

**PROJECT INFORMATION DOCUMENT (PID)
ADDITIONAL FINANCING**

Report No.:

Project Name	Revitalizing Education Development in Sierra Leone (REDiSL) Additional Financing (P155316)
Parent Project Name	REVITALIZING EDUCATION DEVELOPMENT IN SIERRA LEONE (P133070)
Region	AFRICA
Country	Sierra Leone
Sector(s)	Primary education (40%), General education sector (30%), Secondary education (20%), Pre-primary education (10%)
Theme(s)	Education for all (60%), Education for the knowledge economy (40%)
Lending Instrument	Investment Project Financing
Project ID	P155316
Parent Project ID	P133070
Borrower(s)	ACCOUNTANT GENERAL'S DEPARTMENT
Implementing Agency	Ministry of Education, Science, and Technology (MEST)
Environmental Category	B-Partial Assessment
Date PID Prepared/Updated	12-Aug-2015
Date PID Approved/Disclosed	03-Jun-2016
Estimated Date of Appraisal Completion	
Estimated Date of First Grant Approval	21-Mar-2016
Appraisal Review Decision (from Decision Note)	The review did authorize to proceed with Negotiations, in principle

I. Project Context

Country Context

Sierra Leone is a country of approximately 5.5 million people located on the west coast of Africa. Demographically, it is a very young country with 75% of the population below the age of 35. It is blessed with mineral resources, including diamonds, titanium ore, bauxite, gold, and chromite, and the recently uncovered iron ore. Although seventy-five percent of its land is arable, only about 10 percent is cultivated, mainly for food crops such as rice, cassava, yams, and other root crops.

Sierra Leone, however, remains a poor country. According to the most recent household survey, just over half of its residents are poor, and only 55 percent of its working-age population are literate. In the United Nation's 2014 Human Development Index Sierra Leone ranked 183rd out of 187 countries and territories. The economy is largely agrarian with high levels of poverty in rural

areas. Infrastructure, including the road network, electricity grid, and clean water provision, have been enhanced but remain poor. Although education has been improving, Sierra Leone still ranks below regional neighbors on many key indicators. Limitations in the business climate and the financial sector potentially also constrain growth. Governance is weak and rent seeking pervasive. Health indicators rank the health care system among the most limited in the world, which has tragically demonstrated by its inability to respond effectively to the ongoing Ebola epidemic.

As one of the three countries in the Mano River Union, Sierra Leone has suffered from the worst recorded Ebola outbreak since the disease was first diagnosed in 1976 in the Democratic Republic of Congo. The education sector was seriously impacted – schools and other educational institutions were closed for 8 months and 1.8 million children and young people went idle as the disease ravaged the country.

Sectoral and institutional Context

Although Sierra Leone is unlikely to meet most of the millennium development goals (MDGs) by 2015, progress to date indicates they are likely to be met in the coming years. Access to education, although it has increased since 2003, is still not universal (MDG 2). Despite a primary gross enrollment rate (GER) of 120.5 percent in 2011, the most recent education Country Status Report (CSR) estimates that 14 percent of primary school-age children did not have access to primary school in 2010 (compared to 20 percent in 2003/04). Analysis of 2011 Sierra Leone Integrated Household Survey (SLIHS) data showed a decline in poverty levels from 66 percent in 2003 to 53 percent in 2011, still short of the MDG target of 40 percent but a drop of 20 percent. The enrollment gap in education has closed at the primary level where the gender parity index (GPI) for gross attendance ratio is 1.06, but the gender disparities increase beyond that point: at the age of 13, girls begin to drop out at higher rates than boys, widening the gap to a GPI of 0.85 at secondary school level, and even higher at tertiary.

On the supply side, distance to the nearest primary school is correlated with higher out-of-school rates as is grade discontinuity (or incomplete schools). On the demand side, despite the official abolition of school fees for primary school in 2002/03, the poorest households often lack the capacity to send their children to school and to keep them in school due to cost of books, uniforms, supplies, and off the payroll teacher fees. Inequities in access are primarily along socio-economic and geographic lines (urban vs. rural) though gender disparities are apparent as well at the post-primary level. Although the gender parity is not great at the primary level, it deepens gradually as children progress through school with only 14 percent of school-aged girls reaching SSS 3, compared to 32 percent of boys. According to the 2011 SLIHS, 56 percent of adults over the age of 15 have never attended formal school with the percentage being higher among women than men, 64 percent versus 47 percent.

Education results are weak, with learning outcomes and completion rates low by international standards. Student learning outcomes are generally very poor at all levels. According to a recent Early Grade Reading Assessment (EGRA) at the end of Grade 3, many children were not able to read to learn but are still learning to read, lacking the most basic reading, writing and comprehension skills to properly pursue their schooling (over 50 percent were not able to write their own name). Poor results in BECE and WASSCE are affected by the inadequate preparation of students during their early education, resulting in poor mastery of basic literacy and numeracy, and the inability of the system to compensate for these initial shortcomings. Completion rates for

primary school are 76 percent but quality of learning remains an issue.

Teacher availability, lack of tracking, and relevant qualifications remain impediments to major progress in the sector. In 2010/11, the total number of teachers was estimated at 38,125 for primary and 17,194 for secondary schools, up from 19,317 and 5,580 in 2004/05. However, the proportion of unqualified teachers has also witnessed an upward trend for the same period suggesting that despite its broad scope, the teacher training system is facing difficulties in adequately responding to the growing demand for teachers following the surge in primary and secondary enrollment, boosted by the implementation of the fee-free primary education policy. In 2011, female teachers at the primary level comprised only 25 percent of teachers for primary school. This is unfortunate as the importance of female teachers is widely recognized –as role models for all students, particularly for female students in rural settings, where they teach girls to become active agents in community development. Female teachers are also often recognized as encouraging girls' enrollment, as well as favoring quality and retention (See Haugen et al., 2011).

Large proportions of teachers are not on the payroll. A recently completed teacher verification study found that 22 percent of teachers on the payroll could not be verified (they were not teaching in schools). Yet, teacher shortages are significant in certain critical subjects at the post-primary level such as Math, Science, and English. Teachers are allocated with a high degree of randomness which does not address school needs. A strategic and long-term approach to building the teacher workforce in line with prioritized national needs (such as subject area shortages, geographical deployment, and increasing the numbers of female teachers) is critical for building the education sector in Sierra Leone.

The education system is operating with very little information management and almost no assessment information. Examinations are held at the end of primary, junior secondary, and senior secondary terms and are designed to determine the number of students eligible to transition into next level. There is no mechanism to assess students' learning as a stepping stone towards identifying areas for curriculum modification, teacher training, and system improvement.

Capacity development has been consistently identified as one of the most critical factors for the progress of the sector towards effective service delivery and achievement of better learning outcomes for all. In 2010, a Capacity Development Strategy was developed by the MEST with support from donor partners to provide a coordinated and coherent response to deliver on education policy objectives across the sector.

II. Proposed Development Objectives

A. Current Project Development Objectives – Parent

The Project Development Objective is to improve the learning environment in targeted schools and establish systems for monitoring of education interventions and outcomes. To do this, the Project will finance elements of the ESP that deliver intermediate results while simultaneously addressing critical issues in the system to build the foundation for better management and efficiency within the sector.

III. Project Description

Component Name

Improving the Learning Environment and Opportunities in Targeted Areas

Comments (optional)**Component Name**

Strengthening Education Service Delivery

Comments (optional)**Component Name**

Project Management and Monitoring

Comments (optional)**Component Name**

Support the implementation of MEST Ebola Strategic Response Plan

Comments (optional)

IV. Financing (in USD Million)

Total Project Cost:	0.95	Total Bank Financing:	0.00
Financing Gap:	0.00		
For Loans/Credits/Others			Amount
Borrower			0.00
Ebola Recovery and Reconstruction MPF			0.95
Total			0.95

V. Implementation

The implementation arrangements of the AF are the same as those for the original project. Overall responsibility lies with the Ministry of Education, Science and Technology (MEST). The Project will be under the office of the Permanent Secretary with management of activities delegated to the REDiSL Secretariat who are funded by the Project.

VI. Safeguard Policies (including public consultation)

Safeguard Policies Triggered by the Project	Yes	No
Environmental Assessment OP/BP 4.01	x	
Natural Habitats OP/BP 4.04		x
Forests OP/BP 4.36		x
Pest Management OP 4.09		x
Physical Cultural Resources OP/BP 4.11		x
Indigenous Peoples OP/BP 4.10		x
Involuntary Resettlement OP/BP 4.12		x

Safety of Dams OP/BP 4.37		x
Projects on International Waterways OP/BP 7.50		x
Projects in Disputed Areas OP/BP 7.60		x

Comments (optional)

VII. Contact point

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