

**PROJECT INFORMATION DOCUMENT (PID)  
CONCEPT STAGE**

Report No.: AB4196

<b>Project Name</b>	Basic Education Project
<b>Region</b>	AFRICA
<b>Sector</b>	Primary education (100%)
<b>Project ID</b>	P112096
<b>Borrower(s)</b>	SUDAN - GOVERNMENT OF NATIONAL UNITY
	Government of National Unity Sudan
<b>Implementing Agency</b>	
	Federal Ministry of Education. Sudan Mrs. Ibtissam Hassan Tel:+256-09.125.66433
	Red Sea State MoE. Sudan Mr. Mohamed Ezz Eldin. Tel: +249-09122.56748 Fax: +249-0311-825527
	South Kordufan State MoE. Sudan Mr. Mansoor Katrani Tel: +256-09247.67630 & 09154.07113
	North Kordufan State MoE. Sudan Mr. Al Nour Abdelwahid. Tel: +256-09125-64839
	Blue Nile State MoE. Sudan Mr. Albadri Hashim Alsadiq Tel: +0913331811
	Community Development Fund Mr. Omer Hajjam
<b>Environment Category</b>	<input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> FI <input type="checkbox"/> TBD (to be determined)
<b>Date PID Prepared</b>	February 09, 2009
<b>Estimated Date of Appraisal Authorization</b>	April 11, 2009
<b>Estimated Date of Board Approval</b>	Project is only subject to Multi Donor Trust Fund (MDTF) Oversight Committee approval. Expected in March 31, 2009

## 1. Key development issues and rationale for Bank involvement

1.1 The Comprehensive Peace Agreement (CPA), established in 2005, provided an environment for the Government of National Unity to focus on reconstruction and development and to rebuild the country's social sectors. The importance of developing the social sectors during the interim period of peace established through the CPA is highlighted in the Joint Assessment Mission report (March 2005). During initial discussions, education was identified as a priority area for support through the Multi Donor Trust Fund for the North (MDTF-N). However, for several reasons no education project was initiated.

1.2 The Bank's and MDTF's commitment to assist Sudan in the education sector is stated in the Bank's Interim Strategy Note for the Republic of Sudan (Report No. 43036-SD, March 20, 2008). Recently, a consultation process took place involving the Ministries of Finance and Education and the MDTF secretariat. Based on agreements reached during these consultations, it was agreed that the project

concept note would be jointly prepared by development partners. An initial concept note was subsequently presented to the MDTF's Oversight Committee (OC) and approved on June 24, 2008.

1.3 Although Sudan achieved considerable improvements in human indicators in the last few years, at its income level, it is way below its comparators with less than 65% Gross Enrollment Rate (GER) and 53% Net Enrollment Rate (NER) in basic education. These figures however do not tell the full story of the large disparities amongst and within states. The highest GERs in North Sudan reach up to 81.5% in the Northern State, and the lowest is in Kassala at 33.1%. Other groups of those disadvantaged in terms of access to quality education include nomadic population, returnees, and IDPs. A recently concluded base line survey conducted by the Federal Ministry of Education with support from the UNICEF and finance from the European Commission highlight inequality, the geographical and gender disparities the key problems with the system.

1.4 The educational system in Sudan operates within a framework of decentralization. Directorates of Education in Localities are responsible for pre-school and basic education including school infrastructure, teacher recruitment and management. Education Councils, similar to PTAs are important institutions at the school level ensuring popular participation in school supervision, maintenance, housing for teachers, etc. State Governments are responsible for secondary education while Higher education comes under the purview of the federal government. Sudan education system consists of three levels: two years of pre-school; eight years of compulsory basic education; followed by three years of general or technical secondary education.

1.5 Not much data is available on student achievement since Sudan does not participate in international learning assessments such as TIMSS or PISA. There are, however, indications that quality is low. During a recent Bank mission (July, 2008) to northern Sudan, the reading ability of students was randomly tested. The majority of students in grade 4 were unable to easily read a full sentence. While the system seems to have an adequate number of teachers, their qualification levels and capacity to instruct students are low. National policy expects the minimum qualification for teachers to be a college degree. However, less than 25 percent of the teachers meet this qualification. There is also no system of providing in-service training.

1.6 Compared to other countries at the same income level, Sudan has a low public spending on education at less than 1.5% of GDP<sup>1</sup> and less than 3% of public expenditures. Over 90% of this public expenditure is for recurrent expenditures and less than 10% for development expenditure. Private expenditures however represent a major source of funding for the sector.

1.7 Organizational and management capacity to develop and monitor progress in the education sector in Sudan is weak demonstrated by the manual collection of basic educational statistics. Capacity and skill to manage and monitor the system at different levels of government is limited. Teacher management is specifically an issue with no clear strategy for teacher deployment within states and across localities.

1.8 To summarize, immediate challenges to developing education for the Government of National Unity (GoNU) include: (i) Inadequate school and learning spaces, especially in war-affected areas; (ii) Non-optimal teacher deployment and low level of teacher qualification; (iii) Non existence of a systematic in-service training scheme; (iv) Lack of a reliable system for monitoring educational outcomes.

---

<sup>1</sup> Level of spending in Sub-Saharan Africa ranges from 3% to 5% of GDP and in MENA is around 5% and 20% of public spending.

## 2. Proposed objective(s)

2.1 The PDO is to contribute to closing the enrolment gap and improving basic education in the northern states of Sudan. This will thereby increase the literate and skilled population in the northern states. By the end of this program, information on the following PDO indicators will demonstrate the extent to which the PDO has been achieved.

- Reduction in disparities in terms of enrollment and learning levels between these four states and the national average.
- Improving the quality of education by modernizing the basic education curriculum and introducing a framework for teacher education.
- Increasing the number of trained teachers in the four targeted states.

## 3. Preliminary description

3.1 The project will include overall system support, namely by supporting the process of updating the basic education curriculum and initiating a process to upgrade a general framework for Faculties of Education (FoEs) curriculum. At the service delivery level, the project will work in four states (North Kordufan, South Kordufan, Blue Nile and Red Sea) to support the expansion and physical upgrading of basic education facilities in selected localities, and support in-service teacher training for a selected number of teachers in the four states. Training will focus on teachers of the first grades and aiming at enhancing reading skills and basic numeracy to students. The project will also support the physical upgrading of four Teacher Training Institutes (TTIs – one in each state). The project will have a three years implementation period and an estimated cost of US\$15million. Financing will be from the MDTF-N.

3.2 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 the selected states; and c) developing monitoring, evaluation and project management systems.

3.3 **Component (1): Increasing Access to Basic Education (US\$ 9 million).** *This component* will support the rehabilitation, additions of classrooms, offices or teachers' housing to existing schools, and the construction of new schools. The component will also finance some school furniture to schools where students are learning on the ground. The component will focus on geographical areas that will boost girls' education by using criteria that favors areas where interventions will enhance girls' access.

3.4 **Component (2): Contributing to enhancing the quality of basic education (US\$4)**

Under this component, the project will:

- (2-A) Provide support to the process of **updating the basic education curriculum** in Sudan. Support will include technical assistance to the various committees assigned to upgrading the curriculum, as well as logistical support to facilitate the work of these committees. The current curriculum for basic education has been introduced in 1996, it is imperative to undertake evaluation of its content with the view of updating and reforming the curriculum. The curriculum should be further developed to respond to the Comprehensive Peace Agreement and the Interim National Constitution both signed in 2005 and have far -reaching impact on education. The GoNU's vision is for a Curriculum which is more focused on life skills, common to all but suits all different abilities and is responsive to cultural diversity .
- (2-B) Corresponding to the revised basic education curriculum, the component will also support the **development of a national curriculum framework for the FoEs**. This framework, which

will include recent and proven approaches to improving teaching and learning, will direct teacher training activities in the country.

- (2-C) **Finance Teacher training** in the four states. Focus will be on the provision of teacher in-service training targeting difficult areas of the curriculum and creative pedagogy. Short courses will emphasis reading fluency and basic numeracy skills. The cascade model put in place by UNICEF will be used beginning with the training of trainers.
- (2-D) **Finance physical upgrading** to four TTIs in the four states to increase the capacity of training and enhance the learning environment in these institutes.

**3.5 Component 3: Monitoring, Evaluation and Project Management (US\$1.5).** This component will have two sub-components. First, it will support a system of monitoring project implementation and performance including the collection of baseline, mid-term and end-project data as well as a system of regular reporting. Second, the component will support the establishment and capacity building of project coordination teams within central and state ministries. Capacity building will focus on developing administrative and management skills to improve system functioning.

#### 4. Safeguard policies that might apply

The project may trigger OP/BP 4.01 because of the infrastructure component. An Environmental and Social Management Framework (ESMF) will be developed and will be part of the Project's operational manual.

#### 5. Tentative financing

Source:		(\$m.)
Multi-donor Trust Fund for North Sudan		15
	Total	15

#### 6. Contact point

Contact: Yasser Abdel-Aleem Awny El-Gammal

Title: Senior Operations Officer

Tel: 905-901-2854

Fax: 905-901-2854

Email: [yelgammal@worldbank.org](mailto:yelgammal@worldbank.org)