DOCUMENT OF THE WORLD BANK

RESTRUCTURING PAPER

ON A

PROPOSED PROJECT RESTRUCTURING

OF

SUDAN BASIC EDUCATION RECOVERY PROJECT

APPROVED ON MARCH 29, 2013

TO

MINISTRY OF FINANCE & NATIONAL ECONOMY

EDUCATION

AFRICA

Regional Vice President: Makhtar Diop
Country Director: Carolyn Turk
Senior Global Practice Director: Jaime Saavedra Chanduvi
Practice Manager/Manager: Sajitha Bashir
Task Team Leader: Thanh Thi Mai, Omer Nasir Elseed
I. BASIC DATA

Product Information

<table>
<thead>
<tr>
<th>Project ID</th>
<th>Financing Instrument</th>
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<tbody>
<tr>
<td>P128644</td>
<td>Investment Project Financing</td>
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<table>
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<tr>
<th>Original EA Category</th>
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<td>Partial Assessment (B)</td>
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<table>
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<th>Approval Date</th>
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Organizations

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<th>Borrower</th>
<th>Responsible Agency</th>
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<tr>
<td>Ministry of Finance &amp; National Economy</td>
<td>Federal Ministry of General Education (FMoGE)</td>
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Project Development Objective (PDO)

Original PDO

The project development objective is to improve the learning environment in targeted areas; increase the availability of textbooks; and strengthen education planning and management mechanisms in Sudan.

Summary Status of Financing

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Policy Waiver(s)

Does this restructuring trigger the need for any policy waiver(s)?

No

II. SUMMARY OF PROJECT STATUS AND PROPOSED CHANGES
Overall progress: the project continued to register notable progress across all three components. All PDO indicators are on tracked to be met (with the indicator of the number of textbooks provided is likely to be surpassed). Similarly, all intermediate indicators will be met. Some intermediate output indicators such as the number of classrooms built, the number of communities trained in construction management and the number of schools/communities receiving school grants will achieve higher that the targets set at the Mid-Term Review. As of December 31, 2017 the project had disbursed 90 percent of the GPE funding.

Project progress by Component include:

Component 1: Provision of classrooms and school grants

3.3 Classroom construction: the project is well on track for completing the construction of 1112 classrooms. As of November 2017, 1056 classrooms have been constructed and handed-over. The remaining 60 classrooms are expected to be completed in the next 2 months. Since the project received approval from the Ministry of Finance and Economic Development to use the foreign exchange incentive in 2017 for classroom construction, the project will add construction of 488 more classrooms, reaching a total of 1600 classrooms, provided that the project closing date is extended to February 2019.

3.4 School grants: The target of reaching 1500 schools set at the MTR has significantly been surpassed. As of November 2017, the project has managed to reach 5305 schools in 74 localities in 16 states in Sudan. 1034 additional schools are in the process of receiving their school grants, making the total coverage of the schools grants to reach 6339 schools. This four-fold increase in the scope was the result of (i) the savings obtained in the textbooks procurement; and (ii) the efficient process of scaling up the school grants. On the latter, in the scaling up phase the project adopted a dual approach: (i) using third party for school grants provision where the capacity for planning and financial management is weak; and (ii) using the government system where the capacity is deemed adequate. This ensured that the school grants reach schools in need timely and at the same time build the country's capacity to manage the school grant using existing system.

Component 2: Textbook provision and teacher training

2.1 Textbook provision: the target for textbook provision set at MTR was 13 million books in 3 batches of procurement using ICB. The results of the actual procurement brought significant savings (average unit price obtained was 50 cents) hence the project has increased the quantities and titles of textbook provision. A fourth batch of Grade 4 textbooks, newly developed English textbooks and teachers guides and reference materials was added in 2017, making the total number of books purchased reaching 22 million. The contract delivery dispute for Batch 2 textbooks had now been resolved.

2.2 Teacher training: the project provided training for the new curriculum and textbooks to teachers teaching grade 1 to 3. The total number of Grade 1 to 3 teachers of Mathematics and Arabid that have been trained to date reached 59,090. Additional 2458 teachers will receive training in 2018. Every school sent 2 teachers in Mathematics and Arabic to attend 5 day training programs led by the mater trainers at the locality level. The training content follows the key features of the new curriculum and textbooks and provides guidance to teachers how to practice assessment and active teaching methodology. Each locality (of 189 nation-wide) now have at least two master trainers in Mathematics and Arabic.

Component 3: System strengthening
3.3 National Learning Assessment: the project supported the Ministry of Education to conduct the first nationally representative sampled assessment of early grade learning in 2015. The result of this assessment was discussed and disseminated to all participating states in 2016 and also used to inform the targeting of the school grants program. The project plans to conduct a second NLA in 2017/18 school year to examine the following questions: (i) Are more students learning? (ii) Are more grade 3 students learning in 2017 than was the case in 2015? (iii) Are students learning more? (iv) Are grade 3 students in 2017 learning more than grade 3 students in 2015? (v) Are students learning at a rate fast enough to ensure progression through schooling? (vi) Are students meeting learning expectations? (vii) Do students continue to learn as they progress through school? (viii) Do students in grade 6 who were tested in grade 3 continue to learn at an appropriate rate sufficient to attain the standard for that level of schooling?

3.4 Teacher database: The teacher database was completed in 2016. The database include individual teachers’ data on their age, qualifications, years of experience, career grades as well as their teaching assignment. This valuable dataset has been instrumental in the Education Sector Analysis.

3.5 Rapid surveys: The project collected Rapid School survey 2016/17 and is preparing for the data collection of 2017/2018. The survey is in fact an annual census of all schools (public and private) covering key essential data such as school types, location, student enrolment by grade, teachers and their qualification, school facilities and infrastructure and availability of learning materials and funding contributed by communities. The data from the rapid surveys 1-4 have been invaluable in tracking the system progress in the last four academic years.

3.6 Preparation of ESSP 2018-2022: Significant progress that has been achieved in finalization of the ESA and the findings will be used to inform the formulation of strategies in the forthcoming ESSP, including but not limited to the following: (i) increasing capacity of the system for more learners (ii) Increasing efficiency of the system; (iv) Considering pedagogical requirements of expanding the system; and (iv) increasing the budget for education and using the additional resources to improve the learning outcomes.

Proposed changes:

1. Request for extension of closing date to February 2019: While the original project implementation is nearly complete, with 90 percent of GPE funding disbursed and 95 percent committed, the government of Sudan has since 2017 applied a higher exchange rate conversion of the funds disbursed to the project account. The Ministry of Finance and Economic Planning has agreed to retain these proceeds as additional project funds. This amounts to 163 million Sudanese Pounds. This additional funds will be sufficient for building approximately 480 additional classrooms and the Ministry of Education has decided to use the funds to build new classrooms to compensate for the lowered target made at the Mid-Term Review. Therefore, the government requests that the project closing date to extend for one year to enable the project to deliver this additional task.

2. Increase the result target for classroom construction: the output target for classroom construction was revised downward from 2000 to 1112 at Mid-Term review (based on the substantial increase in unit cost due to depreciation of the Sudanese Pound of more than 100% during this period). With the new funding from the higher exchange rate conversion applied in 2017 and with the extension of the project closing date to February 2019, the target for classroom construction can now be increased by 488 to 1600 by project end. The increase is feasible as past performance showed that the project can complete similar number of classroom in a year.
Extension to February 2019 will also enable the project to continue to provide technical assistance for three system building activities: (i) conducting second National Learning Assessment of Grade 3 and Grade 6 in key subjects; (ii) conducting annual school census; and (iii) developing the Education Sector Plan 2018-2022. The request for extension has been discussed with the Global Partnership for Education and the Local Education Group.

III. DETAILED CHANGES

LOAN CLOSING DATE(S)

<table>
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<th>Ln/Cr/Tf</th>
<th>Status</th>
<th>Original Closing</th>
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