Kingdom of Lesotho

Ministry of Education and Training



System Transformation Grant Programme Document

Enhancing the Quality of Teaching and Learning for Improved Learning Attainment at Basis Education

2025 - 2027

January 2025

Programme Summary

Country	Lesotho
Programme	Education
Grant	System Transformation Grant (STG)
Donor	Global Partnership for Education (GPE)
Coordinating Agent	Lesotho Council of NGOs
Grant Agent	UNICEF
Host Ministry	Ministry of Education and Training (MoET)
Implementing organisation	Ministry of Education and Training, UNICEF
Contribution to Sustainable Development Goals (SDGs)	SDG Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Goal	Enhanced Quality of Teaching and Learning for Improved Learning Attainment at Basic Education, Focusing on the Most Marginalized Learners
Objectives	Objective 1: Improved learning outcomes in primary and secondary education Objective 2: Schools have safer and inclusive environments Objective 3: Strengthened support to schools from the Schools Inspectorate
Expected Results	Outcome 1: Improved quality of upper primary education Outcome 2: Improved learning outcomes in primary and secondary education in literacy and numeracy Outcome 3: Schools have safer and inclusive environments for children to learn free from violence Outcome 4: Inspectorate is strengthened to provide supportive mentoring for teachers and develop reports on school performance
Beneficiaries	Direct beneficiaries: 175,754 girls and boys aged 8-12 years in Lesotho, 7,040 teachers, 2,400 community members.
Geographic coverage	Population of Districts in the most marginalised areas Overall, the GPE programme is tuned to address the focus area of foundational learning as elaborated in the Partnership Compact.
Requested funding	GPE System Transformation Grant (STG): US$5 million
Date of submission	31 January 2025
Programme address and contact persons	Representative: Deepak Bhaskaran, dbhaskaran@unicef.org Deputy Representative: Kimanzi Muthengi, kmuthengi@unicef.org Chief, Education Section: Sara Skovgaard, sskovgaard@unicef.org

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List of Acronyms

BESP	Lesotho Basic Education Strengthening Project
CAP	Curriculum and Assessment Policy
CGP	Child Grant Programme
CPD	Continuous Professional Development
CRS	Catholic Relief Services
CSO	Civil Society Organisation
DRT	District Resource Teachers
ECCD	Early Childhood Care and Development
ECD	Early Childhood Development
ECE	Early Childhood Education
EFAR	Enabling Factors Analysis Review
EMIS	Education Management Information System
ESA	Education Sector Analysis
ESP	Education Sector Plan
FLN	Foundational Literacy and Numeracy
GA	Grant Agent
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GoL	Government of Lesotho
GPE	Global Partnership for Education
Grade R	Reception Classes
ITAP	Independent Technical Advisory Committee
JMV	Joint Monitoring Visit
JSR	Joint Sector Review
LA	Learning Assessment
LBECP	Lesotho Basic Education Curriculum Policy
LEIP	Lesotho Education Improvement Project
LEG	Local Education Group
MLT 1	Multiplier 1 (Laying the Foundations for Learning in Lesotho)
MLT 2	Multiplier 2 (*Melupe* Investment in Lesotho Education)
MoET	Ministry of Education and Training
MPI	Multidimensional Poverty Index
NECDOL	Network for Early Childhood Development of Lesotho
NER	Net Enrolment Rate
NPRP	National Prevention and Response Plan
NSDP	National Strategic Development Plan
NTT	National Teacher Trainer
OVC-B	Orphans and Vulnerable Children Bursary
PC	Partnership Compact
SCG	System Capacity Grant
SDG	Sustainable Development Goal
SEAH	Sexual Exploitation, Abuse and Harassment
SRI	School Readiness Initiative
STG	System Transformation Grant
TaRL	Teaching at the Right Level
ToC	Theory of Change
VACS	Violence Against Children Survey
WFP	World Food Programme

1. Introduction

The Government of the Kingdom of Lesotho, through the Ministry of Education and Training (MoET), has developed an Education Sector Plan (2016-2026) to guide the provision of education for all children in Lesotho. This plan, along with the recently created Partnership Compact (PC), highlights the government's strong commitment to transforming education in Lesotho by ensuring “Enhanced Quality of Teaching and Learning for Improved Learning Attainment at Basic Education, Focusing on the Most Marginalized Learners”.

This programme outline, developed by the Ministry of Education and Training (MoET) and its partners, defines actions to be undertaken in response to issues identified in the Education Sector Plan (ESP) and further synthesized into the 2023 Partnership Compact. This document seeks to unlock the US$5 million GPE System Transformation Grant (STG).

The development of this programme outline has been done through a participatory process. The process started during the development of the Multiplier Grants with consultations and workshops related to their activities. Since then, UNICEF has been approved as the grant agent (GA) for the STG and the process then restarted with a desk review of all the major programmes that have been completed recently or are ongoing. Key informant interviews then tool place with MoET and other relevant stakeholders. A presentation of the draft Theory of Change (ToC), which was developed based on these activities, was done to MoET. The feedback from this was incorporated into the ToC. The ToC was then presented a week later to a workshop in December 2024 with MoET and the Local Education Group (LEG) and the feedback from this workshop was incorporated into the ToC. Further discussions with key informants took place to further refine the activities of the ToC. Based on the ToC and the discussions, this programme outline was developed, which was validated at a workshop with the LEG in January 2025.

2. Country Context

The Kingdom of Lesotho is a small, mountainous, and landlocked country surrounded by South Africa. It covers an area of approximately 30,355 km^2, with its lowest point at 1,400 meters above sea level, making it the only country in the world that lies entirely above 1,000 meters. The capital city is Maseru.

Lesotho's economy is classified as lower-middle-income, with a GDP of approximately $2.05 billion in 2023[1]. The economy relies heavily on textile manufacturing, agriculture, remittances, and regional customs revenue[2]. Agriculture, which employs a significant portion of the population, is vulnerable to climate variability. The unemployment rate is high, estimated at around 22.5 per cent in 2019[3]. The country imports about 85 per cent of its goods from South Africa[4]. Economic growth was 2 per cent in 2023, driven by sectors such as construction, mining, manufacturing, business services, and agriculture. However, the country faces significant economic challenges, including high inflation (8.2 per cent), a fiscal deficit (7.6 per cent of GDP), and moderate debt management risks[5].

Lesotho faces significant social challenges, including high levels of poverty and inequality. The poverty rate has declined from 66.3 per cent in 2002 to 49.7 per cent in 2017[6]. However, poverty remains concentrated in rural and mountainous regions. Health indicators are concerning, with a high prevalence of HIV/AIDS and a life expectancy of around 59.6 years for females and 51.7 years for males[7]. The Human Capital Index improved from 0.34 in 2010 to 0.40 in 2020[8]. This means that a child born in Lesotho in 2020 will be 40 per cent as productive when they grow up as they could be if they had full health and education. The Global Multidimensional Poverty Index (MPI) of 2021 estimated that 19.6 per cent of Lesotho's population is multidimensionally poor, with 5 per cent experiencing severe multidimensional poverty and 28.6 per cent vulnerable to it[9]. According to the 2021 Multidimensional Child Poverty Report for Lesotho, 45.5 percent of children aged 0-17 were multidimensionally poor in 2018, with rural areas experiencing even higher rates. Child poverty is especially severe in the Senqu River Valley and mountainous regions, with Thaba-Tseka (65.4 per cent) and Mokhotlong (63.8 per cent having the highest rates, followed by Qacha's Nek (54.2 per cent). Households headed by individuals with no education or only primary education show higher levels of multidimensional child poverty. Conversely, as the education level of the household head increases, the rate of multidimensional child poverty decreases. The main dimensions contributing to adolescents' multidimensional poverty include housing, education, and sanitation.

[1] Trading Economics (2024) https://tradingeconomics.com/lesotho/gdp#:~:text=GDP%20in%20Lesotho%20is%20expected,according%20to%20our%20econometric%20models.&text=The%20gross%20domestic%20product%20(GDP)%20measures%20of%20national%20income%20and,a%20stipulated%20period%20of%20time. Accessed 13.05, 29/12/2024.
[2] Moody's Analytics (2024) https://www.economy.com/lesotho/indicators Accessed 13:33, 29/12/2024.
[3] Bureau of Statistics (2024) https://www.bos.gov.ls/ Accessed 13.23, 29/12/2024.
[4] Moody's Analytics (2024) https://www.economy.com/lesotho/indicators Accessed 13:33, 29/12/2024
[5] Lesotho Partnership Compact (2024).
[6] Bureau of Statistics (2024) https://www.bos.gov.ls/ Accessed 13.23, 29/12/2024.
[7] Bureau of Statistics (2024) https://www.bos.gov.ls/ Accessed 13.23, 29/12/2024.
[8] World Bank (2022) Human Capital Index. https://databankfiles.worldbank.org/public/ddpext_download/hci/HCI_2pager_LSO.pdf
[9] 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.

Lesotho has a population of about 2.3 million people as of 2023[10], with a young demographic profile; approximately 54.9 per cent of the population is under the age of 25. The population growth rate is 1.1 per cent annually, with a high birth rate of 27.87 per 1,000 people and a death rate of 12.7 per 1,000 people. The latest population proportion by broad age groups (both sexes) indicates that 32.7 percent of the population is of school-going age, between the age of 3 and 17[11].The population is predominantly rural, with about three-fourths of the population living in rural areas and engaging in subsistence agriculture and animal herding. Urbanization is slowly increasing, with Maseru being the largest urban centre.

Lesotho has made significant strides in education, achieving universal access to primary education. The gross enrolment rate is 98.7 per cent at the primary level but drops to 80.1 per cent at the lower secondary level and 23.6 per cent at the upper secondary level[12]. Challenges include inadequate infrastructure, low student retention, and poor learning outcomes. The government is investing in improving the quality of teaching and enhancing physical learning conditions through projects like the Lesotho Education Improvement Project (LEIP). The education system is structured into four key programmes: Early Childhood Care and Development (ECCD), Primary, Junior Secondary, and Senior Secondary education. Despite high enrolment rates in primary education, early childhood education faces accessibility challenges, with a GER of 35.2 per cent in 2023.

The Government of Lesotho is committed to improving socio-economic conditions through various strategic plans. The National Strategic Development Plan (NSDP) focuses on fostering inclusive economic growth, human capital development, infrastructure improvement, and enhanced national governance. It prioritises addressing the quality of education and the skills needed for economic growth and development. The government has extended its Second National Strategic Development Plan (NSDP II) to 2027/28. The Education Sector Plan (ESP) aims to improve access to quality education, particularly in rural areas, and address gender disparities in education. This will be done through the reform of the national curriculum and assessment system, improving access to comprehensive ECCD, increasing access to quality free and compulsory lower basic education and secondary education, and improving strategic information, planning and accountability at all levels of the education system

[10] WHO (2024) https://data.who.int/countries/426 Accessed 13:55, 29/11/24.
[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] MoET and Bureau of Statistics (2023) 2023 Education Statistics Report.

3. Education Sector Context

Lesotho has a progressive education sector that is poised to reap the benefits of achieving almost universal primary education. The country has achieved 98.7 per cent gross enrolment rate (GER) and a net enrolment rate (NER) of 82.6 per cent for primary education[13]. The Ministry of Education and Training (MoET) aims to leverage this surge in access to education by increasing equitable and inclusive access to early childhood education, enhancing quality and efficiency of primary and lower secondary education and strengthening evidence to support learning and informed decision making. The reforms align with priorities expressed in the 2030 Agenda for Sustainable Development, National Strategic Development Plan (NDSP II) and the Education Sector Plan (ESP).

Since 2018, the Government of Lesotho (GoL) has allocated 7–8 per cent of gross domestic product (GDP) to the education sector[14], exceeding the suggested international level of 6 per cent. While education spending is considerably higher than in neighbouring countries, 96.2 per cent of it is used on recurrent expenditures, with only 3.8 per cent left to cover quality and infrastructural needs of education.

Lesotho spends the most on education among Sub-Saharan African countries, however, the budget is disproportionately allocated to education sub-sectors. According to the figures provided for education sector analysis 2020, the share of education budget allocated for ECCD was 0.2 per cent, while 43 per cent was spent on primary education and 23.5 per cent on secondary education. 28.5 per cent of the budget was spent on post-secondary education which provided little benefit to the poor children who rarely complete secondary education. The majority of the budget allocated to education is spent on teachers' salaries leaving very little for other recurrent expenditure such as instructional materials, teachers' professional development and operations of schools which are vital for improving the classroom environment and teaching practices which would lead to improved learning outcomes.

The Lesotho Basic Education Curriculum Policy (LBECP) of 2021 covers basic education in Early Childhood Care and Development (ECCD), Primary Education and Secondary Education. ECCD caters for ages 0 to 4 years. The primary phase is divided into four years of foundational phase (Grades R to 3) for ages 5-8 years, and four years of intermediate phase (Grades 4 to 7) for ages 9-12 years. Secondary education splits into academic, technical and vocational streams. It comprises lower secondary education (Grades 8 to 9) for ages 13-14 years, and upper secondary education (Grades 10 to 12) for ages 15-17 years. A summary of the statistics on the school education system is provided in the table below.

[13] Education Statistics Bulletin, Ministry of Education and Training, Planning Unit, Lesotho, 2023

[14] Lesotho, Ministry of Education, computed from "Domestic financing requirement matrix", 2018–2023.

Table 1. Summary statistics for the school education system

Level of education (official age)	Number of schools	GER (%)	Enrollment		Number of teachers	Student to Teacher Ratio	Share of education sector budget (%)
			Male	Female			
ECCD (0-4)	2,134	35	22924	23698	2711	17	0.2
Primary (5-12)	1,504	99	159,096	152,718	10,021	31	43
Lower Secondary (13-14)	361	80	29,743	37,431	5,672	19.7	23.5
Upper Secondary (15-17)		24	17,833	26,793			
Post-Secondary							27.8
TVET							1.2
Tertiary							3.8
Administration							5.4
Tertiary Bursary*							22.8

*Bursary managed by national manpower secretariat.
Source: Education sector analysis, 2020.

Lesotho has made encouraging progress in the education sector; however, challenges persist. These include (i) low access to education at the pre and post primary levels, (ii) poor learning outcomes at primary and secondary, (iii) low capacity of teachers to impart foundational literacy and numeracy, (iv) low capacity of the inspectorate to supervise schools and District Resource Teachers (DRT) to provide mentoring support, (v) inadequate and inequitable basic infrastructure and educational resources, and (vi) lack of school safety and protection of children from violence.

Despite a large number of ECCD centres, there are access-related gaps at the ECCD level, with a low GER of 35 per cent. Lesotho operates different models of ECCD centres. These include Reception classes attached to primary schools which provide one year of free education to five-year-olds before they transition to Grade 1. The number of reception classes attached to primary schools has considerably increased from 240 in 2022 to 309 in 2023. In addition, there are ECCD centres operated by individual, churches or non-governmental entities that cater for children aged 3 to 5 and other home-based ECCD centres for orphans and vulnerable children.

Following the introduction of free primary education in 2000 and the enactment of the Education Act of 2010, which made primary education free and compulsory, Lesotho has maintained universal access to primary education for more than a decade. There has also been a significant improvement in access to lower secondary schools. The GER in lower secondary schools has increased 15 percentage points from 2015 reaching 80 per cent in 2023. However, the GER of upper secondary education has rapidly declined from 38 per cent in 2020 to 24 per cent in 2023. Moreover, 3 per cent of primary school-age children and 14 per cent of lower secondary school-age children are out of school, with children from the poorest households and those living in mountainous regions being disproportionately affected. Children from the poorest

households are four times more likely to be out of school at the lower secondary level, with a staggering 23 per cent out-of-school rate compared to 5 per cent for children from the richest households[15]. Around 40 per cent of children with disabilities (5–10 years) are not in school and those who are show worse learning outcomes[16].

Many students drop out before completing primary or secondary education. Data on completion rates is scarce, however available information shows student retention across basic education is a big challenge. In 2018, primary completion rates were 80 per cent at the national level but significantly lower in the poorest households, at 58 per cent. Urban areas had higher completion rates, at 92 per cent, compared to rural areas, at 74 per cent, with the lowlands recording the highest rates, at 89 per cent, and the mountains the lowest, at 62 per cent. Similarly, lower secondary completion rates were only 44 per cent at the national level, with the lowest rates in the poorest households, at 12 per cent[17]. These disparities are further exacerbated by gender, with 56 per cent girls completing lower secondary education as compared to 39 per cent boys, according to the World Bank data for Lesotho.

The lack of climate-resilient, gender-responsive and disability-accessible WASH services in schools discourage attendance: 67 per cent of schools have no handwashing facilities, 20 per cent no working toilet and 37 per cent no safe source of drinking water[18]. Existing school WASH facilities are often poorly maintained, prone to vandalism and without adequate consideration for menstrual health and hygiene. Lesotho lacks policies, strategies and official standards to support WASH in schools, including coordination strategies to link school and community WASH interventions.

The quality of learning at all levels of education remains a challenge. Learning outcomes were already low prior to COVID-19. The MICS 2018 found only 2 out of 10 children (3–4 years) were developmentally on track for literacy and numeracy. At the primary level, only 45 per cent children aged 7-14 demonstrated competency in foundational reading skills and only 15 per cent in foundational literacy. A higher percentage of children (68.7 per cent) from richest families met the competency standard in literacy compared to only 28.5 per cent children from the poorest families. In numeracy, 22.8 per cent children from the richest families met competency standards compared to 7.4 per cent children from poorest families. The latest assessments of learning outcomes in Lesotho continue to paint a grim picture, with foundational learning scores being low in lower primary grades and worsening in higher grades. In Grade 4, only 45.9 per cent children possess basic literacy skills in Sesotho, 43.8 per cent in English, and 34.8 per cent in mathematics. Alarmingly, student performance appears to deteriorate in Sesotho and mathematics as they progress to higher grades. By Grade 6, only 44.3 per cent of children had basic literacy skills in Sesotho, 49.7 per cent in English, and 34.3 per cent in mathematics[19]. Gender

[15] Multiple Indicator Cluster Survey (MICS), 2018, UNICEF
[16] UNICEF Country Programme Document, 2023
[17] Multiple Indicator Cluster Survey (MICS), 2018, UNICEF
[18] UNICEF Country Programme Document, 2023
[19] The Lesotho National Assessment of Educational Progress (LNAEP), Examination Council of Lesotho (ECOL), 2023

disparities are prevalent in achievement of foundational literacy and numeracy skills with girls outperforming the boys in all 3 subject areas at Grade 4 and Grade 6. Table 2 below provides performance of students in Grades 4 and 6 by gender.

Table 2. Performance in Literacy and Numeracy by gender in 2023 (LNAEP)

Subject	Grade 4		Grade 6	
	Male	Female	Male	Female
Sesotho	43.0	48.9	41.4	47.0
English	40.8	46.7	45.3	53.6
Mathematics	33.9	35.4	33.8	34.9

The limited capacity of teachers to respond to learners' diverse needs contributes to poor learning outcomes in basic education. The most recent learning assessment of Grade 4 and 6 teachers shows that most teachers lack content knowledge in languages and math. Only 51 per cent of primary school teachers are competent in literacy, while a mere 31 per cent in math[20].

Sub-par teaching practices are also perpetuated as teachers struggle to adapt to frequent changes in the curriculum. In 2021, the Ministry of Education and Training (MoET) introduced the new Lesotho Basic Education and Curriculum Policy that redefines the basic education system in the country. MoET has made notable progress in revising curricula for ECCD and Grade R (Reception). Progress has been slow in reviewing curricula for the upper primary, lower secondary, and upper secondary levels, indicating a need for accelerated efforts to develop and pilot the curricula including the training of teachers and development of materials that are aligned with the revised curriculum. MoET's limited capacity to develop and deliver quality in-service training not only hinders the ability of teachers to teach effectively but also undermines the overall quality of education. In service trainings provided to teachers are mostly low quality, one-off programmes. The evidence on poor learning provided above clearly points toward need for training of teachers to improve teaching of foundational literacy and numeracy skills in the classroom, and to provide consistent mentoring and constructive feedback.

Response to address the challenges:
The commitment of Lesotho to address constraints in the basic education system to improve access and quality is evident in the government's recognitions of direct and indirect costs of schools for poor households, especially at the secondary level. The key programmes include the Child Grant Programme (CGP) and the Orphans and Vulnerable Children Bursary (OVC-B) programme, as well as the school feeding programme. The CGP provides social protection for children through quarterly unconditional cash transfers to poor households with children from 0-18 years to support vulnerable children by reducing malnutrition, improving health and increasing access to school. Currently, the CGP covers only 16 per cent of poor children, lacking

[20] Lesotho Learning Assessment of Grades 4 and 6 Teachers, Examination Council of Lesotho (ECOL), 2021

the relevant information to reach more[21]. The OVC-B programme is aimed at subsidizing school fees for orphan and vulnerable secondary school children. Payment is made directly to lower or upper secondary schools to cover tuition, registration, textbooks, stationery and fees. Lesotho has expanded its secondary education bursaries for orphans and vulnerable children from 26,400 beneficiaries to 36,000[22].

In 2022, the MoET, supported by the Local Education Group (LEG) undertook a comprehensive Enabling Factors Analysis and Review (EFAR) which led to the development of the Partnership Compact in 2023, which was reviewed by the Independent Technical Advisory Committee (ITAP), and subsequently ratified by the Global Partnership for Education (GPE) in 2024. The Partnership Compact priority is 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 interventions.

MoET has mobilized resources from development partners including the GPE, UNICEF, the World Bank, and private sector including Vodacom, ECONET and Standard Lesotho Bank to realize the outcome of the partnership compact.

The GPE funded system capacity grant (SCG) in conjunction with UNICEF supports these reforms by addressing system-wide challenges, prioritizing capacity building, data enhancement, policy development and resource optimization. Co-financing from the local private sector to unlock two multiplier grants from GPE represents a unique alignment and harmonization of support for the education programmes. The multiplier and cofinancing align with the priority areas identified in the Education Sector Plan (ESP) and the Partnership Compact, and the national commitments made under 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.

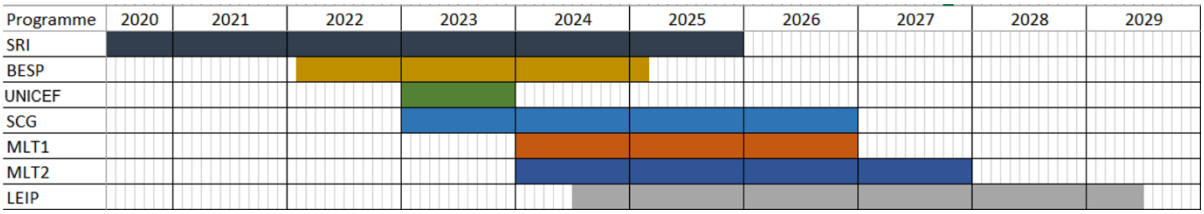
In addition to the SCG and two multiplier grants, collaborative efforts of various donors and development partners support the MoET's initiatives to overcome educational challenges. Some of these efforts include the World Bank funded Lesotho Basic Education Strengthening Project (BESP) and Lesotho Education Improvement Project (LEIP), Roger Federer Foundation's School Readiness Initiative (SRI), AIR supported foundation learning improvement programme, World Food Programme (WFP) supported school feeding programmes and Catholic Relief Service (CRS) supported early childhood and primary education initiatives. These initiatives are harmoniously aligned with MoET's strategic objectives, effectively addressing critical gaps in teacher training, curriculum development, infrastructure and technology in education.

[21] Lesotho, "National Information System for Social Assistance Database" (March 2022).
[22] UNICEF Country Programme Document, 2023

4. Achievements and progress to-date

As part of the desk review carried out during the development of the STG, an analysis was done of the current or just completed major donor funded programmes in the education sector. These programmes support the ESP and are summarised in this section. The time mapping of these programmes is given in the table below.

Table 3. Time mapping of the major education programmes



Key: SRI - School Readiness Initiative, BESP - Lesotho Basic Education Strengthening Project, LEIP - Lesotho Education Improvement Project, SCG - System Capacity Grant, MLT1 - Multiplier 1 (Laying the Foundations of Education in Lesotho), MLT2 - Multiplier 2 (MELUPE).

The School Readiness Initiative (SRI) is implemented by the Network for Early Childhood Development of Lesotho (NECDOL) and funded by the Roger Federer Foundation. The programme runs from 2020 to 2025 and addresses access to, quality of and evaluation of early childhood education (ECE). It includes the digitalisation of pre-primary curricular materials onto tablets and the training of teachers on the use of the materials using these tablets (the LEIP is to follow this model).

The Lesotho Better Education Strengthening Project (BESP) is funded by the GPE with World Bank as the grant agent and runs from February 2022 to February 2025. Activities in the BESP include the revision of the ECCD curriculum, ECCD service provider mapping and a costed expansion plan for the rollout of ECCD, structured support to students from poor households, scaling up of youth clubs, in-service math and science teacher training to support student retention in lower secondary and the development of a sustainable on-line teacher training.

The System Capacity Grant (SCG) is funded by the GPE with UNICEF as the grant agent and runs from 2023 to 2026. This programme will have activities designed to strengthen gender-responsive planning and policy development, the development of the next Education Sector Analysis (ESA), the Partnership Compact (PC), the ECE Investment case, the Secondary Investment Case, and the Teachers' CPD framework and implementation plan. This grant will be used to support the Joint Sector Review (JSR) and the annual Joint Monitoring Visits (JMVs) as well as establishing a pooled funding mechanism. Strengthening the capacity to adapt and learn to implement and drive results at scale will be done through supporting the Education Management Information System (EMIS), National Learning Assessments (LAs) and building the capacity of personnel at district/decentralised levels.

Lesotho has two Multiplier grants from GPE with both having UNICEF as the grant agent. The first multiplier grant (MLT 1, also known as Laying the Foundations of Learning in Lesotho) runs from 202 to 2026 and is being used to support access to pre-primary education in 300 schools (establishing Grade R classes, providing dedicated toilet blocks in 10 project schools, awareness campaign, providing

instruction packages), training 550 ECCD teachers, and cascade training for play based approaches. It is also supporting training in the new curriculum for Grades 1-3 to 800 teachers, 300 principals and 100 mentors. Training will be done on the competency framework and assessment for Grades 1-3 for 300 pre-primary teachers, 4,800 primary teachers, 300 principals and 100 mentors. In the 300 project schools, scorecards and school key performance indicators will be introduced and data will be collected on Foundational Learning and Literacy (FLN).

The Multiplier 2 (MLT 2 or *Melupe* Investment in Lesotho Education) runs from 2024 to 2027 and has activities designed to ensure primary and lower secondary girls and boys are academically on track. This is being done through activities which will increase the enrolment of disadvantaged girls and boys in upper primary and lower secondary, strengthening the academic supervision and mentoring system and enhancing the capacity to use data for effective decision making.

The Lesotho Education Improvement Project (LEIP) runs from July 2024 to June 2027 and is being funded by the World Bank. This project aims to improve the quality of teaching in primary and secondary schools, enhance the physical learning conditions in targeted primary and secondary schools and strengthen project management and governance of the education system. This will be done through activities that include construction in 300 remote, rural schools in highland areas (classrooms and WASH facilities in 115 schools, 48 science laboratories, 10 workshops), printing of Grade 1-3 curriculum for 3,300 primary schools, tablets and related training and resources for 3,000 teachers, scaling up of online maths and science teachers for junior secondary teachers, and implementing a national learning assessment in junior secondary school.

A detailed mapping of activities in each of these seven programmes is given in Annex 1 against the Partnership Compact (PC) Theory of Change (ToC). The PC ToC which is given in the figure below. It can be seen from the mapping shown in Annex 1 that there are programme activities for all of the outputs in the PC ToC, except for following two outputs:

- 2.1.4 Develop and provide in-service teacher training for other requisite skills such as psychosocial/socioemotional skills for basic education teachers and their learners and digital learning
- 2.2.5 Pilot the mobilization of NGOs/CSOs and communities to create outside-of-school extracurricular learning opportunities including libraries, study groups, play, etc.

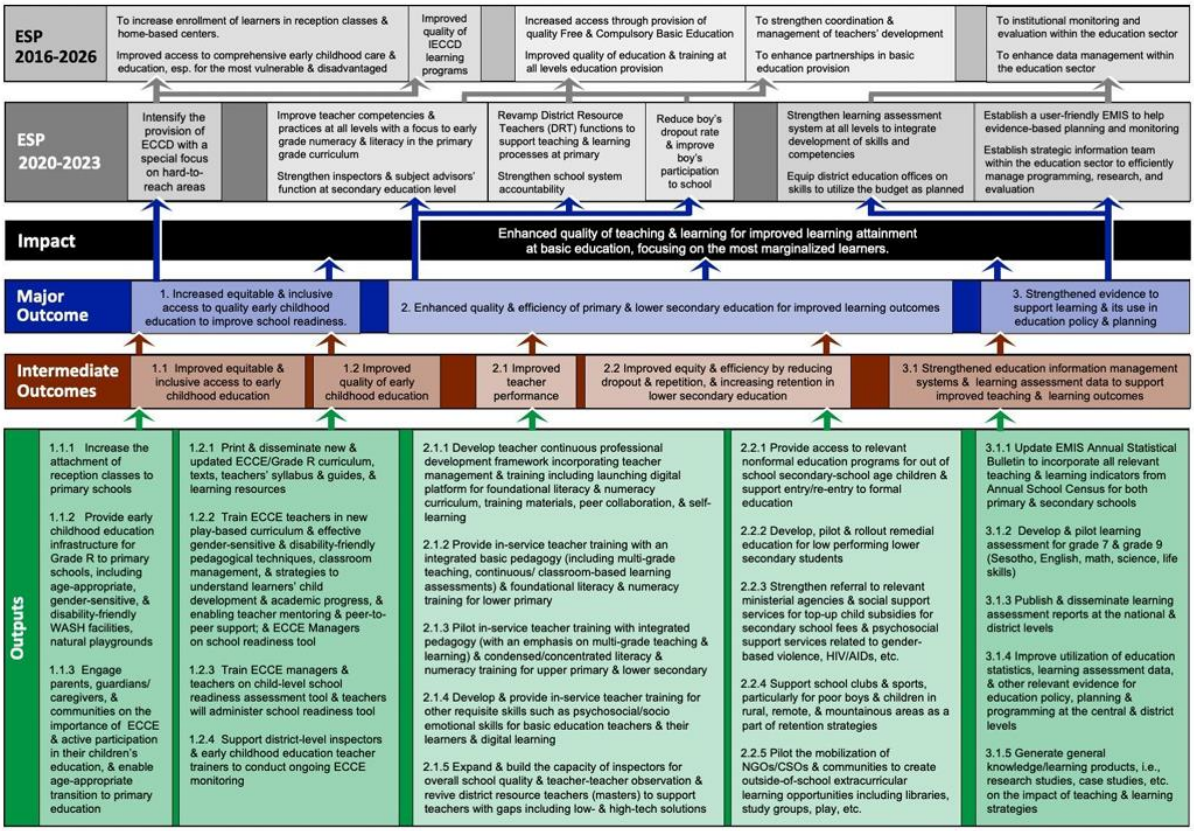


Figure 1. Partnership Compact Theory of Change

Activities in the seven programmes are at two levels: activities focussed on the marginalised learners and activities focussed at the system level. The focus on marginalised learners in these programmes follows the impact statement of the ToC of the PC: "Enhanced quality of teaching and learning for improved learning attainment at basic education, **focusing on the most marginalised learners**". This focussed approach is seen in the MLT 1 and MLT 2 (these three programmes focus on selected schools in disadvantaged districts), BESP and LEIP (focus on disadvantaged schools for their construction; the LEIP builds on the BESP with an expansion of the lower secondary school maths and science teachers training).

There has been a strong emphasis on the curriculum for Grades R and 1-3. The curriculum has been revised, and programmes have activities relating to the rolling out of this new curriculum. These activities are in different stages of completion with a strong indication of coordination between programmes as the activities complement each other. There are currently no activities on the curriculum for upper primary.

The activities in the programmes at system level include capacity building of MoET, development of a CPD policy, strengthening of the district inspectors (DI) and district resource teachers (DRTs), strengthening of school bodies, improving the efficiency of cash transfer schemes for students from poor households and assessing the systems of the OVC-B programme, development of investment cases, and support to the production and use of data (including the EMIS reports). More detail on this can be seen in Annex 1.

Building on ongoing initiatives in the education sector, the proposed System Transformation Grant (STG) seeks to enhance the quality of teaching and learning for improved learning attainment at basic education, focusing on the most marginalized learners.

i. The programme will build on the current work on curriculum revision for Grades 1 to 3 by the World Bank and revise the curriculum at the upper primary lever (Grades 4 to 7).
ii. The programme will pilot and upscale the Teaching at the Right Level (TaRL) approach to improve foundational literacy and numeracy for children to improve foundational skills while primary level curricula undergo revision.
iii. The programme will support implementation of the new national response plan for violence against children by providing support in development of mechanisms for preventing violence against children at schools, streamlining referral mechanisms, awareness raising and training of teachers and school principals.
iv. Finally, the programme aims to strengthen the inspectorate through development and implementation of a school inspection policy, supporting physical and remote school inspection and capacity building to report on school performance for informed decision making.

The proposed programme is relevant to national and international high-level objectives such as the National Strategic Development Plan 1 (2018/19-2022/23) and 2 (2024/25-2027/28) fostering inclusive economic growth, human capital development, infrastructure enhancement and improved governance. Some of these priorities are directly targeted under the proposed programme. Other policies, which the project will respond to, include the Education Act (2010), the Inclusive Education Policy (2018), the Lesotho Education Language Policy (2019) and the Lesotho Basic Education and Curriculum Policy (2021).

The programme is also aligned with the Education Sector Plan (2016-2016) and the Sector Plan Implementation Update (2020-2023) which emphasize the Sustainable Development Goals (SDG) particularly Goals 4 and 5. The plan focuses on the provision of relevant and quality education to all citizens effectively, efficiently, and equitably. The programme outputs which directly align with sector plan include: (i) revising the national curriculum and instructional materials for Grades 4-7, (ii) strengthening capacity to use appropriate materials and activities to accelerate foundational literacy and numeracy, (iii) strengthening child-friendly reporting and referral mechanisms in schools for all forms of violence against children, and (iv) increasing access to data on school performance for evidence-based decision making.

The proposed project is aligned with the UNICEF country programme for the period 2024-2028. Specifically the programme interventions are aligned with Outcome 2 – by 2028, national systems are strengthened to provide children and adolescents (10 –19 years) with quality services, programmes and practices to ensure that they are healthy, empowered and safe, have acquired learning and relevant skills and are well equipped to transition to the next phase of their life. The UNICEF country programme

acknowledges that children and adolescents face challenges, exacerbated by inequality, in realizing their rights to health, WASH, quality learning, participation and protective violence-free environments.

5. Theory of Change

The programme that will be rolled out will address system issues as well as having activities which focus on marginalised learners. The Impact statement is as follows:
Enhanced quality of teaching & learning for improved learning attainment at basic education, focusing on the most marginalized learners

This impact will be addressed through four outcomes:

1. Upper primary students benefiting from revised curriculum;
2. Primary school students acquiring foundational literacy and numeracy;
3. Schools providing safer and inclusive environments for children to learn free from violence; and
4. Inspectorate reporting on education system performance for evidence-based decision making.

The outcomes each have outputs and activities that will help accomplish the outcomes. These are given in the figure below.

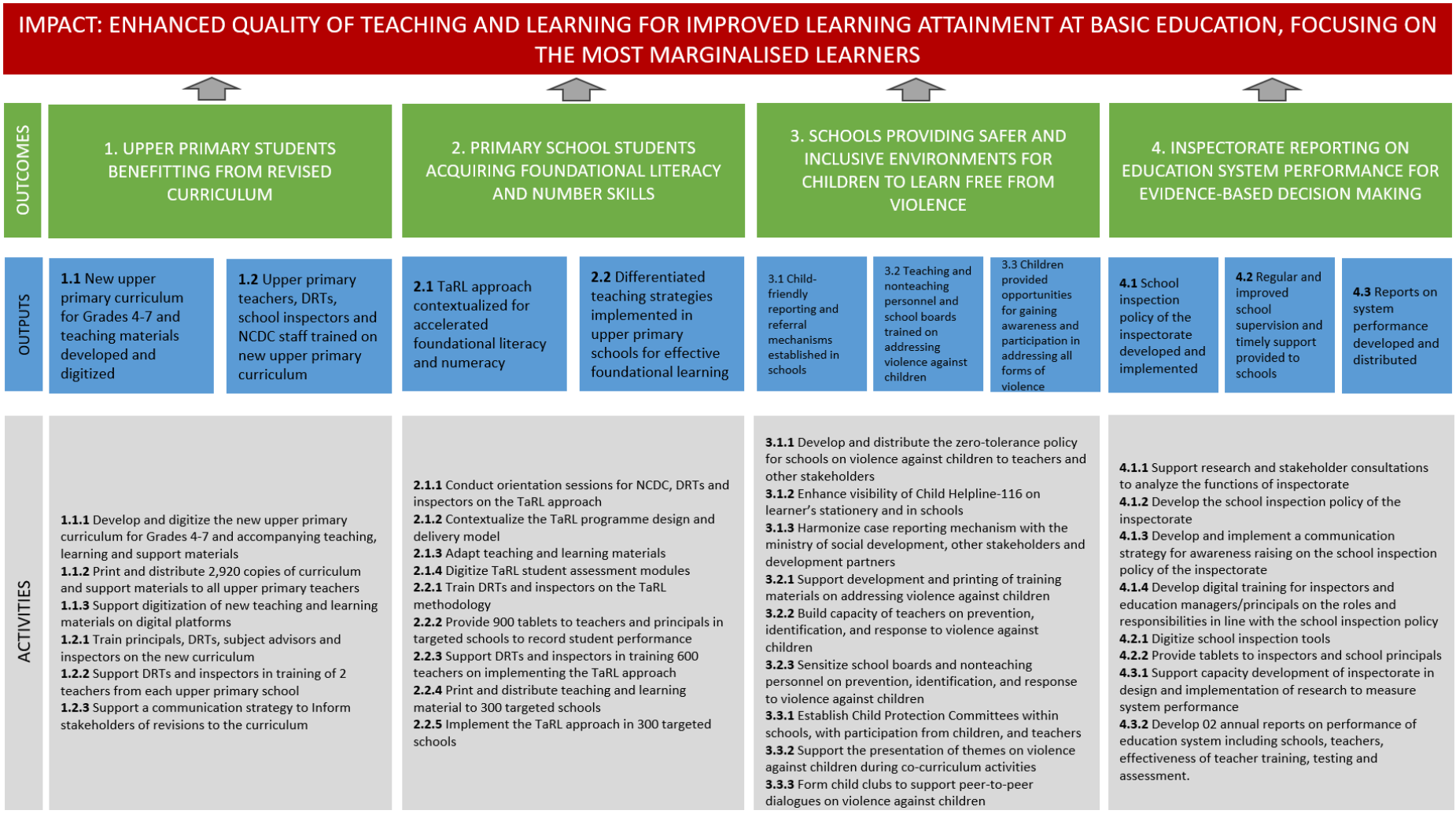


Figure 2. Theory of Change for the System Transformation Grant

6. Programme Rationale

Quality primary education has significant socio-economic benefits. It equips children with essential skills such as literacy, numeracy, and problem-solving, which are fundamental for effective participation in society and the economy. Improving the quality of education at the primary level contributes to economic growth by creating a more skilled workforce[23]. It also promotes social cohesion and reduces inequalities by providing equal learning opportunities for all children, regardless of their background. Investing in quality education at this stage is therefore critical for sustainable development and achieving broader educational and socio-economic goals.

A recent MoET workshop reviewed the major issues in the education system in Lesotho[24]. The participants summarised the major issues at school level as follows: a lack of policy direction, a non-transformative curriculum, declining enrolments at all levels, and socio-economic issues. The current programmes operating in the education sector are addressing some of these issues, including the curriculum for Grades R and 1-3 and the quality of education in these years, and reviewing cash-transfer systems. The STG programme will build on the current work ongoing in the education sector, aligning this with the Education Sector Plan (ESP).

Quality upper primary education: the need for a revised curriculum

Quality upper primary education is essential in providing the foundation needed for future learning and personal development. It is a transitional phase that consolidates basic education skills acquired in the earlier years (Grades R and 1-3) and prepares students for the more advanced and demanding curriculum they will encounter in secondary education. Quality education helps reduce dropout rates and improves retention[25]. Quality education is a broad term that includes teachers' absenteeism, appropriate curriculum, quality of teaching, quality and presence of facilities, psychosocial support, and safe school environments. In Lesotho, the government made primary education free and compulsory in 2010 which has led to higher enrolment rates. However, there are challenges due to overcrowded classrooms, high dropout and repetition rates, inadequate resources, unmanageable classes, and disparities and gender inequalities which hinder the quality of education.

Lesotho's 2023 National Assessment of Educational Progress showed that performance at Grade 4 and at Grade 6 is below 50 per cent for all three subjects tested (English, mathematics and Sesotho). These results indicate a need for targeted interventions to improve literacy and numeracy skills, particularly in Sesotho, which is crucial for maintaining cultural heritage. The causes for the low performance were attributed to a number of factors, including early childhood education, lateness, absenteeism, homework completion, repetition and language use. Early childhood education is the focus of a number of ongoing programmes (as discussed in Chapter

[23] World Bank (2018) *World Development Report 2018: Learning to Realize Education's Promise*.
[24] MoET (2024) Problem tree workshop.
[25] Sabates, R., Akyeampong, K., Westbrook, J. and Hunt, F. (2010) *School Drop-out: Patterns, Causes, Changes and Policies. Paper commissioned for the EFA Global Monitoring Report 2011, The hidden crisis: Armed conflict and education.* UNESCO.

4) with a revision and implementation of a new curriculum for Grades R and 1-3. The next step will be to address the curriculum for Grades 4-7.

The ESP (2016-2016) outlines a detailed and comprehensive approach to improving education at all levels in Lesotho. The plan includes strategies for curriculum development, teacher training, infrastructure improvement, and the integration of technology. The ESP prioritizes the reform of the national curriculum and assessment system to meet the needs of Lesotho. At the time, the Curriculum and Assessment Policy (CAP) which was being implemented was finalised in 2009, piloted in 2012 and nationally rolled out in 2013. In 2017, a Curriculum Audit Report was published which reviewed the CAP and the appropriateness of the curriculum and its materials. The report indicated a need for a major rewrite of the materials; however, it was not recommended as the new curriculum was in its early stages of implementation. Instead, it was recommended that teacher's guides would benefit from significant elaboration.

The Lesotho Basic Education Curriculum Policy (LBECP), published in 2021, stated that during the implementation of the CAP there were challenges with teacher preparedness, lack of appropriate resources and curriculum inflexibility. Consequently, the LBECP was developed to address education and training issues holistically, and gives guidance on:

- Reorganisation of school curriculum and outlining of curriculum development process;
- Prioritising development of the 21st century skills amongst learners;
- Improving pedagogical and assessment approaches that will increase quality in education delivery;
- Clarification of progression strategies; and
- Collaborative effort for ensuring accountability and monitoring of the progress on policy implementation.

Consequently, the Lesotho Curriculum Framework was developed and published. This framework is a guide to the curriculum development processes, including the implementation and assessment at various levels of basic education. It clarifies how the curriculum's goals, aims, values, expected core competencies, and principles will be put into practice.

Curriculum revision has so far taken place for Grades R, 1-3 and 8. There is a need to review the curriculum for Grades 4-7. This will be done in the STG.

Foundational literacy and numeracy in primary school students

The 2023 survey report on the Lesotho National Assessment of Educational Progress (LNAEP) for Grades 4 and 6 provides a comprehensive analysis of the learning outcomes in literacy and numeracy. The report reveals that performance in both grades is below 50 per cent across all subjects, with English being the highest-scoring subject and Sesotho the lowest. For Grade 4, the mean scores were 43.8 per cent in English, 34.8 per cent in Mathematics, and 45.9 per cent in Sesotho (see the figure below). Similarly, Grade 6 learners scored 49.7 per cent in English, 34.3 per cent in

Mathematics, and 44.3 per cent in Sesotho. These results indicate a need for targeted interventions to improve literacy and numeracy skills, particularly in Sesotho, which is crucial for maintaining cultural heritage.

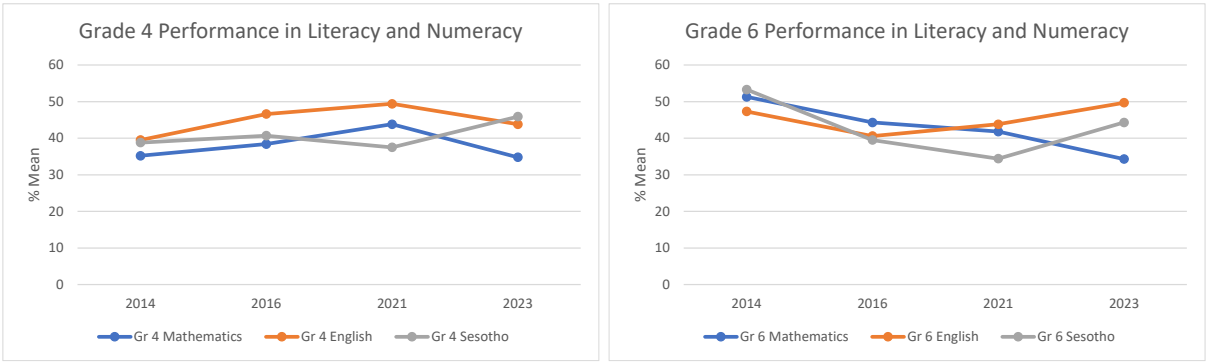


Figure 3. Performance in Literacy and Numeracy, LNAEP 2023

The performance in literacy and numeracy for Grade 4 was increasing between 2014 and 2021, except for Sesotho which decreased in 2021. In 2023, the performance in maths and English went down, while Sesotho went up. Grade 6 results have been decreasing since 2014, except for English which increased slightly in 2021 and 2023, and Sesotho which increased in 2023. The report highlights several factors influencing these outcomes, including early childhood education attendance, absenteeism, and socio-economic status. Attendance in Early Childhood Care and Development (ECCD) programmes has increased from 69 per cent in 2016 to 76 per cent in 2021, suggesting a positive trend in early education. However, absenteeism remains a significant issue, with 56.4 per cent of Grade 4 and 56.1 per cent of Grade 6 learners reporting missing school in the LNAEP (2023). Illness is the primary reason for absenteeism, followed by responsibilities such as looking after siblings and herding livestock. Additionally, socio-economic factors such as the availability of learning resources at home and parental literacy levels play a crucial role in learners' academic performance.

To address these challenges, the LNAEP 2021 report recommends interventions to reverse the trends seen at Grade 6, including innovative solutions, addressing absenteeism (of both learners and teachers), enhancing teacher training, particularly in Mathematics and Sesotho, and improving the availability of learning materials. It also suggests implementing health programs to reduce absenteeism due to illness and increasing community awareness about the importance of regular school attendance. The report emphasizes the need for continuous assessment and monitoring to identify and support struggling learners early. By addressing these issues, Lesotho can improve its educational outcomes and ensure that all children can succeed academically. The LNAEP report suggested the following innovative solutions: team teaching for areas where teachers and not conversant, learners should be encouraged to collaborate more often with their peers and should be encouraged to probe and research areas, and to reinforce this, teachers could introduce competitions for learners to develop a culture of learning, research and discovery.

Improving learning outcomes at the primary school level is essential for building a strong foundation for students' future academic and personal success. The Teaching at the Right Level (TaRL) approach, developed by the NGO Pratham in India, has shown significant promise in achieving this objective. The TaRL methodology starts with assessing a child's learning level, then grouping children according to their abilities and delivering targeted instruction to each group using appropriate materials and teaching strategies. This approach addresses the diverse learning needs of students, and by focusing on foundational skills such as literacy and numeracy, TaRL ensures that students grasp essential concepts, close learning gaps and foster a deeper understanding of the material. The students improve at their own pace, resulting in the students gaining confidence and motivation, which is crucial for sustained academic engagement[26]. By investing in TaRL and improving the quality of primary education, countries can promote long-term economic growth and social development, ultimately leading to a more prosperous and inclusive society.

Safe and inclusive school environments

Physical, sexual and emotional violence may have serious negative short-term and long-term consequences for children such as learning difficulties, low self-esteem and depression that can lead to self-harm.

Children in Lesotho are highly vulnerable to sexual, physical and emotional violence in their homes, schools and communities. In 2018, Lesotho conducted its first ever nationally representative Violence Against Children and Youth Survey (VACS) which provides comprehensive information on the sexual, physical and emotional violence experienced by children and adolescent; those with disabilities being most at risk[27].

According to the VACS data, 14.5 per cent females and 5 per cent males, aged 18-24 years, experienced sexual violence before the age of 18. Only 41.7 per cent females knew of a place to seek help about an experience of sexual violence. Among adolescents aged 13-17, 7.3 per cent of females experienced sexual violence in the 12 months before the survey, with nearly 3 in 5 females experiencing more than one incident.

Around 57.4 per cent of males and 32.9 per cent females aged 18-24 experienced physical violence before the age of 18. 38.8 per cent females and 37.3 per cent males knew of a place to seek help. Among adolescents aged 13-17 years, 21.1 per cent females and 27.1 per cent males experienced physical violence in the 12 months before the survey. Alarmingly, one in two females (46.9 per cent) and males (43.5 per cent) witnessed physical violence in the home before the age of 18.

Furthermore, 10.6 per cent female and 7.8 per cent males aged 18-24 years experienced emotional violence by a parent, adult caregiver or other adult relative before the age of 18.

[26] Ismail, I.A., Qadriati, Jhora, F.U. and Yorianda, A. (2024) Teaching at the Right Level (TaRL) as a Potential Solution for Improving Middle School Education: A Systematic Review of the Literature. *International Journal of Academic Pedagogical Research,* (8): 126-138.

27 Females with a functional disability in any domain were more likely to have experienced violence in childhood than those with no functional disability (32.6% versus 17.4%), VAC Survey, 2018

In schools, among girls aged 13-17 who experienced sexual violence in the 12 months before the survey, 22 per cent reported classmates or schoolmates as perpetrators with 26.2 per cent incidents happening at school. The VACS found that corporal punishment continues to be widely tolerated in schools: 41.8 per cent of females and 58.4 per cent of males agreed it was necessary for teachers to use corporal punishment to discipline children. Initiation schools have been identified as a potential cause in the spread of sexual violence, for example boys who attended initiation schools were reported by their parents and peers to be more likely to display aggressive behaviour and a predisposition to sex, abuse of women, and rape[28].

Children whose families are vulnerable to socioeconomic exclusion are particularly vulnerable to all forms of violence[29]. Other drivers of violence identified in the VACS 2018 include social norms supportive of corporal punishment and domestic violence, low parental supervision and monitoring, as well as high rates of orphanhood, with almost half of the country's children orphaned before age 18. Furthermore, school-age boys in Lesotho are often sent away to work as shepherds, or as herd boys, resulting in them dropping out of school. The situation is exacerbated by outdated existing child protection policies and laws which also lack harmonization, undermining access to adequate child-friendly, disability inclusive and gender-responsive preventive and protective services. Protection mechanisms for referral and reporting are inadequately utilized and platforms for adolescent participation remain rudimentary.

In 2022, GoL developed the National Prevention and Response Plan (NPRP) on violence against children with the aim of preventing children and young people from violence and abuse in all settings through seven strategies including (i) implementation and enforcement of laws, (ii) norms and values, (iii) safe environments, (iv) parent and caregiver support, (v) income and economic strengthening, (vi) response and support services, (vii) education and life skills.

By investing in the strategies of NPRP, Lesotho can promote and strengthen a safe, secure, and enabling school environment and life-skills training. The recommended approaches of NPRP, under the strategic area of education and skills, include:

- Provide safe, secure, and inclusive school environments that are free from violence;
- Enhance the capacities of teachers and other school staff to provide psychosocial services to children and appropriate referral;
- Enhance child participation in preventing and responding to violence against children through various platform within and outside schools; and
- Strengthen the provision of life skills and value-based education.

28 Mturi, A. J. & Hennink, M. M., 2005. Perceptions of sex education for young people in Lesotho. Culture, Health & Sexuality, 7(2), pp. 129-143.
29 UNDP, 2020. Assessment of the Socio-Economic Impact of COVID-19 on the Kingdom of Lesotho, s.l.: s.n.

The Inspectorate

The Education Act, 2010, mandates the inspectorate to monitor the effectiveness and efficiency of school level services delivered by the education system. The functions of inspectorate, as articulated in the Education Act, are summarized below:

1. Evaluate the performance of schools and individual teachers and provide support and advice for schools;
2. Inspect the work of schools each year and report on trends, achievements and on the general implementation of policies;
3. Submit to the Minister an annual report on the performance of the education system, provide advice as may be specified by the Minister and participate in the Ministry's policy formulation;
4. Monitor effectiveness of teacher training, testing and examination and identify in-service development priorities;
5. Provide detailed reports to the Minister on important national priorities and schools or class of schools as may be specified by the Minister.

Despite the above-mentioned pivotal role, no comprehensive data is available on performance of schools, principals and teachers. The effects and effectiveness of teacher training programmes, testing and examinations are not researched and documented. The inspectorate has developed a comprehensive school inspection tool which reports on school management, curriculum, teaching and learning, assessment, feedback and parental engagement. However, the inspectorate does not have regular and systematic mechanisms to collect and report data which limits MoET's ability to improve quality of teaching in the classroom.

The inspectorate faces significant challenges in school supervision and performance management: (i) it is under-staffed due to budget constraints, (ii) hence, performance of schools and teachers is seldom monitored, (iii) inspectors face issues in reaching schools, (iv) the flow of information is time consuming and accessibility is limited, and, (v) the inspectorate lacks technical capacity and institutional strength to carry out functions, such as tracking trends, achievements, and policy implementation, as well as providing detailed reports on the education system's performance.

The work of inspectorate is not guided by policy. Operational aspects of the inspectorate such as scheduling and frequency of visits, protocols for selection of schools, inspection and feedback, mentoring principles, data collection, analysis (including digitization) and institutional strengthening to leverage technology for remote inspection for hard-to-reach schools are not defined. Similarly, the inspectorate does not develop implementation plans to build a case for increase in budget allocations or mobilize resources from development partners.

Absence of a school inspection policy, severe understaffing and a lack of resources and mechanisms to provide support to schools, teachers, and principals are formidable challenges for the inspectorate.

Although development partners are assisting the inspectorate, the support is mostly focused on classroom observations and mentoring, which is only one of inspectorate's functions. A holistic approach to monitoring of system performance is critical to enable the inspectorate to perform its functions stated in the Education Act. The STG will address challenges to strengthen the inspectorate for system transformation. The proposed programme will support development and implementation of a school inspection policy, digitization of school inspection tools, institutional strengthening of the inspectorate to provide remote inspection and assistance for schools, provide technical capacity to develop tools for monitoring effectiveness of teacher trainings, testing and examination and development of reports on performance of the education system.

Alignment with the Lesotho Education Partnership Compact

The STG has been designed to address the gaps in the current programming related to the PC. The first Outcome of the STG (Improved quality of upper primary education) extends the work done on the Grades R and 1-3 by existing programmes under the PC major outcome 1 (Increased equitable and inclusive access to quality early childhood education to improve school readiness). This will be done by revising the curriculum and instructional materials for Grades 4-7. Teachers and administration staff in the target schools will receive training on this revised curriculum, thus improving teachers' performance and learning outcomes in these schools. The curriculum work will be system level work to improve learning outcomes in all schools.

To address the foundational literacy and numeracy issues and improve the learning outcomes at primary and early secondary level, the Teaching at the Right Level (TaRL) will be adapted to the local context and trialled.

The third outcome of the STG ToC addresses safe environments in schools. This will address the second PC ToC outcome with activities related to developing other teachers' capacities (e.g. psychosocial support) and creating safer environments in schools to reduce dropout and increase retention of children in school.

The second outcome of the PC ToC (enhanced quality and efficiency of primary and lower secondary education for improved learning outcomes) will be further supported through the activities under Outcome 4 of the STG which involve the capacity building of the school inspectorate.

7. Programme Design

The programme will be rolled out at two levels: system level (to ensure national transformation) and school level (focussing on the most marginalised learners). The Goal of this programme are as follows:

Goal: Enhanced quality of teaching and learning for improved learning attainment at basic education focussing on the most marginalised learners

To achieve this goal, the government and partners will work towards the following three objectives:

> **Objective 1:** Improved learning outcomes in primary and secondary education
>
> **Objective 2:** Schools have safer and inclusive environments
>
> **Objective 3:** Strengthened support to schools from the Schools Inspectorate

To achieve the programme goal and objectives, the Government (through MoET) and partners developed a **Theory of Change** (ToC) for the System Transformation Grant.

The ToC acknowledges key barriers that hamper the achievement of learning outcomes. These barriers were identified during the Consultative Workshops, desk review, the Central Problem Tree Workshop and key informant interviews, and include:

- Lack of policy direction in some areas;
- The curriculum is not transformative with inadequate development of skills of learners;
- Low capacity of teachers to impart foundational literacy and numeracy;
- Inadequate and inequitable basic infrastructure and educational resources; and
- Lack of school safety and protection of children from violence; and
- Low capacity of the inspectorate to supervise schools and District Resource Teachers (DRT) to provide mentoring support.

The ToC identifies four outcomes with outputs that are aligned with the three objectives listed above. Outcome 1 and Outcome 2 address Objective 1. Outcome 3 addresses Objective 2 and Outcome 4 addresses Objective 3.

- Outcome 1: Upper primary students benefitting from revised curriculum
    - New upper primary curriculum for Grades 4-7 and teaching materials developed and digitized
    - Upper primary teachers, DRTs, school inspectors and NCDC staff trained on new upper primary curriculum

- Outcome 2: Primary school students acquiring foundational literacy and numeracy skills
    - TaRL approach contextualized for accelerated foundational literacy and numeracy
    - Differentiated teaching strategies implemented in upper primary schools for effective foundational learning
- Outcome 3: Schools providing safer and inclusive environments for children to learn free from violence
    - Child-friendly reporting and referral mechanisms established in schools
    - Teaching and nonteaching personnel and school boards trained on addressing violence against children
    - Children provided opportunities for gaining awareness and participation in addressing all forms of violence
- Outcome 4: Inspectorate reporting on education system performance for evidence-based decision making
    - School inspection policy of the inspectorate developed and implemented
    - Regular and improved school supervision and timely support provided to schools
    - Reports on system performance developed and distributed

The four outcomes will be achieved through a set of key activities. A brief account of the overall outcome and what each will accomplish is illustrated below.

Outcome 1: Upper primary students benefiting from revised curriculum
This outcome will address issues related to the “non-transformative” curriculum. Key informant interviews with MoET officials revealed that it is felt that there is not enough time in the curriculum to spend on foundational literacy and numeracy. The curriculum for Grades R and 1-3 has already been revised. This outcome will address the issue of the curriculum for Grades 4-7.

Output 1.1: New upper primary curriculum for Grades 4-7 and teaching materials developed and digitized
MoET has recently revised the curriculum for Grades R and 1-3. With the support of the GPE STG grant, the MoET will develop a new curriculum for Grades 4-7. This will include the scope and sequence charts, syllabi, schemes of work, lesson plans and timetables for teachers. Teaching and learning materials will then be developed for the new curriculum and these will be developed for both printing and digitization. Curriculum materials will be printed for all public primary schools in Lesotho.

Output 1.2: Upper primary teachers, DRTs, school inspectors and NCDC staff trained on new upper primary curriculum
Professional development of teachers, principals, district resource teachers (DRT), subject advisors on the new curriculum will take place. The DRTs and inspectors will train two teachers for each school which offers education at the upper primary level. A

communication strategy to inform stakeholders on the new curriculum will be developed.

Outcome 2: Primary school students acquiring foundational literacy and numeracy

The most recent learning assessment of Grade 4 and Grade 6 found that performance in both grades is below 50 per cent across all subjects (English, mathematics and Sesotho). There is a need to address this before the revised Grade 4-7 curriculum can be developed and adopted. The methodology suggested to address this is the Teaching at the Right Level (TaRL) methodology.

Teaching at the Right Level (TaRL) is an innovative educational approach developed by the Indian NGO Pratham. It focuses on assessing students' learning levels and grouping them for teaching based on their actual competencies rather than their age or grade. According to Banerjee et al. (2016), this method enables targeted instruction that addresses specific learning needs, particularly in foundational skills like literacy and numeracy. TaRL is being successfully implemented in various countries across Africa and Asia, including Botswana, Côte d'Ivoire, Eritrea, Ghana, Kenya, Madagascar, Mozambique, Niger, Nigeria, South Africa and Zambia. In some countries, TaRL Africa is providing direct support to governments, in other countries, it works with implementing partners. By providing a more personalized and effective learning experience, TaRL helps bridge educational gaps.

Output 2.1: TaRL approach contextualised for accelerated foundational literacy and numeracy

The TaRL programme will be adapted to the Lesotho context. The delivery model will be determined for the Lesotho context with key support teams and governance structures being identified to support its implementation. Once the TaRL programme has been adapted to the Lesotho context, the learning materials will be adapted, the assessment and monitoring tools will be adapted, and systems for mentoring and support will be determined. Orientation sessions for key stakeholders will be done. The programme will digitize the student assessment module for TaRL. An Android application will be developed to conduct and record student performance. The data will be uploaded to a data repository and used to track student performance and informed decision making. 600 teachers in 200 targeted schools will be provided tablets to conduct literacy and numeracy assessments and record performance.

Output 2.2: Differentiated teaching strategies implemented in upper primary schools for effective foundational learning

Technical training of relevant personnel on TaRL will take place on the different aspects of the programme. Teachers will be trained in the targeted schools and the TaRL will be implemented in these schools. The developed TaRL materials will be printed and distributed to teachers in the 300 targeted schools. An evaluation of the pilot phase will take place and a plan for scaling up the approach will be developed.

Outcome 3: Schools have safer and inclusive environments for children to learn free from violence

Many children and adolescents experience physical, emotional or sexual violence; those with disabilities being most at risk. Around 57.4 per cent of males experience physical violence and one in seven females experience sexual violence before the age of 18. Perpetrators are often relatives, or someone known to the victim. Children also witness violence at home and in their communities. Many communities condone corporal punishment and have limited knowledge about prevention of violence. This outcome will support implementation of the national response and prevention plan on violence against children.

Output 3.1: Child-friendly reporting and referral mechanisms established in schools

In 2022, Lesotho developed the national prevention and response plan (NPRP) on violence against children and youth. The GPE STG grant will contribute to implementation under the strategic area of learning and skills in the NPRP. The MoET will establish and distribute a zero-tolerance policy for schools on violence against children to teachers and other stakeholders. Visibility and key messages on prevention and response to violence will be enhanced. MoET will ensure that free stationery provided to students at primary and secondary level have messaging on child helpline-116. Case reporting mechanisms at schools will be harmonized with other existing mechanisms developed by the Ministry of Social Development and Police.

Output 3.2: Teaching and nonteaching personnel and school boards trained on addressing violence against children

Teachers will be trained on prevention, identification and response to violence against children. Training content will include the conduct of teachers, positive disciplining methods and child safety against physical, sexual and emotional violence and against violent extremism and drug abuse. Training of teachers will also cover content related to case management cycles. Sensitization of other education stakeholders including school boards and non-teaching staff (security personnel, administrative support, cooks etc.) on prevention, identification and response to violence against children and alternative forms of discipline will also be conducted.

Output 3.3: Children provided opportunities for gaining awareness and participation in addressing all forms of violence

This output will focus on school and community level engagement and communication to raise awareness of children and communities in preventing and responding to violence against children. The programme will support presentation of themes on violence against children during co-curricular activities in early learning and basic education in targeted schools. Child protection committees will be established within school with participation of children and teachers. Child clubs will be formed/reactivated in targeted schools to facilitate peer-to-peer dialogues amongst children on prevention and response to violence. Outside the school, communities will be engaged in dialogue on the importance of education for boys and girls and the negative impact on children of staying out of schooling and learning.

Outcome 4: Inspectorate reporting on education system performance for evidence-based decision making

The Education Act, 2010 mandated the inspectorate to monitor the education sector and produce reports on system performance. However, no comprehensive data is available on the performance of schools, principals and teachers. Even though the inspectorate has developed tools for data collection, the mechanisms to collect and report data are not compatible with the envisaged function of the inspectorate. Several challenges encountered by the inspectorate include low number of inspectors on the ground which results in schools being seldom inspected, challenges in reaching schools, availability and accessibility of information and low capacity to collect and analyze data to produce reports on system performance in line with functions entrusted by the Education Act, 2010.

Output 4.1: School inspection policy of the inspectorate developed and implemented

The function of inspectorate is not guided by policy for supportive supervision to schools. The programme will provide technical assistance to MoET in conducting research and stakeholder consultations to analyze the functions of the inspectorate and develop a school inspection policy for the inspectorate along with an implementation plan. The programme will put in place mechanisms for change management including the development of a communication strategy. The strategy will be implemented to raise awareness of the school inspection policy of the inspectorate. The programme will train inspectors and education managers in roles and responsibilities in line with the new school inspection policy.

Output 4.2: Regular and improved school supervision and timely support provided to schools

The programme will digitize all supervision instruments of the inspectorate to enable real time data reporting and analysis. Data collection tools will be digitized using the Android platform and an interactive front-end user interface will be developed to reduce the time taken in manual processing of data and accessibility of information for enhanced evidence-based decision-making and improved accountability and transparency. Technology will be leveraged to develop tools which minimize time-consuming physical inspection to schools. The inspectorate, inspectors and school principals will be equipped with necessary software and hardware to implement real time and remote supportive supervision of schools. Moreover, the programme will train inspectors and education managers at the district and national level on the use of digital tools.

Output 4.3: Reports on system performance developed and distributed

The STG will support training of technical staff in the inspectorate in conducting research and analysis of data to produce reports on system performance. Two annual reports on system performance will be developed.

8. Geographic Coverage

The table below presents an overview of programme outcomes, outputs and actions mapped with geographic scope.

Table 4. Geographic coverage of programme outcomes, outputs and activities

Programme Outcomes, Outputs and Actions	Geographic Coverage
Outcome 1. Upper primary students benefitting from revised curriculum	
New upper primary curriculum for Grades 4-7 and teaching materials developed and digitized	
Develop and digitize the new upper primary curriculum for Grades 4-7 and accompanying teaching, learning and support materials	Countrywide Application
Print and distribute 2,920 copies of curriculum and support materials to primary schools (2 per school)	
Support digitization of new teaching and learning materials on digital platforms	
Upper primary teachers, DRTs, school inspectors and NCDC staff trained on new upper primary curriculum	
Train principals, DRTs, subject advisors and inspectors on the new curriculum	Countrywide Application
Support DRTs and inspectors in training of 2 teachers from each upper primary school	
Support a communication strategy to Inform stakeholders of revisions to the curriculum	
Outcome 2. Primary school students acquiring foundational literacy and number skills	
TaRL approach contextualized for accelerated foundational literacy and numeracy	
Conduct orientation sessions for NCDC, DRTs and inspectors on the TaRL approach	Countrywide Application
Contextualize the TaRL programme design and delivery model	
Adapt teaching and learning materials	
Digitize TaRL student assessment modules	Targeted Schools
Differentiated teaching strategies implemented in upper primary schools for effective foundational learning	
Train DRTs and inspectors on the TaRL methodology	Targeted Schools
Provide 900 tablets to teachers and principals in targeted schools to record student performance	Targeted Schools
Support DRTs and inspectors in training 600 teachers on implementing the TaRL approach	Targeted Schools
Print and distribute teaching and learning material to 300 targeted schools	Targeted Schools
Implement the TaRL approach in 300 targeted schools	Targeted Schools
Outcome 3. Schools providing safer and inclusive environments for children to learn free from violence	
Child-friendly reporting and referral mechanisms established in schools	
Develop and distribute the zero-tolerance policy for schools on violence against children to teachers and other stakeholders	Countrywide Application
Enhance visibility of Child Helpline-116 on learner's stationery and in schools	
Harmonize case reporting mechanism with the ministry of social development, other stakeholders and development partners	
Teaching and nonteaching personnel and school boards trained on addressing violence against children	
Support development and printing of training materials on addressing violence against children	Targeted Schools
Build capacity of teachers on prevention, identification, and response to violence against children	Targeted Schools
Sensitize school boards and nonteaching personnel on prevention, identification, and response to violence against children	Targeted Schools

Programme Outcomes, Outputs and Actions	Geographic Coverage
Children provided opportunities for gaining awareness and participation in addressing all forms of violence	
Establish Child Protection Committees within schools, with participation from children, and teachers	Targeted Schools
Support the presentation of themes on violence against children during co-curriculum activities	Targeted Schools
Form child clubs to support peer-to-peer dialogues on violence against children	Targeted Schools
Outcome 4. Inspectorate reporting on education system performance for evidence-based decision making	
School inspection policy of the inspectorate developed and implemented	
Support research and stakeholder consultations to analyze the functions of inspectorate	Countrywide Application
Develop the school inspection policy of the inspectorate	
Develop and implement a communication strategy for awareness raising on the school inspection policy of the inspectorate	
Develop digital training for the inspectors and education managers/principals on the roles and responsibilities in line with the school inspection policy	
Regular and improved school supervision and timely support provided to schools	
Digitize school inspection tools	Countrywide Application
Provide tablets to inspectors and school principals	
Reports on system performance developed and distributed	
Support capacity development of inspectorate in design and implementation of research to measure system performance	Countrywide Application
Develop 02 annual reports on performance of education system including schools, teachers, effectiveness of teacher training, testing and assessment.	

The programme aims to enhance the quality of teaching and learning for improved learning attainment at basic education, focusing on the most marginalized learners. The table above shows programme outcomes, outputs and actions with the applicability of actions in terms of geographic scope. Out of the total 36 actions, 23 have countywide application. The remaining 13 actions will be implemented in targeted schools across all districts.

The programme will target 300 schools across the country. The number of schools in each district will be proportional to the share of the district in the overall schools in country. The number of targeted schools in each district are provided in the table below.

Table 5. The number of targeted schools in each district

No	District	Total Schools (primary and secondary)	District Schools as percentage of total (%)	Targeted schools (Proportional to district schools as percentage of total)
1	Butha-Buthe	105	5.83	17
2	Leribe	263	14.61	44
3	Berea	181	10.06	30
4	Maseru	316	17.56	53
5	Mafeteng	195	10.83	32
6	Mohale's Hoek	197	10.94	33

No	District	Total Schools (primary and secondary)	District Schools as percentage of total (%)	Targeted schools (Proportional to district schools as percentage of total)
7	Quthing	137	7.61	23
8	Qacha's Nek	121	6.72	20
9	Mokhotlong	122	6.78	20
10	Thaba-Tseka	163	9.06	27
TOTAL		**1800**	**100**	**300**

The selection of schools in each district will be based on criterion to ensure most marginalized schools in each district are selected. Schools with the lowest completion rates at primary level will get preference in selection.

School based interventions in the programme include implementation of the TaRL approach for improving foundational literacy and numeracy in targeted schools and prevention and response to violence in schools.

9. Project Beneficiaries

The System Transformation Grant Programme is designed to confer direct benefits at national level and for marginalised learners, and upon a diverse group of stakeholders in five underprivileged districts of Lesotho as well as at national level. This group includes learners at upper primary school levels (Grades 3-7), school principals, parents, the school inspectorate, district resource teachers and district-level education officials. Beneficiary details are presented in the table below.

Table 6. Estimated numbers of beneficiaries

	Beneficiary Type	Beneficiary Count
Outcome 1. Upper primary students benefitting from revised curriculum		
1	Girls benefiting from curriculum development for Grades 4-7	84,179
2	Boys benefiting from curriculum development for Grades 4-7	66,073
3	All learners benefiting curriculum development for Grades 4-7	150,252
4	Teachers benefiting from curriculum development for Grades 4-7*	5,840
Outcome 2. Primary school students acquiring foundational literacy and numeracy skills		
5	Girls benefiting from TaRL in target schools in Grades 3-7**	12,691
6	Boys benefiting from TaRL in target schools in Grades 3-7**	12,811
7	All learners benefiting from TaRL in target schools in Grades 3-7**	25,502
8	Teachers benefiting from training TaRL in Grades 3-7***	600
Outcome 3. Schools providing safer and inclusive environments for children to learn free from violence		
9	Teachers benefitting from training on preventing violence against children	1,200
10	Education managers benefitting from training on preventing violence against children	300
11	School board members benefitting from training on preventing violence against children****	2,400
12	Non-teaching education personnel benefitting from training on preventing violence against children	600
Outcome 4. Inspectorate reporting on education system performance for evidence-based decision making		
13	School inspectorate personnel benefitting from inspectorate strengthening	50
14	Indirect - school personnel (teachers and principals) benefitting from inspectorate strengthening	15,693
15	Indirect – learners benefitting from inspectorate strengthening	311,184

* The number of teachers teaching grades 4 – 7 in each primary school estimated to be 4 (4*1460=5840)
**Average number of children per school with poor FLN skills used to estimate the number of children in 300 targeted schools.
*** 2 teachers each in 300 targeted schools.
**** 7 board and community members and 3 nonteaching staff each in 300 targeted schools.

10. Cross Cutting Strategies

10.1 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.

The first output focuses on the revision of the Curriculum for Grades 4-7. The curriculum review and the development of instructional and teacher training materials will adhere to globally recognized guidelines and research on gender-transformative pre-primary 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.

The second output focuses on foundational literacy and numeracy in Grades 3-7. The same focus on gender and disability as mentioned for the curriculum revision above will be adopted for the Teaching at the Right Level with respect to the adaptation of this programme to the Lesotho context and the training of teachers in the use of this methodology.

The third output is focused on making schools safer and inclusive environments for children to learn free of violence. Reporting mechanisms for all forms of violence will be strengthened and made child friendly. Teachers will be trained so that they are able to recognize, understand and respond to the challenges faced by children. Child participation will ensure that learners feel heard and valued in the processes.

The fourth output involves activities to strengthen the inspectorate to provide supportive school inspection and mentoring and develop reports on school performance. The training will involve awareness of gender and disability issues, and the school reports will provide for reporting on these issues.

10.2 Sexual Exploitation, Abuse and Harassment

The Grant Agent is committed to rigorously upholding the GPE's policy on Sexual Exploitation, Abuse, and Harassment (SEAH)[30]. 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 Business[31] as resources to guide the identification and mitigation of actual and potential safeguarding risks.

[30] GPE (2021). Protection from Sexual Exploitation, Abuse, and Harassment Policy.
[31] UNICEF 2018, Child Safeguarding - A Business Guide

Teachers, school principals, school boards, DRTs, National Teacher Trainers (NTTs), inspectors, and district education officials 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.

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.

10.3 Sustainability

The grant agent regards sustainability as a fundamental aspect of the project, providing numerous opportunities for scalability and replication.

The project aims to review the national curriculum for Grades 4-7 and develop instructional material related to this curriculum. These materials are intended for continued use in Grades 4-7. The MoET's commitment to maintaining the use of these materials through simple reproduction and distribution further underscores their long-term utility.

The project aims to create/adapt materials from the TaRL approach to accelerate the attainment of foundational literacy and numeracy for learners that have fallen behind. Leveraging UNICEF's extensive experience in foundational learning, these materials are designed to be of significant value and are intended for continued use in Grades 3-7 even after the project concludes. The MoET's commitment to maintaining the use of these materials through simple reproduction and distribution further underscores their long-term utility.

Equipping teachers and other stakeholders to prevent, identify and respond to violence against children and strengthen referral mechanisms is another key aspect of the project. These skills will be continually employed by teachers to offer transformative learning experiences to future learner cohorts in their schools.

Lastly, the project's emphasis on strengthening the inspectorate will provide skills and resources which will be employed by the inspectorate after the project ends.

11. Implementation and Financial Management

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

Its responsibilities will encompass planning, administration, contracting, procurement of services and supplies as required, contracting of implementing partners such as Non-Governmental Organizations (NGOs) and Civil Society Organizations (CSOs), management of the funds, and monitoring and reporting of activities to GPE.

For strategic oversight, the high-level Project Steering Committee (PSC) set up under the leadership of the Chief Executive Officer (CEO) Primary for the Multiplier Funds, will be used 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 terms of reference for the PSC are annexed at Annex 2.

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 STG 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 MoET, while for procurement of various items the project will rely on UNICEF.

When the funds are channelled 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.

Table 7. Fund flows for the activities of the System Transformation Grant

Output	Activities	Implementer	Fund Flow
Output 1.1	**1.1.1** Develop and digitize the new upper primary curriculum for Grades 4-7 and accompanying teaching, learning and support materials	UNICEF NCDC IT (MoET)	UNICEF to NCDC UNICEF to Consultant
	1.1.2 Print and distribute 2,920 copies of curriculum and support materials to primary schools (2 per school)	UNICEF MoET (Distribution by SSU)	UNICEF to MoET UNICEF to Consultant
	1.1.3 Support digitization of new teaching and learning materials on digital platforms	UNICEF NCDC IT (MoET)	UNICEF to NCDC UNICEF to Consultant

Output	Activities	Implementer	Fund Flow
Output 1.2	**1.2.1** Train principals, DRTs, subject advisors and inspectors on the new curriculum	UNICEF NCDC	UNICEF to NCDC UNICEF to TTIs/LCE
	1.2.2 Support DRTs and inspectors in training of 2 teachers from each upper primary school	UNICEF Inspectorate	UNICEF to Inspectorate
	1.2.3 Support a communication strategy to Inform stakeholders of revisions to the curriculum	UNICEF NCDC	UNICEF to NCDC UNICEF to Consultant
Output 2.1	**2.1.1** Conduct orientation sessions for NCDC, DRTs and inspectors on the TaRL approach	UNICEF NCDC	UNICEF to NCDC UNICEF to Consultant
	2.1.2 Contextualize the TaRL programme design and delivery model	UNICEF NCDC	UNICEF to NCDC UNICEF to Consultant
	2.1.3 Adapt teaching and learning materials	UNICEF NCDC	UNICEF to NCDC UNICEF to Consultant
	2.1.4 Digitize TaRL student assessment modules	UNICEF ECOL	UNICEF to ECOL UNICEF to Consultant
Output 2.2	**2.2.1** Train DRTs and inspectors on the TaRL methodology	UNICEF Inspectorate	UNICEF to Inspectorate UNICEF to Consultant
	2.2.2 Provide 900 tablets to teachers and principals in targeted schools to record student performance	UNICEF Primary Education	UNICEF to CEO Primary Office UNICEF to Vendors
	2.2.3 Support DRTs and inspectors in training 600 teachers on implementing the TaRL approach	UNICEF Inspectorate	UNICEF to Inspectorate
	2.2.4 Print and distribute teaching and learning material to 300 targeted schools	UNICEF Primary Education Special Education	UNICEF to CEO Primary Office UNICEF to Special Education Unit UNICEF to Vendors
	2.2.5 Implement the TaRL approach in 300 targeted schools	UNICEF Primary Education	UNICEF to CEO Primary Office
Output 3.1	**3.1.1** Develop and distribute the zero-tolerance policy for schools on violence against children to teachers and other stakeholders	UNICEF MoGYSD Learner Care and Welfare Unit (MoET)	UNICEF to MOGYSD UNICEF to Planning Unit UNICEF to Consultant
	3.1.2 Enhance visibility of Child Helpline-116 on learner's stationery and in schools	UNICEF Learner Care and Welfare Unit (MoET) MoGYSD	UNICEF to Planning Unit UNICEF to MOGYSD
	3.1.3 Harmonize case reporting mechanism with the ministry of social development, other stakeholders and development partners	UNICEF MoGYSD Learner Care and Welfare Unit (MoET)	UNICEF to MOGYSD UNICEF to Planning Unit UNICEF to Consultant
Output 3.2	**3.2.1** Support development and printing of training materials on addressing violence against children	UNICEF MoGYSD Learner Care and Welfare Unit (MoET) Primary Education	UNICEF to MOGYSD UNICEF to Planning Unit UNICEF to Consultant
	3.2.2 Build capacity of teachers on prevention, identification, and response to violence against children	UNICEF MoGYSD Learner Care and Welfare Unit (MoET) Inspectorate/DRTs	UNICEF to MOGYSD UNICEF to Planning Unit UNICEF to Consultant
	3.2.3 Sensitize school boards and nonteaching personnel on prevention, identification, and response to violence against children	UNICEF Learner Care and Welfare Unit (MoET)	UNICEF to Planning Unit

Output	Activities	Implementer	Fund Flow
Output 3.3	**3.3.1** Establish Child Protection Committees within schools, with participation from children, and teachers	UNICEF Learner Care and Welfare Unit (MoET)	UNICEF to Planning Unit
	3.3.2 Support the presentation of themes on violence against children during co-curriculum activities	UNICEF Learner Care and Welfare Unit (MoET)	UNICEF to Planning Unit
	3.3.3 Form child clubs to support peer-to-peer dialogues on violence against children	UNICEF Learner Care and Welfare Unit (MoET)	UNICEF to Planning Unit
Output 4.1	**4.1.1** Support research and stakeholder consultations to analyze the functions of inspectorate	UNICEF Planning Unit (MoET) Inspectorate	UNICEF to Planning Unit UNICEF to Inspectorate UNICEF to Consultant
	4.1.2 Develop the school inspection policy of the inspectorate	UNICEF Planning Unit (MoET) Inspectorate	UNICEF to Planning Unit UNICEF to Inspectorate UNICEF to Consultant
	4.1.3 Develop and implement a communication strategy for awareness raising on the school inspection policy of the inspectorate	UNICEF Planning Unit (MoET) Inspectorate	UNICEF to Planning Unit UNICEF to Inspectorate UNICEF to Consultant
	4.1.4 Train inspectors and education department officials on the roles and responsibilities in line with the school inspection policy	UNICEF LCE Inspectorate	UNICEF to LCE
Output 4.2	**4.2.1** Digitize school inspection tools	UNICEF Planning Unit (MoET) Inspectorate IT (MoET)	UNICEF to Consultant
	4.2.2 Provide tablets to inspectors and school principals	UNICEF Inspectorate	UNICEF to Inspectorate UNICEF to Vendors
Output 4.3	**4.3.1** Support capacity development of inspectorate in design and implementation of research to measure system performance	UNICEF Planning Unit (MoET) Inspectorate	UNICEF to Planning Unit UNICEF to Inspectorate UNICEF to Consultant
	4.3.2 Develop 02 annual reports on performance of education system including schools, teachers, effectiveness of teacher training, testing and assessment.	UNICEF Planning Unit (MoET) Inspectorate	UNICEF to Planning Unit UNICEF to Inspectorate UNICEF to Consultant

12. 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 output levels, along with baselines, target values, frequency, data sources, methodologies, and delineated responsibilities for data collection. Both the Ministry of Education and Training (MoET) and UNICEF 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 from the MLT 1 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 STG. 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 teachers as part of Outcome 2 of the STG, will facilitate the collection and recording of additional information on learner and teacher performance, in classrooms, schools and at cluster-level learning spaces. This will significantly enrich the existing data ecosystem. Systematic data collection in relation to continuous assessments administered to students on the TaRL programme is expected. 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 and inspectorate activities will be conducted by district level meetings, which will prompt district authorities to actively engage in data collection and reporting against the indicators.

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

13. Risk Assessment and Mitigation

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

Table 8. Assumptions and response strategies, and risks and mitigation strategies

Assumption	**Response Strategy**
Teachers implement the revised curriculum effectively	*Trained DRTs, Inspectors and School Principals are expected to provide continuous supervision and support to teachers.* *Two teachers from each school will be trained on the revised curriculum to facilitate peer-to-peer learning at school level.*
Schools and communities are supportive of TaRL approach and encourage children to attend sessions	*Awareness campaigns through community engagement in targeted schools will sensitize teachers and parents on the importance of academic, social and economic benefits of proficient foundational literacy and numeracy skills.*
Effective multisectoral coordination mechanisms are in place to prevent and respond to violence against children.	*The programme will harmonize reporting and referral mechanism at school level with other existing mechanisms such as the Ministry of Social Development.* *At the school level, engagement of trained teachers, school boards and children provide an effective coordination mechanism.*
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***
Corruption in procurement of equipment for inspectorate *(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 inspectorate affecting the inspection/monitoring of schools *(Likelihood: Possible; Impact: Medium)*	*The GA will ensure to have a low-cost technological solution which can be temporarily deployed to inspectors' mobile phones to mitigate further delays in roll out of digitized tools.*
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)*	*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.*

14. Results Framework

Progress towards the intended programmatic results will be measured through a set of core indicators (see the table below).

Table 9. Results Framework for the System Transformation Grant

Results	Indicators
Result 1. Revised curriculum and instructional materials	• Revised curriculum for Grades 4-7 • Number of teaching and learning materials developed/aligned to the revised curriculum • Number of teachers, principals, inspectors, DRTs and subject advisors trained on the revised curriculum
Result 2. Improved learning outcomes	• % of primary G4, and G6 girls & boys who demonstrate desired competencies / meet minimum benchmarks in Literacy and Numeracy Skills*
Result 3. TaRL approach and materials adapted to the Lesotho context	• TaRL programme design and adapted to Lesotho context • Number of TaRL teaching and learning materials adapted to the Lesotho context
Result 4. Improved learning outcomes in Grades 3-7 in target schools	• Learning outcomes at Grades 3-7** in target schools as measured through TaRL assessment tools
Result 5. Strengthened child-friendly reporting mechanisms in schools for all forms of violence against children	• Policy on zero-tolerance of violence in schools in place • Harmonized case reporting mechanism • Number of teachers who received in-service training on prevention, identification and response to violence against children • Number of other school stakeholders trained on prevention, identification and response to violence against children • Number of schools with child protection committees
Result 6. Strengthened school inspectorate	• School inspection policy in place • Number of school inspections conducted • Number of school inspection tools updated • Number of school inspection tools digitized • Number of reports generated on school performance

*This indicator will be measured at national level. Currently learning outcomes are measured through the Lesotho National Assessment of Education Progress for Grades 4 and 6.
**The TaRL is being implemented in Grades 3-7. As part of the implementation process, all learners are assessed regularly so that teaching can be focussed on their individual needs.

15. Monitoring, Evaluation and Learning Framework

Overall responsibility for project monitoring will lie with the Planning Unit under the guidance of the MoET. The programme will be implemented through multiple implementing agencies, including NCDC, Inspectorate, Primary Education, ECOL, MoGYSD, EMIS and Learner Care and Welfare Unit (MoET) which have their own dedicated administrative and monitoring systems. Day-to-day project implementation and monitoring will rely on their existing systems. Each implementing agency will compile implementation reports based on administrative data twice a year to report to Planning Unit of MoET. These reports will include the activities (such as training) carried out, the number of activities, and immediate beneficiaries such as schools, principals, DRTs, teachers, inspectors, school boards and technical specialists such as curriculum and instructional materials developers.

Planning Unit will be responsible for consolidating monitoring data and sharing the results, including through annual joint education sector review meetings. Planning Unit M&E activities include: i) regular supervision of programme implementation sites; ii) preparing biannual implementation progress reports by compiling implementation reports from various implementing units and specialized agencies, which will include the progress toward the overall programme learning outcomes and reporting on key performance indicators; and iii) organizing assessment and impact evaluation studies as relevant.

School sector data will be collected by EMIS and Inspectorate using the MoEt's system-wide inspection instrument for schools which captures basic information on school characteristics, enrolment by grade and gender, and teacher-level information and performance. Learning achievement will be monitored on a sample basis using standard TaRL assessment tools contextualised for Lesotho context under outcome 2. The programme will also work to develop the capacity teachers to conduct assessments of students in the selected districts, focusing on Grades 4 and 6.

The programme will include a evaluability assessment, mid-term and endline evaluations to provide information for improving teacher training and making any needed revisions to training materials and inspection tools as a result of the evaluation. Any changes will be monitored and implemented during the second half of the programme.

At the strategic level, the Planning Unit of the MoET will facilitate monitoring and review of the programme within overall sector review and monitoring, including through periodic sector reviews by the LEG and conducting periodic Joint Education Sector Reviews. Education statistics and analysis generated by MoET through EMIS and Inspectorate will augment monitoring and evaluation activities.

Within the programme, knowledge will be shared through regular interaction and brain storming sessions within outcomes, periodic management and monitoring meetings at different levels to share progress, issues and achievements, preparation and dissemination of program reports covering best practices, success stories and lessons learned.

Performance indicators have been chosen which align with the programme objectives, results areas, and the Theory of Change. The table below gives the Programme Indicators. The monitoring frequencies, responsibilities and sources are given in the table for each indicator. The baseline for and monitoring of these indicators will come from MoET reports.

Outcome Indicators

Indicator	Definition	Baseline	End Target	Frequency	Source	Methodology for Data Collection	Responsibility for Data Collection
Revised Curriculum for Grades 4-7	Revised curriculum following the Lesotho Basic Education Curriculum Framework	Lesotho Curriculum framework developed	Curriculum Grades 4-7	Year 1	NCDC reports / PSC and LEG minutes	Departmental reporting	NCDC
% of primary G4 and G6 girls & boys who demonstrate desired competencies / meet minimum benchmarks in Literacy and Numeracy Skills	Share of G4 and G6 girls and boys who participate in National Foundational Learning Assessment, with minimum score in literacy and numeracy	See LNAEP 2023 for G4 and G6 results	15 per cent increase on the baseline	Annual	National Foundational Learning Assessment Report	Sample based	ECoL/MoET
TaRL programme designed and adapted for Lesotho context	TaRL programme is a teaching approach which helps children develop foundational literacy and numeracy skills. This programme needs to be adapted to the country context	Existing TaRL programme	TaRL programme design for Lesotho	Year 1	MoET reports / PSC and LEG minutes	Departmental reporting	MoET
Learning outcomes for Grades 3-7 learners in target schools using the TaRL assessment tools	The first step in the TaRL process is to assess each child to place them in the correct learning group. They are then assessed on a regular basis to monitor progress and align the teaching to their needs	Initial assessment at start of each learners' journey	15 per cent increase on the baseline	Annual	MoET reports / PSC and LEG minutes	Departmental reporting	ECoL/MoET
Policy on zero-tolerance of violence in schools in place	The NPRP needs to be operationalised. To assist in this, a policy on zero-tolerance of violence in schools will be developed and distributed	No policy	Policy available	Year 1	MoET approval for policy	Departmental reporting	MoET
School inspection policy in place	A school inspection policy needs to be developed to guide the operations of the school inspectorate	No policy Education Act 2010	Policy available	Year 1	MoET approval for policy	Departmental reporting	Inspectorate/ MoET

Output Indicators

Indicator	Definition	Baseline	End Target	Frequency	Source	Methodology for Data Collection	Responsibility for Data Collection
Outcome 1. Upper primary students benefitting from revised curriculum							
Number of teaching and learning materials developed/aligned to the revised curriculum	Numbers of existing teaching and learning materials adapted to the revised curriculum for Grades 4-7 and new materials developed for this revised curriculum	0	32 titles based on revised curriculum for grade 4-7	Year 1	MoET reports / PSC and LEG minutes	Departmental reporting	MoET
Number of teachers, principals, inspectors, DRTs and subject advisors trained	School personnel and support trained on the revised curriculum for Grades 4-7	0	100	Annual	MoET reports / PSC and LEG minutes	Departmental reporting	MoET
Outcome 2. Primary school students acquiring foundational literacy and numeracy skills							
Number of TaRL teaching and learning materials	Number of TaRL teaching and learning materials adapted to the Lesotho context	0	4[32]	Annual	MoET reports / PSC and LEG minutes	Departmental reporting	MoET
Outcome 3. Schools providing safer and inclusive environments for children to learn free from violence							
Harmonized case reporting mechanism	There is a need for a harmonised mechanism across stakeholders to facilitate violence against children reporting	None	Mechanism	Annual	MoET reports / PSC and LEG minutes	Departmental reporting	MoET
Number of teachers trained	Number of teachers that receive in-service training on prevention, identification and response to violence against children	69	1,200	Annual	MoET training reports / PSC and LEG minutes	Departmental reporting	MoET
Number of other school stakeholders trained	Number of other school stakeholders (education managers, school boards and non-teaching personnel) that receive in-service training on prevention, identification and response to violence against children	0	3000	Annual	MoET training reports / PSC and LEG minutes	Departmental reporting	MoET

[32] (Numeracy: number cards, worksheets), (Literacy Phonics cards, comprehension worksheets),(Literacy and Numeracy Assessment tools), (Literacy and numeracy teacher guides).

Indicator	Definition	Baseline	End Target	Frequency	Source	Methodology for Data Collection	Responsibility for Data Collection
Number of schools with child protection committees	Number of child protection committees established/reactivated in schools with participation from learners and teachers	69	600	Annual	MoET reports / PSC and LEG minutes	Departmental reporting	MoET
Outcome 4. Inspectorate reporting on education system performance for evidence-based decision making							
Number of sessions	Number of school inspections conducted	TBD	300	Annual	MoET reports / PSC and LEG minutes	Inspectorate reporting	MoET
Number of tools updated	Number of school inspection tools updated	Existing school inspection tool	Updated school inspection tool	Annual	MoET reports /PSC and LEG minutes	Inspectorate reporting	MoET
Number of tools digitised	Number of school inspection tools digitised	0	1 (school inspection tool)	Annual	MoET reports /PSC and LEG minutes	Inspectorate reporting	MoET
Number of reports generated	Number of school performance reports	0	02	Annual	MoET reports / PSC and LEG minutes	Inspectorate reporting	MoET

16. Statement of Endorsement for the Programme Outline from the Local Education Group Stakeholder

We, the members of the Local Education Group (LEG) of Lesotho, with the leadership of the Ministry of Education and Training, Lesotho Council of NGOs (LCN, Coordinating Agent), and UNICEF (Grant Agent for STG) representing development partners, agree with what is described in this document called the Programme Document. We declare that we have participated in its construct and analysis and, therefore, we endorse the contents of the Programme Outline (see attached list with signatures of LEG members).

Note: Endorsements received from development partners via WhatsApp and email and are provided in the minutes of LEG validation workshop.

Annex 1. Synergies with other programmes

	UNICEF	SCG; UNICEF; 2023-2026	BESP Feb 2022 - Feb 2025	LEIP Jul 2024 - Jun 2029	LFLL MLT 1 2024-2026	Melupe MLT 2 2024-2027	SRI (2020-2025)
Outcome 1. Increased equitable and inclusive access to early childhood education to improve school readiness							
1.1.1 Increase the attachment of reception classes to primary schools.	R class in 300 primary schools						
1.1.2 Provide early childhood education infrastructure for the Grade R to primary schools, including age-appropriate, gender-sensitive, and disability-friendly WASH facilities, natural playgrounds.	Mapping of ECCD service providers and a costed expansion strategy			Improving basic infrastructure in targeted primary schools		Provide dedicated toilet blocks in 10 project schools	
1.1.3 Engage parents, guardians/caregivers, and communities on the importance of ECCE and active participation in their children's education and enable age-appropriate transition to primary education.	Awareness campaign. Extend SRI to 300 additional reception classes					Training for school bodies – the creation of environments that are age-appropriate.	
1.2.1 Print and disseminate new and updated ECCE/Grade R curriculum, texts, teachers' syllabus and guides and learning resources.	Support to roll out the new curriculum in reception classes and ECCD centre s					Provide ECCD instruction package for 300 reception and 250 ECCD centre s	
1.2.2 Train ECCE teachers in new play-based curriculum and effective gender-sensitive and disability-friendly pedagogical techniques, classroom management and strategies to understand learners' child development and academic progress and enabling teacher mentoring and peer-to-peer support; and ECCE managers on school readiness tool.	MoET monitoring and capacity building, CPD policy and plans, updated training manuals, teaching and learning materials			Train 550 ECCD teachers and 100 mentors. Advocacy to re-establish 25 clusters across 5 districts for mentorship sessions		Enhance R class teachers' abilities to deliver quality early learning experiences for 60,000 children across 800 institutions	
1.2.3 Train ECCE managers and teachers on child-level school readiness assessment tool and teachers will administer school readiness tool.	Cascade training delivery model for play-based approaches where master trainers will cascade trainings.					Establishment of child development monitoring system for pre-primary aged children	
1.2.4 Support district-level inspectors and early childhood education teacher trainers to conduct ongoing ECCE monitoring.	Same as above						

	UNICEF	SCG; UNICEF; 2023-2026	BESP Feb 2022 - Feb 2025	LEIP Jul 2024 - Jun 2029	LFLL MLT 1 2024-2026	Melupe MLT 2 2024-2027	SRI (2020-2025)
Outcome 2. Enhanced quality and efficiency of primary and secondary education for improved learning outcomes							
2.1.1 Develop teacher continuous professional development framework incorporating teacher management and training including launching digital platform for foundational literacy and numeracy curriculum, training materials, peer collaboration, and self-learning.	Lower Primary: MoET plans and schedules, monitoring plans, tools, capacity building plans and activities, associated Continuous Professional Development policy and plans, updated training manuals, teaching and learning materials, relevant programme assistance hired					Development of Teacher's CPD framework and implementation plan	
2.1.2 Provide in-service teacher training with an integrated basic pedagogy (including multi-grade teaching, continuous/classroom-based learning assessments) and foundational literacy and numeracy training for lower primary.	New curriculum (1-3) developed, printed for 3300 schools and digitized. Tablets for 3000 teachers, solar charges, training and supporting monitoring and coaching.			800 teachers, 300 principals and 100 mentors trained on for foundational learning in Grades (1-3) & assessment through cascade training.		Digitize formative assessments, mentorship for upper primary and lower secondary teachers and principals, develop capacity of DRTs and inspectors, train school boards	
2.1.3 Pilot in-service teacher training with integrated pedagogy (with an emphasis on multi-grade teaching and learning) and condensed/concentrated literacy and numeracy training for upper primary and lower secondary]	Train math and science teachers in targeted schools. Strengthening online training models in mathematics and science for junior secondary school teachers (PSI-PMI): provide high-quality in-service teacher training in STEM subject; develop a sustainable model for online in-service teacher training. Including developing a sustainable model for online in-service teacher training					Scaling up of online mathematics and science training for junior secondary teachers	
2.1.4 Develop and provide in-service teacher training for other requisite skills such as psychosocial/socioemotional skills for basic education teachers and their learners and digital learning.							
2.1.5 Expand and build the capacity of inspectors for overall school quality and teacher-teacher observation and revive district resource teachers (masters) to support teachers with gaps including low- and high-tech solutions.	300 pre-primary and 4,800 primary teachers, 300 principals and 100 mentors trained on competency framework for foundational learning in primary Grades (1-3) and assessment through cascade					Reinforce Academic Supervision System through tech-enabled classroom observation	

	UNICEF	SCG; UNICEF; 2023-2026	BESP Feb 2022 - Feb 2025	LEIP Jul 2024 - Jun 2029	LFLL MLT 1 2024-2026	Melupe MLT 2 2024-2027	SRI (2020-2025)
	training involving DRTs, inspectors and seasoned teachers initially trained to cascade the training.						
2.2.1. Provide access to relevant nonformal education programs for out of school secondary school age children and support entry/re-entry to formal education.	Provide alternate learning pathways for OOSC to re-enter formal education. Creating a conducive learning environment outside						
2.2.2 Develop, pilot and rollout remedial education for low performing lower secondary school students.	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 to enhance learning						
2.2.3 Strengthen referral to relevant ministerial agencies and social support services for top-up child subsidies for secondary school fees and psychosocial support services related to gender-based violence, HIV/AIDS, etc.	Improving the efficiency of cash transfer schemes for students from poor households: CGP - 50,000 rural HH (est. 135,000 children) monthly benefit, bonus if transition to secondary school (to be piloted and evaluated in selected community councils with high poverty and dropout rates) and provide info on OVC-B programme. Assessment of policies and practices under the OVC-B programme and adjusting where relevant; put in place a case management system. Includes strengthen role of SBMC to hold schools accountable for student retention.					Provide scholarships for in-and out of school children re-entering formal education, particularly orphans and children from poor households. Support Lesotho Learners Trust Fund.	
2.2.4 Support school clubs and sports, particularly for poor boys and children in rural, remote, and mountainous areas as a part of retention strategies.	Scaling up implementation of youth clubs for girls and boys (peer support and mentorship groups to address life-skills and reproductive health issues as well as support to stay in school				Develop, pilot and roll out early warning system for student dropout prevention		
2.2.5 Pilot the mobilization of NGOs/CSOs and communities to create outside-of-school extracurricular learning opportunities including libraries, study groups, play, etc.							
Outcome 3. Strengthened evidence to support learning and its use in education policy and planning							

	UNICEF	SCG; UNICEF; 2023-2026	BESP Feb 2022 - Feb 2025	LEIP Jul 2024 - Jun 2029	LFLL MLT 1 2024-2026	Melupe MLT 2 2024-2027	SRI (2020-2025)
3.1.1. Update EMIS annual statistical bulletin to incorporate all relevant teaching and learning indicators from annual school census for both primary and secondary schools.	Consultant contracted to support and strengthen capacity of MOET to expedite the finalized of outstanding EMIS reports for 2020-2023. (2023-2026), carry out EMIS for 2024-2026 and transition to DHIS2.						
3.1.2 Develop and pilot learning assessments for Grade 7 and Grade 9 (Sesotho, English, math, science, life skills)	Enhance capacity of ECOL to conduct standardized low-stake assessments; Develop ECOL into a state-of-the-art institution for assessments				Implementing a national learning assessment in junior secondary school (G-9)		
3.1.3 Publish and disseminate learning assessment reports at the national and district levels.	Support ECOL in establishing feedback loops at the district and school level structures with the aim of identifying gaps and coming up with mitigation measures.						
3.1.4 Improve utilization of education statistics, learning assessment data, and other relevant evidence for education policy, planning and programming at the central and district levels.	Support to district levels to collect and use data from EMIS for planning, budgeting and monitoring (including ESP indicators 2023-2026)						
3.1.5 Generate general knowledge/learning products, i.e. research studies, case studies, etc. on the impact of teaching and learning strategies.	MoET private sector engagement strategy including mapping	ECE investment case; Establishing a pooled funding mechanism			Introduce scorecard and KPIs for school and distribute performance on FLN; Collection and use of FLN data (300 principals and 12 mentors)	District level performance review of learning for decision-making	

Annex 2. Terms of Reference for Project Steering Committee

Project Steering Committee	
Objective	To provide strategic oversight and stewardship to the GPE Multiplier grant funded 'Laying the Foundations of Learning in Lesotho' Project.
Chair	CEO Primary
Secretary	Education Specialist, UNICEF
Secretariat	UNICEF
Frequency of Meetings	Quarterly
Members	1. ECCD Unit, MoET 2. Primary Department, MoET 3. Planning Unit, MoET 4. Education Facilities Unit, MoET 5. EMIS, MoET 6. National Curriculum Development Centre (NCDC) 7. Teaching Service Department (TSD) 8. Examination Council of Lesotho (ECoL) 9. Inspectorate of Schools 10. District Education Managers (Project Districts) 11. UNICEF 12. UNICEF's Implementing Partner
Role of PSC	• 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

Annex 3. Overview of Programme Budget

Country Name:	**Lesotho**		
Grant Agent:	**UNICEF**		
Implementing Agency:	**Ministry of Education and Training (MoET)**		
Budget Years:	**Year 1**	**Year 2**	**Year 3**

	Outcome/Output/Activity/Sub-Activity	Year 1 Cost	Year 2 Cost	Year 3 Cost	Total
1	**UPPER PRIMARY STUDENTS BENEFITTING FROM REVISED CURRICULUM**	**$ 874,320**	**$ 330,160**	**$ 14,000**	**$ 1,218,480**
1.1	Output 1.1: New upper primary curriculum for grades 4-7 and teaching materials developed and digitized	$ 464,400	$ 60,000	$ 4,000	$ 528,400
1.2	Output 1.2: Upper primary teachers, DRTs, school inspectors and NCDC staff trained on new upper primary curriculum	$ 409,920	$ 270,160	$ 10,000	$ 690,080
2	**PRIMARY SCHOOL STUDENTS ACQUIRING FOUNDATIONAL LITERACY AND NUMBER SKILLS**	**$473,999**	**$407,799**	**$383,399**	**$1,265,197**
2.1	Output 2.1: TaRL approach contextualized for accelerated foundational literacy and numeracy	$ 110,400	$ 85,400	$ 61,000	$ 256,800
2.2	Output 2.2: Differentiated teaching strategies implemented in upper primary schools for effective foundational learning	$ 363,599	$ 322,399	$ 322,399	$ 1,008,397
3	**SCHOOLS PROVIDING SAFER AND INCLUSIVE ENVIRONMENTS FOR CHILDREN TO LEARN FREE FROM VIOLENCE**	**$164,220**	**$335,620**	**$343,620**	**$843,460**
3.1	Output 3.1: Child-friendly reporting and referral mechanisms established in schools	$ 100,420	$ 78,920	$ 58,920	$ 238,260
3.2	Output 3.2: Teaching and nonteaching personnel and school boards trained on addressing violence against children	$ 35,800	$ 216,700	$ 204,700	$ 457,200
3.3	Output 3.3: Children provided opportunities for gaining awareness and participation in addressing all forms of violence	$ 28,000	$ 40,000	$ 80,000	$ 148,000
4	**INSPECTORATE REPORTING ON EDUCATION SYSTEM PERFORMANCE FOR EVIDENCE-BASED DECISION MAKING**	**$211,300**	**$201,463**	**$175,000**	**$587,763**
4.1	Output 4.1: School inspection policy of the inspectorate developed and implemented	$ 78,900	$ 26,463	$ -	$ 105,363
4.2	Output 4.2: Regular and improved school supervision and timely support provided to schools	$ 66,000	$ 82,000	$ 82,000	$ 230,000
4.3	Output 4.3: Reports on system performance developed and disseminated	$ 66,400	$ 93,000	$ 93,000	$ 252,400
5	**Technical Assistance for Programme Implementation**	**$226,700**	**$195,700**	**$212,700**	**$635,100**
5.1	Provision of technical assistance for capacity building and programme evaluation	$ 94,700	$ 63,700	$ 80,700	$ 239,100
5.2	Provision of national and international technical assistance to programme implementation	$ 132,000	$ 132,000	$ 132,000	$ 396,000
6	**Program Implementation Support Costs**	**$146,000**	**$152,000**	**$152,000**	**$450,000**
	TOTAL	**$2,096,539**	**$1,622,742**	**$1,280,719**	**$5,000,000**