

**Strengthening Early Childhood Development and Basic Education Systems to Support Human Capital Development in Eswatini Project (P173151)**

EASTERN AND SOUTHERN AFRICA | Eswatini | IBRD/IDA | Investment Project Financing (IPF) | FY 2022 | Seq No: 5 | Archived on 24-Dec-2024 | ISR02785

Implementing Agencies: Ministry of Education and Training

**1. OBJECTIVE****1.1 Development Objective**

Original Development Objective (Approved as part of Approval package on 02-May-2022)

To strengthen education service delivery and management systems in the early years and junior secondary education

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

No

**2. COMPONENTS**

Name

Strengthen coordination and regulation of Early Childhood Care, Development and Education (ECCDE) services and improve quality of ECCDE services:(Cost 5,800,000.00)

Improve quality and internal efficiency in basic education:(Cost 23,350,000.00)

Project management, capacity building and technical assistance:(Cost 2,950,000.00)

Contingent Emergency Response Component (CERC):(Cost 0.00)

**3. OVERALL RATINGS**

Name	Previous	Current
Progress towards achievement of PDO	● Moderately Satisfactory	● Moderately Satisfactory
Overall Implementation Progress (IP)	● Moderately Satisfactory	● Moderately Satisfactory
Overall Risk Rating	● Substantial	● Substantial



#### 4. KEY ISSUES & STATUS

##### 4.1 Implementation Status and Key Decisions

The Ministry of Education and Training (MoET) has made significant progress in preparing for the 2025 project implementation in schools. Key achievements include: (a) development of the Grade 0 curriculum and early grade reading and numeracy assessment tools; (b) completion of a science and mathematics teaching course for 136 teachers, who will implement new practices in select pilot schools; (c) preparation of regional inspectors, school leaders, and management teams, along with necessary infrastructure installation; and (d) creation of an implementation strategy and manuals for boys' and girls' school clubs to improve school retention and completion. However, challenges remain in executing the Orphans and Vulnerable Children's (OVC) Grant component.

The World Bank remains committed to supporting the Government in achieving the project's development objectives.

#### 5. SYSTEMATIC OPERATIONS RISK-RATING TOOL

Risk Category	Rating at Approval Approval Package - 02 May 2022	Last Approved Rating ISR Seq. 04 - 26 Jun 2024	Proposed Rating
Political and Governance	● Substantial	● Substantial	● Substantial
Macroeconomic	● Substantial	● Substantial	● Substantial
Sector Strategies and Policies	● Low	● Low	● Low
Technical Design of Project or Program	● Substantial	● Substantial	● Substantial
Institutional Capacity for Implementation and Sustainability	● Moderate	● Moderate	● Moderate
Fiduciary	● Moderate	● Moderate	● Moderate
Environment and Social	● Low	● Moderate	● Moderate
Stakeholders	● Substantial	● Substantial	● Substantial
Overall	● Substantial	● Substantial	● Substantial



6. RESULTS

6.1 PDO Indicators by PDO Outcomes

To strengthen education service delivery and management systems in the early years								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Develop learning assessment systems and complete at least one measurement of each of the following: (a) child development outcomes and (b) early grade reading and mathematics outcomes in Grade 3 (Yes/No)	No	Dec/2021	No	31-Mar-2024	No	13-Dec-2024	Yes	Dec/2026
	Comments on achieving targets		Indicator tracks the development of learning assessment systems to collect data on foundational skills, including ECCDE outcomes and EGR and EGM outcomes. To achieve the target: (a) an ECCDE quality assessment must be completed at least once to collect information on child development outcomes of 5 year old children using a nationally representative sample of ECCDE centers; and (b) EGRA and EGMA in Grade 3 must be completed at least once to measure EGR and EGM in a nationally representative sample of primary schools.					
Number of Grade 1 – 3 teachers trained and supported in the delivery of the early grade reading and mathematics program (Number)	0.00	Dec/2021	0.00	31-Mar-2024	0.00	13-Dec-2024	800.00	Dec/2026
	Comments on achieving targets		This indicator tracks the number of Grade 1-3 teachers teaching reading and mathematics, who are trained on improved instruction methods for EGR and EGM, including on the use of supplementary materials and formative assessment inline with the new curriculum. To meet the target, trained teachers have to receive follow-up support at least twice a year in the form of a classroom observation folowed by a feedback or coaching session provided by the school principal, trainer or coach.					
To strengthen education service delivery and management systems in junior secondary education								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year



Percentage of junior secondary schools applying technology-based mathematics and science education in targeted areas (the total number of junior secondary schools was 275 in the 2018 EMIS) (Percentage)	0.00	Dec/2021	0.00	05-Dec-2023	0.00	13-Dec-2024	36.00	Dec/2026
	Comments on achieving targets		20 schools are ready to start piloting in Jan 2025.					

### 6.2 Intermediate Results Indicators by Components

Strengthen coordination and regulation of Early Childhood Care, Development and Education (ECCDE) services and improve quality of ECCDE services								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
People benefiting from greater gender equality (Number of people) CRI					0	13-Dec-2024		
People benefiting from greater gender equality – Youth (Number of people) CRI					0	13-Dec-2024		
People benefiting from greater gender equality – Female (Number of people) CRI					0	13-Dec-2024		
Number of ECCDE centers,	0.00	Dec/2021	0.00	31-Mar-2024	0.00	13-Dec-2024	275.00	Dec/2026



Grade 0 classrooms and pre-schools receiving a package of services to support child development (Number)	Comments on achieving targets		This indicator tracks the number of targeted ECCDE centers and Grade 0 classrooms that are receiving a package of services to support child development. The package includes: (i) caregiver training and support on the new curriculum and (ii) provision of teaching and learning materials. In centers that do not have access to adequate water, water will be provided through tanks; and ECCDE centres that are not covered under the current school feeding program will be provided with support to provide meals to students.					
Percentage of ECCDE teachers and practitioners showing improvement in their pedagogical skills (Percentage)	0.00	Dec/2021	0.00	31-Mar-2024	0.00	13-Dec-2024	40.00	Dec/2026
Percentage increase in the proportion of 5-year-old children reaching key development milestones in literacy and numeracy in targeted ECCDE centers, pre-schools, and Grade 0 classrooms (Text)	18.6% based on the 2014 MICS data; to be updated in the first year of the project.	Dec/2021	18.6%	05-Dec-2023	18.6%	13-Dec-2024	5	Dec/2026
	Comments on achieving targets		This indicator tracks the percentage of 5-year-old children in targeted ECCDE centers, Grade 0 classrooms in primary schools, and pre-primary schools supported under the project, who reach the minimum developmental milestones in literacy and numeracy. This will be measured by the child development and early learning assessment part of the ECCDE quality assessment survey. This indicator will focus on two domains, i.e., literacy/language and mathematics/numeracy. To measure this indicator, the share of 5-year-old children in targeted schools and centres who meet the milestones in both domains will be estimated over time and the percentage improvement in these results will be reported. Based on the the 2014 MICS data, a suggestive baseline is included which shows the share of children who are developmentally on track in literacy and numeracy nationally; based on this baseline targets are also set. The baseline and targets for this indicator will be updated in the first year of the					



		project and will be re-assessed in Year 4 and Year 5.						
Percentage increase in the proportion of 5-year-old children reaching key development milestones in literacy and numeracy in targeted ECCDE centers, pre-schools, and Grade 0 classrooms (Boys) (Text)	14% based 2014 MICS; to be updated during implementation.		14%		14%		8	
	Comments on achieving targets		This indicator tracks the percentage of 5-year-old male children in targeted ECCDE centers, Grade 0 classrooms in primary schools and pre-schools supported under the project, who reach the minimum developmental milestones in literacy and numeracy . This will be measured by the child development and early learning assessment part of the ECCDE quality assessment survey.					
<b>Improve quality and internal efficiency in basic education</b>								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Percentage of primary schools that received support to implement the early grade reading and mathematics program (total number of primary schools was reported at 610 in 2018 EMIS) (Percentage)	0.00	Jun/2021	0.00	31-Mar-2024	0.00	13-Dec-2024	35.00	Dec/2026
	Comments on achieving targets		This indicator tracks the share of primary schools that have received (i) supplementary materials for students, (ii) have at least one trained teachers per grade for Grades 1-3 and (iii) the principal is trained on the implementation of the early grade reading and early grade mathematics program.					
Number of junior secondary mathematics and science teachers completing the online teacher training (Number)	0.00	Dec/2021	0.00	31-Mar-2024	120	13-Dec-2024	400.00	Dec/2026
	Comments on achieving targets		This indicator tracks the number of mathematics and science teachers who complete the full PSI-PMI training.					
Percentage gain in	Baseline to be	Dec/2021	0.00	31-Mar-2024	0.00	13-Dec-2024	End target will	Dec/2026



competency level of mathematics and science teachers who completed the online training (Text)	determined in the first year of the project.						be set based on the baseline.	
	Comments on achieving targets		Competencies of mathematics and science teachers who completed the online teacher training measured by the exam conducted as part of the online training. Baseline will be established at beginning of training with regular assessments beginning included through out the training and a final assessment being conducted at the end of the training. The baseline and endline target will be set based o the pilot phase.					
Number of students benefiting from technology-based mathematics and science education (Number)	0.00	Dec/2021	0.00	31-Mar-2024	0.00	13-Dec-2024	21,000.00	Dec/2026
	Comments on achieving targets		This indicator tracks the number of junior secondary students in targeted schools that are benefiting from the PSI-PMI program, being taught by teachers trained under the program, using classrooms equipped with projectors and using content provided under the program. The PSI-PMI model will be rolled out in grades Form 1 to Form 3 gradually and it will also be phased across schools. The indicator will be calculated each year as number of junior secondary students who have benefited under the program cumulatively.					
Female share of students benefiting from technology-based mathematics and science education (Percentage)	0.00		0.00		0.00		50.00	
	Comments on achieving targets		This indicator tracks the female share of the total number of junior secondary students in targeted schools that are benefiting from the PSI-PMI program, being taught by teachers trained under the program, using classrooms equipped with projectors and using content provided under the program. The indicator will be calculated each year as number of female junior secondary students who have benefited under the program cumulatively divided by the total number of junior secondary students benefiting from the program.					
Policy note on how to strengthen the targeting and impact of the OVC grant is completed (Yes/No)	No	Jun/2021	No	31-Mar-2024	No	13-Dec-2024	Yes	Dec/2026
	Comments on achieving targets		This indicator will be met when a policy note on how to improve key aspects of the OVC grant program is completed based on the findings of the initial study as well as at least one pilot and evaluation on the OVC program conducted under the project.					
Number of adolescent girls and boys in targeted junior secondary schools benefiting	0.00	Jun/2021	0.00	31-Mar-2024	0.00	13-Dec-2024	10,000.00	Dec/2026
	Comments on achieving targets		This indicator tracks the number of girls and boys in target schools who have joined boys and girls clubs that provide life-skills training, mentorship and other extracurricular activities					



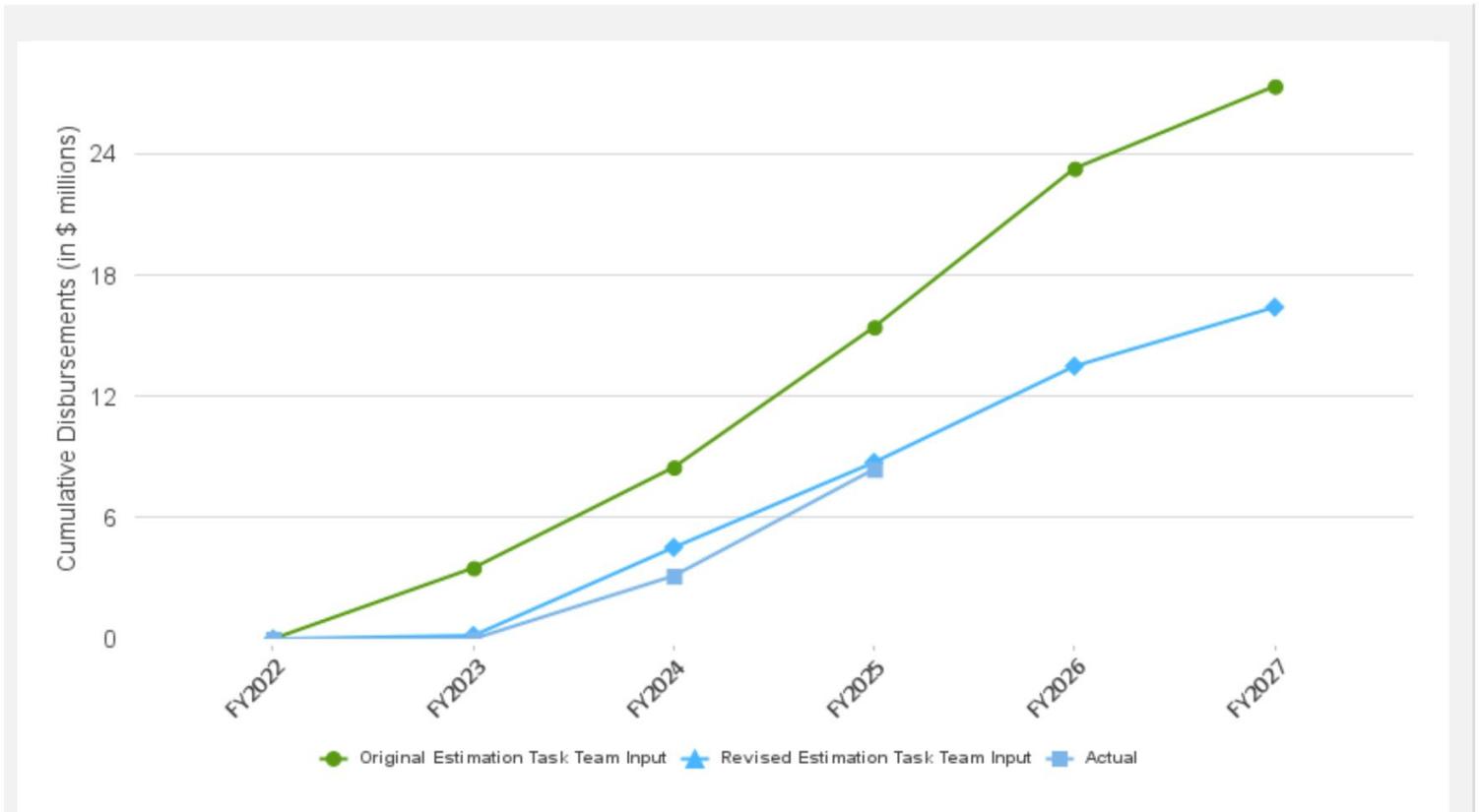
from youth clubs (Number)			supported under the project.					
Share of female adolescents in targeted junior secondary schools benefiting from youth clubs (Percentage)	0.00		0.00		0.00		50.00	
	Comments on achieving targets		This indicator tracks the female share of students in target schools who are benefiting from the boys and girls club intervention.					
Number of cohorts enrolled under new OVC education grant targeting approach (Number)	0.00	Dec/2021	0.00	31-Mar-2024	0.00	13-Dec-2024	1.00	Dec/2026
	Comments on achieving targets		This indicator tracks the number of cohorts enrolled under the new OVC education grant targeting approach, with the target of enrolling at least one cohort under the new OVC education grant targeting approach.					
<b>Project management, capacity building and technical assistance</b>								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Improvement in citizen satisfaction with quality of education service delivery in targeted schools (Percentage)	0.00	Dec/2021	0.00	31-Mar-2024	0	13-Dec-2024	15.00	Dec/2026
	Comments on achieving targets		This indicator tracks the change in the share of citizens (students, parents and community members) served by schools (ECDE, primary, and junior secondary) targeted under the project who report that they are satisfied with the quality of education. The indicator will be tracked using a beneficiaries survey using a representative sample of schools. Baseline will be set in the first year of the project and improvement will be measured as percentage increase from the baseline.					
Students benefiting from direct interventions to enhance learning (Number)	0.00	Dec/2021	0.00	31-Mar-2024	0.00	13-Dec-2024	95,000.00	Dec/2026
Students benefiting from direct interventions to enhance learning - Female (Number)	0.00		0.00		0.00		47,500.00	





## 7. DATA ON FINANCIAL PERFORMANCE

### 7.1 Cumulative Disbursements



### 7.2 Disbursements (by loan)

Loan/Credit/TF	Status	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed	Historical Disbursed
TF-B7467	Effective	4.75	4.75	0.00	2.19	2.56	<div style="width: 46.12%; background-color: green;"></div> 46.12%	4.75
IBRD-93750	Effective	27.35	27.35	0.00	6.27	21.08	<div style="width: 22.93%; background-color: green;"></div> 22.93%	27.35

### 7.3 Key Dates (by loan)

Loan/Credit/TF	Status	Approval	Signing	Effectiveness	Orig. Closing	Rev. Closing
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IBRD-93750	Effective	02-May-2022	30-Mar-2023	20-Jun-2023	30-Jun-2027	30-Jun-2027
TF-B7467	Effective	30-Mar-2023	30-Mar-2023	20-Jun-2023	30-Jun-2027	30-Jun-2027

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## 8. KEY DATES

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Key Events	Planned	Actual
Approval	02-May-2022	02-May-2022
Effectiveness	20-Jun-2023	20-Jun-2023
Mid-Term Review No. 01	22-Sep-2025	
Operation Closing/Cancellation	30-Jun-2027	

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## 9. RESTRUCTURING HISTORY

## 10. ASSOCIATED OPERATION(S)

There are no associated operations