Combined Project Information Documents / Integrated Safeguards Datasheet (PID/ISDS)
**BASIC INFORMATION**

**A. Basic Project Data**

<table>
<thead>
<tr>
<th>Country</th>
<th>Project ID</th>
<th>Project Name</th>
<th>Parent Project ID (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sudan</td>
<td>P167169</td>
<td>Sudan Basic Education Support Project</td>
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<table>
<thead>
<tr>
<th>Region</th>
<th>Estimated Appraisal Date</th>
<th>Estimated Board Date</th>
<th>Practice Area (Lead)</th>
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<tr>
<td>AFRICA</td>
<td>15-Jan-2020</td>
<td>23-Apr-2020</td>
<td>Education</td>
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<table>
<thead>
<tr>
<th>Financing Instrument</th>
<th>Borrower(s)</th>
<th>Implementing Agency</th>
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<tbody>
<tr>
<td>Investment Project Financing</td>
<td>Federal Ministry of Finance and Economic Planning</td>
<td>Federal Ministry of Education</td>
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**Proposed Development Objective(s)**

The proposed Project Development Objective (PDO) is to increase enrollment and retention and improve reading proficiency of boys and girls in early grades of primary education in target disadvantaged schools.

**Components**

- School Improvement Program
- Systems Strengthening
- Program coordination, monitoring and evaluation
- Variable Part

**PROJECT FINANCING DATA (US$, Millions)**

**SUMMARY**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Total Project Cost</td>
<td>61.35</td>
</tr>
<tr>
<td>Total Financing</td>
<td>61.35</td>
</tr>
<tr>
<td>of which IBRD/IDA</td>
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</tr>
<tr>
<td>Financing Gap</td>
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</tr>
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**DETAILS**

**Non-World Bank Group Financing**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tr>
<td>Trust Funds</td>
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</tr>
<tr>
<td>EFA-FTI Education Program Development Fund</td>
<td>61.35</td>
</tr>
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</table>
Environmental Assessment Category
B-Partial Assessment

Decision
The review did authorize the team to appraise and negotiate

Other Decision (as needed)

B. Introduction and Context

Country Context

1. **Sudan is a lower-middle-income country with one of the fastest growing populations in Sub-Saharan Africa.** In 2017, population was estimated at 40 million with 43% aged 15 and below. Over the last decade, population in Sudan grew at an average rate of 2.5% a year from 33 million in 2008 (World Bank, 2016). The school-age population (4- to 16-year-olds) is estimated to represent 34% of the population and continues to grow, contributing to the rising demand for social services such as basic education and healthcare provision. In 2008-2017, despite the economic sanctions and secession of the oil-rich Southern states, GDP rose at a 2% annual rate. GDP per capita increased five-fold in nominal terms from SDG 3,617 to SDG 14,485; however, in constant 2016 prices, there was a 5% decrease, because GDP grew at the rate lower than the population and high inflation. 2018 has been a challenging year for Sudan with inflation reaching 50% in the first quarter, leading to a steep decline in population real incomes and, therefore, the ability to access social services.

2. **Despite economic growth and relatively high GDP per capita¹, poverty remains widespread in Sudan.** According to the 2009 Poverty Survey, 46.5% of population in Sudan live below the official poverty line, with a considerable variation between rural (58%) and urban (26%), and among states, of which the extremes are war-affected North Darfur with 69% of its population living in poverty contrasting with 26% in the capital Khartoum. Relatively high real GDP per capita has not turned into better living conditions of Sudanese. Nevertheless, the country has made considerable progress in human development. Notably, child mortality reduced from 105 per 1,000 (2000) to 65 per 1,000 (2016); maternal mortality dropped from 544 per 1,000 (2000) to 311 per 1,000 (2015) (World Bank WDI). The youth literacy rate, defined as the proportion of youth between the age of 15 and 24 that can read and write a simple sentence in any language, increased from

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¹ 2016 GDP per capita at 2010 prices: US$ 1,923
78 in 2000 to 86 in 2014 (Lange et al., forthcoming). The increase in youth literacy is particularly pronounced among individuals in the bottom quintiles of the distribution and rural youths. However, there is still a considerable gap of around 15 percentage points between Sudanese youth in rural and urban areas.

3. **Political instability hindered Sudan’s efforts to attain better economic and social development.** Since its independence in 1956, Sudan has experienced two almost consecutive civil wars spanning over five decades with only a period of relative tranquility between 1972 and 1983, limiting the country’s ability to provide critical services, especially in the most conflict-affected states (World Bank, 2013). Years of political crises have yielded a considerable number of displaced people, generating a huge need of humanitarian assistance and pressure in social services, including education. According to the 2018 Humanitarian Needs Overview, 2.3 million people need shelter since they have been displaced by the perpetual conflict in the South-Western parts of the country. 4.8 million people are also in need of food with production in much of the arable land located in conflict curtailed, which is 1.2 million more than in 2017. Almost 2.5 million children are at risk of malnutrition and in 11 out of 18 states, the prevalence rates are above 15%, higher than the emergency threshold according to the World Health Organization. In total, there are 5.5 million people in need of humanitarian assistance in Sudan (an increase from 4.8 million in 2017), 1.7 million of them being children and adolescents who need basic education services.

**Sectoral and Institutional Context**

4. **Education provision in Sudan is a shared responsibility among various administrative layers.** Education system is managed at the Federal, State and locality levels. While the Federal level has the policy mandate, mainly for strategic planning, coordination, and definition of standards, eighteen states are responsible for secondary education provision, human resource management, coordination of work of the Directorate of Education at the locality level, and basic education certification. Localities are the frontline service providers responsible for basic education day-to-day management, comprising two years of preschool, five years of lower primary, and three years of upper primary education. The Education Sector Strategic Plan, a five-year plan, defines the overall direction of the sector in the medium term. The new education sector plan is being finalized and will inform the sector vision for 2018-2022.

5. **In 2015, Sudan began the reform of the basic education curriculum and is currently moving to the new education structure comprising nine years of primary education (6:3)** (in addition to 2 years of pre-school). The first cohort of students is expected to reach Grade 9 of basic education in 2023/2024 school year. The curriculum change implying the increase in the number of years of
free education requires reassessing the system ability to provide complete basic education to all children in Sudan, including refugees.

6. There have been significant improvements in basic education outcomes over the last decade. Between 2008/09 and 2017/18, the number of primary schools increased by 2,800, allowing one million more children to access education. The number of students completing primary education and proceeding to secondary school increased from 251 to 336,000 during the same time. Provision of preschool education, an important step to build school readiness, is relatively high with Gross Enrollment Ratio (GER) reaching 43% in 2017, which is ten percentage points above the average rate for Sub-Saharan Africa. Around 26% of basic schools have preschool facilities. In 2018, 65% of learners enrolled in Grade 1 reported having some preschool experience, an improvement of about 16 percentage points from 49% recorded in mid-2000 (ESA).

7. Sudan has relatively low level of public spending on education but achieved high completion rates, compared with several countries in Sub-Saharan Africa. An index of return, as defined by school completion rates, on every percentage of GDP spent on education is the highest in Sudan (Table 1). For instance, one percent of GDP invested in education in Sudan yields a 51.3% completion rate in Grade 6 and 42.3% in Grade 9 (first grade of secondary education in Sudan), while in Kenya, which has the highest completion rates among the comparator countries, the return is 18.8% and 11.9% in Grades 6 and 9, respectively.
Table 1: Efficiency of government expenditures in education in select Sub-Saharan Africa countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Education as % of GDP</th>
<th>Relative to average</th>
<th>Completion</th>
<th>Efficiency index</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>(a)</td>
<td>Grade 6</td>
<td>Grade 9</td>
</tr>
<tr>
<td>Sudan</td>
<td>1.2</td>
<td>1.0</td>
<td>61.6</td>
<td>50.8</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>4.5</td>
<td>3.8</td>
<td>50.7</td>
<td>33.0</td>
</tr>
<tr>
<td>Kenya</td>
<td>5.3</td>
<td>4.4</td>
<td>99.6</td>
<td>63.1</td>
</tr>
<tr>
<td>Malawi</td>
<td>6.9</td>
<td>5.8</td>
<td>75.0</td>
<td>17.1</td>
</tr>
<tr>
<td>Mozambique</td>
<td>6.7</td>
<td>5.6</td>
<td>56.4</td>
<td>24.0</td>
</tr>
<tr>
<td>Tanzania</td>
<td>3.5</td>
<td>2.9</td>
<td>83.7</td>
<td>45.9</td>
</tr>
<tr>
<td>Uganda</td>
<td>3.3</td>
<td>2.8</td>
<td>79.7</td>
<td>33.3</td>
</tr>
<tr>
<td>Average selected countries</td>
<td>4.5</td>
<td>3.7</td>
<td>74.2</td>
<td>36.1</td>
</tr>
<tr>
<td>Average Sub-Saharan Africa</td>
<td>4.3</td>
<td>3.6</td>
<td>67.0</td>
<td>37.0</td>
</tr>
</tbody>
</table>

Source: Sudan Education Sector Analysis 2018

Continued low and unequal levels of access

8. **Despite recent improvements in enrolment, the overall level access to basic education in Sudan has not changed.** Sudan has not managed to cope with the growing demand for education imposed by the high population growth. GER was stagnant and low compared to other comparator countries: 72% (2008/09) and 73% (2016/17). While girls’ and boys’ Grade 1 enrolment rates in urban areas are similar, male Grade 1 enrolment rates in rural areas are six percentage points higher than those for girls. Grade 8 enrollment rates are in favor of boys, and the gap is especially evident in rural areas.

9. **Socioeconomic disparities in basic education are also large.** For example, while Grade 1 enrollment rates for the wealthiest fifth of households were universal, only 81% of children in the poorest fifth of households were enrolled. The socioeconomic gap in primary access widens by the end of the education cycle. Only 34% of children from the poorest quintile reach the last grade of primary education compared to 94% of children from the wealthiest quintile. The socioeconomic disparities further translate into access to secondary education: only 9% of children from the bottom income quintile of households proceed to Form 1 of secondary education, while 77% of children from the top income quintile do. Low access to secondary education for the bottom income quintiles of population in Sudan urge targeted support to the most vulnerable and poor families.
10. **Low retention rates and dropout have undermined Sudan’s effort to implement the policy of universal fee-free basic education.** While student enrolment has increased over time, retention rates are still low, contributing to the increasing number of out-of-school-children (OOSC). An analysis of enrolment in 2016/17 illustrates the large volume of pupils entering Grade 1 gradually shrinks while moving to upper grades due to drop out. The schooling profile shows the gradual losses through the system and brings the gender dimension of the inefficiency. In general, boys are more likely to drop out than girls. For example, 48% of boys enrolled in Grade 1 are likely to reach Grade 8 compared to 53% of girls. Anecdotal evidence suggests that high drop out of male pupils is associated with the high opportunity cost of attending school, which includes the cost of not working in the household. Female pupils drop out due to early marriage.
11. **In 2014, around 3 million children of the relevant age for basic and secondary education were out of school.** Whereas 52% of children had never attended school, 48% dropped out. The majority of OOSC (77%) are 6- to 13-year-olds, i.e. the basic education age reference group. The system still has late entry until 11 years with children who do not attend school before turning 12 are likely not to attend ever.

12. **Reasons for not attending school include high costs and distance to schools.** According to the results of the National Household Budget and Poverty Survey (NHBPS) conducted in 2014/15, respondents for around 20% of children between the age of 6 and 15 that are not attending school cite high costs, 13-14% cite distance to school, and 5-6% percent cite the need for the child to support the family (World Bank, forthcoming). Respondents for around 40% among both girls and boys cite other reasons (including disability and illness of the household head or the child itself).
Figure 2: Enrolment pyramid and share of illiterate pupils

**Figure 2: Enrolment pyramid and share of illiterate pupils**

Enrolment pyramid, thousand (2017)

<table>
<thead>
<tr>
<th>Level</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic 1</td>
<td>524</td>
<td>464</td>
</tr>
<tr>
<td>Basic 2</td>
<td>341</td>
<td>312</td>
</tr>
<tr>
<td>Basic 3</td>
<td>255</td>
<td>246</td>
</tr>
<tr>
<td>Basic 4</td>
<td>164</td>
<td>177</td>
</tr>
<tr>
<td>Basic 5</td>
<td>22%</td>
<td>17%</td>
</tr>
<tr>
<td>Basic 6</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Basic 7</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Basic 8</td>
<td>46%</td>
<td></td>
</tr>
</tbody>
</table>

Share of pupils performing below level 1 (illiterate) in Reading assessment (2014 or the latest available)

<table>
<thead>
<tr>
<th>Country</th>
<th>Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egypt</td>
<td>22%</td>
</tr>
<tr>
<td>Iraq</td>
<td>17%</td>
</tr>
<tr>
<td>Jordan</td>
<td>20%</td>
</tr>
<tr>
<td>Morocco</td>
<td>18%</td>
</tr>
<tr>
<td>Yemen</td>
<td>27%</td>
</tr>
</tbody>
</table>

Source: Education Sector Analysis, 2018.

**Low and stagnant learning outcomes**

13. **Despite the considerable increase in access to education, learning outcomes are yet to improve.** According to the National Learning Assessment (NLA) conducted in 2015, where basic numeracy and literacy of Grade 3 pupils were evaluated, the results were low in all domains of the assessment: reading, writing, and numeracy. For example, only 5% of pupils could read fluently in Arabic, and 40% were not able to read at all. Furthermore, the assessment of reading speed among third graders indicated an average speed of 15 words per minute, which is far below the minimum standard of 40 words per minute required to gain understanding of and meaning from the text. However, Sudan’s third graders do better in listening and comprehension if compared to pupils from other Arabic Countries.

14. **There is a sign of slight improvements in learning outcomes in Sudan.** The country has recently completed its second NLA, and preliminary data indicates some gains in reading scores, with the reduction of non-readers from 40% in 2014 to 38% in 2017². Reading comprehension has improved from 36% in 2014 to 52% in 2017. The share of students able to perform single digit subtraction and addition increased significantly from 39.9% and 46.2% in 2014 to 42.8% and 51.7 in 2017, respectively.

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² The difference in scores is statistically significant at 1%.
15. While in general there have been improvements in learning outcomes, some states are lagging behind, and some are stagnant. Continued high enrolment in Grade 1 will put further pressure on facilities, teaching and learning materials, and teacher staffing. Thus, the goals of improving education quality and reaching universal primary education in this context are to become even more ambitious. In reading proficiency (grade 3 pupils), nine states improved results, four worsened and five remained stagnant.

Figure 3: Grade 3 reading performance by state (2014/15 and 2017/18 NLAs)

16. The question of teacher distribution is acute in Sudan. In a context of rapidly rising enrollment, Sudan is struggling to post primary school teachers to the schools where they are most needed. School pupil-teacher ratios (PTRs) – the ratio of the number of pupils at a school to the number of teachers – vary significantly across and within states; between localities with different levels of amenities; and, within localities, between schools with better facilities. This lead to severe local shortages of teachers in some schools alongside relative surpluses in others, in some cases within
the same small geographic area. In one locality in Red Sea state, for example, school-level PTRs vary from 7 to 879 within an area of a few square kilometers.

17. **These inequities in distribution of teachers exacerbate existing shortages of teachers.** Sudan’s 5.3 million primary school students are taught by 148,774 basic school teachers (2016/17). A national PTR of 36 is low compared to countries in Sub-Saharan Africa region. 53 percent of basic schools have a school-level PTR above the national average. The uneven distribution of teachers between schools, however, means that the most understaffed schools are severely deprived of teachers: the top ten percent of schools by PTR have ratios of 81 or more, while the bottom ten percent have ratios of 17 or less. As a result, the investment in students for primary education varies widely. A typical student at a school with bottom-decile PTR benefits from investment in teacher salaries of SDG 1,557 per year of schooling, versus just SDG 113 in schools in the highest decile.

Figure 4: Pupil-teacher ratio in Sudan public primary schools by location, school type, and states (2017)
The poor quality of the learning environment in many secondary schools also affects teacher motivation as well as student outcomes. Many schools do not meet norms for teaching and learning materials. While there have been improvements in student textbook ratios recently, mostly due to the efforts made within the Basic Education Recovery Project, under which all pupils in Grade 1-4 received a set of textbooks, shortages in specific subjects remain. On average four learners share a science book among themselves, while in Math and Arabic language classes, two and three learners, respectively, share one textbook.
19. **Some areas of school infrastructure are currently inadequate, and continued basic education expansion will add further pressure.** Existing primary schools have shortfalls in classrooms and other facilities. For example, 16% of public schools including 21% in rural areas and 9% in urban, have a least one grade without a classroom. Pupils in such classes study outside ‘under the tree’ and often dismissed during rainy seasons and hot summer months, which contribute to further worsening of learning outcomes. The availability of water and sanitation facilities also tend to vary widely across basic schools and the number of latrines is inadequate. This is an important driver of poor education outcomes for girls entering puberty during upper primary school given the high number of overaged children due to repetition (Sperling et al., 2016). Expanding access and reaching underserved areas will also require more classrooms in basic schools. Since the distance between schools and households is an important factor in explaining school drop-out, it will be important to locate new schools optimally to reduce travel times (Lange et al., forthcoming).

20. **Incomplete primary schools affect the system’s ability to retain children until completion.** A review of the supply of basic education indicates that 6,793 out of the 16,643 schools are incomplete schools that miss at least one grade. 1% of schools do not have lower grades 1-4. When children transition from one school to another this increases the likelihood of non-completion of primary education, because it is harder to settle in a new environment and learning tends to regress.

*Low level of public spending on education and significant contributions of families*

21. **Current funding for education indicates the need for more investments to guarantee quality services and more inclusion.** Education budget as a proportion of the overall budget has remained stable at 11% between 2009-2017, which is low compared to the GPE recommended 20% (GPE, 2016). In the same period, the sector budget increased 2.6 times in nominal terms, from SDG 2.7 trillion to SDG 6.9 trillion. In turn, recurrent spending in education, which represent 90% of the budget, more than doubled in current prices from SDG 2.4 trillion in 2009 to SDG 5.4 trillion in 2017. However, in real terms, at 2016 prices, recurrent education expenditure dropped by half As a share of GDP, spending in education dropped by half from 2.4% in 2009 to 1.2% in 2017, which is the lowest in Sub-Saharan Africa.

22. **Families contribute greatly to education covering expenses on goods and services, capital costs, salaries to volunteer teachers, and food provision to teachers and pupils.** The current economic situation is likely to affect the ability of families to pay going forward, so there is a need to mobilize more public funding. On top of the resources received from the federal, state and locality levels, households significantly contribute to the education development. In basic education for instance, on top of the SDG 2.6 trillion covered by public finances, parents added a total of SDG 496 million in the 2016/17 translating to about 16% of the known spending. With the growing
inflation affecting the purchasing power of households in Sudan, most of them may lose the ability to pay for goods and services.

23. **External financing of the education sector is limited and unpredictable.** Sudan remains a highly-indebted country that has accumulated sizeable external arrears and has been in non-accrual status with the World Bank Group since 1994. At the end of 2015, its external debt amounted to $50 billion (61% of GDP) in nominal terms, about 84% of which was in arrears. Given Sudan’s current lack of access to IDA funding, the WBG program is resourced mainly through trust funds, partnerships including GPE, and the Bank budget.

**Relationship to CPF**

24. **The proposed project will support the GoS in achieving sub-sector objectives set in the Education Sector Strategic Plan for 2018-2022** that focus on Human Development as the key driver for sustainable development and equitable growth, which is aligned with the World Bank Group’s twin goals of reducing extreme poverty and enhancing shared prosperity. The project will help improving access to quality education, reducing regional and gender disparities in access and education outcomes, as well as supporting capacity building on planning and budgeting at all levels (federal, state, locality, and school). The project will build on the success of the Basic Education Recovery Project (BERP), which created the pillars for service delivery right after the secession.

25. **Interim Strategy Note (INS) for Sudan defines the areas of Bank engagements, focusing on basic service delivery.** The project will support Pillar II “address socioeconomic roots of conflict” and will contribute to improving equitable service delivery in education. The proposed operation is in line with the government’s Basic Education Strategy and aims to upgrade the learning environment in states of Sudan. The project will also contribute to long-term Poverty Reduction and Equity Strategy by investing in improving education outcomes across the country, including areas under conflict.

### C. Proposed Development Objective(s)

**Development Objective(s) (From PAD)**

The proposed Project Development Objective (PDO) is to improve reading proficiency of pupils in early grades and improve progression to the upper grades of primary education in disadvantaged schools, and to strengthen the education management systems.
Key Results

Results Area 1: Improving school learning conditions and practices

- Data on school characteristics and benchmark with other schools (school profile) is provided to schools to improve school planning and monitoring
- Greater accountability and partnership between schools and local communities in school planning and resource management
- Improved school infrastructure in rural schools to retain pupils and teachers;
- Stronger financial and non-financial incentives to teachers to be deployed in schools with teacher shortages;
- Adequate time and reading materials and reading support efforts provided to ensure students in low performing schools achieve proficiency in reading

Results area 2: System strengthening and capacity building

- Continuation and improvement of the National Learning Assessment system
- Using data collected through the annual school census to support schools to develop evidence-based school planning.

D. Project Description

26. The proposed operation, Basic Education Development Program (BEDP), aims at improving access to quality basic education in Sudan. The project will support the implementation of the Education Sector Strategic Plan for 2018-2022 and will build on the results of the ongoing Basic Education Recovery Project. The project will operate at system and school levels, targeting disadvantaged schools.

27. Attainment of the proposed PDO will be based on Government’s achievement of results in two components: (a) school improvement program, which will include providing support to schools to improve learning environment and practices, and (b) the education system capacity strengthening.

Component 1: School Improvement Program (US$33.0M)

28. This component will support school improvements towards increasing access and enhancing quality of teaching and learning in selected number of disadvantaged schools. Under this component, the project will support the definition and implementation of the school construction program to respond to the shortage of classroom in identified schools where there are classes in open air and support the transfer of school grants to improve learning conditions and support the most vulnerable students, who are more likely to drop out.
Sub-Component 1.1: Evidence-Based Planning and Budgeting

29. This sub-component will support schools in designing development plans using their school profiles and information datasheets. The plans will focus on improving school performance in access, student retention, and learning outcomes. School profiles will utilize school-level data generated annually within the school census and information on student performance. Such information will allow each school to understand their status on various indicators, including enrollment, retention, school conditions, learning, among others, and informing definition of annual targets in the school plan.

30. The plans will be developed through a participatory process, involving Parents-Teachers-Associations (PTAs), who will assess the school status and propose the course of action for the following year based on the existing resources, and monitor the implementation.

Sub-Component 1.2: Provision of intervention packages to targeted schools

31. Under this sub-component, the project will provide different packages of interventions to schools, based on needs and resource availability aiming at improving the learning environment. Considering limited resources, the project will not be able to cover all public schools in Sudan, a targeting mechanism will be applied to select disadvantaged schools for specific interventions aiming at improving equity among the schools. Three differential packages will be provided a pool of targeted schools, with fewer schools accessing the full package (Package 3) due to its highest cost per school/student:

- Package 1: School profile and School grants
- Package 2: School profile, School grants, Textbook and Readers,
- Package 3: School profile, School grants, Textbooks and Readers, and Classrooms.

32. Schools grants play a crucial role in providing the schools with basic learning materials, essential to improve the quality of teaching and learning process, an important condition to retain pupils at school. Besides, school grants can be used to strengthen participatory planning at school level, involving PTA in the definition of priorities to be funded by the grant. Under this sub-component, all primary schools will benefit from grants for materials, and schools deemed vulnerable will receive an additional amount to cater for the support to the vulnerable pupils who are more likely to drop out due to the economic situation facing the country.
33. **Textbooks and Supplementary Readers.** Under this sub-component, the project will support production, procurement, distribution, and utilization of textbooks, associated teacher guides and other supplementary learning materials. The BERP established the learning materials development and downstream supply management system, allowing schools even in more remote areas to receive quality and relevant materials. The proposed operation will consolidate the gains achieved under the BERP on access to textbooks and support the appropriate use of materials for teaching and learning process.

34. To address the low reading level in among pupils, supplementary reading material will be produced by the Federal MoE printed and delivered to selected schools. Teachers and community volunteers will be trained to: (i) assess reading skills of students; (ii) conduct reading hour in schools; (iii) monitor the students’ progress in reading in selected schools. Localities’ inspectors will be trained to support schools in implementing this intensive reading support intervention.

35. **Classroom construction.** The program will support construction of new classrooms in schools with a high share of open-air (‘classes under the tree’) and overcrowded classrooms and support upgrading of basic school infrastructure including water, latrines, fences, and electricity in target schools.

36. **Parents and communities play a significant role in sustaining education provision in Sudan.** The intervention packages above will build on this commitment and adopt the school-based community empowerment approach already developed under the Basic Education Recovery Project. This includes communities and parents’ participation in: (i) school improvement planning; (ii) managing school grants; (iii) managing school construction; and (iv) supporting teachers in organizing reading hours using supplementary reading materials.

**Component 2: Systems Strengthening ($6m)**

37. This component will support capacity building in the Federal Ministry of General Education and state Ministries of Education for production and use of data for strategic and operational planning. Also, the project will support development of a teacher deployment program and support its implementation in selected states with school-level pupil-teacher ratios significantly above the country average.

38. **National Learning Assessment (NLA).** This sub-component will support the consolidation of the capacity to implement the NLA every three years, and the usage of data for policy formulation and implementation in Sudan. The latest round of NLA was completed in January 2018. Two cohorts were tested in reading and math – Grade 3 and Grade 6 pupils. Schools where Grade 3 pupils were tested in 2014/15 were added to the sample, to explore the change in student learning outcomes. While the results show overall low levels of learning, they serve an important
source of data for the policy dialogue. The data provides for details, which facilitate the understanding of the learning among states and within states. The program will promote further use of the NLA data among national researchers through a competitive research fund. The next round of NLA is scheduled for 2020. Results of the assessment will inform the design of the next education sector plan for 2022-2026.

39. **School data collection under the Sudan Annual School Census (ASC).** Introduced under the BERP, the rapid survey has produced data on schools on a timely and efficient manner. Under this operation, the Ministry of Education will continue implementing the annual school census and introduce school profiles (report cards) to provide feedback to schools and localities on the current development status against that at the state and country levels. This way, statistics can also be used at local level for dialogue and planning purpose.

40. **The states and localities play an important role in managing schools.** Therefore they need to strengthen their ability to plan based on data from the school’s census. The project will support training of state officers on planning and budgeting. Under the school improvement program (Component I) schools will need regular supervision and support from the localities, which means the latter will also need to strengthen their capacity to perform this task. Localities will also train PTAs on participatory planning and use of school data for planning and monitoring purpose at the school level. Localities will also receive support for coaching and monitoring the reading program.

41. **Development of the Education Sector Strategic Plan (ESSP) for 2022-through 2026** Strategic planning is critical to inform interventions in the education sector. Sudan has been able to develop strategic plans with the support of technical assistance under the BERP. Capacity constraints are still present, and the Ministry will still need support to develop the next strategic plan. Under this component, technical assistance will be provided to the FME to design the new plan through a consultative process with the relevant stakeholders.

42. **Support the development and pilot implementation of a teacher deployment policy.** Teacher deployment is an issue in Sudan, only 30% of the schools have the number of teachers deployed corresponding to the number of students studying. Teachers are concentrated in urban areas with higher availability of amenities. This sub-component will support the development of a teacher deployment policy, which should consider the constraints the system is facing to attract and retain teachers in remote areas. The project will support the implementation of the policy in selected states with high PTRs to redistribute teachers more evenly.

**Component 3: Program coordination, monitoring and evaluation ($3m)**
This component will support the Federal MoE in overall program coordination, monitoring and evaluation. The Program Coordination unit will cover functions such as planning, procurement, financial management, environmental and social safeguards and monitoring and evaluation. Technical experts will be mobilized as necessary.

E. Implementation

Institutional and Implementation Arrangements

The project will be implemented by the Federal Ministry of Education and State Ministries of Education.

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

The locations are expected to be existing school footprints in state regional capital towns, small towns, and rural villages. Most locations have well-defined footprints with demarcated perimeters and/or fences. Project locations will be selected according to selection criteria for beneficiary schools, including lack of physical and human resources, as to be detailed in the Project Appraisal Document. The number of targeted localities will be five in each of the 18 states. The 18 states in Sudan vary widely in terms of their physical characteristics. However, the representative sub-project is likely to be an existing school on an established footprint which is in need of rehabilitation, upgrading, and/or expansion. Most schools have a footprint delineated by a fence, where the fenced school grounds includes school classrooms, an administration office, latrines, water supply for drinking and hand-washing, an outdoor play area, and some shade trees. The school construction design is currently in use in the predecessor project and is suitable for the physical conditions present in Sudan.

G. Environmental and Social Safeguards Specialists on the Team

Tracy Hart, Environmental Specialist
Samuel Lule Demsash, Social Specialist

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<th>SAFEGUARD POLICIES THAT MIGHT APPLY</th>
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point, the exact location of the infrastructure (classrooms/schools) to be selected is still to be determined. An Environmental and Social Management Framework (ESMF) has been prepared and provides guidance for preparation and implementation of the environmental and social screening process and the preparation of the specific Environmental and Social Impact Assessments (ESIAs) for sub-projects. The ESMF was consulted on in-country in April 2019. The ESMF will be disclosed in the country and on the World Bank’s External website prior to appraisal.

| Performance Standards for Private Sector Activities OP/BP 4.03 | No | There are no private sector activities in this project. |
| Natural Habitats OP/BP 4.04 | No | The school sites will not impinge on natural habitats. This is screened for in the site-specific screening checklist. |
| Forests OP/BP 4.36 | No | The school sites will be in cities and towns and will not impinge on forest areas. This is screened for in the site-specific screening checklist. |
| Pest Management OP 4.09 | No | The school construction will not involve the use of chemical pesticides. |
| Physical Cultural Resources OP/BP 4.11 | Yes | School construction is expected to take place within existing school footprints. Chance find procedures are included in the ESMF. |
| Indigenous Peoples OP/BP 4.10 | No | This policy is not applicable. |
| Involuntary Resettlement OP/BP 4.12 | No | The project does not involve acquisition of land, as all classroom constructions are expected to occur within an existing school footprint. Land ownership will be documented through a process delineated within in the ESMF, which includes templates in English and in Arabic in the ESMF Annexes. |
| Safety of Dams OP/BP 4.37 | No | This policy is not applicable. |
| Projects on International Waterways OP/BP 7.50 | No | This policy is not applicable. |
| Projects in Disputed Areas OP/BP 7.60 | No | This policy is not applicable. |
KEY SAFEGUARD POLICY ISSUES AND THEIR MANAGEMENT

A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:

The project is rated EA category B. The project triggers OP 4.01 Environmental Assessment due to activities to be financed: construction of classrooms (equipment and furniture), latrines, water supply. Expected negative environmental impacts may include, but are not limited, to the following: construction-related safety hazards to the local community, worker health and safety, ambient dust, increased traffic, increase in water demand for upgraded latrines and hand-washing facilities, potential for sewerage runoff due to poor latrine design, limited ability to maintain upgraded infrastructure. Expected negative social impacts may include, but are not limited, to the following: omission of disadvantaged and vulnerable groups in the locality and school selection process; differential accessibility to schools for isolated, rural communities; limited enrollment of girls due to inadequate latrines and/or societal pressures.

At this point, the exact location of the infrastructure (classrooms/schools) to be selected is still to be determined. The Environmental and Social Management Framework (ESMF) of the parent project has been substantially updated to include environmental and social issues not previously identified, such as conflict, gender-based violence and sexual exploitation, occupational health and safety, etc.

The ESMF provides guidance for preparation and implementation of the environmental and social screening process and the preparation of the site specific Environmental and Social Impact Assessments (ESIAs) or Environmental and Social Management Plan (ESMP) for sub-projects as needed. The ESMF was consulted on in country in April 2019. The ESMF will be disclosed in the country and in the World Bank’s External website in January 2020, prior to appraisal.

2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:

There are no potential irreversible impacts due to anticipated future activities in the project areas. Furthermore, impacts are expected to be site-specific, with most of the impacts confined to the construction phase of the project.

3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts:

Currently functioning schools are being rehabilitated, upgraded, or expanded rather than new schools being built. This is to minimize land acquisition.

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:

The Federal Ministry of Education (FMoE) will continue to serve as the implementation agency for this project. Within the FMoE, there is an existing Project Implementation Unit (PIU) which will hold responsibility for carrying day-to-day implementation of project activities. The PIU is supported by a senior civil engineer (SCE) as well as a social mobilization and grass-roots capacity building / school grant coordinator specialist, to carry out environmental and social safeguards implementation, respectively. National institutional capacity is thus strong. The PIU has a history of engaging with State Ministries and local communities to build capacity, and there is a component in the project dedicated to funding this, especially for the new States being added.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.
Stakeholder consultation were carried out during the design of the project activities as well as the ESMF preparation exercise with the aim of explaining the objectives and scope of the project as well as to discuss and respond to project issues of concern to different stakeholders. The consultations were conducted at the federal level (including the project Implementation Unit (PIU)), the Federal Ministry of Education), and at the State level, the River Nile State Ministry of Education was visited in addition to Shendi locality and the proposed school construction sites for two schools.

The stakeholders consulted included, but not limited to: Leading Government officials, School education council members, and school principals. Other groups consulted include the State Higher Council for the Protection of the Environment (SHCPE), teachers association, Education Practitioners and key government offices directly involved in the project’s implementation. Specifically, the consultation process included orientation meetings with the senior officials from the Federal Ministry of Education, River Nile State Ministry of Education, River Nile State Higher Council for the Protection of Environment, and the School education council members, and school principals of Shendi Locality. Consultations were conducted in April 2019 and are documented in the ESMF.

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other

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<th>Date of receipt by the Bank</th>
<th>Date of submission for disclosure</th>
<th>For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors</th>
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"In country" Disclosure

C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting)

OP/BP/GP 4.01 - Environment Assessment

Does the project require a stand-alone EA (including EMP) report?
Yes

If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?
Yes

Are the cost and the accountabilities for the EMP incorporated in the credit/loan?
Yes

OP/BP 4.11 - Physical Cultural Resources

Does the EA include adequate measures related to cultural property?
No
Does the credit/loan incorporate mechanisms to mitigate the potential adverse impacts on cultural property?
No

The World Bank Policy on Disclosure of Information

Have relevant safeguard policies documents been sent to the World Bank for disclosure?
Yes
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?
No

All Safeguard Policies

Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?
Yes
Have costs related to safeguard policy measures been included in the project cost?
Yes
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?
Yes
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?
Yes

CONTACT POINT

World Bank
Thanh Thi Mai
Senior Education Specialist

Omer Nasir Elseed
Senior Education Specialist

Borrower/Client/Recipient
Federal Ministry of Finance and Economic Planning
Implementing Agencies

Federal Ministry of Education
Mohamed Salim
Director Planning
mohgutbi1@gmail.com

FOR MORE INFORMATION CONTACT

The World Bank
1818 H Street, NW
Washington, D.C. 20433
Telephone: (202) 473-1000
Web: http://www.worldbank.org/projects

APPROVAL

<table>
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<tr>
<th>Task Team Leader(s):</th>
<th>Thanh Thi Mai</th>
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<tr>
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<td>Omer Nasir Elseed</td>
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<tr>
<td>Safeguards Advisor:</td>
</tr>
<tr>
<td>Practice Manager/Manager: Safaa El Tayeb El-Kogali 14-Jan-2020</td>
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<td>Country Director: Adama Coulibaly 14-Jan-2020</td>
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