



Appraisal Environmental and Social Review Summary

Appraisal Stage

(ESRS Appraisal Stage)

Date Prepared/Updated: 04/23/2020 | Report No: ESRSA00701



BASIC INFORMATION

A. Basic Project Data

Country	Region	Project ID	Parent Project ID (if any)
Sudan	AFRICA	P172812	
Project Name	Sudan Basic Education Emergency Support		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	2/12/2020	5/5/2020
Borrower(s)	Implementing Agency(ies)		
Federal Ministry of Finance	Federal Ministry of Education		

Proposed Development Objective(s)

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

Financing (in USD Million)	Amount
Total Project Cost	11.58

B. Is the project being prepared in a Situation of Urgent Need of Assistance or Capacity Constraints, as per Bank IPF Policy, para. 12?

Yes

C. Summary Description of Proposed Project [including overview of Country, Sectoral & Institutional Contexts and Relationship to CPF]

The project will provide school grants (\$2/child) to all public basic education schools in Sudan during the transition year (school year 2019/20) to support schools to sustain enrollment when the country is facing difficult economic conditions.

D. Environmental and Social Overview

D.1. Project location(s) and salient characteristics relevant to the ES assessment [geographic, environmental, social]
The project will be implemented throughout the country, national coverage. This accelerated fund will provide school grants (\$2/child) to all public basic education schools in Sudan during the transition year (school year 2019/20) to



support schools sustain enrollment when the country is facing difficult economic conditions. The school grant should be used for the purpose (as defined in the P167169), of 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. School grants are expected to be an important source of funding for schools to support the acquisition of basic learning materials, stationery, notebooks, classrooms furniture, provide services such as water provision and support small reparation, which will contribute for improving the learning environment, which can attract and retain pupils and teachers in school.

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, 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.

D. 2. Borrower’s Institutional Capacity

The National Ministry of Education (MoE) will continue to serve as the implementation agency for this project. Within the National MoE, there is an existing Project Implementation Unit (PIU) which will hold responsibility for carrying out screening, monitoring and reporting of the utilization of the school grant for the intended purpose. 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 require continuous support to ensure adherence to the environmental and social principles and policy intents. The PIU has a history of engaging with State Ministry of Education and local communities to build capacity. There is a component in the project dedicated to funding capacity building, especially for the new States being added from the Sudan Basic Education Recovery Project (P128644). Since the scope of the project is expanded throughout the country, it requires conflict assessment for subsequent social cohesion through the Parent Teacher Associations and the school community.

II. SUMMARY OF ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS

A. Environmental and Social Risk Classification (ESRC)

Moderate

Environmental Risk Rating

Moderate

School grants are expected to be an important source of funding for schools to support the acquisition of basic learning materials, stationery, notebooks, classrooms furniture, provide services such as water provision and support small reparation, which will contribute for improving the learning environment, which can attract and retain pupils and teachers in school. The school grants may be used to support teachers (in cash or in-kind). An estimated US Dollar \$2 per child will be allocated equally to all schools, with the maximum amount US \$1,000 per school. Due to the possibility that the grants may be used for water supply and sanitation infrastructure (such as supplying water tanks, clay pots) within school boundaries, etc., the environmental risk rating is considered to be moderate. The findings from the parent project ESMF confirmed the risk profile of the project. This risk rating can be changed later during implementation according to a re-assessment of environmental risks.

Social Risk Rating

Moderate

The project will provide school grants (\$2 per student) for all public schools throughout the country. The grant will be used for financing stationery, paying volunteer teachers if the number of teachers is not enough, supporting school

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meals for very poor children and provision of drinking water for both teachers and students were water isn't available in the school. The potential social risks may arise from utilization of grant resources. Though in all of themselves, the project activities are low risk, the SRR is considered moderate as the project will support voluntary teachers in schools across Sudan, including in conflict affected areas where the contextual risk to the project is considered moderate. The social risk mitigation measures include, undertaking robust stakeholder engagement, using third party (NGOs) to implement the school grant in conflict affected areas and preparing labor management plans which will help to manage the potential risks.

B. Environment and Social Standards (ESSs) that Apply to the Activities Being Considered

B.1. General Assessment

ESS1 Assessment and Management of Environmental and Social Risks and Impacts

Overview of the relevance of the Standard for the Project:

Expected negative environmental impacts may include, but are not limited to the following: increase in water demand for latrines and hand-washing facilities, potential for sewerage runoff due to poor latrine design. Expected negative social impacts may include, but are not limited, to the following: omission of disadvantaged and vulnerable groups in the locality and school targeting process; differential accessibility to schools for isolated, pastoral and rural communities; limited enrollment of girls due to inadequate latrines and/or societal pressures in some States.

The parent project (P167169) ESMF will be used in the screening of potential environmental and social risks and impacts. The conflict sensitivity screening checklist will be used to understand the context and provide adequate risk mitigation measures and building social cohesion. The ESMF will be complemented by a Social Assessment which will be prepared to understand the context of IPSHUTLC in Sudan and inform the implementation of this project and the design of parent project (P167169) under preparation.

ESS10 Stakeholder Engagement and Information Disclosure

The project will prepare a stakeholder engagement plan based on the findings of a stakeholder mapping. There will be continuous stakeholder engagement by the MoE, State Education Offices, implementing entities; such as, partner non-government organizations. The project social mobilizers will closely work with the school level Parent Teacher Association (PTA) in the process of stakeholder engagement and community consultation.

B.2. Specific Risks and Impacts

A brief description of the potential environmental and social risks and impacts relevant to the Project.

ESS2 Labor and Working Conditions

The MoE will ensure that standard working procedures for teachers is adopted with a code of conduct. The workers of the third party non-government organizations will adopt a code of conduct that govern their work in schools during the delivery of the school grants. As the portion of the school grant may be used to pay volunteer teachers, the management of volunteer teachers and their code of conduct in school will be defined in the LMP. A labor management plan will be prepared as needed, based on the nature of labor force mobilized. Each project site



environmental assessment/management plan will be accompanied by a set of Occupational Health and Safety (OHS) procedures to be incorporated into the contracts for civil works.

ESS3 Resource Efficiency and Pollution Prevention and Management

ESS3 is relevant due to the potential to finance water supply and sanitation, such as water tanks, clay pots. Often, the water supply infrastructure put into place is to upgrade an existing water point so that it can be accessed more easily and safely by school teachers and administrators and/or so that the students can make use of a stand of multiple faucets rather than a communal bucket of water. The parent project ESMF update will include specific assessment of the water pollution prevention risks from the proposed water supply and sanitation works.

ESS4 Community Health and Safety

The MoE, the State Ministry of Education, and non-government organizations involved in the implementation of the project will have a code of conduct which outlines their respective workers relationship with communities, school community and students.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

This ESS is not relevant at this stage based on the proposed use of the school grant.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

The school sites are not expected to impinge on natural habitats. This ESS is nonetheless reviewed in the context of any physical rehabilitation and such potentially vulnerable sites would be excluded from funding.

ESS7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities

The project will be implemented throughout the country. The project will benefit all schools and students including people who meet the requirements of the Indigenous Peoples/Sub-Saharan African Historically Under-served Traditional Local Communities (IPSHUTLC) standard. The school grant proportion is very small which could not exceed \$1000USD per school with \$2 USD per student with a defined universal school targeting. The locality level implementation model (i.e. existing schools – who typically reflect IPSHUTLC groups in Sudan are those who determine the grant usage represented through the parent teacher association at school level. Thus, the IPSHUTLC issues appear to be adequately mainstreamed into the project design. However, given this project is being prepared under emergency procedures, it is not possible to develop a Social Assessment prior to Appraisal. As such, the Project will prepare a Social Assessment to understand the context of IPSHUTLC in Sudan and inform the implementation of this project and the design of the parent project (P167169) under preparation. If the SA has findings which are materially significant to the IPSHUTLC in Sudan, the Sudan Basic Education Emergency Support (P172812) will adopt mitigation measures to address these shortcomings.



ESS8 Cultural Heritage

However, chance find provisions have been included in the ESMF if encountered during water pipe line installation.

ESS9 Financial Intermediaries

This ESS is not currently relevant.

B.3 Other Relevant Project Risks

Non-government organizations are involved in the implementation of the school grant in the active and conflict affected areas. The project will undertake conflict sensitivity analysis not to exacerbate conflict and enhance social cohesion. The community and Parent Teacher Association consultations will provide venue for promoting social cohesion.

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways No

OP 7.60 Projects in Disputed Areas No

III. BORROWER’S ENVIRONMENTAL AND SOCIAL COMMITMENT PLAN (ESCP)

DELIVERABLES against MEASURES AND ACTIONs IDENTIFIED	TIMELINE
ESS 1 Assessment and Management of Environmental and Social Risks and Impacts	
The project will use the parent project ESMF. The project is being processed as an emergency project under OP 10 paragraph 12, the updating of the P167169 ESMF is differed to project implementation.	09/2020
ESS 10 Stakeholder Engagement and Information Disclosure	
Stakeholders Engagement Plan	04/2020
ESS 2 Labor and Working Conditions	
Labor Management Procedure will be prepared.	04/2020
ESS 3 Resource Efficiency and Pollution Prevention and Management	
No specific plan required.	
ESS 4 Community Health and Safety	

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No specific plan required.	
ESS 5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	
No specific plan required.	
ESS 6 Biodiversity Conservation and Sustainable Management of Living Natural Resources	
No specific plan required.	
ESS 7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	
The project is being processed as an emergency project under OP 10 paragraph 12, the Social Assessment are differed to project implementation.	09/2020
ESS 8 Cultural Heritage	
No specific plan required.	
ESS 9 Financial Intermediaries	
No specific plan required.	

Public Disclosure

B.3. Reliance on Borrower’s policy, legal and institutional framework, relevant to the Project risks and impacts

Is this project being prepared for use of Borrower Framework? No

Areas where “Use of Borrower Framework” is being considered:

The Project will not use borrower system.

IV. CONTACT POINTS

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Borrower/Client/Recipient

Borrower: Federal Ministry of Finance



Implementing Agency(ies)

Implementing Agency: Federal Ministry of Education

V. FOR MORE INFORMATION CONTACT

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VI. APPROVAL

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