



# Project Information Document (PID)

Appraisal Stage | Date Prepared/Updated: 16-Apr-2020 | Report No: PIDA28119



**BASIC INFORMATION**

**A. Basic Project Data**

Country Sudan	Project ID P172812	Project Name Sudan Basic Education Emergency Support	Parent Project ID (if any)
Region AFRICA	Estimated Appraisal Date 12-Feb-2020	Estimated Board Date 05-May-2020	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) Federal Ministry of Finance	Implementing Agency Federal Ministry of Education	

Proposed Development Objective(s)

To sustain enrollment in public basic education in Sudan during the transition school year.

Components

School Grants Program  
Program coordination and management

The processing of this project is applying the policy requirements exceptions for situations of urgent need of assistance or capacity constraints that are outlined in OP 10.00, paragraph 12.

Yes

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

**SUMMARY**

<b>Total Project Cost</b>	11.58
<b>Total Financing</b>	11.58
<b>of which IBRD/IDA</b>	0.00
<b>Financing Gap</b>	0.00

**DETAILS**

**Non-World Bank Group Financing**

Trust Funds	11.58
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EFA-FTI Education Program Development Fund	11.58
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Environmental and Social Risk Classification

Moderate

Decision

The review did authorize the team to appraise and negotiate

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Other Decision (as needed)



## B. Introduction and Context

### Country Context

**Sudan is a lower-middle-income country with a fast-growing population, close to half of which is living in poverty.**

Despite economic sanctions and secession of the oil-rich Southern states, Sudan's gross domestic product (GDP) grew at an annual average rate of 2 percent between 2008 and 2017. In nominal terms, GDP per capita increased four-fold from SDG 3,617 to SDG 14,485. However, in constant 2016 prices, there was a 5 percent decrease in per capita GDP owing to a slower growth relative to population increase and high inflation. The total population is estimated to have reached 40 million in 2017 and growing at an annual average of 2.5 percent in the last 10 years (World Bank, 2016). The school-aged population (4-to-16-year-olds) accounts for one third of the population and continues to grow, contributing to the rising demand for basic services such as education and healthcare. The country has made considerable progress in human development: child mortality reduced from 105 per 1,000 (2000) to 65 per 1,000 (2016); and 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 78 percent in 2000 to 86 percent in 2014 (World Bank).

**A new Government has just been formed to lead the transition phase over the next three years.** Sudan has been hit by a political crisis in recent months that led to dismissal of the previous regime after 30 years in power. With these changes and the recent lifting of US sanctions in October 2017, the World Bank's program, in concert with other development partners, is responding to support the conditions for Sudan to benefit from a strengthened engagement in the global economy.

**The new transitional Government is facing one of the most challenging environments in the world:** the country faces a macroeconomic crisis: rampant inflation, massive currency devaluation, rapidly increasing arrears on international debt, and ostracism from the dollar-based international financial system. Modest economic growth persists, and the country is marked by deep poverty and inequality. Sudan remains on the List of State Sponsors of Terrorism, limiting the country's access to concessional finance. Social indicators remain low and vary markedly across states, gender and poverty level. Social indicators are aggravated by the country's service delivery function which is still compromised by low levels of public expenditure, shortage of relevant personnel and dilapidated infrastructure.

**The latest humanitarian appeal published by OCHA in April 2019 and the Humanitarian Response Plan 2019 informed that education financing is needed to support 1.47 million people in need** in Jebel Marra, North Darfur and West Darfur with approximately \$ 47.9 million. The Humanitarian appeal suggests a high risk of school dropout and risks of violence and child labor.

**Macroeconomic instability, including high inflation, foreign exchange shortage and lack of liquidity, is hampering the economy.** The parallel/market exchange rate has depreciated considerably (200 percent) since January 2019. There have been shortages in bread, fuel and currency/cash, while inflation is maintaining an increasing trend, rising from 43 percent in January 2019 to 55 percent in August 2019. As a result of monetizing the deficits, inflation is expected to accelerate. The Government borrowing from the Central Bank of Sudan during January-May 2019 reached 75 percent of targeted borrowing for the whole year of 2019. However, without accompanying fiscal and



monetary measures, the devaluation failed to reduce the premium on the parallel exchange market and the parallel exchange rate reached SDG 70 per U.S. dollar in August 2019. Scarcities in oil products along queues for cash withdrawal from banks continued, in addition to long hours of electricity shedding – all of which have hampered project implementation.

**Economic activity is estimated to decline by 2.1 percent in 2018 and is projected to drop to 1.6 percent in 2019, after modestly growing by 1.7 percent in 2017.** The estimated decline in economic growth is driven by political turmoil, continued currency devaluation and rising inflation which undermines investor sentiment and private consumption.<sup>1</sup> Also, fuel and other agricultural inputs shortages have adversely affected agricultural growth which was negative (-1.5 percent) in 2018. In the past, growth was driven by non-oil GDP such as agriculture which grew by 3.6 percent in 2016 and 3.4 percent in 2017 while oil GDP growth was negative during the same period. However, the non-oil sectors of the economy – agriculture and industry – are still not able to offset the fall in oil production, following the South Sudan secession.

**The fiscal deficit widened to 5.4 percent of GDP in 2018 and is expected to expand further in 2019 given the current political situation.** The high deficit in 2018 was due to an increase in government expenditure and persistently low revenue. Government operations in 2019 were severely affected by the current political situation. Performance of non-tax revenues and grants, which constitute 38 percent of total revenues in 2019 budget, were weak during the first five months of January-May 2019, reaching only 22 percent of the targeted figure for the whole year of 2019. Actual expenditures on goods and services, which is essential for the running of the Government, during January-May 2019, amounted to only 14 percent of the 2019 budgeted allocations. Development expenditures have almost halted, as actual spending during January-May 2019 reached only 13 percent of the allocations in 2019 budget. Foreign loans also stalled during the same period.

**External imbalances also worsened in 2018 and are expected to deteriorate further in 2019.** Import of goods represented approximately twice the exports. The deterioration in the trade balance reflects lower exports as the agricultural sector was affected by fuel shortages that increased the cost of inputs and affected agricultural production, where Sudan is a net importer. The trade imbalance exacerbates the foreign currency situation, which already suffered from low remittances and foreign direct investment flows. Internal reserves have fallen to very low levels (1.4 months of imports).<sup>2</sup>

**Poverty reduction stagnated in 2018 mainly due to weak economic growth, political and macroeconomic instability and the shortage of essential food items such as bread.** According to the most recent official estimates of poverty based on the 2014/15 National Household Budget and Poverty Survey (NHBPS), 36.1 percent of Sudanese population (or 13.4 million people) are poor. However, the overall/national poverty rate mask wide disparities across Sudan's 18 states. For example, Central Darfur State in western Sudan recorded the highest rate of poverty (67.2 percent). Generally, the states of South Kordofan, West and Central Darfur, in which two in three people are poor, are the states with the highest poverty rate followed by Red Sea, East and South Darfur. However, when poverty was measured against the World Bank's international poverty line for lower middle-income countries (US\$3.2 per capita per day), 46.1 percent was deemed poor. The poor are particularly affected by rising inflation

<sup>1</sup> IMF. 2019. Sudan Press Brief. IMF, Washington D.C.

<sup>2</sup> IMF (2019). Sudan Press Brief.



given their high food share in consumption, and limited means to preserve the erosion of the value of their savings.

#### Sectoral and Institutional Context

10. **Education provision in Sudan is a shared responsibility among various administrative layers, managed at the Federal, State and locality levels.** The Federal level has the policy mandate for strategic planning, coordination, and definition of standards. The 18 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. The new Education Sector Strategic Plan 2018-2022 was endorsed by the Government in December 2018 and defines the overall direction of the sector in the medium term.
11. **According to the current structure, basic education comprises two years of preschool, five years of lower primary, and three years of upper primary education (2:5:3 structure).** In 2015, Sudan began reform of the basic education curriculum and is currently moving to a new education structure comprising nine-year education cycle (2:6:3 structure). The first cohort of students is expected to reach Grade 9 of basic education in 2023. The increase in the number of years of free education requires a reassessment of the system's ability to provide complete basic education to all children in Sudan, including internally displaced persons (IDPs).
12. **Sudan has seen significant improvements in basic education over the last decade.** Between 2008/09 and 2017/18, the total number of schools (public and private) 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 thousand during the same time. Provision of preschool education, an important step to build school readiness, is relatively high with Gross Enrolment Ratio (GER) reaching 43 percent in 2017, ten percentage points above average for Sub-Saharan Africa. Around 26 percent of basic schools have preschool facilities. In 2018, 65 percent of learners enrolled in Grade 1 reported having some preschool education, an improvement of about 16 percentage points from 49 percent recorded in mid-2000 (ESA, 2018).
13. **Despite recent progress in student enrolments, the education sector suffers from multiple challenges: (i) low and unequal levels of access and completion; (ii) low and stagnant student learning outcomes; (iii) poor education system management; (iv) inadequate learning environments; and (v) low level of public spending on education and significant contributions from households.**



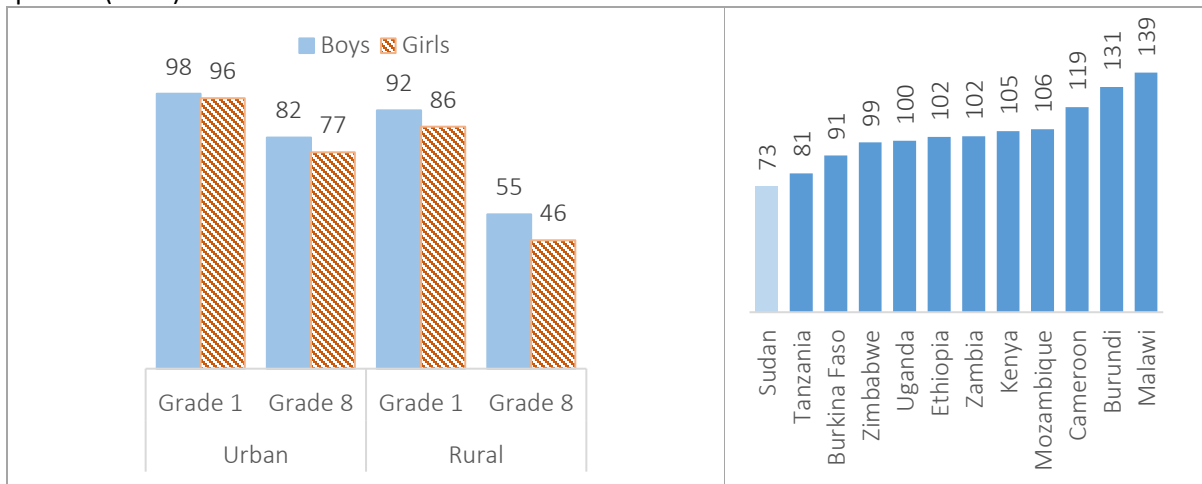
Low and unequal levels of access and completion

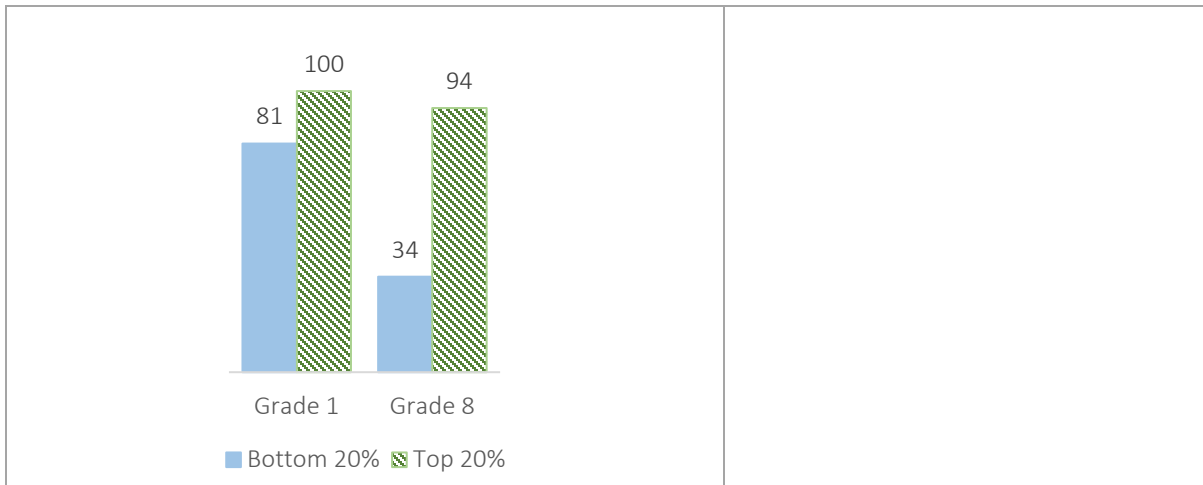
- 14. **The overall level of access to basic education in Sudan has been stagnant over the past decade.** Sudan has not managed to cope with the increased demand for education imposed by the high population growth. GER has been stagnant and low compared to other comparator countries: 72 percent (2008/09) and 73 percent (2016/17). According to the data from 2014/15 Multiple Indicator Cluster Survey (MICS), Net Enrollment Ratio (NER) is 69 percent with NER for boys 2 percentage points higher compared to girls (70 and 68 percent, respectively). While girls' and boys' Grade 1 enrollment rates in urban areas are similar, male Grade 1 enrollment 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.
- 15. **Socioeconomic disparities in basic education are large.** While Grade 1 enrollment rates for the wealthiest fifth of households were universal, only 81 percent of children in the poorest fifth of households were enrolled. This socioeconomic gap in primary access widens by the end of the education cycle. Only 34 percent of children from the poorest quintile reach the last grade of primary education compared to 94 percent of children from the wealthiest quintile. The socioeconomic disparities further translate into access to secondary education: only 9 percent of children from the bottom income quintile of households proceed to Form 1 of secondary education, while 77 percent 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.

Figure 1: Primary education enrollment rates

Access to basic education in Sudan at the beginning and end of the cycle in Sudan by gender, location, and wealth quintile (2014)

Primary education GER in 2016 or the latest available, selected countries





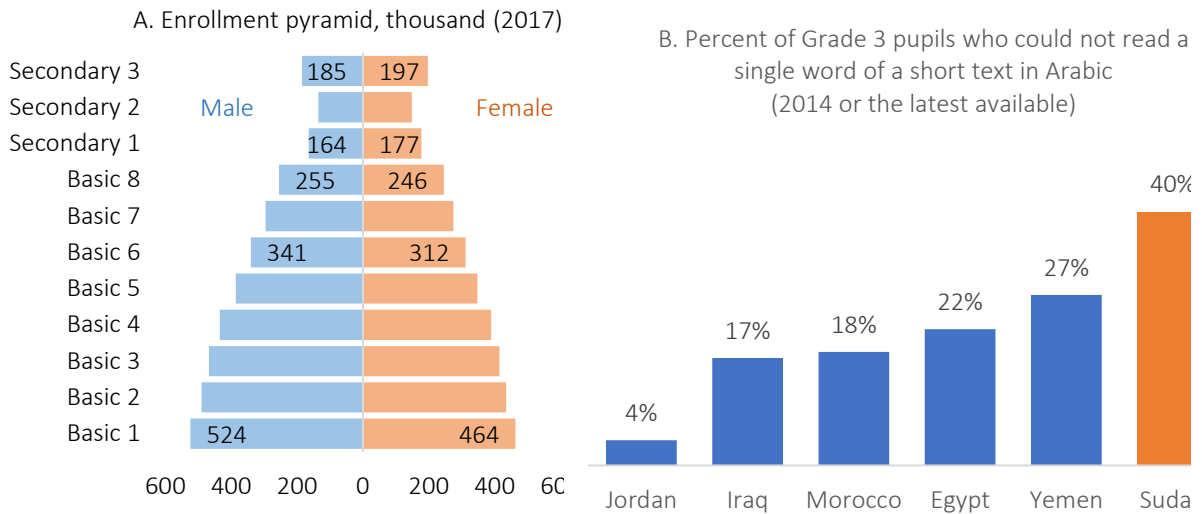
Source: Authors' estimates based on MICS2014/15.

Source: Authors on UNESCO UIS data.

16. **Low retention and high dropout rates have undermined Sudan's effort to implement universal fee-free basic education.** An analysis of enrollment in 2017 illustrates the large volume of pupils entering Grade 1 gradually shrinks while moving to upper grades due to drop out. In general, boys are more likely to drop out than girls. For example, 48 percent of boys enrolled in Grade 1 are likely to reach Grade 8 compared to 53 percent 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, while female pupils drop out due to early marriage.
  
17. **The number of out-of-school-children (OOSC) is striking: approximately three million school-age children are not in the education system.** While 52 percent of those children had never attended school, 48 percent quit. The majority of OOSC (77 percent) are 6- to 13-year-olds, i.e. basic school-age. 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. According to the results of the National Household Budget and Poverty Survey (NHBPS) conducted in 2014/15, the main reasons for not attending school for children between the age of 6 and 15 are high costs (mentioned by 20 percent of respondents), distance to schools (14 percent), and the need for the child to support the family (6 percent) (World Bank, 2018).

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





Source: Education Sector Analysis, 2018.

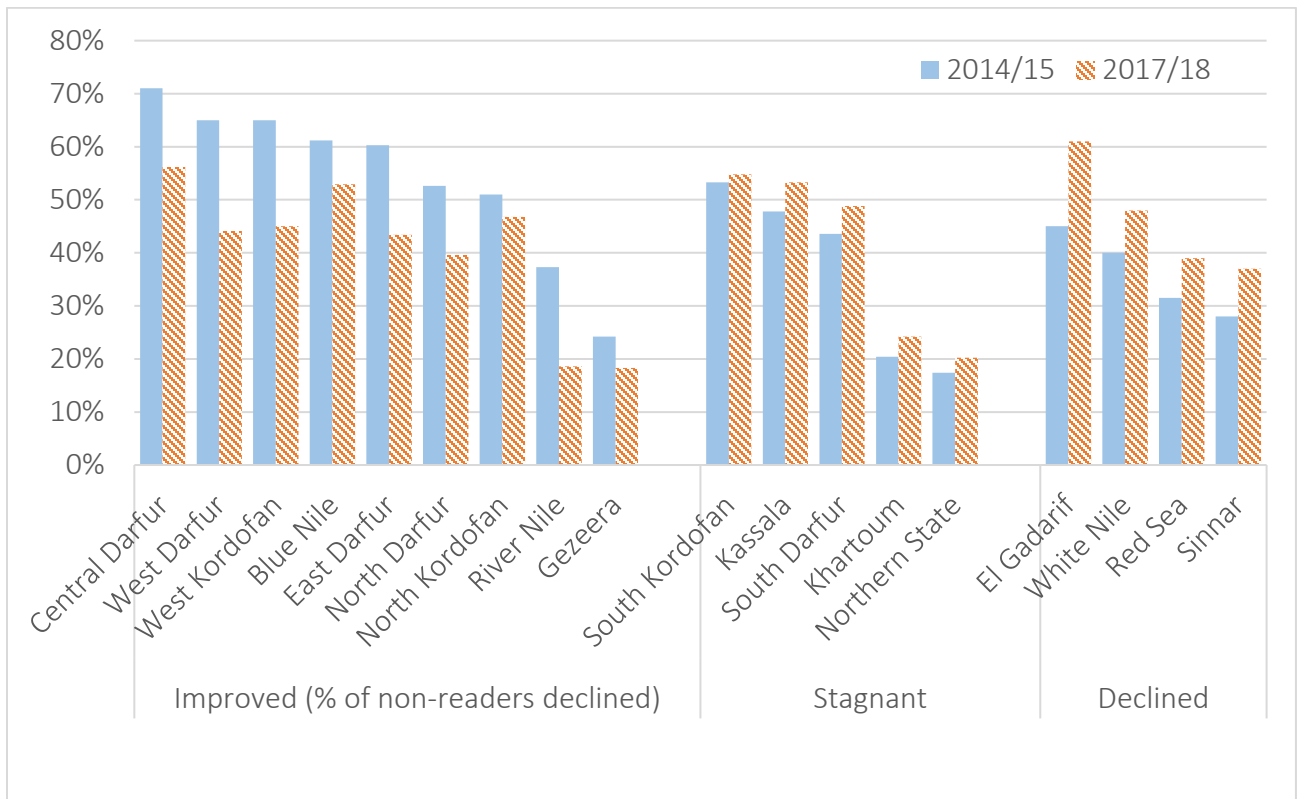
Source: <http://www.earlygradereadingbarometer.org/>

*Low and stagnant learning outcomes*

- Learning outcomes in Sudan schools are generally low.** According to the National Learning Assessment (NLA) conducted in 2015 for Grade 3 pupils, the results were low in all domains of the assessment: reading, writing, and numeracy. For example, only 5 percent of pupils could read fluently (more than 60 words per minute) in Arabic, and 40 percent 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 estimated minimum reading speed of 40 words per minute thought to be necessary to gain understanding of and meaning from the text. However, Sudan’s third graders did better in listening and comprehension compared to pupils from other Arabic Countries.
- There is sign of slight improvements in learning outcomes at the national level.** The country has recently completed its second round of NLA, and preliminary data indicates some gains in reading scores, with the reduction of non-readers from 40 percent in 2014 to 38 percent in 2017<sup>3</sup>. Reading comprehension has improved from 36 percent in 2014 to 52 percent in 2017. The share of students able to perform single digit subtraction and addition increased significantly from 40 and 46 percent in 2014 to 43 percent and 52 percent in 2017, respectively. The preliminary results show that schools, where gains were made in raising reading levels in Grade 3 between the first and second NLA’s, also did better overall on Grade 6 tests. The analysis serves as an important source of data for policy dialogue. The data provides for details, which facilitate the understanding of the learning among states and within states.

**Figure 3: Grade 3 reading performance by state (2014/15 and 2017/18 NLAs)**  
*Share of pupil unable to read a single word (non-readers)*

<sup>3</sup> The difference in scores is statistically significant at 0.01 confidence level.



*Inadequate learning environments*

- 20. **The poor learning environment in many primary schools 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 recently completed Basic Education Recovery Project (P128644), 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, while in Math and Arabic language classes, two and three learners, respectively, share one textbook.
  
- 21. **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 percent of public schools including 21 percent in rural areas and 9 percent in urban, have a least one grade without a classroom. Pupils in such classes study outside ‘under a tree’ and are often dismissed during rainy seasons and hot summer months, which contribute to further worsening learning outcomes. The availability of water and sanitation facilities also tend to vary widely across schools and the number of latrines is generally inadequate. This is an important driver of dropout for girls in upper primary school, as girls are entering puberty particularly given the high number of over-aged children due to repetition (Sperling et al., 2016). Expanding access to amenities in 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 (World Bank, 2018).

22. **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. When children transition from one school to another, the risk of non-completion increases, because they find it harder to settle in a new environment, and then learning tends to regress.

*Low level of public spending on education and significant contributions from households*

23. **Low public funding for education is affecting quality services and impeding access.** The education budget as a proportion of the overall budget remained stable at 11 percent between 2009-2017, which is low compared to the GPE recommended 20 percent (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 percent 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 was halved from 2.4 percent in 2009 to 1.2 percent in 2017, which is the lowest in Sub-Saharan Africa.
24. **Families contribute greatly to education costs including goods and services, capital costs, salaries to volunteer teachers, and food provision to teachers and pupils.** 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 percent of the known spending. 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. 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.
25. **External financing of the education sector is limited and unpredictable.** Sudan remains a highly-indebted country with sizeable external arrears and has been in non-accrual status with the World Bank Group (WBG) since 1994. At the end of 2015, its external debt amounted to US\$50 billion (61 percent of GDP) in nominal terms, about 84 percent of which was in arrears. Given Sudan's current lack of access to IDA funding, the World Bank program is resourced mainly through trust funds, partnerships including GPE, and the World Bank's operational budget.

### C. Proposed Development Objective(s)

To sustain enrollment in public basic education in Sudan during the transition school year.



Key Results

**PDO Level Indicators**

1. Student enrolment in public primary schools.
26. The PDO indicator will be disaggregated by school grade and gender.

**D. Project Description**

27. The proposed project design is guided by the following principles: (a) rapid response to support schools in light of the deteriorating economic conditions; (b) lessons learned from past education projects, in particular BERP; (c) government ownership and priorities aligned to the 2018-2022 ESSP; and (d) complementarity with other donor funded projects to fill strategic gaps.
28. Attainment of the proposed PDO will be based on the Government's achievement of results in the first component: (a) school grants program, which will include providing support to schools to improve learning environment and practices. The project will operate at system and school levels, targeting all public schools.

**Component 1: School Grants Program (US\$11.58 million).**

29. This component will support provision of school grants to improve learning environments and school planning.
30. **The main objective of the grants is to support student enrollment and retention in public schools.** School grants will aim to:
  31. *(i) Incentivizing parents' engagement to reduce the risk of students (especially girls) dropping out.* While basic education is officially free in Sudan, currently, families contribute greatly to education expenditures at the school level. As the economic situation has deteriorated, many vulnerable families may lose the ability to pay for basic services and pull the children out of school (especially girls). Furthermore, families may face challenges to provide the pupils with basic requirements for schooling, such as uniform, school bags, exercise books, etc. School Grants can play an important role in mitigating the expected economic shock on the most vulnerable and help reduce the education cost burdens during the hard time. It can also help provide girls in the upper primary grades with necessary packages such as sanitary napkins to encourage their retention.
  32. *(ii) Support teachers to reduce absenteeism.* Due to high inflation rates, teacher remuneration has been deteriorating in real terms, posing the risk of teachers leaving schools temporarily or permanently for alternative livelihood pathways. The School Grants may be used to support teachers (in cash or in-kind).



33. *(iii) Support the learning environment.* School Grants are expected to be an important source of funding for the targeted schools to support the acquisition of basic learning materials, stationery, notebooks, classrooms furniture and equipment which contribute to improving the learning environment to attract and retain pupils and teachers, especially females in school. A list of eligible items will be developed and provided to the schools.
34. *(iv) Improve efficiency by strengthening capacity for participatory planning, budgeting and monitoring at the school level.* School grants can help disadvantaged schools create a participatory management structure at the school level. A school profile report that provides information on the school will be provided to each school to support the participatory evidence-based planning process.
35. *(v) Improve equity in education by helping children in disadvantaged situation including IDPs, refugees, girls.* According to the latest Annual School Census, public schools enroll 30 thousand refugee students (in 1,681 schools) and 280 thousand IDPs (in 1,852 schools). While IDP children are concentrated in three Darfur states (68 percent of all IDPs), namely, Central, North, and South Darfur, refugee students are distributed among half of Sudan's states: South Kordofan (17 percent), White Nile (13 percent), West Kordofan (10 percent), East Darfur (10 percent), South Darfur (9 percent), Gadarif (8 percent), North Darfur (8 percent), and Khartoum state (7 percent). Moreover, girls' retention rates (grade 6 survival rates) vary from type of schools: from 53.0 percent in co-ed schools to 85.9 percent in schools for girls. Surprisingly, girls' survival rates are higher in schools with refugees or IDPs students compared to schools without them (78.3 vs 70.0 percent). **Overall, 88 percent of public schools in Sudan (14,429 schools) meet one of the disadvantage criteria:** (i) low girls' retention, (ii) enrolment of IDPs or refugee students, (iii) poor learning environment (absence of water supply, latrines, fences), (iv) lack of teachers (high pupil-teacher ratios).
36. Around 16,500 schools from all 18 States will benefit from school grants and training in evidence planning to improving learning conditions and ultimately promote access, retention and learning. School Improvement Plans will be developed through a participatory process involving Parents and Teachers' Associations (PTAs) as well as the community surrounding the schools. The plans will be informed by key information on the schools and the locality where they are situated.
37. Allocation of school grants per school will be based on a formula, which will include a per capita base and measures to cater for price differences among the states. An estimated US\$ 2 per child will be allocated equally to all schools. The maximum amount per school will be US\$ 1,000 to keep the grants manageable and at a level that the Government can afford to carry on at the end of the program, avoid having schools managing very high budgets, which may not be sustainable in the future. At least 5.4 million pupils will benefit from the School Grants Program.
38. Localities will be responsible for allocating the grants to schools; train the PTAs and school heads on participatory planning and appropriate use of school grants; and supervision of implementation of the grants. The States with support from the Project Coordination Unit (PCU) will be responsible for capacity building at the community level (empowerment, inclusion, gender sensitivity, school safety)



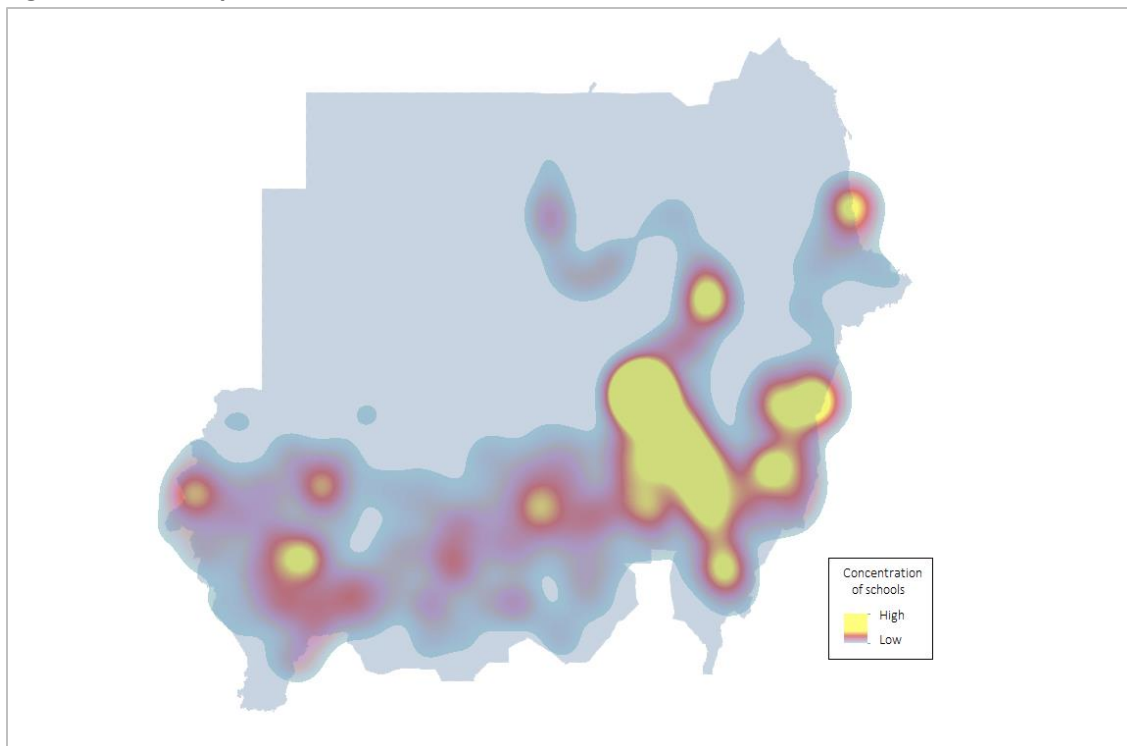
– train the localities and prepare them to perform their role in overseeing implementation of the school grants. The PCU will assess capacity of localities and schools in in participatory planning and monitoring of school results.

39. *Key activities will include:*

- Assessing capacity of localities and schools in in participatory planning and monitoring of school results;
- Training of school heads and PTAs in participatory planning and monitoring of school results, including learning;
- Training of locality supervisors to provide support to schools as needed;
- Providing grants to schools to improve learning environments.

40. **Selection of intervention schools:** The project will target all public primary schools in Sudan. Rich school-level data obtained from the School Census in 2015-2019 with support from the BERP will be used for the targeting of project beneficiaries (figure 4).

**Figure 4: Heat map of Sudan’s basic education schools**



Source: Based on 2018/19 School Census using Arcgis software.

41. **Component 2 Program coordination and management (US\$0.3 million).** 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. The Program Coordination unit will monitor the progress by collecting and analyzing school-level data under the the Annual School Census.

Legal Operational Policies

	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No

Summary of Assessment of Environmental and Social Risks and Impacts

42. **Safeguards Management Approach and Capacity:** The MoE will continue to serve as the implementation agency for this project. Within the MoE, there is an existing PCU which will hold responsibility for carrying day-to-day implementation of project activities. The PCU is supported by a social mobilization and grass-roots capacity building/school grant coordinator specialist, to carry out environmental and social safeguards implementation, monitoring and reporting respectively. National institutional capacity is thus strong. The PCU 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.

(i) **Social Safeguards**

43. This is the continuation of the BERP. The subproject activities are similar. The project does not involve neither acquisition of land nor classroom constructions. Beyond land acquisition and construction, the social issues and aspects as part of the preparation, the Client safeguards implementation capacity and institutional arrangement is assessed. Among others the social issues include, (i) inclusive education practices; (ii) complaint handling mechanism; and (iii) community consultation and participation.

- Social cohesion and conflict prevention: the environmental and social safeguard screening will include, conflict sensitivity screening to avoid conflict between villages and promote social cohesion among communities. This could be further enhanced by closely involving with the PTA.
- Community consultation and participation: the project will rely on participatory community consultation process using the school PTA for creating awareness about the importance of education for both boys and girls, eligibility criteria for support, selection process and technical support. The consultation will account the cultural context, where women only groups are organized as appropriate.
- Grievance Redress Mechanism: in Sudan, customary institutions including community development committees are responsible for managing community grievances. In case of



grievances and disputes the communities/tribes typically settle these problems through their traditional system/community committees. Further, the native administration or be heard by local courts, which are staffed with traditional leaders such as Nazir, Omdas, and Sheikhs serving as mediating and ruling out. The customary court can refer cases to the formal court system; however, chiefs and sub-chiefs in many areas continue to arbitrate grievances and disputes arising within the community. The BERP had weak institutionalization, systematic recording and reporting of grievances so the project needs to set up a grievance/complain handling mechanism building on existing local practice with defined procedure, timeline and capacity building to the committee.

- Gender: the project will consider gender sensitive planning, through systematic gender analysis, action, monitoring and reporting. The analysis will consider gender disparities among different states, retention of girls in schools, understanding female teacher situations. The gender aspects differ among pastoralists, geographic locations, agro-pastoralists, which will be accounted in the planning and implementation of the project.
- Gender Based Violence: in improving school planning and monitoring the proposed project will help to reduce GBV. To prevent and reduce such risks, the project will engage in awareness and stakeholder engagement campaigns as part of the continuous community consultation that will accompany project activities. For cases of GBV and sexual exploitation and abuse (SEA), the State PCU social mobilization and grass-roots capacity building/school grant coordinator specialist will be the focal person to ensure referral and services. If cases are reported, the project will allocate adequate resources to build awareness of this mechanism for bringing GBV grievances to the attention of the State focal person. The State focal person will receive training in the basic principles of GBV case management, encompassing confidentiality, a non-judgmental approach, and service referrals for survivors. Details of the GBV GRM will be developed and defined in detail in the POM regarding the specific context of the States context.

## **E. Implementation**

### Institutional and Implementation Arrangements

44. The implementation will be mainstreamed through the MoE, State Ministries of Education and localities at the local government level, using the existing government structures in Sudan.
45. Component 1 will be implemented by public schools with the support of the locality, state and MoE. At MoE level, the Department of Planning will provide the overall coordination and support the school grants activities. The implementation arrangement will build on the school grants experience under the BERP and, to the extent possible, government systems will be used to deliver the grants to schools, provide training on participatory planning, budgeting, monitoring and accountability. However, implementation capabilities may vary among the localities, therefore the project may make use of Third Party Providers to support capacity building at the beginning of the program and then phase out as the system mature. The nature and role of such third-party providers shall be defined once a capacity assessment is done to determine their capability to manage school grants.
46. The MoE and States will be supported by a Program Coordination Unit (PCU). The PCU will be led by





a Program Manager and include the following key personnel: (i) school grant coordinator; (ii) program monitoring and evaluation specialist; and (iii) procurement, financial management and administrative staff.

## CONTACT POINT

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**APPROVAL**

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**Approved By**

Environmental and Social Standards Advisor:		
Practice Manager/Manager:		
Country Director:	Adama Coulibaly	30-Apr-2020