last two years of implementation. The project will facilitate the formal endorsement of these guidelines by MoET. Once the guidelines are endorsed, they will be included in the teacher and principal training.

The proposed mechanism will closely monitor learner's attendance and learning outcomes and will issue an alert if a student remains absent for a certain number of days or does not perform well in class. Learners' absenteeism and learning outcomes will be used as indicators to detect the risk of dropping out. At the school level, mechanisms will be established to respond and prevent potential dropout by providing tailored instruction to low-performing learners and contacting and engaging with parents to ensure continued attendance. This proposed mechanism aims for a transformational effect on the overall efficiency of the education system.

Sub-Component 2.4: Functional review to assess MoET's capacity and develop strategy for remedial education for primary and secondary

The Global Education Evidence Advisory Panel, which includes researchers from the United Kingdom Foreign, Commonwealth and Development Office, and the World Bank, recommends optimizing the value of educational investments, particularly in low- and middle-income countries, by allocating resources towards the most cost-effective strategies, that alter teaching methodologies. Where teaching predominantly involves rote learning and teacher knowledge is deficient, structured lesson plans, linked materials, and continuous monitoring and training can substantially improve teaching quality and content delivery. For example, in a randomized controlled trial (RCT) conducted across 169 rural villages in The Gambia, scripted lesson plans coupled with after-school supplementary classes and regular monitoring and teacher coaching significantly enhanced learning outcomes. Implementing targeted teaching that adjusts instruction based on learning levels, rather than grade, particularly for students who are lagging, has shown high efficacy and is recommended as a 'good buy' by the panel. Effective pedagogy,

underpinned by evidence and tailored to the appropriate student level, has also demonstrated success in Ghana, India, and Zambia³¹.

Classroom-based formative assessments serve as a critical tool for teachers to identify underperforming learners. Utilizing these insights, teachers can group learners based on their learning levels and devise tailored instructional strategies to engage them effectively. Additionally, remedial sessions focused on core subjects such as languages, sciences, and mathematics can be scheduled outside of regular academic hours and during school holidays. These sessions are designed to bolster the academic performance of at-risk learners. Consequently, remedial education can play a pivotal role in reducing dropout rates.

Given the multifaceted nature of remedial education, encompassing its extensive reach to benefit primary and secondary learners at risk and its focus on essential academic disciplines including languages, mathematics, sciences, biology, chemistry, and physics, it is imperative for teachers and schools to receive explicit, structured guidance on all facets of remedial education. This guidance should span from the initial design through to the delivery and ultimate completion of the interventions, ensuring they yield the intended outcomes. Preliminary discussions with stakeholders from the Ministry of Education and Training (MoET) during the project preparation stage highlighted the absence of a clear policy and strategic framework to provide necessary guidance on designing and effectively delivering remedial education for at-risk learners in primary and secondary schools in Lesotho.

This sub-component is dedicated to assisting the MoET in conducting a functional review to evaluate the institutional capacity for the delivery of remedial education at both primary and secondary levels. This assessment will scrutinize the organizational structure of the department responsible for remedial education, including its functions, staffing, job descriptions, existing human resource capabilities, available material resources, and the processes necessary for the optimal utilization of these resources. Based on the results of this review, this sub-component will aid in formulating a comprehensive strategy that offers structured guidance and tools for all primary and secondary schools to develop and implement an extensive remedial education program for at-risk learners. The strategy will further include specific recommendations and a detailed, time-bound action plan for capacity building within the framework of a comprehensive remedial education program.

These initiatives are anticipated to enhance learning outcomes, particularly for students at risk of discontinuing their education.

Sub-Component 2.5: Competency based training of upper primary and lower secondary teachers and principals to enhance learning

Component 2 offers a comprehensive set of interconnected activities that aim to transform the quality of basic education in Lesotho.

DRTs and inspectors will make classroom observations and record data through the digitized classroom observation tool. Data from this tool will identify the level of teachers' skills and areas of improvement in

³¹ The World Bank and FCDO. (2020). "[Cost Effective Approaches to Improve Global Learning](#)".

terms of pedagogy and content and will be accessible by principals on their devices. Principals will work closely with DRTs, inspectors and cluster mentors, to devise a plan for teachers' training and mentorship. Teachers will use digitized formative assessment tool in their respective classes to carry out continuous learning assessments and identify at-risk learners. They will work closely with the principals and cluster mentors to tailor instructions for at-risk learners. With technical support and guidance from cluster mentors, teachers and principals will work together to operationalize the dropout prevention system by regularly monitoring at-risk learners' attendance and their learning data from the formative assessments in the classroom and mobilize parent teacher association in the event of an at-risk learner's unexplained absenteeism.

Teachers and principals are central to the success of these measures and will require thorough understanding of how these elements work together to deliver the desired outcomes. They will need hands on training to use digital tools, integrated in the proposed quality enhancement measures, to gather, review, analyze and use data and analysis to roll out Component 2 effectively.

Projections for primary and lower secondary school teachers based on MoET's Annual School Census data from 2023 suggest that around 1,216 teachers teach grades 4-7 in the 300 public primary schools and 245 teachers teach grades 8-10 in the 70 secondary schools. The proposed project will train these teachers along with 370 school principals in the 5 disadvantaged districts. All teachers and principals will receive comprehensive competency-based trainings to deliver Component 2 successfully. The trainings will focus on multi-grade teaching and effective lesson planning, literacy and numeracy for upper primary and lower secondary, continuous classroom-based learning assessments, teach at the right level, dropout prevention system and the use of digital tools and learning data for effective decision making.

A cascade training delivery model will be adopted, where master trainers, including District Resource Teachers (DRTs), inspectors, and experienced teachers will be trained at the central level and then downstream trainings will be organized at the cluster and district levels in the 5 target districts. These trainings will focus on both pedagogy and content and will be critical in improving teachers' performance in the classrooms. Trained teachers will be able to adopt best practices in teaching and learning, conduct continuous learning assessments in the classroom, identify at risk learners and eventually help low performing learners improve their learning outcomes. Regular cluster-based mentorship sessions planned under the project will be instrumental in preventing the quality of training from being diluted due to the cascade delivery model and supporting teachers with effective uptake of the skills acquired during these trainings.

Sub-Component 2.6: Reinforce Clusters as Technology and Learning Hubs offering mentorship for upper primary and lower secondary teachers and principals

This subcomponent builds on the investments under the previous GPE multiplier grant and proposes to strengthen the 25 clusters under revival across 5 disadvantaged districts. Given the challenges faced by district education teams in regularly supporting primary and secondary teachers in remote areas, these clusters will be instrumental in providing continuous support to teachers and principals to effectively roll out the proposed quality enhancements under Component 2.

Under this sub-component, the project will support in organizing 450 mentorship sessions and covering travel and logistic costs for teachers and principals to attend these sessions at the cluster level. 150 sessions will be organized annually, during the second, third and fourth year of implementation, with each session facilitated by a cluster mentor.

With this support, closer to their schools, teacher and principals will be able to review and analyze teachers' performance and student learning data and devise plans for teachers' training and mentorship, identify at-risk learners and design tailored instructions for them, and devise strategies to operationalize dropout prevention system. Cluster-based mentorship sessions will facilitate teachers in fully leveraging the trainings and hence bolster their skill set. It is expected that with this continued support, they will be able to enhance the teaching and learning environment in the classrooms and improve learning outcomes.

Component 3: Enhanced capacity to use learning data for effective decision making

This component aims to direct investments towards addressing barriers in data-driven decision-making. It offers support to schools, clusters and districts in collecting and utilizing learning data that can enable informed decision-making and continuous improvement in educational outcomes.

Sub-Component 3.1: Develop capacity of DRTs and inspectors in academic supervision and mentoring

Consultations with stakeholders highlighted poor academic supervision as a major factor for poor learning outcomes for primary and secondary learners. A robust mechanism of regular academic supervision and mentoring support to teachers is critical for any improvements in learning outcomes. Component 2 aims to put in place such a system in the project supported schools which is expected to regularly generate invaluable data on teacher and learner performance for timely course correction. DRTs and inspectors are mandated to carry out academic supervision of primary and lower secondary schools in Lesotho, therefore their role is critical to the success of the proposed system. They will need hands on training to use digital tools, integrated in the proposed quality enhancement measures, to gather, review, analyze and use data and analysis to roll out Component 2 effectively.

50 DRTs and inspectors will be trained in classroom observation tools, data collection, data analysis and use of data to gauge teachers' competencies, identify pedagogy and content related challenges teachers are facing in primary and lower secondary schools, and tailor their support according to the teachers' needs. The project will also provide tablets with data and configured classroom observation tool to all the DRTs and inspectors responsible for supervision of primary and secondary schools in project supported schools in target districts. Training for DRTs and inspectors will record and access data during school visits via tablets.

It is anticipated that the academic supervision and mentoring system will provide opportunities to regularly monitor classroom teaching and learning processes, and offer timely corrective and remedial actions, thereby enhancing teachers' performance and eventually improving student learning outcomes.

Sub-Component 3.2: Train School Boards in monitoring school performance on student learning

School Boards have a crucial role to play in the success of the proposed project. Their ownership of the critical interventions, including technology driven academic supervision, dropout prevention system and its link with parental engagement, will significantly improve the effectiveness of these investments which are envisaged to result in clear improvements in learning outcomes.

The proposed project aims to train all 370 school boards from target schools in Key Performance Indicators linked to education quality, data collection and reporting on teacher competency and student learning. These trainings will take place in year 2 and 3 of the project implementation. School inspectors will be required to follow-up on a regular basis to verify the successful delivery of these trainings.

Sub-Component 3.3: District level performance review of learning for decision-making

Discussions with representatives from MoET during a project preparation workshop revealed that MoET aims to support the decentralization of education services. They alluded to the lack of regular oversight of education service delivery at the district level and its effectiveness in terms of student performance.

The proposed project aims to support regular performance reviews at the district level under the leadership of the District Administrator (DA). At the end of each academic quarter, learning and teacher performance data will be presented in the district level quarterly performance review meeting for timely decision making. This initiative is designed to promote real-time data-driven decision-making and improve educational outcomes through enhanced monitoring and support.

The meetings will be presided over by the DA, who will act as the chair, while the role of the secretary will be assumed by the District Education Manager. The meetings will also include members representing civil society, community groups, parents, local media, and local councils from the targeted districts. Scheduled to meet quarterly, the meetings will involve scrutinizing the published KPIs and scorecards, identifying low-performing schools, and devising strategies to enhance their learning outcomes.

The project is dedicated to facilitating these quarterly meetings, with the long-term vision that this platform will lay the groundwork for incorporating data on learning outcomes into district-level annual planning and budgeting in the future.

6. Geographic Coverage

The evidence presented in the preceding sections of this grant application supports that urban regions have seen significant reductions in poverty, but rural and mountainous areas, which constitute 58 percent of the population, remain the poorest. In the rural highlands, the poverty rate increased by 10.9 percentage points, from 56.9 percent in 2002 to 67.8 percent in 2017. Child poverty is notably severe in the Senqu River Valley and mountainous areas, with the highest rates in Thaba-Tseka (65.4 percent) and Mokhotlong (63.8 percent), followed by Qacha's Nek (54.2 percent).

In terms of education, primary school completion rates are higher in urban areas (92 percent) compared to rural areas (74 percent), with the highest rates observed in the lowlands (89 percent) and the lowest in the mountains (62 percent). Data from the Multi Indicator Cluster Survey of 2018 also shows that lower secondary school attendance is lowest in the foothills (44 percent) and mountains (34 percent). Lower secondary completion rates are only 44 percent at the national level, with the lowest rates in the poorest households (12 percent). Completion rates are higher in urban areas (68 percent) than in rural areas (31 percent), with the highest rates in the lowlands (55 percent) and the lowest in the mountains (24 percent) and foothills (19 percent). Additionally, adolescents in the mountains (25 percent) and Senqu River Valley (27 percent) are slightly more likely to be two years older than the official age for their grade.

Regarding literacy and numeracy skills among children aged 7-14, those in the lowlands are more likely to have foundational reading skills (50 percent), whereas children in the mountains (31 percent) and foothills (30 percent) exhibit the lowest rates. Foundational numeracy skills are also lowest among children in the mountains (10 percent) and foothills (12 percent). In 2018, 56 percent of children aged 7-14 lacked foundational reading skills. The highest percentages of children without these skills were in the Thaba-Tseka District (74 percent) and the Mokhotlong District (67 percent). Moreover, 85 percent of children in this age group lacked foundational numeracy skills, with the highest rates observed in Mokhotlong (95 percent), Berea (92 percent), Butha-Buthe (91 percent), and Thaba-Tseka (91 percent).

Above evidence provides a strong justification for the proposed project to target 5 disadvantaged districts, including Thaba-Tseka, Mokhotlong, Qacha's Nek, Berea and Maseru. These 5 districts were targeted under the first phase of the Multiplier grant. To consolidate resources and deliver compounded results, the proposed project aims to target the same primary schools that will be receiving inputs from the first phase of the multiplier. [Annex 2](#) presents a table that elaborates the proposed coverage.

7. Project Beneficiaries

The proposed project is designed to confer direct benefits upon a diverse group of stakeholders in five underprivileged districts of Lesotho. This group includes upper primary and lower secondary school learners, specifically girls and boys, learners with disabilities, orphaned learners from poor backgrounds, teachers from upper primary and lower secondary levels, school principals, parents, and district-level education officials. Over a four-year period, the project will impact 93,803 learners, encompassing 49,189 girls, around 6,573 learners with special needs and 2,958 orphaned learners with both parents deceased across grades 4 to 10. Approximately 1,216 primary and 245 secondary teachers will receive training and learning materials. A minimum of 300 primary and 70 secondary school principals will benefit from training and learning data driven planning, influencing at least 300 primary and 70 secondary schools. Furthermore, around 50 district education officials are also expected to gain from the project's implementation.

Beneficiary details are presented in the table below:

S#	Beneficiary Type	Beneficiary Count
1	Girls in grades 4-7 in Target public primary schools	28,358
2	Boys in grades 4-7 in Target public primary schools	29,365
3	All learners in grades 4-7 in Target public primary schools	57,723
4	Learners with disabilities in grade 4-7 in target public primary schools	3,290
5	Orphaned Learners with both parents deceased in grade 4-7 in target public primary schools	1,154
6	Girls in grades 8-10 in Target public secondary schools	20,830
7	Boys in grades 8-10 in Target public secondary schools	15,250
8	All learners in grades 8-10 in Target public secondary schools	36,080
9	Learners with disabilities in grade 8-10 in target public secondary schools	3,283
10	Orphaned Learners with both parents deceased in grade 8-10 in target public secondary schools	1,804
11	All Girls in grades 4-10 in Target public secondary schools	49,189
12	All Boys in grades 4-10 in Target public secondary schools	44,614
13	All learners in grades 4-10 in Target public secondary schools	93,803
14	At-risk Learners	12,408
15	Out of School Girls benefitting from ALP Centers	2,250
16	Out of School Boys benefitting from ALP Centers	2,250
17	Primary teachers Trained	1,216
18	Female primary teachers Trained	772
19	Secondary teachers Trained	245
20	Female Secondary teachers Trained	141
21	School principals in public primary schools	300
22	School principals in public secondary schools	70
23	DRTs trained in target districts	15
24	Inspectors trained in target districts	35

8. Cross Cutting Strategies

Gender and Disability

Each aspect of the project will be developed with a keen awareness of gender and inclusivity, aligning with MoET's Lesotho Inclusive Education Policy 2018.

In the first component, the project aims to improve access to upper primary and lower secondary through the provision of scholarships to disadvantaged children and offering alternate learning pathways to out of school children. Since the out of school data trends suggest that young boys are more likely to be out of school, the project will make extra efforts to reach out to school-age boys who are out of school and encourage them to enroll in ALP centers and resume their academic journey. The project will pay special attention to encouraging learners with disabilities to benefit from these inputs.

The second component focuses on improving teaching and learning environment in the classroom. DRTs and inspectors will be trained to use a classroom observation tool to regularly assess teachers' skills in facilitating and engaging children in learning exercises. Teachers will be trained to use a formative assessment tool for continuous learning assessment in the classroom and design tailored instructions for learners. The project will also develop manuals for lesson planning and guides for teachers on formative assessments. The project will ensure that the instructional and teacher training materials adhere to globally recognized guidelines and research on gender-transformative basic education. The creation of new teacher guides, lesson plans, teaching and learning materials, and assessment tools will be integral to this process. These resources will be designed to incorporate evidence-based practices that promote inclusivity, increase awareness of stigma, enhance child safety, and address sexual and gender-based violence in schools.

In the third component, which concentrates on strengthening the data ecosystem, the project will ensure that the KPIs include indicators related to the performance of learners with disabilities and provide detailed, gender-disaggregated data. This approach is intended to help address gender and other forms of inequality. Additionally, district meetings will be organized to provide oversight and ensure that learning outcomes for learners with disabilities are enhanced.

Sexual Exploitation, Abuse and Harassment

The Grant Agent is committed to rigorously upholding the GPE's policy on Sexual Exploitation, Abuse, and Harassment (SEAH)³². In this context, all entities engaged in the implementation of GPE grants will be subject to a stringent zero-tolerance policy regarding sexual exploitation, abuse, and harassment. To ensure adherence to this policy, the Grant Agent will utilize existing national frameworks and the 2018 UNICEF Child Safeguarding Toolkit for Business³³ as resources to guide the identification and mitigation of actual and potential safeguarding risks.

Teachers, school principals, school boards, cluster mentors, DRTs, and inspectors participating in project-related trainings will be thoroughly briefed on the importance of adhering to these policies. This briefing will emphasize the imperative of ensuring the safety and protection of learners from sexual exploitation, abuse, and harassment. Additionally, these participants will receive training on the procedures for reporting incidents of SEAH, utilizing either existing mechanisms or channels provided by UNICEF.

Awareness sessions will be conducted for parents, community members, and civil society organizations to sensitize them to MoET's zero-tolerance stance on sexual exploitation, abuse, and harassment. These sessions will also inform participants about the procedures for reporting policy violations through grievance redress mechanisms.

Contractors and personnel employed through the grant will be required to comply with the SEAH policies as stipulated by UNICEF and MoET.

³² GPE (2021). [Protection from Sexual Exploitation, Abuse, and Harassment Policy](#).

³³ UNICEF 2018, Child Safeguarding - A Business Guide

The project is designed to facilitate the prompt resolution of grievances and provide feedback to the parties affected. The safeguarding strategy will encompass not only issues of safety, sexual exploitation, and harassment, but also concerns related to gender. Measures will be implemented to ensure that individuals can submit their grievances without fear of victimization or intimidation.

Sustainability

UNICEF regards sustainability as a fundamental aspect of the project, providing numerous opportunities for scalability and replication. Key elements of the project that facilitate these opportunities include:

The establishment of a Trust Fund under the leadership of the Government of Lesotho, with oversight from the Ministry of Education, the Ministry of Social Development, and the Ministry of Finance, is a significant sustainability element. This Trust Fund is designed to streamline, consolidate, and scale-up public and private sector efforts to provide scholarships to disadvantaged learners across Lesotho. By creating a permanent financial mechanism, the project aims to ensure continuity of funding for educational support even after the project ends.

Supporting the setup of Lesotho's first education radio station also factors into the sustainability of the project. Radio is a cost-effective medium to reach out to remote and impoverished areas, which are often left out of traditional educational outreach. The expectation is that once the radio station is operational, it will attract revenue through advertisements, which will enable the Lesotho Distance Teaching Centre (LDTC) to sustain its operational and maintenance costs independently, saving MoET exponential costs of using private networks to reach out to distant learners.

The development of an ALP assessment, certification, equivalence, and accreditation system will legitimize the ALP courses and facilitate smoother transitions of learners from ALP centers back to formal education. It will also pave the way for alternate learning pathways and reinsertion to become formally recognized and integrated into the national educational framework.

By designing and rolling out an awareness campaign in partnership with school boards and civil society organizations, the project embeds educational values within community structures. This not only enhances current parental involvement but also builds a long-term culture of community engagement in education.

The project's introduction of a school monitoring system that tracks teacher and student performance supports ongoing adjustments and improvements in educational interventions as well lays down critical infrastructure for enhanced student retention and successful educational outcomes over time.

9. Implementation and Financial Management

As the Grant Agent, UNICEF will have the overall responsibility for the multiplier grant, fiduciary management, and delivery of results to GPE.

Its responsibilities will encompass planning, administration, contracting, procurement of services and supplies as required, contracting of contractors, management of the funds, and monitoring and reporting of activities to GPE.

For strategic oversight, a high-level Project Steering Committee (PSC) will be set up under the leadership of the Principal Secretary, MoET, which will hold quarterly meetings to oversee results and progress. The PSC will provide overall strategic guidance on policy issues and will also approve the project’s annual work plans and budgets. Detailed ToR for the PSC are annexed at [Annex 3](#). For oversight at the district level, project performance will be reviewed under the leadership of District Administrator, who will chair quarterly meetings organized by District Education Manager.

GPE Multiplier funds will be administered by UNICEF and will be managed in accordance with UNICEF's financial rules and regulations. The project will be operationalized through the financial systems of both UNICEF and the Ministry of Education and Training, while for procurement of various items the project will rely on UNICEF. As per the Harmonized Approach for Cash Transfer (HACT) framework, Direct Cash Transfer on a quarterly basis will be undertaken, where funds will be transferred to MoET via Bank Transfer. MoET will transfer these funds based on a quarterly plan, approved by UNICEF in advance.

When the funds are channeled through MoET, the ministry will undertake thorough and regular monitoring of the project activities and will be responsible for the submission of both narrative and financial reports. MoET will follow its established internal protocols for requesting and reporting on expenditures and will employ its internal audit system for financial oversight. Funds from UNICEF will be directed to a specially designated bank account of MoET, exclusively set up for the project's funds. The disbursement of these funds will be contingent upon the verification of expenditures and the auditing of the transferred funds. In its contractual relationships with local vendors, contractors, and partners, UNICEF will adhere to the guidelines and risk mitigation strategies set forth by the United Nations.

See the below table for further information on implementer and fund flows.

Component	Activities	Implementer	Fund Flow
Component 1	Scholarships for Learners	MoET	UNICEF to MoET MoET to Principals
	Designing of ALP Programs	UNICEF	UNICEF to Contractors
	Stipends for ALP Teachers	MoET	UNICEF to MoET MoET to LDTC
	Print and deliver ALP Learners Kits and Teacher Guides	UNICEF	UNICEF to Vendors
	Operationalizing Education Radio	MoET	UNICEF to MoET MoET to LDTC
	DSA + Travels for ALP Implementation	MoET	UNICEF to MoET MoET to LDTC
	Designing and printing of IEC materials	UNICEF	UNICEF to Vendors

	TA for civil society partners for on-ground awareness campaign	UNICEF	UNICEF to Contractors
	Development of legal framework for Scholarships for Vulnerable Lesotho Learners Trust Fund	UNICEF	UNICEF to Contractors
Component 2	Develop and print Manuals and Guides for Teachers and Workbooks for Learners	UNICEF	UNICEF to Vendors
	Adapt classroom observation and formative assessment tools	UNICEF	UNICEF to Contractors
	Tablets for Teachers and School Principals	UNICEF	UNICEF to Vendors
	Training of teachers and principals	MoET	UNICEF to MoET MoET
	Cluster based mentorship sessions	MoET	UNICEF to MoET MoET
	MoET Strategy for Remedial Coaching for upper primary and lower secondary	UNICEF	UNICEF to Contractors
Component 3	Tablets for DRTs and Inspectors	UNICEF	UNICEF to Vendors
	Training of DRTs and Inspectors	MoET	UNICEF to MoET MoET
	Training of school boards	UNICEF	UNICEF to Contractor
	District quarterly meetings	MoET	UNICEF to MoET

10. Monitoring and Measuring Results

A comprehensive Monitoring and Evaluation (M&E) framework has been meticulously formulated, aligning with the project's results framework. This framework encompasses indicators at the outcome and intermediate results levels, along with baselines, target values, frequency, data sources, methodologies, and delineated responsibilities for data collection. Both UNICEF and the Ministry of Education and Training (MoET) will assume joint responsibility for the monitoring and reporting activities of the project.

The M&E framework is predicated on the understanding that a variety of investments will bolster the education data management infrastructure over the next three years. Consequently, MoET is expected to be well-equipped to efficiently track performance against the project's indicators.

The Global Partnership for Education's (GPE) System Capacity Grant is anticipated to provide support to the Examination Council of Lesotho for conducting national-level assessments. ECoL is also expected to receive financial support from The World Bank's new initiative supporting national assessments at the secondary level. These assessments will play a crucial role in reporting on the outcome-level indicators of the second phase of the GPE Multiplier. The investment in the existing Education Management Information System (EMIS) through the System Capacity Grant is projected to enhance the annual school

census function, enabling it to report on several of the project's performance indicators, including the scorecard.

The provision of tablets to principals, DRTs and inspectors, as part of component 2 and 3 of the new GPE Multiplier grant, will facilitate the collection and recording of additional information on teacher performance, in classrooms, schools and at cluster-level learning spaces. This will significantly enrich the existing data ecosystem. Building on the first phase of Multiplier grant, additional key performance indicators (KPIs) included under the new multiplier project's component 3 will yield data against a set of indicators focusing on teacher performance and student learning. Systematic data collection in relation to these KPIs will feed into the scorecard, generating rankings for schools, clusters, and districts based on their performance in learning. The provision of resources under the project, such as tablets, is anticipated to support this data collection from diverse sources and at varying frequencies.

Under the guidance of the project steering committee, regular national-level stocktake reviews will be conducted, providing a platform for high-level monitoring of the project's performance. Additionally, district-level oversight of performance in student learning will be conducted by district level meetings, which will prompt district authorities to actively engage in data collection and reporting against the KPIs.

The Monitoring and Evaluation of the program will adhere to GPE's evaluation policy, particularly in terms of gender equality, equity, and inclusion, and will critically assess these factors across all program components.

11. Risk Assessment and Mitigation

The table below summarizes the assumptions and risks and mitigation strategies for the successful implementation of the project.

Assumption	Response Strategy
Communities are supportive of ALPs and enroll their OOSC in ALP centers.	Awareness campaign through the education radio under Component 1 will invest resources to sensitize parents on the value of continuity and return to academic path.
Existing school facilities are available for ALP classes	The project will mobilize MoET, District Education Managers and School boards to ensure availability of existing school infrastructure after school hours to host ALP classes.
Teachers effectively use the skills and tools developed and offered through this project.	Cluster mentors and trained school principals are expected to access learners' learning data and assess teachers' performance as observed in the classroom and hence tailor continued support to teachers. Peer to peer learning at the cluster learning center is also expected to help teachers address their pedagogical and content related shortcomings.

Learning materials will be available to the children and teachers in time	UNICEF will print TLMs in the first and second year of implementation and ensure delivery through an efficient supply tracking mechanism.
Risks	Mitigation Strategies
Political interference in the selection of beneficiary learners as recipients of scholarships (Likelihood: Possible; Impact: High)	Selection of beneficiaries will have to be verified by school boards as well as District Education Managers, before approval by MoET.
Corruption in procurement of equipment for education radio (Likelihood: Possible; Impact: High)	UNICEF and MoET experts to be part of the procurement committee ensuring oversight of the complete procurement process
Delays in the procurement of equipment for education radio affecting the OOSC enrollment in ALP centers (Likelihood: Possible; Impact: Medium)	On ground awareness sessions with communities will also encourage parents and out of school children to take maximum advantage of the ALP opportunities.
Inflation rates rise rapidly, causing depreciation of the Lesotho Loti (LSL) as compared to USD; as a result, contractors are unable to deliver goods and services (Likelihood: High; Impact: High)	Project budget includes a 10 percent contingency within each line item to compensate for unforeseen events including inflation. GA will follow UN-issued guidance on mitigating risks for impact of LSL depreciation vis-à-vis USD on UN contacts with local vendors/contractors. This includes language on tenders, requests for proposals, and contracts that specify payments will be made in LSL based UN operational exchange rate.
Financial management, procurement, and other operational and fiduciary risks. (Likelihood: Possible; Impact: High)	Regular oversight by Project Steering Committee, financial reporting, careful monitoring of spending by GA, government, and any implementing partners. Internal financial controls, yearly external audits, minimizing risks.
Climate change and extreme weather events disrupt education, either in specific communities or nationwide (Likelihood: Possible; Impact: Moderate)	MoET and UN agencies to activate contingency / emergency response plans in the wake of an event. Printing of TLMs and procurement of all supplies to be ensured in year 1 and 2 of implementation.
Economic growth projections fall short of assumptions, thus affecting fund allocation to districts for regular inspections. (Likelihood: Possible; Impact: High)	GA utilizes project resources to enhance supervision and monitoring in project schools.
Lack of coordination and duplication of efforts or inefficiencies. Likelihood: Medium; Impact: Medium	Project Steering Committee to ensure coordination of all efforts at national level and district meetings to ensure the same at district level.

12. Results Framework

Project Title:						
Project Goal: Primary and lower secondary girls and boys in Lesotho are academically on track						
Outcome Indicators	Baseline	Intermediate Targets (Cumulative)				End Target
		2024	2025	2026	2027	
Improved equitable and inclusive access to quality primary and lower secondary education						
Percentage of 6-12 and 13-15 age out-of-school girls & boys graduating from ALP centers, who demonstrate desired competencies in Literacy and Numeracy Skills	TBD	0	0	5 percent increase	10 percent increase	10 percent increase on the baseline
Disadvantaged girls and boys in upper primary and lower secondary levels achieve improved learning outcomes						
Percentage increase in learning levels of upper primary and lower secondary girls & boys in mathematics, languages and science in target districts	TBD	0	0	5 percent increase	10 percent increase	10 percent increase on the baseline
Percentage increase in competency levels of upper primary and lower secondary teachers in mathematics, languages and science in target districts	TBD	0	0	5 percent increase	10 percent increase	10 percent increase on the baseline

Number of girls and boys in upper primary and lower secondary levels benefitting from direct interventions to enhance learning	0	Girls=28,243 Boys=25,856 Total=54,099	Girls=35,225 Boys=32,109 Total=67,334	Girls=42,207 Boys=38,362 Total=80,568	Girls=49,189 Boys=44,614 Total=93,803	Girls=49,189 Boys=44,614 Total=93,803
Intermediate Result Indicators	Baseline	Intermediate Targets (Cumulative)				End Target
		2024	2025	2026	2027	
Component 1: Increased enrolment of disadvantaged girls and boys in upper primary and lower secondary						
Number of lower secondary girls and boys (OVCs) receiving scholarships	0	0	Girls=250 Boys=250 Total= 500	Girls=250 Boys=250 Total= 500	Girls=250 Boys=250 Total= 500	Girls=250 Boys=250 Total= 500
Number of OOS girls and boys (school going age) enrolled in ALP centers	0	0	Girls=1,500 Boys=1,500 Total=3,000	Girls=2,250 Boys=2,250 Total=4,500	Girls=2,250 Boys=2,250 Total=4,500	Girls=2,250 Boys=2,250 Total=4,500
Number of OOS girls and boys receiving scholarships after re-entering lower secondary levels	0	0	0	Girls=75 Boys=75 Total=150	Girls=75 Boys=75 Total=150	Girls=75 Boys=75 Total=150
Coordination committee meetings for establishing Scholarships for Vulnerable Lesotho Learners Trust Fund	0	0	2	4	6	6
Component 2: Strengthened academic supervision and mentoring system						
Number of upper primary and lower secondary teachers trained in quality teaching and learning strategies	0	0	1,460	1,460	1,460	1,460

Number of primary and secondary schools implementing the learner dropout prevention system as per guidelines	No system in Place	0	Dropout prevention system developed and notified	170 project supported schools implementing the system as per guidelines	370 project supported schools implementing the system as per guidelines	370 project supported schools implementing the system as per guidelines
Percentage of upper primary and lower secondary teachers achieving proficiency as measured by classroom observation tool in project supported schools	0	0	0	25 percent	50 percent	50 percent
Number of primary and secondary school principals trained in quality teaching and learning strategies	0	0	370	370	370	370
Component 3: Enhanced capacity to use learning data for effective decision making						
Number of School Boards trained in monitoring school performance on student learning	0	0	170	370	370	370
Number of DRTs and Inspectors trained in classroom observation tool and dropout prevention system	0	0	50	50	50	50
Number of districts reporting performance against score card	0	0	0	5	5	5

13. Monitoring, Evaluation and Learning Framework

Outcome Indicators

Indicator	Definition	Frequency	Source	Methodology for Data Collection	Responsibility for Data Collection
Percentage of 6-12 and 13-15 age out-of-school girls & boys, who demonstrate desired competencies in Literacy and Numeracy Skills	Share of age 6-12 and 13-15 out-of-school girls and boys, who graduated from project supported ALP centers, achieving respective minimum score in literacy and numeracy <u>Cumulative Targets:</u> 2026: 5 percent increase over baseline 2027: 10 percent increase over baseline	Baseline Endline	Learning Assessment Report	Sample Based (representative sample of the respective ALP cohorts)	LDTTC/ MoET
Percentage increase in learning levels of upper primary and lower secondary girls & boys in mathematics, languages and science in target districts	Percentage points increase in average scores by standard deviation from the baseline scores for performance of upper primary and lower secondary girls and boys in mathematics, languages, and science tests in a National Learning Assessment <u>Cumulative Targets:</u> 2026: 5 percent increase over baseline 2027: 10 percent increase over baseline	Baseline Endline	National Learning Assessment Report	Sample Based (representative sample from the 370 project schools)	ECoL/ MoET
Percentage increase in competency levels of upper primary and lower secondary teachers in mathematics, languages and science in target districts	Percentage points increase in average scores by standard deviation from the baseline scores for performance of upper primary and lower secondary teachers in mathematics, languages, and science tests in a National Learning Assessment <u>Cumulative Targets:</u> 2026: 5 percent increase over baseline 2027: 10 percent increase over baseline	Baseline Endline	National Learning Assessment Report	Sample Based (representative sample from the 370 project schools)	ECoL/ MoET

<p>Number of girls and boys in upper primary and lower secondary levels benefitting from direct interventions to enhance learning</p>	<p>Total number of girls and boys enrolled in grades 4-7 and grades 8-10 in all project supported primary and lower secondary schools in target districts from 2024 to 2027 <u>Cumulative Targets:</u> 2024: Girls=28,243, Boys=25,856, Total=54,099 2025: Girls=35,225, Boys=32,109, Total=67,334 2026: Girls=42,207, Boys=38,362, Total=80,568 2027: Girls=49,189, Boys=44,614, Total=93,803</p>	<p>Annual</p>	<p>EMIS</p>	<p>Annual School Census</p>	<p>EMIS / MoET</p>
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Intermediate Result Indicators

Indicator	Definition	Frequency	Source	Methodology for Data Collection	Responsibility for Data Collection
<p>Number of lower secondary girls and boys (OVCs) receiving scholarships</p>	<p>Total number of girls and boys enrolled in grades 8-10 in all project supported secondary schools in target districts from 2024 to 2027, who receive scholarships <u>Cumulative Targets:</u> 2025: Girls=250, Boys=250, Total= 500 2026: Girls=250, Boys=250, Total= 500 2027: Girls=250, Boys=250, Total= 500</p>	<p>Annual</p>	<p>Inspection Reports</p>	<p>Census</p>	<p>Inspectorate of Schools / MoET</p>
<p>Number of OOS girls and boys (school going age) enrolled in ALP centers</p>	<p>Total number of 6-12 and 13-15 age out-of-school girls & boys enrolled in project supported ALP centers in target districts <u>Cumulative Targets:</u> 2025: Girls=1,500, Boys=1,500, Total= 3,000 2026: Girls=2,250, Boys=2,250, Total= 4,500 2027: Girls=2,250, Boys=2,250, Total= 4,500</p>	<p>Annual</p>	<p>Database, LDTC/ MoET</p>	<p>Annual Census of ALP Centers</p>	<p>LDTC/ MoET</p>

<p>Number of OOS girls and boys receiving scholarships after re-entering lower secondary levels</p>	<p>Total number of out-of-school girls & boys, after graduating from project supported ALP centers, enrolled in grades 8-10 in secondary schools in 2025 to 2027, who receive scholarships <u>Cumulative Targets:</u> 2026: Girls=75, Boys=75, Total= 150 2027: Girls=75, Boys=75, Total= 150</p>	<p>Annual</p>	<p>Inspection Reports</p>	<p>Census</p>	<p>Inspectorate of Schools / MoET</p>
<p>Coordination committee meetings for establishing Scholarships for Vulnerable Lesotho Learners Trust Fund</p>	<p>Total number of high-level coordination committee cross sector meetings organized to support the establishment of Scholarships for Vulnerable Lesotho Learners Trust Fund <u>Cumulative Targets:</u> 2025: 2, 2026: 4, 2027: 6</p>	<p>Annual</p>	<p>MoET Reports</p>	<p>MoET Progress Monitoring</p>	<p>MoET</p>
<p>Number of upper primary and lower secondary teachers trained in quality teaching and learning strategies</p>	<p>Number of public teachers teaching primary grades 4-7 and secondary grades 8-10 in project supported schools, successfully completing competency-based trainings on formative assessments, teaching at the right level and dropout prevention system <u>Cumulative Targets:</u> Year 2: Total= 1,460, Year 3: Total= 1,460, Year 4: Total= 1,460</p>	<p>Annual</p>	<p>MoET Reports</p>	<p>MoET Training Monitoring</p>	<p>MoET</p>
<p>Number of primary and secondary schools implementing the learner dropout prevention system as per guidelines</p>	<p>Total number of project supported public primary and secondary schools in target districts, implementing the approved student dropout prevention mechanism as per the guidelines <u>Cumulative Targets:</u> 2025: Dropout prevention system developed and notified 2026: 170 project supported schools piloting the system as per guidelines 2027: 370 project supported schools implementing the system as per guidelines</p>	<p>Annual</p>	<p>Inspection Reports</p>	<p>Census</p>	<p>Inspectorate of Schools / MoET</p>

Percentage of upper primary and lower secondary teachers achieving proficiency as measured by classroom observation tool in project supported schools	Share of public teachers teaching primary grades 4-7 and secondary grades 8-10 in project supported schools, trained under the project, achieving proficiency, as measured by the new classroom observation tool adopted under the academic supervision and mentoring system <u>Cumulative Targets:</u> 2026: 25 percent, 2027: 50 percent	Annual	Inspection Reports	Census	Inspectorate of Schools / School Principal / Cluster Mentor / MoET
Number of primary and secondary school principals trained in quality teaching and learning strategies	Number of project supported public primary and secondary school principals, successfully completing competency-based trainings on literacy and numeracy (condensed), formative assessments, teaching at the right level, classroom observation and dropout prevention system <u>Cumulative Targets:</u> 2025: 370, 2026: 370, 2027: 370	Annual	MoET Reports	MoET Training Monitoring	MoET
Number of School Boards trained in monitoring school performance on student learning	Number of School Boards trained on KPIs, data and reporting on teacher competency and student learning <u>Cumulative Targets:</u> 2025: 170, 2026: 370, 2027: 370	Annual	Inspection Reports	Census	Inspectorate of Schools / MoET
Number of DRTs and Inspectors trained in classroom observation tool and dropout prevention system	Number of DRTs and Inspectors from target districts successfully completing competency-based trainings on classroom observation and the use of digitized classroom observation tool and the dropout prevention system <u>Cumulative Targets:</u> 2025: 50, 2026: 50, 2027: 50	Annual	MoET Reports	MoET Training Monitoring	MoET
Number of districts reporting performance against score card	Number of Districts submitting data against all KPIs that constitute score card <u>Cumulative Targets:</u> 2026: 5, 2027: 5	Annual	Inspection Reports	Census	Inspectorate of Schools / School Principal / MoET

14. Annexures

Annex 1 Synergies with other Investments

Development Partner	Intervention	Sub-Sector	Synergy with Multiplier 2
The World Bank	<p>Basic Education Strengthening Project (BESP) - Education Sector Program Implementation Grant (ESPIG)</p> <p>Cash transfers & youth clubs and in-service math and science teacher training to support student retention in lower secondary; ECCD new curriculum in grade R/ECCD centers & ECCD service provider mapping</p>	ECE, Lower Secondary	<p>All BESP cash transfers will be through Ministry of Social Development (MoSD).</p> <p>Multiplier 2 scholarship payments to be made by MoET directly to schools in favor of beneficiary learners. MoSD list of beneficiaries to inform MoET beneficiary selection process.</p> <p>BESP interventions for lower secondary compliment Multiplier 2 activities. In-service math and science teacher training advances Multiplier 2 objectives</p>
The World Bank	<p>Lesotho Education Improvement Project (LEIP)</p> <p>Literacy and numeracy in Lower Primary Grades; National Learning Assessment in junior secondary school (grade 9); Online mathematics and science training for junior secondary school teachers;</p> <p>Basic infrastructure in Primary Schools;</p> <p>Laboratories & workshops in Secondary Schools</p> <p>Decentralization of Teaching Service to district level</p>	Lower Primary and Lower Secondary	<p>LEIP interventions at the lower primary level only target grades 1-4.</p> <p>All LEIP interventions compliment Multiplier 2 activities. Online mathematics and science training for junior secondary school teachers directly advances Multiplier 2 objectives.</p> <p>Cluster mentorship under Multiplier 2 offers continuous professional development opportunities for all teachers trained under LEIP, thus advancing LEIP objectives.</p>
UNICEF	<p>Multiplier 1: Laying The Foundations of Learning in Lesotho</p> <p>Access to ECE; Early childhood education curriculum roll out and training of ECE teachers; School Readiness Initiative scale up; Capacity to use foundational literacy and numeracy data</p>	ECE, and Lower Primary	<p>Multiplier 1 interventions for lower primary target grades 1-3.</p> <p>Multiplier 2 compliments interventions under Multiplier 1.</p>

WFP	School feeding	ECE, Primary	Multiplier 2 compliments this initiative.
The Welsh Government (in support of Jolly Phonics)	Grades 1-3 curriculum on foundational literacy and numeracy	Primary	Multiplier 2 compliments this initiative as it targets upper primary and lower secondary.
Roger Federer Foundation (in support of NECDOL)	Access and quality of Early Childhood Education	ECE	Multiplier 2 compliments this initiative as it targets upper primary and lower secondary.
AIR (Foundational Learning Improvement Program)	Grades 1-3 curriculum on foundational literacy and numeracy	Primary	Multiplier 2 compliments this program as it targets upper primary and lower secondary.
CRS	Day cares/ECCD centers, training for caregivers, foundational literacy in lower primary, school feeding	ECE, Primary	Multiplier 2 compliments this initiative as it targets upper primary and lower secondary.
Econet	Scholarships for Secondary and Tertiary Students	Secondary	Multiplier 2 compliments this initiative as it targets a different group of learners. Multiplier 2 scholarship payments to be made by MoET directly to schools in favor of beneficiary learners. Econet list of beneficiaries to inform MoET beneficiary selection process.
Vodacom	Teacher training on digital skills and connectivity to schools	Primary	Multiplier 2 compliments this initiative. Multiplier 2 inputs for schools to be informed by Vodacom list of beneficiary schools.

Annex 2 Project Coverage

GPE MLT 2 Proposed Coverage Plan						
S#	District	Total No. of Public Primary Schools	MLT 1 Primary Schools	MLT 2 Primary Schools	Total No. of Public Secondary Schools	MLT 2 Secondary Schools
1	Butha-Buthe	81			24	
2	Leribe	197			66	
3	Berea	138	57	57	43	20
4	Maseru	248	107	107	68	28
5	Mafeteng	156			39	
6	Mohale'e Hoek	170			27	
7	Quthing	120			17	
8	Qacha's Nek	101	38	38	20	8
9	Mokhotlong	106	42	42	16	6
10	Thaba-Tseka	143	56	56	20	8
	Total	1,460			340	
	Total (Target Districts)	736	300	300	167	70

Annex 3 ToRs for Project Steering Committee

Project Steering Committee	
Objective	To provide strategic oversight and stewardship to the GPE Multiplier grant funded Project.
Chair	Principal Secretary
Secretary	Chief of Education, UNICEF
Secretariat	UNICEF
Frequency of Meetings	Quarterly
Members	<ol style="list-style-type: none"> 1. Primary Department, MoET 2. Secondary Department, MoET 3. Planning Unit, MoET 4. EMIS, MoET 5. National Curriculum Development Centre (NCDC) 6. Teaching Service Department (TSD) 7. Examination Council of Lesotho (ECOL) 8. Inspectorate of Schools 9. LDTC 10. District Education Managers (Project Districts) 11. UNICEF 12. UNICEF's Implementing Partner
Role of PSC	<ul style="list-style-type: none"> • Provide strategic direction to the project • Approve annual project work plans • Review implementation progress • Review and advise on project components • Provide leadership to resolve coordination issues • Make timely decisions for seamless project implementation