

**COMBINED PROJECT INFORMATION DOCUMENTS / INTEGRATED
SAFEGUARDS DATA SHEET (PID/ISDS)**

Additional Financing

Report No.: PIDISDSA21763

Date Prepared/Updated: 12-May-2017

I. BASIC INFORMATION

A. Basic Project Data

Country:	Sierra Leone	Project ID:	P163161
		Parent Project ID (if any):	P133070
Project Name:	Additional Financing of the Revitalizing Education Development in Sierra Leone Project (P163161)		
Parent Project Name:	REVITALIZING EDUCATION DEVELOPMENT IN SIERRA LEONE (P133070)		
Region:	AFRICA		
Estimated Appraisal Date:	06-Jun-2017	Estimated Board Date:	20-Jun-2017
Practice Area (Lead):	Education	Financing Instrument:	Investment Project Financing
Borrower(s)	Ministry of Finance and Economic Development		
Implementing Agency	Ministry of Education, Science and Technology		
Financing (in USD Million)			
Financing Source			Amount
International Development Association (IDA)			10.00
Financing Gap			0.00
Total Project Cost			10.00
Environmental Category:	B-Partial Assessment		
Appraisal Review Decision (from Decision Note):	The review did authorize the team to appraise and negotiate		
Other Decision:			
Is this a Repeater project?	No		

B. Introduction and Context

Country Context

Sierra Leone is a country of approximately 7.0 million people located on the west coast of Africa. It is

divided into four administrative regions, which is further subdivided into fourteen districts. Demographically, it is a very young country with 42 percent of the population below the age of 18 and 60 percent of the population below the age of 25. Human development outcomes in Sierra Leone are very low, ranking 179 out of 188 countries on the 2015 UNDP Human Development Index. Life expectancy is 51.3 years, infant mortality rate is 87.1 per 1,000 live births, and the maternal mortality rate is one of the highest in the world with 1,360 deaths per 100,000 live births.

The Ebola Virus Disease (EVD) outbreak had a devastating impact on human development and the economy of Sierra Leone. The first cases of infection were reported in Sierra Leone in May 2014 which marked the beginning of an unprecedented epidemic which resulted in the infection of 12,000 people and took the lives of more than 3,880 people. It also had severe negative consequences on the country economically, socially, and developmentally. In July 2014, the Government declared a State of Emergency wherein curfews were imposed throughout the country and entire districts were put under quarantine. The large majority of the country's population was unable to access urgent care and basic health services; schools were closed, and economic activity came to a standstill. Poverty rates which had declined to 46 percent before the crisis (from 52.9 percent in 2011), increased to 49 percent in 2015 as a result of the crisis.

The country's macroeconomic indicators experienced significant decline as a result of the EVD crisis which was further compounded by a downturn in iron ore prices. Sierra Leone's economy was spurred in the three years prior to the crisis (2011-2013) by large mining production and exports, which had resulted in gross domestic product (GDP) growth accelerating from 6.3 percent in 2011 to 20.7 percent in 2013. By 2015, the economy had contracted by 21 percent as a result of the EVD crisis and the sharp decline in iron ore prices. The positive trend in the Government's fiscal position was also reversed with domestic revenue declining to 10.5 percent of GDP in 2015, down from 12.6 percent in 2013. Inflation also increased to 9.8 percent by the end of 2014 and continued to remain high in 2015 (averaging 8.6 percent per month).

While the economy is recovering from the impact of EVD, domestic revenue mobilization remains challenging and the Government has been forced to cut development spending. Most economic activities have gradually normalized to pre-crisis levels, though the iron-ore industry has not fully recovered due to low commodity prices. Real GDP is expected to increase by 4.3 percent in 2016, as a result of an increase in household consumption, as agricultural output grows and there is an increase in mining exports. In the short to medium term, the economy is expected to grow 5 to 6 percent annually as the supply bottlenecks caused by the EVD crisis continue to ease. At the same time, mobilizing domestic revenue remains challenging and foreign aid is being slowly scaled back to its pre-EVD level. While domestic revenue is expected to increase to 13 percent of GDP in 2018 due to streamlining tax exemptions and expanding the fiscal base, the reductions in foreign aid means that fiscal austerity measures initiated by the Government in 2016 will continue for the next 2 years. It is expected that this will have an adverse impact on the provision of and demand for social services as there are likely to be cuts in funding for the social sectors (health, education, etc.), and inflation and some stabilization measures (e.g., elimination of fuel subsidies) may lead to a reduction in demand for education especially among the poorest families who may no longer be able to afford schooling for their children.

Sectoral and Institutional Context

The Education Sector Plan (ESP) (2014-2018) was developed in 2013 by the Government in close collaboration with the World Bank and other development partners (DPs). The ESP laid out the Government's strategy for increasing access, improving quality, and building systems. The plan is founded on three pillars for moving the education agenda forward: (i) access, equity and completion;

(ii) quality and learning outcomes; and (iii) systems strengthening.

Implementation of the ESP as initially envisaged was no longer possible as the country re-aligned its priorities to support recovery from the EVD crisis. Just months after the implementation of the ESP began, the EVD outbreak occurred. In the months which followed, schools were shut down “for the foreseeable future”. At least 20 percent of educational institutions lost trained and qualified teachers and/or students and there was a significant increase in the incidence of teenage pregnancy. As reports of Ebola cases diminished, the Government outlined a Recovery and Transition Plan for key sectors in February 2015 to be implemented over a 24-month period with the first phase implemented between July 2015 and March 2016. Education sector priorities for this first phase were to: get all children back to school; keep schools safe; and to accelerate learning in order to make up for lost time. During this time, the Government also paid school fees for all students in all government-owned and government-assisted schools, schools received accelerated learning materials, teachers received training in the use of these new materials, and alternative education opportunities were provided for pregnant girls wanting to return to school. The second phase, which focused on sustaining gains made under the previous recovery phase and facilitating the transition to the Government’s Agenda for Prosperity, was launched in April 2016, and is expected to end in June 2017.

As a result of the disruptions caused by the EVD crisis, only partial progress was made towards achievement of ESP’s original targets. While the number of enrolled students increased at all levels, overall participation rates appear to have declined a bit compared to the immediate pre-Ebola period, as evidenced by the increase in the number of out-of-school children at the primary level, and the lowering of gross enrolment rates (GERs) at the Junior Secondary School (JSS) and Senior Secondary School (SSS) levels between 2013 and 2015. The gender gap at pre-primary and primary levels has been eliminated and has been significantly reduced for JSS, but gender disparities are still significant at the SSS level. The primary completion rate (PCR) has remained almost at the same level at 75.3 percent in 2015, compared to 76.3 percent in 2013, having improved from 71 percent in 2012, but far lower than the ESP target for 2018 of 90 percent. The transition rates from primary to JSS have also remained relatively constant at 75 percent, far lower than the 87 percent target for 2018.

Key challenges facing the education sector

The education sector currently faces a number of challenges, including: low retention rates; low learning outcomes; low quality teaching; poor teacher management; an inadequate teaching and learning environment; and inadequate funding.

Low retention rates. While some children enter school late, progress through the system is slow and characterized by high dropout and repetition rates. In 2012, the survival rate to the last grade of primary was 48 percent, while the share of repeaters at the primary level was 13.6 percent in 2015. Comparing enrollments in adjacent grades in adjacent school years, student transition sharply declined between grades 1 and 2 (transition rate of 73 percent), grades 5 and 6 (transition rate of 81 percent), and grades 9 and 10 (transition rate of 54 percent).

Poor learning outcomes. The 2014 Early Grade Reading Assessment (EGRA) found that 87 percent of grade 2 students were unable to read a single word in the short passage given to them (compared to 40 percent of grade 2 students in Gambia, 30 percent in Liberia; and 53 percent in Uganda). Further, many children are still lacking the most basic reading, writing and comprehension skills at the end of grade 2 (e.g., over 50 percent could not write their own name in a test administered by the United Nations Children’s Fund (UNICEF)). Poor learning outcomes are also observed at the higher levels of the education system as well with only 3.59 percent of candidates who took the West African Senior

School Certificate Examination (WASSCE) obtaining a credit in any five subjects including English Language and Mathematics, which is the criterion for entry into higher education.

Low quality of teaching. Available research highlights teacher quality as one of the main drivers of student learning. Almost one-half of the teachers in the workforce are not qualified for their level and position (e.g., only 41 percent of JSS teachers are qualified). Most teachers lack the pedagogical skills, and mastery of the language of instruction and written materials to deliver quality instruction, and many are also lacking subject matter knowledge of the subjects they teach. While pre-service teacher training has its own challenges (e.g., poor quality of curriculum and instructors), teacher training colleges have indicated that the quality of applicants and entrants to the pre-service training program is uniformly low, implying that the education system is not producing viable candidates for the teaching profession.

Poor teacher management. Teacher management is generally weak with a high degree of randomness in teacher allocation compared to other countries in the region. There are also significant shortages of teachers for certain critical subjects at the post-primary level such as Math, Science, and English, and a large cadre of unapproved teachers are presently teaching in schools - out of a total of 63,597 teachers on the school staff list only 49 percent of the teachers reported they had a payroll identification number. Further, teacher absenteeism is high at around 20 percent according to recent estimates. Despite research which shows the important role of incentives and accountability mechanisms in improving teacher performance, such mechanisms are not in place. Lastly, in the context of Sierra Leone, teacher payroll integrity is also a major issue. A pilot payroll cleaning exercise undertaken in January 2017 in two districts showed that only 62 percent of payroll teachers are found teaching in the school where they are authorized to teach by the Ministry of Education, Science and Technology (MEST).

The Teaching Service Commission (TSC), which has a mandate in the areas of teacher registration and licensing; teacher management; teacher professional development and performance; and teacher-employer relations, was created in 2011. However, it is not yet functional as a result of: (i) delays in approval of the salary structure of TSC staff, without which successful applicants cannot be appointed, and (ii) the absence of any concrete agreement or commitment between the MEST and the TSC on the timeline, sequencing, and other specifics on transfer of files, records, functions from the MEST to TSC, despite public pronouncements of an impending handover of teacher management functions from the MEST to the TSC.

Inadequate teaching and learning environment. Overcrowding is a serious issue with 49.2 percent of schools having a student-classroom ratio exceeding 40:1 (22.4 percent of schools have a student-classroom ratio greater than 60:1). The school facilities are in a state of disrepair: (i) around 15 percent of classrooms at the primary level are make shift structures; (ii) only 7.8 percent of classrooms are in good condition and at least 80.2 percent are in need of repairs; (iii) 26 percent of classroom furniture is in need of repair or needs to be replaced; (iv) 71 percent of schools have access to a water source but only 20.4 percent of schools reported uninterrupted water availability all year around; (v) 25.4 percent of schools have latrines in poor condition while another 26.9 does not have access to any latrines; and (vi) only 9 percent of schools have a library. There is a shortage of textbooks available to students – for example, at the primary level, the student-textbook ratio is around 3:1 (and around 4:1 for science textbooks). However, even when textbooks have been distributed, they are not always utilized. An impact evaluation (IE) of a textbook distribution program in Sierra Leone showed that student access to textbooks did not increase because a large majority of the books were stored rather than distributed to students.

Disparities in access, completion and learning outcomes. The gender gap in enrolment, completion and learning outcomes at the primary level has been eliminated, but has gradually deepened at the secondary level. Key barriers to access include: (i) high direct, indirect as well as opportunity costs of schooling; (ii) distance to and accessibility of secondary schools; and (iii) early marriage and teenage pregnancy. The inequities in access and learning at all levels of education are also seen along socio-economic and geographic lines. For example, 47 percent of girls in JSS aged 15 to 17 years from the poorest households were at risk of dropping out of school in 2015, as compared to 2 percent of girls from the wealthiest households. Also, while 5.14 percent of students taking the WASSCE from the Western region obtained at least a credit in any five subjects, only 0.42 percent of students did so from the Eastern region.

Limited education spending. In 2013, public sector expenditure on education in Sierra Leone was 2.4 percent of GDP and 15.2 percent of total government expenditure compared to 4.0 percent and 16.6 percent for Sub-Saharan Africa, respectively. The share of current expenditure in total education expenditure is very high (99.5 percent in 2014) compared to other countries in the region, of which around three-fourths is spent on staff compensation. Disaggregated by education level, 90 percent of current expenditure at the primary level and 96 percent at the secondary level was for staff compensation in 2011. Public spending per student at the primary and secondary levels (PPP \$106 and PPP\$150 in 2013) is also one of the lowest in the region.

C. Proposed Development Objective(s)

Original Project Development Objective(s) - 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.

Proposed Project Development Objective(s) - Additional Financing

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.

Key Results

Direct Project Beneficiaries (% female)
 Percentage teachers on payroll teaching in authorized schools
 Percentage of schools that meet 60% of performance targets
 TSC Policy and Guidelines for Teacher Management in use

D. Project Description

The ongoing REDiSL Project has aimed to support relevant elements of the country's ESP (2014-2018) and MEST Ebola recovery efforts through the following four components: (i) Improving the Learning Environment and Opportunities in Targeted Areas; (ii) Strengthening Education Service Delivery; (iii) Project Management and Supervision; and (iv) Support to the implementation of MEST Ebola Strategic Response Plan. The Project was approved on July 31, 2014 by the Africa Region Vice President and became effective on September 29, 2014 with an original closing date of February 28, 2017.

The EVD crisis delayed the Project's formal launch by one year to August 2015. During this time, some project activities had been initiated and the Project was restructured in early 2015 to allocate US\$1.45 million (of originally unallocated project funding) to a new component (Component 4, see above). In June 2016, an AF in the amount of US\$0.95 million from the ERRTF was approved to expand recovery activities in the context of the EVD crisis. While the DFID's original financing commitment was US\$5.5 million, in October 2016, DFID withdrew US\$3.1 million of this commitment to invest it in activities in the President's Recovery Priorities for 10-24 months (which were outside the scope of the REDiSL Project design). As a result of initial delays and in light of DFID's decision to reduce its funding, the REDiSL Project was restructured on February 17, 2017 which: (i) extended the project closing date by ten months to December 31, 2017; and (ii) reallocated available funding across Components to ensure that, in light of the diminished resources, the Project would still be able to achieve its PDO – which is "to improve the learning environment in targeted schools and establish systems for monitoring of education interventions and outcomes."

The REDiSL Project has made important progress towards achievement of its PDO. Two out of the five PDO-level indicators' end-of-project targets as well as the end-of-project target for the core indicator (number of direct project beneficiaries) have been achieved or exceeded and another PDO-level indicator end-of-project target has been partially achieved. Specifically, under the Project, there have been more than 2.3 million beneficiaries; 8,100 schools have been re-opened; seven donors are currently working with the Ministry through the Donors Coordination Desk; and 44 percent of schools have met 60 percent of performance targets. Progress has also been made on most intermediate results indicators, as follows: (i) the construction of the 50 pre-primary classrooms is near completion; (ii) 1,350 school are receiving performance-based school grants; (iii) the organogram of the TSC has been approved; (iv) a report on the ESP has been completed; (v) 5,970 schools have been disinfected and have received hand-washing stations; (vi) 36,000 handwashing stations have been procured and distributed to schools; (vii) a house-to-house assessment report has been completed; (viii) 600 hours of radio programs have been broadcast; and (ix) 14 districts have benefitted from the social mobilization campaign. It is expected that all of the indicators' targets for the parent Project will be achieved by its closing date of December 31, 2017.

Implementation Progress (IP) is currently on track. As described above, the REDiSL had encountered some delays – initially related to the EVD crisis and most recently – related to the: withdrawal of DFID funding; reimbursement of the Government for pre-financed Ebola-related expenses; processing of withdrawal applications; and full establishment and functionality of the TSC. These delays were reflected in the downgrading of key ratings in the implementation status and results report (ISR) for December 2016. These issues have, however, been largely addressed and, in the case of the TSC, progress has been observed and next steps agreed. There has been a marked increase in the pace of project implementation accompanied by a significant increase in the disbursement rate (which currently stands at about 80 percent). This resulted in an upgrading of the key ratings (PDO and IP) to "Moderately Satisfactory", accompanied by Moderately Satisfactory ratings in all other areas in the Project's most recent ISR.

The proposed AF will scale up selected existing activities that: are most relevant to address the pressing issues in the sector; are complementary to other initiatives; and that must be reinforced to maximize gains. The Government has requested support for these interventions because they: (i) are relevant in addressing some of the key underlying issues affecting progress in the sector – namely, school financing and teacher management issues; (ii) are complementary to support from other DPs ; and (iii) require additional support to maximize their sustainability and, in turn, gains in the future.

The proposed AF will finance the following activities supported under the Parent Project: (i) Performance-based school grants (Sub-component 1.1), Teaching Service Commission (Sub-component 1.4); Strengthening education service delivery (Sub-component 2.2), and Project management and supervision (Sub-component 3.1). The modifications by sub-component are as follows:

- Under Sub-component 1.1, the AF will fund: (a) the provision of five additional rounds of school grants to the originally targeted 1,350 schools and the provision of school grants to an additional 500 other schools in two other Local Councils (LCs) for 6 rounds; (b) additional training, M&E and operational costs related to the provision of performance-based school grants;
- Under Sub-component 1.4, the AF will provide technical assistance (TA) to the TSC to support the operationalization of the policy guidelines developed under the REDiSL Project;
- Under Sub-component 2.2, the AF will support the national roll-out of a digital annual schools census (2018); and
- Under Sub-component 3.1, the AF will support project management and supervision for these additional activities.

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 Supervision

Comments (optional)

Component Name:

Support the implementation of MEST Ebola Strategic Response Plan

Comments (optional)

E. Project location and Salient physical characteristics (if known) relevant to the safeguard analysis

Some aspects of the project are national and will be spread throughout the entire country. Specific sites will however be identified prior to implementation. There are no salient physical characteristics relevant to safeguards. The safeguards issues for the project are minor.

F. Environmental and Social Safeguards Specialists

Ana Isabel Dos Reis E Sousa Piedade Abre(GEN01)

II. IMPLEMENTATION

All project components (including sub-component 1.1) supported by the proposed AF will be implemented under the coordination auspices of the REDiSL Secretariat of the MEST, similar to the arrangements under components 1.1(b)-1.d, 2 and 3 of the parent project .

Implementation of the sub-component which supports the TSC will be undertaken by the TSC, while the implementation of the school-grants sub-component (1.1) will be the responsibility of

the MEST (Policy and Planning Directorate) through the school grants team/unit in close association with the District Education Offices (DEOs) and the Financial Management (FM) Specialist in the REDiSL Secretariat.

While a Project Administration Unit (PAU) will be established within the Ministry of Finance and Economic Development (MOFED) in July 2017 – where key functions including FM, procurement, internal audit, and M&E for all World Bank projects will be consolidated -- it was agreed that the parent Project and proposed AF would retain the same FM, procurement, internal audit and M&E procedures as detailed in the project appraisal document (PAD) (and updated in Annex 5 to this Project Paper) until December 31, 2017 (the closing date of the original project) to minimize disruptions to the implementation of the original project. At the time of the REDiSL project closing, the arrangements for the proposed AF will be revisited and modified, as possible, to align with the PAU.

III. SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	Under Sub-component 1.1 - Performance-based school grants - beneficiary schools may decide, in consultation with their school management committees (SMCs), to utilize part of the proceeds from the performance-based school grants to engage in small scale civil works (e.g. renovations, building of WASH facilities) which can trigger the policy and require environmental safeguard measures. It is expected that potential environmental impacts from such activities will be very minor and thus will not pose major environmental issues. In order to mitigate these and ensure all such activities undertaken are conducted in an environmentally sound manner, head teachers and SMCs from all beneficiary schools will be provided and trained on of Environmental Guidelines, which will identify the key environmental issues that can emerge during works regardless of degree of the expected impacts to the environment and corresponding mitigation measures based on the Environmental Safeguards Management Framework (ESMF). The training of head teachers and SMCs will also cover environmental safeguards monitoring and implementation concerns. During implementation, environmental safeguards will also be reviewed during supervision missions. Under the AF, a budget will be added to the school grants sub-component to

		facilitate ESMF implementation and has been included in the updated ESMF. The school grants team in MEST will facilitate ESMF implementation in association with head teachers, SMCs and District Education Office (DEO) staff. The monitoring of ESMF implementation will be integrated in the standard checklists/tools used for monitoring of the school grants activity by the school grants team in MEST.
Natural Habitats OP/BP 4.04	No	
Forests OP/BP 4.36	No	
Pest Management OP 4.09	No	
Physical Cultural Resources OP/BP 4.11	No	
Indigenous Peoples OP/BP 4.10	No	
Involuntary Resettlement OP/BP 4.12	No	
Safety of Dams OP/BP 4.37	No	
Projects on International Waterways OP/BP 7.50	No	
Projects in Disputed Areas OP/BP 7.60	No	

IV. Key Safeguard Policy Issues and Their Management

A. Summary of Key Safeguard Issues

<p>1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:</p> <p>The REDiSL triggers OP/BP 4.01 (environmental safeguards) based on the potential that some components may involve minor construction or rehabilitation (1.1 School grants). Otherwise, the project is not expected to impact any change in social or environmental status quo. The environmental impacts are expected to be localized and small scale.</p>
<p>2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:</p> <p>No indirect or long-term impacts are anticipated from the proposed project activities.</p>
<p>3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.</p> <p>N/A</p>
<p>4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.</p> <p>The borrower prepared an Environmental Safeguards Management Framework (ESMF) for the original project and disclosed both in country and on the Bank's external website through</p>

InfoShop; this has been updated and will be used for the AF project. Although not all beneficiary schools may decide to utilize part of the school grant proceeds to undertake minor works, the head teachers and School Management Committees (SMCs) from all beneficiary schools will be provided and trained on Environmental Guidelines that will identify key environmental issues that can emerge during works irrespective of degree of expected impacts to the environment and corresponding mitigation measures based on the ESMF. The training of head teachers and SMCs will also cover environmental safeguards monitoring and implementation concerns. The school grants team will facilitate ESMF implementation in association with head teachers, SMCs and District Education Office (DEO) staff. The monitoring of ESMF implementation will be integrated in the standard checklists/tools used for monitoring of the school grants activity by the school grants team in MEST. During implementation, environmental safeguards will also be reviewed during supervision missions.

No other safeguard policies are triggered at this time.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

The project's stakeholders include head teachers/principals, education committees of district councils, education secretaries, etc. As part of the original project, the ESMF preparation conducted stakeholder workshop on environmental and social aspects of the project. A summary of consultations has been included in the final version of ESMF and disclosed in Sierra Leone and in the Bank Infoshop. Further consultations were undertaken during the original project implementation that informed the preparation of the AF project (SMCs, local education councils, district education staff, parents and community members, etc.)

No additional consultations were needed for this update of the ESMF as the AF-supported activities are same as the activities supported under the original project. The ESMF has been updated to include further necessary details on the description of the components and the budget for the implementation of the ESMF has been added. During implementation of the AF, environmental safeguards will be reviewed during each implementation support mission. Head teachers and School Management Committees (SMCs) will be provided with guidelines on the key environmental issues that can emerge during works and corresponding mitigation measures based on the ESMF. Further, as part of sensitization and training activities currently planned under sub-component 1.1 (performance-based school grants), teachers and SMCs will be informed of any potential safeguards issues, safeguards monitoring and implementation concerns.

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other	
Date of receipt by the Bank	14-Apr-2014
Date of submission to InfoShop	16-May-2017
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	
"In country" Disclosure	

Sierra Leone	01-Apr-2014
<i>Comments:</i>	
If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.	
If in-country disclosure of any of the above documents is not expected, please explain why::	

C. Compliance Monitoring Indicators at the Corporate Level

OP/BP/GP 4.01 - Environment Assessment						
Does the project require a stand-alone EA (including EMP) report?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	NA	<input type="checkbox"/>
If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	NA	<input type="checkbox"/>
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
The World Bank Policy on Disclosure of Information						
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
All Safeguard Policies						
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
Have costs related to safeguard policy measures been included in the project cost?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>

V. Contact point

World Bank

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VII. Approval

Task Team Leader(s):	Name: Peter Darvas	
<i>Approved By:</i>		
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Practice Manager/Manager:	Name: Halil Dundar (PMGR)	Date: 12-May-2017
Country Director:	Name: Parminder P. S. Brar (CD)	Date: 14-May-2017