

**INTEGRATED SAFEGUARDS DATASHEET
APPRAISAL STAGE**

I. Basic Information

Date prepared/updated: 04/24/2009

Report No.: AC4256

1. Basic Project Data

Country: Sudan	Project ID: P112096	
Project Name: Basic Education Project		
Task Team Leader: Yasser Aabel-Aleem Awny El-Gammal		
Estimated Appraisal Date: April 6, 2009	Estimated Board Date: April 23, 2009	
Managing Unit: AFTH3	Lending Instrument: Specific Investment Loan	
Sector: Primary education (100%)		
Theme: Education for all (P)		
SPF Amount (US\$m):	0.00	
GEF Amount (US\$m.):	0.00	
PCF Amount (US\$m.):	0.00	
Other financing amounts by source:		
Borrower		0.00
<u>Multi-donor Trust Fund for North Sudan</u>		<u>15.00</u>
		15.00
Environmental Category: B - Partial Assessment		
Simplified Processing	Simple <input checked="" type="checkbox"/>	Repeater <input type="checkbox"/>
Is this project processed under OP 8.50 (Emergency Recovery) or OP 8.00 (Rapid Response to Crises and Emergencies)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

2. Project Objectives

The project contributes to achieving universal basic education by 2015, one of Sudan's main goals in the education sector. By providing direct support to four of the states with low enrolment rates in Sudan, the project contributes to moving the enrolment rates in these to close their gap with the national average. The Project also supports the capacities in these states by financing teacher training which contributes to the quality of education.

The Project Development Objective (PDO) is to a) contribute to building the physical and human capacity that will contribute to closing the basic education enrolment gap in selected states in northern Sudan, and b) contribute to improving national effective learning in basic education.

3. Project Description

The project will include overall system support, namely by supporting the process of updating the basic education curriculum and initiating a process to discuss the upgrading of a general framework for Faculties of Education (FoEs) curriculum. At the service delivery level, the project will work in four states to support the expansion and physical upgrading of basic education facilities in selected localities, support in-service teacher training for a selected number of teachers in the four states, and enhance the physical

capacity of the Teacher Training Institutes (TTIs). Training will focus on teachers of the first grades and aim at enhancing reading skills and basic numeracy. The project will have a three year implementation period and an estimated cost of US\$15million.

The project will include three components: a) increasing access to basic education in selected localities in the four states b) contributing to enhancing the quality of basic education in Sudan; and c) developing monitoring, evaluation and project management systems.

Component (1): Enhancing Access to Basic Education (US\$5.006 million) will support the rehabilitation and addition of classrooms, offices or teachers' housing to existing schools, and the construction of new schools in selected localities in the four states. The component will focus on areas that will boost girls' education by using criteria that favors areas where interventions will enhance girls' access. The physical upgrading of these education facilities, as well as contributing to motivating teachers to stay in remote areas by constructing or upgrading some teacher housing facilities, should have a positive impact on retention rates in the medium and long term.

Three localities in each state (except for North Kordufan where the component will work in only two localities) have been identified. The schools where the component will work have been finalized. The interventions will not necessarily be in the form of a full school construction. In some cases, classrooms will be added, teachers housing, toilets etc. A full list of the types of interventions in every school has been compiled.

Component (2): Contributing to enhancing the quality of basic education (US\$ 7.49 million). Under this component, the project will have three main sub-components:

Component 2:1. Curriculum reform (US\$0.325million). The first sub-component of component two will support two activities. Firstly, funds will be provided for the evaluation of the basic education curriculum. The objective of assessing the basic education curriculum is to develop an initial draft of a national curriculum framework for discussion by both north and south Sudan. The basic education curriculum was developed in 1996. The quality and relevance of this curriculum is unclear especially in light of the CPA. This sub-component will support the evaluation of the existing curriculum by establishing subject specific committees and a steering committee to head this effort.

Secondly, the sub-component will provide support for a forum to discuss the relevance of the pre-service teacher training curriculum. According to the policy introduced in the early 1990's, primary school teachers in Sudan are expected to have a Bachelor of Education (B.ed) degree. The curriculum used by the Faculties of Education to train teachers in the B.ed program is unsatisfactory. The MoGE has been indicating that there is a lack of professional teaching skills amongst graduates of the FoEs. Finance will be provided for a multiday workshop to bring together deans of FoEs, professors in education and academic subjects, basic education experts, and teacher training experts. This group will discuss the perceived strengths and weaknesses of the curriculum of the

FoEs, its relationship with the basic education curriculum, and come up with a process to develop a new framework for this curriculum.

Component 2:2 In-service teacher training (US\$3.097million). The second sub-component of the second component will provide in-service training in Arabic, English, mathematics, and core programs to about 12,300 primary school teachers in the four states. Training modules in the four subjects were developed by the “In-service Education Training Institute (ISETI)” of the MoGE. The modules are organized with about four hours of training per day. The purpose of the in-service training is to improve the knowledge and abilities of teachers to analyze the curriculum and to better instruct students in listening, reading, speaking and writing in the subject areas. Training is to be provided to teachers with only secondary education as their subject content knowledge is weak and to university trained teachers without significant exposure to instructing young children. The length of the training varies from 15 to 21 days across the states. A pre and post training questionnaire will be administered to understand and measure the effectiveness of the training.

Component 2-3 Physical upgrading to a number of TTIs in the four states (US\$4.067million) to increase the capacity of training and enhance the learning environment in these institutes. The TTIs to be supported by the project have been identified. Those are Al-Dalang TTI in South Kordufan (rehabilitations and additions), Ganoub Al-Roseirus TTI in Blue Nile (new), Al-Obied TTI in North Kordufan (additions and rehabilitation), and Port Sudan TTI in Res Sea State (new). These institutes are the main and only in-service teachers training in the states. They are usually staffed with a director and a teaching staff of around 6-8 trainers. The trainers’ force in each state includes more trainers who usually have other jobs in the education system (like instructors or head teachers). Those are normally mobilized whenever a training event is organized. These trainers are trained by the ISETI in Khartoum and are familiar with the training modules available, each in his/her subject matter.

Component 3: Monitoring, Evaluation and Project Management (US\$2.35million). This component will support a mechanism to ensure that a baseline is collected in the areas of interventions, and project’s monitoring and outcome indicators are assessed. The component will also finance the project coordination teams at the central and states’ level as well as operational costs related project implementation.

Operational Costs: The component will also finance the implementation structures at the central and states’ levels. Those financed will all be out of the public service and recruited on competitive basis. Each state has its share of the operations cost added to its total budget as presented in annex

Operational costs will also cover the management costs of the CDF and the Engineering Office in Red Sea States, operational travel expenses and the costs of workshops during the project. A compensation structure for project staff will be developed as part of the OPM for the project. The OPM will also include all procedures regarding travel costs, workshops etc.

4. Project Location and salient physical characteristics relevant to the safeguard analysis

The project will be implemented in selected communities in the four states of Red Sea, South Kordufan, North Kordufan, and Blue Nile.

5. Environmental and Social Safeguards Specialists

Mr Hassan Mohamed Hassan (AFTCS)

Ms Yasmin Tayyab (AFTCS)

6. Safeguard Policies Triggered	Yes	No
Environmental Assessment (OP/BP 4.01)	X	
Natural Habitats (OP/BP 4.04)		X
Forests (OP/BP 4.36)		X
Pest Management (OP 4.09)		X
Physical Cultural Resources (OP/BP 4.11)		X
Indigenous Peoples (OP/BP 4.10)		X
Involuntary Resettlement (OP/BP 4.12)		X
Safety of Dams (OP/BP 4.37)		X
Projects on International Waterways (OP/BP 7.50)		X
Projects in Disputed Areas (OP/BP 7.60)		X

II. 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: BP4.01 is triggered because of the school construction component and the possibility that this component could cause negative environmental impacts.

An Environmental and Social Management Framework (ESMF) has been developed based on the Community Development Fund's (CDF) Operations Manual. The OM will include the process and procedures for land acquisition and compensation agreement will be determined on a case by case basis between the communities and the government agency acquiring the land. The project staff will ensure that a "hand-over" note is in place prior to construction of any facility. The communities under the CDF will be responsible to manage the construction component in three of the four states. The same process and formats are now being introduced to the Engineering Office in the Red Sea State that will be assigned the responsibility to manage the infrastructure component for that state. The ESMF: (a) establishes clear procedures and methodologies for environmental and social assessment, reviews, acquisition of community land, approval and implementation of investments to be financed under the project; (b) specifies appropriate roles and responsibilities, and outlines the necessary reporting procedures, for managing and monitoring environmental and social concerns related to project investments; and (c) helps to determine the training, capacity building and technical assistance needed to successfully implement the provisions of the ESMF.

No resettlements (voluntary or involuntary) are expected under the project.

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

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

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 Government of National Unity's (GoNU) capacity to manage safeguard policies is relatively weak. However, under MDTF, other projects have developed systems and capacities to manage the environmental and social mitigations. During preparation the project built on experiences of the existing projects' interventions and has worked on developing needed and relevant capacities to the project staff. As the construction component will be entirely delegated to the Community Development Fund (CDF) in three states, and to the Engineering Office (EO) in Red Sea, the project will utilize the experienced staff from CDF to support the emerging environmental and social interventions. The CDF has developed an Environmental and Social Management Framework which it is currently using in its operations. Assessment and support has been provided to the EO in Red Sea State to ensure the adaptation of the existing CDF system to identify and mitigate potential negative environmental and social impacts. To date no safeguards issues have been identified in the large number of schools that the CDF has supported.

The project is supporting activities in existing schools, replacing makeshift classrooms and additional facilities with new construction.

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

B. Disclosure Requirements Date

Environmental Assessment/Audit/Management Plan/Other:

Was the document disclosed prior to appraisal?	No
Date of receipt by the Bank	03/26/2009
Date of "in-country" disclosure	05/11/2009
Date of submission to InfoShop	04/24/2009
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	

Resettlement Action Plan/Framework/Policy Process:

Was the document disclosed **prior to appraisal?**

Date of receipt by the Bank

Date of "in-country" disclosure

Date of submission to InfoShop

Indigenous Peoples Plan/Planning Framework:

Was the document disclosed **prior to appraisal?**

Date of receipt by the Bank

Date of "in-country" disclosure

Date of submission to InfoShop

Pest Management Plan:

Was the document disclosed **prior to appraisal?**

Date of receipt by the Bank

Date of "in-country" disclosure

Date of submission to InfoShop

*** If the project triggers the Pest Management and/or Physical Cultural Resources, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.**

If in-country disclosure of any of the above documents is not expected, please explain why:

C. Compliance Monitoring Indicators at the Corporate Level (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?	No
If yes, then did the Regional Environment Unit or Sector Manager (SM) review and approve the EA report?	N/A
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?	Yes

The World Bank Policy on Disclosure of Information

Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	No
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	Yes

borrower and the same been adequately reflected in the project legal documents?

D. Approvals

<i>Signed and submitted by:</i>	<i>Name</i>	<i>Date</i>
Task Team Leader:	Mr Yasser Aabdel-Aleem Awny El-Gammal	04/23/2009
Environmental Specialist:	Mr Hassan Mohamed Hassan	03/25/2009
Social Development Specialist	Ms Yasmin Tayyab	03/24/2009
Additional Environmental and/or Social Development Specialist(s):		
<i>Approved by:</i>		
Sector Manager:	Mr John A. Elder	04/17/2009
Comments:		