OVERVIEW	
Country:	Sudan
Grant agent(s):	UNICEF
Coordinating agency(ies):	UNICEF
Period of the TEP/ESP (if available)[1]:	N/A
Estimated ESPIG application date (if known):	N/A
Program name:	Continuing safe, inclusive, and quality education for crisis-affected children in Sudan
Total Maximum Country Allowance (MCA) amount:	US$ 166,500,000
Accelerated Funding amount requested (up to 20% of MCA):	US$ 10,000,000
Agency fees (amount):	US$ 700,000
Agency fees as % of total Accelerated Funding requested:	7%
Accelerated Funding application date:	7/31/2023
Estimated Accelerated Funding program start date:	8/18/2023
Estimated Accelerated Funding program closing date (must be last day of the month, e.g., June 30, 2019):	2/28/2025
Expected submission date of completion report (At the latest 6 months after program closing date):	8/28/2025

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[1] TEP/ESP is not a requirement of Accelerated Funding.

Grant modality - (please enter '**X**')		Sector Pooled
		Project Pooled/ Co-financed
	X	Project/ Stand-alone

Program summary

Country	Sudan
Donor	Global Partnership for Education Accelerated Funds (GPE AF)
Program title	Continuing safe, inclusive, and quality education for crisis-affected children in Sudan
Funds requested	US$ 10,700,000
Program duration	18 months
Target location(s)	As based on the revised Humanitarian Response Plan (HRP) and UNICEF's Humanitarian Action for Children (HAC), the 5 proposed states and localities: • Gezira state: Madani, Alhassahisa, Ganoob Elgazira, Almanagel • Kassala state: Kassala, Halfa, Rural Kassala, Algirba • River Nile: Atbara, El Damar, Shendi • Sennar: Sennar, Sharg Sennar, Sinja, El Suki • White Nile: Kosti, Dewaim, Jabalin, Tandalty
Program objective	Crisis-affected girls and boys access safe, inclusive, and quality education that promotes their continuous learning and wellbeing
Expected results	**Direct beneficiaries:** • 150,000 crisis-affected children aged 5-18 years old accessing safe, inclusive, and quality continuous learning • 150,000 crisis-affected children aged 5-18 years old receiving learning kits to access basic education • 60,000 crisis-affected children aged 7-14 years old receiving accelerated learning programs • 25,740 crisis-affected children aged 5-18 years old receiving e-learning • 1,500 facilitators and teachers' capacities are enhanced to provide continued quality learning to and cater for psychosocial and socio-emotional needs of crisis-affected learners

	• Some 15 local/national NGOs have increased capacity to prepare for and respond to shocks and crises and deliver continuous learning and other relevant activities **Indirect beneficiaries:** Broader community (including Parent-Teacher Associations) around the safe learning space (SLS) and schools are supported through Back-to-Learning campaigns and SLS/school grants
Focus population	• Crisis-affected girls and boys and adolescents • Facilitators/teachers, federal and state Ministry of Education personnel, and caregivers/parents • Local/national NGO
Submission date	31 July 2023
Contact person(s)	

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Acronyms

AAP	Accountability to Affected Populations
AF	Accelerated Fund
ALP	Alternative Learning Program
ARA	Annual Risk Assessment
BTL	Back-to-Learning campaign
COVID-19	Coronavirus Disease 2019
CP	Child Protection
DCT	Direct Cash Transfer
DNH	Do No Harm
DP	Development Partner
ECE	Early Childhood Education
ECW	Education Cannot Wait
EFA	Education for All
EIE	Education in Emergencies
EOI	Expression of Interest
EMIS	Education Information Management System
ESA	Education Sector Analysis
ESSP	Education Sector Strategic Plan
EU	European Union
FACE	Funding Authorization and Certificate of Expenditure
FGM	Female Genital Mutilation
FSP	Financial Service Provider
GA	Grant Agent
GAH	Global Aid Hand
GBV	Gender-based Violence
GER	Gross Enrolment Ratio
GPE	Global Partnership for Education
GRM	Grievance Redressal Mechanism
HAC	Humanitarian Action for Children
HACT	Harmonized Approach to Cash Transfers
HNO	Humanitarian Needs Overview

HRP	Humanitarian Response Plan
IDP	Internally Displaced Person(s)
IP	Implementing Partner
IPSAS	International Public Sector Accounting Standards
ISCG	Inter-Sector Coordination Group
LEG	Local Education Group
MAR	Multilateral Aid Review
MENA	Middle East and North Africa
MHPSS	Mental Health and Psychosocial Support
MICS	Multi-indicator Cluster Survey
MOE	Ministry of Education
MOSD	Ministry of Social Development
MSNA	Multi-sector Needs Assessment
NCLAE	National Council for Literacy and Adult Education
NGO	Non-Governmental Organization
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
OOSC	Out-of-school Children
PCA	Program Cooperation Agreement
PCU	Project Coordination Unit
PDC	Program Development Committee
PDM	Post Distribution Monitoring
PIN	People in Need
PRC	Partnership Review Committee
PSEA	Prevention of Sexual Exploitation and Abuse
PTSA	Parent-Teacher-Student Associations
RO	Regional Office
RSF	Rapid Support Forces
SAF	Sudanese Armed Forces
SAI	Supreme Audit Institutions
SAM	Severe Acute Malnutrition
SBC	Social Behavior Change
SC	Save the Children
SCCW	State Council for Child Welfare

SCEFA	Sudan Coalition for Education for All
SLS	Safe Learning Spaces
SMART	Standardized Monitoring and Assessment of Relief and Transition
SM3	Simple Spatial Survey Method
TARL	Teaching at the Right Level
TPM	Third Party Monitoring
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
WASH	Water, Sanitation, and Hygiene
WB	World Bank
WHO	World Health Organization

1. Strategic context

1.1 Country context

Stretching over 1,886,068 square kilometers, Sudan is the third largest country in Africa, and the fifteenth largest in the world. Sudan's population of 49.7 million people[2] is predominantly (72 per cent) children, adolescents and young adults aged 0 to 24 years. In Sudan, children under the age of five are at risk of not reaching their full potential, due to factors such as child poverty, poor nutrition, and a lack of access to essential services.

In 2022, Sudan witnessed a major economic downturn due to the military coup on 25 October 2021. It is reported that Sudan lost some US$ 4.6 billion in foreign aid, including nearly US$ 2.6 billion from the World Bank.[3] Other bilateral economic assistance was also suspended. As a result, the Sudanese economy began to reverse its course on economic stabilization, with the local currency depreciating about 30 per cent and the inflation remaining high at triple digit level – 180 per cent annually – in 2022.

As a result, the children in Sudan were already in the middle of a storm of devastating crises severely hampering their chances to survive and thrive, for example

- 7 million children out-of-school[4]
- 3 million children under five malnourished[5]
- 11 million people not having access to safe water[6]

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[2] OCHA, Sudan Humanitarian Needs Overview (HNO) 2023, November 2022

[3] See Sudan's economic outlook (African Economic Outlook, 2023)

[4] Before the current crisis, the Education Sector had assessed the situation for out-of-school children and had determined that some seven million children in Sudan were not in school. The sector calculated the OOSC by subtracting the number of enrolled children from the total estimated school-age population (Multi-sector needs assessment (MSNA), 2022).

[5] Data is informed by the under-five standardized monitoring and assessment of relief and transition (SMART) survey (2022) method conducted at different localities along with the Simple Spatial Survey method (S3M) results from 2018. In 2022 Sudan witnessed many conditions that are likely to negatively affect the nutrition status of women and children, the number of people in need for the nutrition sector remained at the same level as in 2023. This is largely due to lack of comprehensive and up-to-date information. The nutrition sector has been heavily reliant on the S3M results from 2018, with a 10 per cent adjustment to account for deteriorating conditions. For 2023, eight localities' S3M results were replaced with the results from the SMART surveys that were conducted in 2022. Four of these indicated an improved nutrition situation and four reported deteriorations. The decrease in severe wasting prevalence in some of the recent SMART surveys, and not adjusting with a 10 per cent increase in the eight localities, resulted in a slight decrease in people in need with severe wasting with or without medical complications as well as those with moderate wasting, compared with 2022 (with decreases ranging from 2-9 per cent). Three reasons might explain the resulting decrease in the number of people in need with severe wasting: 1) a significant drop in wasting prevalence in three SMART surveys resulted in a drop in the people in need who experience severe wasting from 7,516 (2022) to 1,112 (2023), and in another from 9,585 to 3,014; 2) there is no 10 per cent adjustment in the localities with recent SMART surveys results; and 3) the increased complementarity of outpatient therapeutic programs and targeted supplementary feeding program coverage, including in the assessed localities, may have contributed to the drop in severe wasting prevalence, given the dual role of targeted supplementary feeding programs in treating moderate wasting and protecting such cases from sliding into severe wasting. These are not perfect data, and the sector is advocating for more SMART surveys to support evidence-based strategy and interventions.

[6] The Sudan Humanitarian Needs Overview (HNO, 2023) states that people in need (PIN) for water, sanitation, and hygiene (WASH) is 11 million. This was revised after the recent crisis in April 2023; the WASH PIN is now 14.9 million (including refugees).

- 1 in 3 girls subjected to female genital mutilation[7]
- 38 per cent of women married before their 18th birthday[8]

This situation further deteriorated by the conflict which broke out on 15 April 2023.

1.2 A humanitarian crisis

Fighting between the Sudanese Armed Forces (SAF) and paramilitary Rapid Support Forces (RSF) began on 15 April 2023 in Khartoum and quickly ignited across neighboring cities and states, particularly the Darfur and Kordofan states. The situation in Sudan has since significantly escalated and worsened. Fighting between the SAF and the RSF broke out in multiple states across the country.

Humanitarian needs are rapidly multiplying – one in every two children or 13.6 million children in Sudan need urgent humanitarian assistance, and 1.7 million children have already been displaced across Sudan and into neighboring countries. Anticipated food shortages, combined with epidemics including measles, interrupted health services, access to safe water, and one of the highest malnutrition rates in the world, will have significant implications on the health and nutrition status of children. If this conflict is not immediately halted, up to 650,000 severely acute malnourished children will not receive lifesaving treatment, 1.7 million children under-one risk missing critical vaccinations, millions of children will miss out on learning opportunities, and millions of girls and boys will lack a sense of safety and psychosocial wellbeing. The future of children in Sudan is at stake.

The situation in conflict zones and some internally displaced peoples (IDPs) camps remains dire. With active fighting and looting in conflict areas, basic services including immunization services and cold chains are not fully functional, leaving children at significant risk of disease. An outbreak of measles and an increase in mortality associated with acute malnutrition and the compounded effect of overcrowding and insufficient access to services have been reported in Darfur and White Nile states.

 According to FEWS NET3 staple grain prices are expected to escalate 200-700 per cent above the five-year average over the coming year, especially considering the depleting stock in local markets outside Khartoum during the lean season. This is aggravated by the logistical cutting off Khartoum with its important role in trade flows of imported and exported goods, not to mention the associated trade interruptions in Port Sudan. With the ongoing conflict and limited supply inputs for the current agricultural season, many areas are likely to miss the next planting season. FEWS NET forecasts a rapid increase in the number people facing Crisis (IPC Phase 3) and Emergency (IPC Phase 4) levels of food insecurity especially in Darfur and Kordofan by August to September.

1.3 An escalating education crisis

For education, the fighting led to major disruptions of the academic year across the country, and suspended education indefinitely to hundreds of thousands of children. Schools and educational institutions remain closed in Khartoum, South and West Darfur states. More than 1.3 million school-age children have been internally displaced, with an estimated 270,000 children displaced in the Darfur region alone.[9] This includes children who were forced to abandon their on-going

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[7] Data is taken from UNICEF Sudan's multiple indicator cluster survey (MICS, 2014) and further cited in UNICEF's remarks at the International Day of Zero Tolerance for female genital mutilation 2023 (UNICEF remarks, 5 February 2023).

[8] Data is taken from UNICEF Sudan's MICS (2014).

[9] This number continues to increase. As of 26 July 2023, some 3.5 million people have been internally displaced (https://dtm.iom.int/sudan). Of which, the Education Cluster calculates some 38.77 per cent of the internally displaced population are school-aged or some 1,005,234 children.

academic year, including an estimated 50 per cent of girls and some 15 per cent of children with disabilities. The ongoing conflict is exposing marginalized and vulnerable children, especially displaced and out of school children, to severe trauma, life-threatening risks, gender-based violence (GBV), human and sex trafficking, exploitation and sexual abuse, and involuntary recruitment into armed groups. Further, teachers across many states are not receiving their entitlements.

The damages to school infrastructure are unprecedented, according to the state Ministry of Educations (MoEs), numerous schools are reportedly hosting displaced populations and there have been reports of schools being occupied by armed forces.[10] The state MoEs have reported some 82 schools occupied by IDPs and 46 schools occupied by armed forces (see Table 1). As the annual rain and floods season is approaching, the humanitarian situation is expected to only worsen. While the security unrest, especially affecting transport routes between states, is causing severe shortages in learning resources and supplies and is expected to prevent children from continuing their education into the new school year.

Table 1 School status[11],[12]

#	State	# of schools	# of school occupied by armed forces	# of school occupied by IDPs
1	Blue Nile	339	-	10
2	Central Darfur	354	-	-
3	East Darfur	453	-	1
4	Gadaref	850	-	14
5	Gazeira	2,437	-	12
6	Kassala	849	-	-
7	Khartoum	3,796	40	-
8	North Darfur	1,173	6	12

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[10] The Security Council's resolution 1998 of 2011 urges parties to refrain from using schools and hospitals for military purposes, including as military barracks, weapons storage facilities, command centers, detention and interrogation sites and firing and observation positions. The military use of schools directly hampers children's right to education, but also turns safe havens for children into lawful targets for attacks, and changes community perceptions of schools as places of learning and healing into places of violence and insecurity. In December 2015, Sudan endorsed the Safe Schools Declaration which also recognizes that where educational facilities are used for military purposes it can increase the risk of the recruitment and use of children by armed actors or may leave children and youth vulnerable to sexual abuse or exploitation. Further, it may increase the likelihood that education institutions are attacked. UNICEF, with the Education Cluster, as cluster lead agency, will continue to advocate for the need to fully implement the Safe Schools Declaration to prevent attacks and threats of attacks against schools and ensure the protection of schools and civilians connected with schools, including children and teachers.

[11] This data was shared in confidence with UNICEF from the MoE and is taken as of 2 July 2023. The data includes only confirmed numbers of schools occupied by armed forces and IDPs as received from the state MoEs. This data does not reflect the full and actual situation as it only includes schools within states where the state MoEs are able to access and verify the school's status.

[12] UNICEF, especially as Education Cluster lead agency, upholds the importance of tracking the usage of schools by armed groups and displaced communities as part of the collective effort among education partners. This tracking is essential for monitoring and reporting any violations of children's rights.

#	State	# of schools	# of school occupied by armed forces	# of school occupied by IDPs
9	North Kordofan	1,568	-	8
10	Northern	539	-	-
11	Red Sea	508	-	-
12	River Nile	835	-	-
13	Sennar	833	-	6
14	South Darfur	1,504	-	-
15	South Kordofan	597	-	-
16	West Darfur	444	-	-
17	West Kordofan	1,150	-	3
18	White Nile	1,192	-	16
	Total	**19,421**	**46**	**82**

Children across Sudan are in critical need of life-saving education interventions to enable their engagement, recovery, protection, well-being, and safety. This humanitarian crisis is affecting children on a large-scale, children at education levels, from pre-primary, primary, secondary, and particularly girls and children with disabilities. Ensuring safe access to learning spaces, and engagement of displaced children and particularly girls must be prioritized. Challenges pre-dating the crises and the current conflict and resulting displacement are aggravating structural issues of access and quality of education for girls and children with disabilities.

1.4 A growing learning crisis
While Sudan has endured several armed conflicts in addition to the COVID-19 pandemic, macro-economic crises, and climatic shocks that have negatively affected the lives of citizens and the education sector, education sector partners have remained steadfast and committed to strengthening a resilient education system that can promote development and peace, prevent conflict, and ensure all children have access to quality education.

Prior to the current conflict, the education situation in Sudan could be summarized in three main points:

1) Sudan has the highest number of out-of-school children (OOSC) in the Middle East and North Africa (MENA) region. Prior to 15 April 2023, Sudan was coping with nearly seven million school-aged children out-of-school.[13],[14] Every year this number increases with the population growth. Most OOSC are

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[13] As noted above, before the current crisis, the Education Sector had assessed the situation for out-of-school children and had determined that some seven million children in Sudan were not in school (UNICEF press release, 26 April 2023).
[14] UNICEF Humanitarian Action for Children (HAC), revised May 2023

from nomadic populations, from rural areas, girls, children with disabilities, and children affected by conflict or natural disasters (including internally displaced persons and refugees).

2) Low learning outcomes has been a persistent feature of the poor quality of basic education services in Sudan. A recent learning assessment study revealed that 40 per cent of grade three students are not able to read a simple sentence.[15],[16]

3) Sudan spent 1.3 per cent of its gross domestic product and about 11 per cent of its total public expenditure on education.[17] This places Sudan at the lowest public expenditure for education in the Horn of Africa.

Over the past two decades, Sudan had made progress towards achieving Universal Primary Education (UPE) and Education for All (EFA). According to the MoE's annual educational statistical books, the number of basic schools increased by 3,108 between 2008/09 and 2017/18 translating to a growth of twenty per cent.[18] Corresponding to the growth in the number of schools available, the number of students in basic education increased by 1.3 million between 2008/09 and 2017/18. The Gross Enrolment Ratio (GER) for basic education slightly increased from 71.1 per cent in 2009 to 73.5 per cent in 2018.

Despite this progress, with nearly seven million children school-age children out-of-school (estimates of one in three girls and one in four boys), the remaining estimated 12 million children in school struggle to learn due to insufficient learnig spaces and supplies, teachers, and lack of other support, including for disabled children. The high number of OOSC, low retention, and high dropout rates have undermined Sudan's effort to implement universal free basic education, and grow its skill base and economy.

There are enormous disparities in access to education across the country, depending on a child's gender, where they live, and their families' income. Poor access, retention and learning outcomes in basic education come from complex and mutually reinforcing patterns of disadvantage include poverty, geographical disparities, gender inequities, disability, conflict, and displacement, which all raise barriers to schooling. Other mentionable challenges impacting education include:

- **Less than half of six-year-old children, eligible to start grade one, enrol in schools.** Even though the MoE prescribes age six as the entry age for grade one, there is late entry to school up to eleven years, beyond which children are likely to never attend school.[19]
- **Children in rural areas, nomadic communities, conflict-affected and emergency areas constitute the majority of OOSC.** Complex and mutually reinforcing patterns of disadvantages, including poverty, gender inequity, disability, conflict and displacement are key barriers that erode educational opportunities for marginalized children.

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[15] National Learning Assessment, 2018

[16] https://www.unicef.org/sudan/media/4376/file/Education%20Fact%20Sheet%20English.pdf

[17] https://open.unicef.org/sites/transparency/files/2020-06/Sudan-TP4-2018.pdf

[18] Only 60 per cent of classrooms in basic schools are permanent with an average classroom-pupil ratio of 1:62 above the recommended 1:45 (Education Sector Analysis, Ministry of Education and the World Bank, 2018).

[19] National Learning Assessment, Sudan, 2015

- **Harmful social norms pose barriers for girls' education.** Social norms related to child marriage, girls' education, and domestic work pose a great threat to young girls in accessing, transitioning, and completing the primary school cycle.[20]
- **Out-of-pocket education expenses are barriers to enrolment and retention.** Poverty and school fees also negatively affect retention and significantly contribute to high drop-out rates.
- **Disparities in education are pronounced in disadvantaged and rural areas.** Schools in rural and nomadic areas suffer from a shortage of clean water and/or gender-sensitive sanitation facilities, which affects both attendance and learning. The scarcity of food also hinders retention and completion of basic education in remote areas.
- **Schools are often unsafe.** School environments are often unsafe, with cases of bullying, GBV, abuse, and corporal punishment. However, the cases are seldom officially reported or addressed.
- **There has been low government expenditure in education.[21]** This has resulted in an inadequate number of schools, shortage of qualified teachers, and insufficient instructional materials. Regarding inadequate education facilities,[22] schools lack in necessary toilets, drinking water, school fencing, and learners' desks. This adversely affects both access and retention.
- **There remains a high level of learning poverty.[23]** Findings from the 2018 National Learning Assessment (NLA) on learning outcomes among grade three learners showed that while there had been some improvement in literacy levels, overall learning remained poor. Many children struggled to read simple familiar words and less than half could comprehend what they read. For mathematics, less than half of the children correctly carried-out level one addition exercises and even fewer were able to carry-out level two addition exercises.
- **There is an acute shortage of qualified teachers.** Over a quarter of teachers in primary schools meet the minimum requirement for teaching. Moreover, the curricula followed in education studies gives priority to theory but remains weak in providing practical and pedagogical skills for instruction.
- **Adolescents and youth present challenges and opportunities.** Sudan has a youthful population that grows at a considerable rate. The young population presents a great socio-economic potential if properly equipped with relevant skills for a healthy and productive life. The youth bulge also exerts pressure on government resources. Investment in young people starts with life skills, citizenship, and skills training, including foundational literacy and numeracy.

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[20] The main gender bottlenecks and barriers as per the key findings of the independent gender review carried-out by UNICEF in 2017 are for women and girls: lack of knowledge and limited access to information, limited access to services, detrimental masculine and feminine ideals expectations, dual responsibilities experienced by women, and lack of participation and decision making. The recent UNICEF supported work on the Girls' Education Sub-Sector Strategy (2020) also found similar findings regarding barriers, and identified several areas for attention in the education sector including: the distance between home and the school, quality of the classroom learning environment, school fees, and school violence, etc.

[21] The expenditure on Education is around nine per cent of the total public expenditure.

[22] There is a shortage of basic school infrastructure, notably classrooms, school furniture, water, and sanitation facilities. Only 60 per cent of the available classrooms in government schools are permanent with an average classroom pupil ratio of 1:76. This resulted in overcrowded classrooms, open air classes under trees, or children learning in unsafe temporary classrooms. Only two thirds of learners in basic education have access to seats. Separate sanitation facilities for girls and boys and access to clean and safe water is a challenge. Only 50 per cent of the schools are connected to the piped water network. The average toilet to pupil ratio was estimated at 1:91 for girls and 1:102 for boys, which is much higher than the recommended acceptable ratios (1:30 for girls and 1:60 for boys).

[23] Learning poverty means being unable to read and understand a simple text by age 10. In Sudan, less than half of grade three students who can read comprehend what they read. In numeracy, less than half (46 per cent) of the children can correctly solve level one addition and only 40 per cent can solve level one subtraction.

Due to several armed conflicts and the COVID-19 pandemic, the number of OOSC and school dropouts was high. With the current conflict and increased risks, even more children are at high risk of dropping out, especially girls, children with disabilities, and other marginalization. While the focus is on addressing the need to keep all children safe, well, and learning, this program will also build on previous efforts to mitigate and address the growing number of OOSC and the aggravated learning crisis.

1.5 Education coordination

1.5.1 Education Sector

UNICEF leads nutrition, water, sanitation, and hygiene (WASH), child protection (CP) Area of Responsibility (AoR) and is co-leading the Education Sector/Cluster with Save the Children (SC) and the MoE at national and sub-national levels. UNICEF has dedicated sector coordination and information management (IM) at national level and double-hatting coordinators at the sub-national level. UNICEF is also engaged at all levels in the Inter-Sector Coordination Group (ISCG) led by OCHA. Additionally, UNICEF is a key partner in the in-country interagency Prevention of Sexual Exploitation and Abuse (PSEA) Task Force, Access Working Group and Refugee Coordination Forum.

1.5.2 Local Education Group

The Local Education Group (LEG) is an in-country group established to provide a platform for policy dialogue and coordination between the Government, development partners and civil society, aligning with the Government of Sudan development goals, and the Education Sector Strategic Plan (ESSP). Both UNICEF and SC are active members on the LEG.

The LEG is committed to the development processes and aid effectiveness which builds upon the Government of Sudan's priorities and vision, ensures coordination and synergies amongst programming and implementation, and alignment with overall principles of aid effectiveness. Specifically, the LEG commits to: 1) ownership of development priorities by the Government of Sudan, 2) a focus on results, having a sustainable impact that should be the driving force behind investments and efforts in development policy making, 3) partnerships for development depending on the participation of all actors, and recognition of the diversity and complementarity of their functions, and 4) transparency and shared responsibility to ensure development cooperation is transparent and accountable to all citizens.

2. Program design

2.1 Engagement with GPE

To address the learning crisis for children in Sudan, exacerbated by the COVID-19 pandemic, the local education partners came together around their shared commitment to every child learning and started an extensive consultative process to discuss key priorities to support and identify available funds. The timeline is presented below in Table 2.

One of the funding sources identified was the GPE Accelerated Funding (AF). Once the GPE Secretariat confirmed funding availability and eligibility, UNICEF and SC expressed interest to be considered as grant agents (GAs). GPE and the LEG partners endorsed the two GAs recognizing each agency has its own strengths to

operate in the current challenging context, the volume of the work is high and needs to be done urgently, and sharing the work and responsibilities being one of the risk mitigations measures.

Table 2 Consultation timeline

What	When
LEG meeting: • LEG discussed priorities for education support and notified GPE Secretariat of interest in Accelerated Funding • GPE Secretariat confirmed eligibility • Prospective GAs (UNICEF and SC) expressed interest to LEG and GAs endorsed by LEG • LEG Program Development Committee (PDC) confirmed support to AF program design process	15 June 2023
GAs submitted Expression of Interest (EOI) letter to the GPE Secretariat	27 June 2023
GAs conducted a design workshop	4 July 2023
GAs facilitated a co-creation event, including the LEG committee, Education Cluster co-coordinators, and Education Cannot Wait (ECW) focal point	6 July 2023
GAs prepared proposal based on priorities identified in the co-creation event and shared advanced draft, with response matrix, to PDC and LEG	13 July 2023
PDC and LEG reviewed advanced draft and shared feedback via the response matrix to the GAs	18 July 2023
GAs addressed response matrix feedback and resubmitted to PDC and LEG	24 July 2023
PDC and LEG reviewed updated draft and provided redline feedback to the GAs	26 July 2023
LEG meeting: GAs presented revised proposals and proposals endorsed	27 July 2023
GAs strengthened the proposals based on feedback from the LEG meeting and met to further ensure alignment and complementarity of proposals	30 July 2023
GAs submitted finalized and endorsed proposals to GPE Secretariat	31 July 2023
GPE Secretariat reviewed proposal and communicated a decision	18 August 2023

2.2 Consultative design process

The proposal was designed in a consultative manner with a Program Development Committee (PDC),[24] as agreed amongst the GPE, LEG and GAs to support the co-creation and development of the proposal.[25] The critical needs, priorities, and targets were also assessed to ensure that the program does not duplicate other efforts taking place. As a result, the proposal is a co-created product with the LEG and Education Cluster members.

In alignment with the GPE Guidelines for Accelerated Support in Emergency and Early Recovery Situations[26] that emphasizes that there should collaboration with the LEG and the Education Cluster and that the proposal must be based on the Education Cluster's needs assessment,[27] the GAs reviewed the previous proposal for GPE AF (drafted before the 15 April 2023) and the revised HRP May 2023.[28] The program development and design build on the previous proposal and are aligned to the Education Cluster's response strategy mapped in the revised HRP. Some 8.6 million school-aged children (aged 5-18 years) are affected by the crisis and in need. Of which, the Education Cluster aims to support 4.3 million children in need of humanitarian assistance. Throughout the remainder of the year, the Cluster's strategy is to continue to provide immediate lifesaving and life-sustaining assistance to school-aged children while also strengthening the resilience of the education system through improved linkages between humanitarian and development interventions. This approach will, over time, reduce the number of children in need of humanitarian assistance to continue their education, improve children's learning outcomes, and lead to a more resilient education system in Sudan, which will be better able to withstand ongoing humanitarian shocks.

During the process of program development, several key considerations were also identified and considered, including sustainability risks and mitigations, humanitarian-development-peace nexus, and adaptive programming. To address sustainability, the GAs, in consultation with the Education Cluster, are prioritizing the work to strengthen the federal, state, and local Ministry of Education and partners. While the program aims to support both the urgent and immediate education support to children in humanitarian context and to build the capacity of key stakeholders to support medium-term work relevant to the development context. The interventions are addressing the needs across the humanitarian-development-peace nexus.

The current situation remains dynamic and fluid. UNICEF will prioritize continuous monitoring and regular situational assessment and analysis to allow the program to shift and adapt to the context as needed. Given the urgency to provide accelerated support to support safe and continuous learning of children,

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[24] The PDC represents a small sub-set of the LEG confirmed to thoroughly support the AF program design process. The committee members include the World Bank (WB), UNESCO, European Union (EU), Sudan Coalition for Education for All (SCEFA), Sadagaat, and Global Aid Hand (GAH).

[25] In designing the proposal, consultations were held with the PDC, Education Sector, and ECW to request solid input and direction, and review advanced drafts to provide a friendly critical function to strengthen the program design (see *Table 2*).

[26] GPE Guidelines sets out eligibility criteria for AF: (a) Eligible for education sector program implementation grant funding; (b) affected by a crisis for which a humanitarian appeal has been launched and published by OCHA, with education as a part of that appeal; and (c) able to demonstrate that GPE funds will not displace government and/or other donor funds but will be in addition to other resources.

[27] The proposal must be: (a) based on the education cluster's emergency needs assessment and/or an assessment of early recovery needs; (b) provide information on the sources of financing for other emergency and early recovery activities planned and information demonstrating that GPE funds will not displace government or other donor funding; and (c) contain an operational plan indicating activities, budgets, implementation strategies and a description of how activities will be sub-contracted to other organizations as appropriate.

[28] Sudan HRP, revised 17 May 2023

especially the most marginalized children, while recognizing the challenges for program implementation in the complex operating environment, the duration of 18 months is considered appropriate for the program implementation and has been agreed amongst the education partners.

2.3 Complementarity between the two grant agents

The GPE AF funds will be applied for and implemented through two GAs, UNICEF and SC, and benefit from each agency's individual strengths and particular operational niche. The overall program design has been agreed upon, starting from a shared vision to coordinate efforts so all crisis-affected girls and boys improve their learning through safe, inclusive, and quality education that promotes their continuous learning and wellbeing (see Figure 1).

Figure 1 Theory of Change
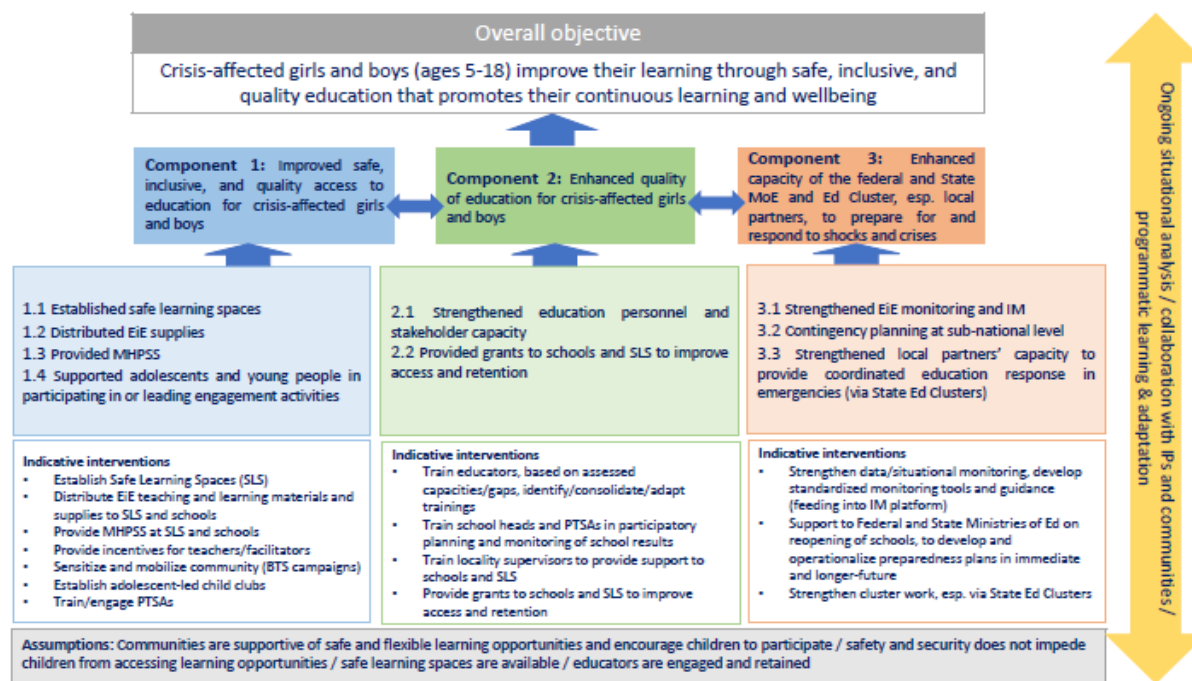
The program has been designed on the premise that:

- *If* crisis-affected girls and boys have access to safe learning spaces to immediately address and support their psychosocial wellbeing and continue their learning, with essential teaching and learning materials and recreational supplies and supportive and incentivized facilitators and teachers and actively engaged parents, caregivers, community members, and adolescents, and

- *If* the quality of learning is improved through facilitator, teacher, and education personnel and stakeholder capacity building and use of school grants to implement school improvement plans, and
- *If* the federal and state MoE, Education Cluster, and local partners capacity is strengthened to improve monitoring, data collection, and the development of contingency and preparedness plans,
- *Then,* crisis-affected girls and boys will access safe, quality, and inclusive education opportunities that promotes their continuous wellbeing and learning.

Above all, the humanitarian principles were upheld in the program design, including humanity, impartiality, neutrality, and independence; human rights-based approach; gender equality; equity focus; do no harm (DNH) principle; and accountability to affected population (AAP).

The remainder of the document will focus on UNICEF's program to be implemented under the GPE grant in close coordination with SC as the other grant agent, as well as other humanitarian and development partners and donors that are providing complementary activities, such as ECW.

3. Program scope

3.1 Geographic focus

The geographic scope of the program's selection criteria focused on 1) identifying locations where host communities were coping with the highest caseloads of IDPs[29] and 2) locations that were not being targeted under other funding opportunities, such as ECW's First Emergency Response (FER).[30] The selected state locations are also aligned to the response priorities established in the Education Cluster's response plan[31] to support the most marginalized and vulnerable girls and boys at risk of exclusion from education especially in the displaced and vulnerable communities in White Nile, Blue Nile, River Nile, Gezira, Sennar, Kassala, Gedaref South Kordofan and Red Sea. At the time of the proposal development, UNICEF proposes to target five states (see Table 3): Gezira, Kassala, River Nile, Sennar and White Nile. The proposed states were further assessed to identify 19 localities in need. Gezira and While Nile states will be included in both UNICEF and SC's targets due to the high needs and numbers of IDPs. To ensure a coordinated approach, UNICEF and SC aligned the proposed locations between the ECW and GPE contributions down to the locality level. One locality is included by both GAs: Wad Madani in Gezira state, where the GAs will ensure the coordination goes down to the administrative unit level. Wherever both GAs may operate in the same state and locality, the alignment of activities will be organized and separated down to the administration units.

Table 3 Proposed locations and estimated targets[32]

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[29] Displacement Tracking Matrix (DTM) Sudan, Situation Report 11 data was used at the time of the analysis informing the geographic selection.

[30] UNICEF and SC are GAs for ECW FER. UNICEF's ECW FER funding is targeting three localities in White Nile state: Eljabalin, Elsalam and Dewaim. SC's ECW FER funding is targeting two localities in White Nile state: Kosti and Rabak. In addition, SC has ECW Multi-Year Resilience Program (MYRP) funding targeting Rofa'aa and Madani localities in Gazeira state and Kumo localitiy in South Kordofan state.

[31] Sudan HRP, revised 17 May 2023

[32] The table reflects estimated targets recognizing that given the dynamic and fluid context that unit costs may fluctuate and affect the targets.

Proposed locations		Estimated targets					DTM 11[33]		Baseline		
States	Localities	# SLS	# Children	# Girls (60%)	# Boys (40%)	# Teachers	#IDPs	% Total IDPs	# Schools	# School-aged children	# Children enrolled
Gazeira	Wad Madani, Alhassahisa, Ganoob Elgazira, Almanagel	69	20,633	12,380	8,253	206	131,224	5.88%	2,437	2,201,044	1,826,803
Kassala	Kassala, Halfa, Rural Kassala, Algirba	28	8,437	5,062	3,375	84	53,655	2.40%	849	1,132,875	497,992
River Nile	Atbara, El Damar, Shendi	191	57,393	34,436	22,957	574	365,013	16.36%	835	641,878	495,758
Sennar	Sennar, Sharg Sennar, Sinja, El Suki	79	23,666	14,199	9,466	237	150,510	6.74%	833	845,480	577,769
White Nile	Kosti, Dewaim, Jabalin, Tandalty	133	39,871	23,923	15,948	399	253,575	11.36%	1,192	1,290,564	770,994
	Totals	500	150,000	90,000	60,000	1,500	981,107	-	6,743	6,931,856	4,571,789

Due to the dynamic and constantly shifting landscape on the ground, while at the time of the proposal's development these five states and 19 localities are being proposed, there is recognition that the states, localities, and administrative units may change to account for where IDPs move and where it is feasible and safe to operate.

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[33] Displacement Tracking Matrix (DTM) Sudan, Situation Report 11 was used at the design workshop with Save the Children.

3.2 Beneficiary focus

The program includes three key beneficiary groups within the areas of geographic focus:

1) Crisis-affected girls and boys (ages 5-18)[34]
2) Facilitators or teachers at the safe learning space (SLS) and schools
3) Education stakeholders, including local/national non-government organizations (NGOs), federal, state, and local MoEs, and parents, caregivers and SLS and school community members

Through the GPE AF program activities, UNICEF's aim is to reach the expected direct results as organized in Table 4[35]:

Table 4 Expected results

Activity	Result
500 SLS	**150,000 school-aged conflict-affected children**, 5-18 years old (targeting 90,000 girls and 60,000 boys, including 22,500 children with disabilities[36]), accessed safe, inclusive, and quality formal and/or non-formal education through SLS or school
300 ALP centers	**60,000 school-aged conflict-affected girls and boys**, 7-14 years old (targeting 36,000 girls and 24,000 boys, including 9,000 children with disabilities), accessed ALP centers
Facilitator/teacher training and incentive support	**1,500 facilitators and teachers'** (targeting 750 women and 750 men)[37] capacity enhanced to provide continued quality learning to and cater for the psychosocial and socio-emotional needs of crisis affected learners
Minimum 500 adolescent-led child clubs[38]	**7,500 to 15,000 children and adolescents[39]** engaged in adolescent-led child clubs promoting life skills, citizenship education and PSS
114 e-learning centers	**25,740 school-aged conflict-affected girls and boys**, 5-18 years (targeting 15,444 girls and 10,296 boys, including 3,078 children with disabilities), accessed e-learning centers

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[34] The GAs target different age-ranges due to their corresponding interventions. UNICEF is targeting crisis-affected children from 5-18 years of age in the SLS and e-learning spaces, with a specific focus on children 7-14 years for the ALP intervention. While SC's program targets exclusively primary and ALP children from 6-15 years.

[35] The targets are aggregated from the estimated targets and will be adjusted as needed to avoid potential double counting.

[36] This includes the target breakdown ambition to reach 60 per cent girls, 40 per cent boys, and 15 per cent children with disabilities.

[37] The estimated number of teachers is calculated from the ratio of 100 children per SLS facilitator in consideration to the SLS utilizing double shifts. The teacher to child ratio is locally appropriate and realistic for use in the emergency context recognizing that the SLS will also include additional adult support from community volunteer and integrated support from CP actors through the engagement of social workers via the joint efforts with the State Council for Child Welfare (SCCW) the Ministry of Social Development (MoSD).

[38] The SLS package aims to have minimum one adolescent-led child club per SLS. However, in some places, such as the Eastern States, three adolescent-led child clubs have been established at one SLS to meet the high-interest and demand from adolescents and children.

[39] Typically, the adolescent-led child club engages some 15 to 30 children and adolescents per club.

Activity	Result
Strengthen local partners' capacity	**15 local NGO partners** completed capacity building initiatives, and continued coordination and capacity building efforts with **federal and state MoEs**

The targeting will uphold a conflict sensitive approach and inclusively target all displaced and host-community children in the SLS and school catchment area. In addition, the targeting of children will prioritize crisis-affected populations, as defined in the HRP to include the displaced and non-displaced marginalized and vulnerable girls and boys, children with disabilities affected by the conflict, poor households, girls, and children in hard-to-reach rural areas aged 5-18 years.

4.   UNICEF's program

4.1 Overall objective

The overall objective is to ensure crisis-affected girls and boys (aged 5-18) improve their learning through safe, inclusive, and quality education that promotes their continuous learning and wellbeing. This will be accomplished through establishing immediate access to SLS for the most marginalized and vulnerable children, displaced and host community children, girls, and children with disabilities. The education response program aims to prioritize immediate critical lifesaving and life-sustaining education needs.

4.2 Program components and outcomes

The overall results framework specifies UNICEF's contribution aimed at the three components and corresponding outcomes:

1) **Access:** Improved safe and inclusive access to education for crisis affected girls and boys.
2) **Quality:** Enhanced quality of education for crisis-affected girls and boys.
3) **Systems strengthening:** Enhanced capacity of the federal and state MoE, Education Cluster and local education partners to prepare for and respond to shocks and crises.

The three program components align with the revised HRP 2023 response priorities. The immediate and urgent needs of children affected by the crisis will be served through the first component. Education plays a key role in the protection of children by offering a stable, child-friendly, and safe learning space or environment which helps to restore a sense of normality, dignity, and hope. To ensure continued access to education services and retention of both the displaced and host community children, especially when safe for some schools to start to reopen, through component two, a conducive learning environment and the quality of the learning will be prioritized. Component three will serve to strengthen and invest in the education partners and stakeholders' capacities to prepare and respond in an effective and coordinated manner to the continuing crisis and future crises.

4.3 Key activities and outputs

The package of interventions is organized under the three components with clear outcomes and indicative activities as described below.

Component 1: Access

Component one encompasses activities to improve safe and inclusive access to education for crisis affected girls and boys through responding to the basic and immediate need for children to have safe spaces offering essential psychosocial and learning services. This first component includes activities around the establishment and running of SLS, including the provision of accelerated learning, procurement and distribution of teaching, learning and recreational supplies, facilitator and teacher support and training, adolescent-led child clubs, and back to school campaigns.

Outcome 1: *Crisis-affected girls and boys have improved access to continuous, safe, inclusive, and quality education*

Output 1: *Crisis-affected girls and boys receive immediate lifesaving services through safe and protective, inclusive, and quality learning environments*

Activity 1.1 500 SLS are newly established to ensure continuity of psychosocial support and learning for 150,000 girls and boys

Children and adolescents impacted by violent conflicts and forced displacement face immense adversity and stress. Those experiences are frequently of such depth and magnitude that their learning and further development will most certainly be impaired – unless they have immediate access to mental health and psychosocial support, learning, and life skills. Therefore, in response to the current crisis, UNICEF will be working hand in hand with local and community-based partners, authorities, and education stakeholders to provide access to children and adolescents to child-friendly and alternative safe learning spaces to equip children with the skills and learning they need to cope and to foster their resilience. This will be achieved through community mobilization, identification, and registration of displaced and OOSC, opening of SLS, allocation of trained facilitators, and psychosocial and learning support to the children.

Safe and child-friendly learning spaces will be established, utilizing existing structures such as schools and community spaces where possible and establishing new spaces or tents as needed,[40] run by trained and motivated local facilitators, and equipped with both learning and recreational supplies. As an utmost priority, the spaces will serve to protect children from exploitation, abuse, and involuntary recruitment into armed groups. A safe space offers children the opportunity to relax, decompress, socialize, and engage with their peers and a trained facilitator or teacher in a protective environment that fosters and prioritizes their psychosocial wellbeing. To prioritize inclusivity and social cohesion, the spaces will accomodate children from both IDP sites and host communities. The SLS as a comprehensive intervention offers:

1) A safe space to meet children and adolescents where they are and engage them in psychosocial support and recreational (e.g., sports and culture, such as drama, music, art, etc.) and structured learning activities.
2) Protection, resilience, and wellbeing, including the provision of psychosocial support and life-sustaining education awareness and skills, GBV training, counselling, and referrals. The provision of psychosocial support through counseling and other interventions is essential to equip affected children with the skills they need to cope with any experienced trauma.
3) The provision of appropriate and relevant teaching, learning, and recreational materials and supplies to create a conducive playful learning environment. To mitigate the adverse effects of school closures, it is crucial to distribute essential education supplies to both schools and safe learning spaces (see **Error! Reference source not found.**).

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[40] The use of existing safe spaces and structures, such as schools during the summer months and identified community spaces, will be prioritized for sustainability. As needed, tents and other locally established structures will be used if there is no available existing space or if there is a need for additional spaces to absorb and cater for all host community and IDP children.

4) A package of facilitator and teacher support, inclusive of a suite of training and incentive support for facilitators (see **Error! Reference source not found.**).
5) The establishment of adolescent-led child clubs to enable adolescents and young people to participate and lead on engagement initiatives which will also serve to foster their resilience and wellbeing (see **Error! Reference source not found.**).

The SLS is designed to ensure children's wellbeing and safety are immediately prioritized through the necessary infrastructure[41] (i.e., tent, lightly repaired classroom during the summer break months, etc.) to offer them a space to be a child, return to 'normal routines' and gain mental health and psychosocial support (MHPSS). During the school recess (June to September-October[42]), the school building and other public facilities will be used as safe and protective child-friendly spaces to foster and prioritize children's wellbeing and safety. When schools can reopen in the new school year, children will be holistically (e.g., cognitively, socially, emotionally, etc.) prepared to continue their education and the SLS support and space can be shifted towards enabling the school reopening and running.

Over the course of the next 18-months, as the SLS is an adaptive space, it will serve to support children's diverse learning needs and prepare them to return to learning through opportunities for playful learning, structured learning, accelerated learning, e-learning and non-formal learning.[43] The SLS then offers opportunities for children to recover their learning through structured learning activities – to prepare children for the resumption of learning in advance of the start of the new school year. While the provision of back-to-school essential teaching and learning materials and supplies and the training and technical support to teachers and facilitators will further support the return to the teaching and learning process. Where schools start to safely reopen, UNICEF will coordinate with partners and the state and locality MoEs to map and adapt the SLS support as needed to ensure all children have continued access to education opportunities.

The SLS is designed to support the resumption of learning and the new school year – being a flexible space that can transition into offering alternative learning program (ALP) centers, e-learning centers, and/or serves as a ready space for formal school to use in accommodating an influx of displaced children. UNICEF will take an adaptive and flexible approach as needed to identify and understand when it is appropriate and needed to shift the SLS into a space to be used for formal schools. Given the dynamic situation, it may be that the SLS is continued alongside the start of the new year, especially if there is a need for continued and additional MHPSS and catch-up support. This would be organized and agreed upon in consultation with the school leaders, teachers, and Parent Teacher and Student Association (PTSA), etc.

Further, the SLS can be utilized as a platform to deliver a range of other critical services for school-age children. While this program is not directly funding school meals or snacks, cash for school meals, WASH, nutrition, or health, these services will be considered where there is a need and look to other education stakeholders and partners and other sectoral partners that may be able to provide such services in a manner that is sustainable and does no harm. Where there

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[41] The physical SLS will be established to be inclusive and accessible for all children, including children with disabilities.

[42] Typically, the summer break months span from June to September/October. However, due to the current dynamic situation, it is recognized that schools may open when and where safe and feasible to do so. Given this, the program will be flexible in the need to continue support with SLS and when to transition the SLS as an additional classroom or afterschool support when and as school start to reopen.

[43] In the immediate response phase, especially over the summer break, while UNICEF provides guidance on minimum standards for the safe and child-friendly learning spaces, there is no prescribed package or curricula for the SLS learning activities. UNICEF will work with partners on-the-ground to support structured learning utilizing existing resources and materials and encourage the sharing of good practices, learning, and resources amidst the partners.

are no other partners to provide complementary services, UNICEF will look to identify complementary funding to support any need services to ensure a holistic response to ensure the holistic development of the child.

Activity 1.2 500 ALP centers are newly established to register and enroll 60,000 out-of-school and IDP children[44]

Given Sudan has the largest number and the highest rate of OOSC in the MENA region, the intervention of establishing new Alternative Learning Program (ALP) centers is designed to build on existing programmatic offerings to provide education opportunities for OOSC. The ALP intervention will include support to either establish or renovate existing safe learning spaces to serve as ALP centers. Comprehensive technical and resource support to the ALP center will be provided, including the provision of learning materials, such as ALP textbooks (aligned to the basic education curriculum), an enrolment campaign, community awareness raising, and training of the ALP facilitators.

The ALP was adopted by the MoE and the National Council for Literacy and Adult Education (NCLAE) in 2005, as an alternative venue of learning for children and adolescents who missed the opportunity to join schooling. The program was specifically tailored to support children that dropped out of school in conflict-affected areas and internally displaced children. It was designed to bridge the eight years of the primary education cycle in four education calendar years.[45] The ALP continues to be managed by the NCLAE at the national level and Adult Education Departments at state level. While ALP targets three age groups - 7 to 9 years, 10 to 13 years, and 15 to 18 years[46] – UNICEF's programming focuses on the first two age groups or children from 7 to 13 years.

1) The first group focuses on OOSC, aged 7-9 years. Children are given a few months catch-up program and upon completion are encouraged to join the primary education cycle at the appropriate level. For children who have never attended school or have missed out on the first chance of enrolling, they can complete a short 6-to-12-month catch-up program within Cycle 1 (grades 1-3) of the basic curriculum, focusing on foundational numeracy and literacy, to enable their reintegration into one of the three grades of the formal system.
2) The second group of OOSC is comprised of children aged 10 to 13 years. The 10 to 11-year-old children who are out of school will be given access to an ALP curriculum and will have the opportunity to be assessed and join the formal system at the appropriate level (grade 4-7). This group can complete a 3-year adapted curriculum (grades 4-7) to enable them to study for grade 8 and sit for the exam to acquire the basic school certificate at the end of the basic cycle. For OOSC, aged 12 to 13 years, the focus is on providing them with the ALP support they need to prepare for the end of basic education exam. Linkages between the formal and alternative pathways offer some flexibility to join either of the systems at the appropriate level.

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[44] UNICEF will continue to advocate for and mobilize resources to expand support to ALP centers to seek complementary funding to cover the remaining supported 200 SLS or schools. In addition, UNICEF will continue to work in collaboration and coordination with other education partners and seek to identify complementary support for ALP as needed.

[45] In 2009 the NCLAE developed a National Strategy for the ALP and produced textbooks for ALP guided and aligned with the primary education curriculum. Teachers were trained on curriculum delivery and several ALPs were opened inside schools or in public places where thousands of OOSC were enrolled and started learning. The program provided the first or second chance to children who had never attended school, dropped out, or who could not be integrated into the formal education system without catching up with the lessons missed.

[46] The third group includes adolescents and youth, aged 15-24 years, of post-primary school age who have never attended school or have completed basic education, but have not entered secondary school. Adolescents and youth need basic and post-basic education, particularly considering the need for life skills to develop the personal, social, and intellectual skills to improve their standard of living. The curricular content covers: 1. An intensive education program for foundational literacy and numeracy skills, training, and continuous learning, and 2. the vocational/technical training program and short training courses on diverse topics, such as health, nutrition, handicrafts, home-economics, etc. to promote economic livelihoods and life skills for employability.

Activities 1.3 Procurement and distribution of student learning materials[47]

To support the learning of children, learning and recreational materials will be distributed to children in 500 SLS and schools, inclusive of ALP supplies. The provision of teaching and learning materials is an important element of any program aiming to improve access to education for marginalized and vulnerable children during an emergency. The program will procure and distribute teaching, learning, recreational, and hygiene materials to reduce the direct and indircect costs of schooling for economically struggling families and to ensure that students are equipped with the necessary materials to facilitate their particpation in the learning process.

UNICEF will procure the teaching and learning materials needed to encourage children to return to learning opportunities in the SLS and schools. To reduce the indirect costs associated with schooling, especially for displaced and host community families, children in the target SLS and schools will receive individual learning supplies. Adolescent girls will also receive dignity kits to enable them to stay in the SLS and school. The proposed supplies will include UNICEF's standard kits (i.e., student kits, teacher kits, ECD kits, recreation kits, adolescent kits), hygiene materials and dignity kits for girls. Procurement will be a mix of local and offshore through UNICEF supply section. School supplies will be procured centrally by UNICEF and then transferred to partners for subsequent distribution to schools. The package of supplies for SLS and schools will include individual items for children as well as group materials and kits for schools.

Activity 1.4 Facilitator and teacher incentives

In the 2022-23 school year, the delayed payment of teachers' salaries coupled with the frequent teacher strikes resulted in the disruption of the school year and multiple schools' closures. This had a significant impact on the continuity and quality of learning. The recent conflict has further exacerbated the situation, leading to a halt in salary payments for public sector employees, including teachers.

To ensure the smooth operationalization of safe learning spaces during the conflict, UNICEF will capitalize on the availability of experienced teachers and other qualified volunteers from local communities as facilitators for the SLS and focus on their retention within the education workforce during this turbulent period. By providing financial support, specifically covering their incentives for actual working hours, and aligning them with national system standards, UNICEF aims to incentivize and retain qualified teachers and facilitators to support children during this crisis. Financial incentives will be provided to facilitators and teachers in SLS, ALP centers and e-learning centers. The facilitator incentive support will promote stability and effectiveness in safe learning spaces, benefiting conflict-affected girls and boys who require structured learning programs and psychosocial support. Ultimately, this initiative aims to create safe and stable learning environments that flexibly cater to the needs of girls and boys in Sudan amidst the ongoing conflict.

UNICEF will work with the SLS and learning community, such as the local communit leaders and PTSAs, to ensure the provision of facilitator incentives is conducted in a fair, transparent, and open manner. Clear criteria will be established and communicated around the use of facilitator incentives, including clear definition of an incentive, with recognition that incentives are part of the emergency response to provide children with trained, supported, and incentivized SLS facilitators. Incentives are not intended as a long-term practice or as a substitute for teacher salaries. Concurrently, UNICEF will continue to engage in high-level advocacy and dialogue with the government, Ministry of Finance, and MoE to call on the allocation of sufficient funding to education from the annual budget[48] to ensure

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[47] Activity 1.3 includes indicative budgeted activities 1.3 to 1.8 which covers the procurement, distribution and use of: school kits, hygiene materials, dignity kits, recreational kits, ECD kits and teaching and classroom materials to foster a conducive playful and learning environment.
[48] UNICEF has engaged in advocacy with the government to allocate sufficient funding of the annual budget for education, around 20 per cent in the long-term, and for it to be conducted in a transparent and public manner.

teachers salaries are paid and to avoid any disruptions to the start of the school year.[49] Further, at state level, UNICEF and partners will continue to engage and equip the state MoEs with the advocacy tools to prioritize children's learning in all decisions.

Activity 1.5 Facilitator and teacher training package

Facilitators and teachers are provided standardized trainings covering the areas of CP, MHPSS,[50] GBV, EiE,[51] positive discipline and resilience in terms of preparedness, response, and disaster risk recovery. These trainings will be based on proven materials, developed and used by UNICEF and other partners in other crisis situations within and outside Sudan. The provision of capacity building for facilitators and teachers will cascade the benefits to all girls and boys affected by the crisis in the SLS and school. The package of trainings will equip teachers and facilitators with the essential skills to support children to cope with traumatic experiences and recover children's holistic development, wellbeing, and learning, in the structured learning program at SLS and schools.

Activity 1.6 Establishment of adolescent-led children's clubs

Establishment of adolescents-led children's clubs will be complemented with the provision of recreational and adolescent kits to enable children and adolescents to engage in life skills building, citizenship education, MHPSS, and recreational activities. The main purpose of the intervention is to support children and adolescents in safe learning spaces to access 21st century self-development and skills training. The training will equip children and adolescents with the skills needed to cope in social challenges, to propose initiatives that address those challenges, and provide applicable solutions to benefit them as individuals and their communities at the same time. As part of this intervention community youth facilitators – with experience in facilitating - will be trained in life skills, citizenship education and psychosocial support to co-lead with senior facilitators to support children in adolescent-led child-friendly clubs to develop and thrive. In addition to being trained as peer educators, youth facilitators may also be trained to serve as health promoters on issues related to mental, physical, and sexual reproductive health, sanitation, and wellbeing of adolescents and young people.[52] Youth facilitators will be selected based on specific selection criteria and obliged to follow a standard code of conduct.

The adolescent-led children's clubs will also be safe spaces to promote adolescents' involvement in accountability and decision-making mechanisms, including on issues that pertain to education, social cohesion, sanitation, and health. UNICEF in collaboration with local, international partners and related Ministries will support adolescents to understand and exercise their full range of rights through a life skills training which include contents on confidence, decision-making skills, self-expression, time management, and conflict resolution. Thus, utilizing contextualized life skills, citizenship education and MHPSS manuals, children and adolescents will be empowered to identify and create workable solutions to issues that affect them and lead the change they want to see in their respective communities and learning spaces. As part of this approach, community members including youth, parents, caregivers, facilitators, teachers, and local authorities

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[49] The timely payment of teacher salaries is a concern given payments have not been made for the past couple of months since the outbreak of violence in April 2023. Additionally, against the backdrop of sporadic teacher strikes organized by the Sudanese Teachers' Association between March to April 2022, the 13 days of strikes in November to December 2022, and the three weeks of strikes declared in January 2023, there is valid concerns that if teachers are not compensated, that they will strike which will disrupt the start of the new school year.

[50] MHPSS efforts will build on SC's efforts with the Education Cluster partners to harmonize MHPSS guidelines, including on MHPSS monitoring. SC has committed to fund the collaborative effort through a separate complementary source, benefiting not only the GPE AF proposals but also all education partners across Sudan.

[51] EiE spans topics around gender-sensitive and transformative education, conflict-sensitive education, the role of teachers in peacebuilding and social cohesion, and inclusive education, etc.

[52] Youth volunteers will be provided with a code of conduct, and they will receive continuous coaching and support by senior adult facilitators.

will engage to address attitudes, behaviors and social norms that impede adolescents' participation, especially for girls and marginalized adolescents and youth in refugee and displacement settings.

Activity 1.7 Back to Learning campaigns

Through this activity, UNICEF will organize a Back to Learning (BTL) campaign with the MoE, Education Cluster, local partners, and community participation to increase awareness on the state of safe school reopening. The campaign will be rolled out at the beginning of the new school year 2023-24 in September and October as the MoE starts to reopen schools in states and localities in non-conflict areas. Some of the supplies mentioned above will be included in the BTL campaign to support children with the learning materials needed to return to school.

Under this activity, there will be a substantive, locality, and community-designed enrolment campaign to provide information and awareness on the state of schools reopening safely and on how displaced families can enroll their children in new schools (e.g., how schools are preparing to accommodate additional children, how children may enroll into a new school without a formal transfer letter or other paperwork, etc.). All campaign activities will look at building cohesion and partnership within the communities to help provide teachers, facilitators, IDP and host families and children with the latest direction from the MoE and support being offered to re-enroll children in new schools.

The BTL campaign will include community mobilization, sensitization, and awareness activities. It will include setting up and supporting groups and networks like the PTSAs and working through adolescent-led children's clubs to empower them to participate in the enrollment campaign activities, help in the identification out of OOSC, support school management and involve them in mobilizing the local school community to reopen safely and inclusively. While a BTL campaign is designed to increase school enrolment and promote school retention, given the dynamic crisis, key messages will focus on children's rights to protection, wellbeing, play, learning, improved water and sanitation, and good health, etc.

Efforts will be made to ensure a smooth transition back to school, with a focus on prioritizing the psychosocial needs and wellbeing of children. This collaborative effort on the BTL campaign will be co-created with UNICEF's social behavior change (SBC) team, aiming to deliver a key message to the community, highlighting the essential aspects of a safe return to learning.

Component 2: Quality

The second component focuses on ensuring that quality learning opportunities in the SLS and school starts with supported facilitators and teachers through training opportunities and the strengthening of their capacities. To further strengthen a conducive learning environment, it includes the engagement of the wider learning and school community and stakeholders in the development and implementation of school improvement plans and use of school grants.

Outcome 2: Education quality and recovery in the medium-term is improved for crisis-affected girls and boys
Output 2: SLS and/or schools are places conducive to learning

Activity 2.1 Facilitators and teachers' training and capacity building on learning methodologies

Facilitators and teachers require ongoing professional development opportunities to improve their skills, performance, knowledge, and motivation. Teachers are at the heart of a child's learning, wellbeing, and holistic development. The purpose of this activity is to build the capacity of facilitators and teachers through training that improves the wellbeing and learning outcomes of students through enhanced teacher performance and support. Subject-related training will be

included to offer facilitators and teachers, including pedagogy and the skills around catch-up, foundational learning,[53] and formative asessment to support children's learning recovery.

When schools closed in April 2023, children's learning was disrupted by one month and interrupted their examinations at the end of the school year. Prior to the current crisis, there was already a learning crisis for children, with 40 per cent of grade three students unable to read a simple passage. Further, many teachers have weak subject-matter knowledge and little opportunity to acquire effective teaching methodologies. About 75 per cent of teachers at the primary school level and 10 per cent of teachers at the secondary school level have not met the university requirements for teaching. Scarcity of daily teaching and learning resources, low motivation and limited opportunities for professional development have resulted in poor classroom practices and negatively impacted the quality of learning. The high numbers of unqualified teachers with limited pedagogical skills, particularly in public schools, results in poor learning outcomes for children at every level. Teachers and facilitators will also be equipped with remedial teaching skills to enable them to help students close learning gaps due to multiple disruptions that have occurred.

To tackle this learning crisis, teacher training will be developed together with the MoE and partners and delivered at the locality and school level. All trainings will be guided by the recently endorsed Teacher Training Strategy, recognizing that training programs need to be anchored in Government curriculum and teaching standards. Existing training guides will be reviewed and adapted for the current crisis context. There is a need to ensure content on integrating MHPSS and teacher and children's resilience and wellbeing. The Teachers in Crisis and Conflict resources will be considered to bring in elements of building basic teacher competencies for unqualified or under-qualified facilitators and teachers recruited to teach in emergency settings.[54] Opportunities for peer coaching of facilitators and teachers by teachers will be considered to strengthen teaching competencies through 1) teacher learning circles, and 2) classroom observations and feedback sessions.

To focus on any cumulative learning loss from COVID-19 and the disruption to the last couple months of school from violence that erupted on 15 April 2023, and support children to catch-up and build their foundational learning, one methodology that may be incorporated is Teaching at the Right Level (TaRL). It is a teaching methodology designed to help students in primary school master basic skills by assessing and regrouping children by learning level rather than by grade and using appropriate methods to target children based on their learning needs. In preparedness for the upcoming school year, catching-up children who have been out of school and are falling behind need an opportunity to focus on basic skills to prepare them to return to the classroom. Evidence has shown that if children are supported with remedial co-curricular learning activities based on their levels of literacy and numeracy using mother-tongue as a medium of instruction, then children will quickly acquire foundational skills and get back on track with their learning. This, in turn, will help retain many children in the education system by reducing dropouts, improving performance, raising motivation, increasing how communities value education due to its improved quality, and support children to become more empowered thereby reducing vulnerability and marginalization.

In addition to education specific training topics, CP, PSEA and GBV content will be integrated into all training, and this will be designed and delivered jointly with UNICEF's CP section. UNICEF will also work with and through the Education Cluster, partners and the MoE to ensure that the training offered is monitored and

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[53] UNICEF will draw on the Foundational Literacy and Numeracy Hub offering guidance on improving an education system's capacity to deliver on children's foundational learning success and which hosts the TaRL guidance and materials.
[54] Teachers in Crisis Contexts Training Pack provides foundational teacher training content covering: Teacher's Role and Wellbeing, Child Protection, Wellbeing, and Inclusion; Pedagogy; Curriculum and Planning; and Subject Knowledge.

teachers receive continuous support. Local partners will be tasked to ensure post training monitoring and continuous support for facilitators and teachers. UNICEF and MoE will jointly collect teacher data and information to facilitate planning, implementation, and reporting.

Activity 2.2 School improvement planning, training, and school grants distribution

The objective of this intervention is to support the provision of one round of school grants for 500 schools at the beginning of the new school year 2023-24.[55] As schools are facing increasing financial hardships in a worsening economy and being asked to accommodate newly displaced children, there is an opportunity and need to provide schools with school grants. With a school grant, schools are empowered to decide on their own priorities when reopening and facing large numbers of additional children to accommodate. Schools may use it to meet their most pressing needs, such as buying stationery, for additional school furniture, to make minor repairs if the school was used to host IDPs, or to build a temporary learning space to serve as an additional classroom, etc.

Allocation of school grants per school will be based on a formula, which includes a per capita base and measures to cater for price differences among the states. An estimated US$ 2 per enrolled child will be allocated equally to 500 target schools, focusing on schools coping with the highest caseloads of IDP children. The maximum amount per school will be equivalent to 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. This will also avoid having schools managing high budgets, which may not be sustainable in the future. For administrative and logistical reasons, schools with less than 100 children will receive a flat amount of US$ 200 equivalent

UNICEF will work with the federal and state MoE and the IPs to collect the necessary school data that will facilitate grant allocations through a transparent and verifiable process. The IPs and the local education offices will train the PTSAs and school heads on participatory planning and appropriate, child-focused use of school grants, and supervision of grant implementation. The key activities will include (i) training of school heads and PTSAs in participatory planning and monitoring of school results, (ii) training of locality supervisors to provide support to schools as needed, and (iii) provision of grants to schools to improve access, safety, preparedness, and retention. The grants will be delivered through the IPs, in coordination and collaboration with the localities' basic education offices.[56]

Based on the previous positive experience, each eligible school will receive 100 per cent of the approved grant allocation at once. Disbursements will be based on a simple and transparent criterion already developed and used by the World Bank and UNICEF for previous school grants. Internally, UNICEF's Cash Implementation Unit will play a key role together with the Education Section in the design of the school grants initiative, with robust and agile risk management systems in place. A grievance redress mechanism (GRM) that already exists within UNICEF Sudan will also be applied to these school grants. Third party monitors (TPM) will also be engaged to follow up on the payments and use of funds. Before disbursing the grants, UNICEF, the MoE, and the IP will jointly conduct an orientation for school heads and PTSAs representatives on school grants.

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[55] The provision of school grants will aim to include all 500 SLS and school targeted. While it is noted that the crisis context remains fluid and the modality to facilitate grant allocations may rely fully on the IPs, with the MoE's limited functionality (e.g., the Program Coordination Unit (PCU) is not currently operational), and that flexibility and innovation may be required with the Internet and telecom shortages, such as the MTN network being shut down.

[56] At the time of writing this proposal, the federal MoE's Program Coordination Unit (PCU) is not operational. In the past, the PCU had supported the delivery of school grants. If the PCU remains not operational upon implementation, to not delay this critical activity, the school grants will be conducted through the IPs via the Financial Service Providers (FSPs).

For school improvement planning (SIP), UNICEF will rely on local partners and the MoE expertise for the delivery of the training to PTSAs as well as to support the development and review of the plans. SIP guidelines used by other partners and the MoE in the past will serve as a good reference point. It is anticipated that the plans developed under GPE AF will be useful beyond the life of this program and can be financed by other complementary funding.

Component 3: Systems strengthening

Component three aims to strengthen the preparedness and response capacity of the education stakeholders, particularly the federal and state MoEs, local national organizations, and wider education sector partners. The activities were identified during consultations with the LEG and Education Cluster to improve the sector's capacities around data collection, monitoring, needs assessments, and information management. In addition, to improve upon the sector's capacity to prepare for future shocks and crises, the SLS and schools are strengthened and transformed though innovation in education such as e-learning centers to continue, improve, and transform learning opportunities for crisis-affected children.

Outcome 3: Preparedness for and prevention to future shocks and crises is enhanced through system strengthening

Output 3: School communities' resilience is improved towards coming shocks and crises

Activity 3.1 Strengthening EiE monitoring, needs assessments and information management

Key aspects for this intervention to address include the limitations around the lack of systematized data, information management, and monitoring systems. Therefore, robust needs assessment, analysis and monitoring are critical to improve the ability to respond to the current education crisis effectively and efficiently. The issues that will be addressed through this intervention are:

- **Improve the collection of data:** Population displacement, conflict, and a lack of technical and financial resources have made data collection a serious challenge in Sudan. However, efforts to improve the capacity of information systems during the past decade have been quite successful. Limited IT capacities at all levels of the sector prevent the type of data use and analysis that make for a resilient, useful, and integrated education data collection system and analysis.[57] A lack of internet, persistent electricity issues and IT maintenance lags are considered additional barriers.
- **Improve the standardization and use of data:** There remains a need to safely share and utilize sensitive child data (e.g., displaced, refugee, and host community children, OOSC, etc.) amongst partners for their planning and response.

To address the above-mentioned challenges the following activities are proposed:

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[57] The basis of effective emergency preparedness and response is the use of data and assessments. The Education Cluster has had limited ability to collect and use data, with limitations due to both EiE staffing inside Sudan and capacity to contribute to joint efforts among EiE partners. The most significant data collection effort is the collection of the 5Ws (who, what, when, where, and for whom), but even here it contributes more to reporting than planning, and not all partners are able to contribute. At a time when disruptions in education affect the whole country, this intervention will strengthen capacity and mobilize the EiE Cluster network to contribute to a regularly updated and fuller understanding of the situation in existing HRP locations and beyond.

- **Standardized data collection tools:** Promote the existing rapid survey assessment tools and invest capacities in developing a set of contextualized, state-level, and integrated data collection tools. The tools will facilitate the tracking of the displaced students' data. They will also collect the relevant information on SLS access and attendance, teachers' attendance, and supplies provision. Regular assessments by the Education Cluster will complement and bridge the information gaps concerning the population movement and displacement.
- **Additional tools, as needed:** Other efforts to improve sector-wide use of data may include additional tools to support harmonized reporting on key EiE preparedness and response measures, such as on EiE partner capacity mapping and post-distribution monitoring (PDM) of EiE teaching and learning materials.

Activity 3.2 Contingency planning at sub-national level

While critical activities are agreed for the Education Cluster to prioritize in any response, there are not yet agreed preparedness activities nor roles and responsibilities for Education partners. Further, many locations do not yet have enough contingency stocks of student kits, school kits, teaching-learning materials (TLM), and other essential items to support rapid and efficient response to future crises and emergencies, especially with the recurrent flood season. This intervention for contingency planning at state and locality level, in coordination and collaboration with state and locality level MoEs, will lead to improved preparedness and a more efficient response at sub-national levels.

Contingency plan workshops (i.e., online, in-person, and hybrid) will be developed for the five state locations and will include at minimum: agreed hazards and emergency scenarios, planning assumptions, minimum joint actions for preparedness and response, registry of actors and assigned roles and responsibilities and linkages with other sectors and clusters. Development of the contingency plans will be followed by their operationalization. Understanding and ability to carry out the contingency plans will be improved through training workshops for EiE partners and other relevant stakeholders.

Activity 3.3 Strengthen local partners' capacity to provide coordinated education response in emergencies

Globally, humanitarian actors and donors committed to a much stronger focus on financing local actors in the 2016 World Humanitarian Summit (WHS); localization is an integral component of the Grand Bargain. This intervention seeks to strengthen the engagement and capacity of local and implementing partners, inclusive of where relevant the state and local MoEs. To improve engagement, activities will include a consultation process for understanding local organizational needs, reduction of barriers for their access, and increasing the relevance of coordination and technical support provided through the Education Cluster.

As a first step, local partners working in EiE will be identified and consulted about their key challenges to engagement as well as what strengths they may like to share. The results of these consultations will inform activities to make the Education Cluster more inclusive, such as a cluster coordination improvement plan, so that it better serves the interest of local partners.

It will also lead to the development of several standardized capacity development opportunities and resources, to be delivered through the GPE AF program but also institutionalized within the Cluster. This training will be delivered in person or remotely across the states included in the revised HRP 2023. Some training will also be made available in digital formats to support the capacity of staff and partner organizations that are new to the Education Cluster. Possible trainings may include technical aspects of EiE (including an introduction to EiE, gender and disability inclusive EiE responses, safe learning spaces and professional development for EiE educators, etc.) and broader topics on humanitarian action and organizational development.

Activity 3.4 143 e-learning centers established, may include infrastructure improvements to SLS and schools (solar for e-learning)[58]

With almost seven million OOSC pre-April 2023, and given the worsening situation, the learning crisis is becoming catastrophic. Girls are especially vulnerable; evidence suggests that the crisis is deepening gender inequalities in Sudan, especially among adolescent girls. In response, UNICEF has successfully tested the use of digital learning the most remote and hardest to reach community-based e-learning centers and is ready to scale-up the digital solution. The e-learning program offers OOSC an innovative education program on solar-powered tablets.

To enable the e-learning program in the SLS or school, a solar panel will be provided and some 30 tablets per center with accessories such as headphones, locally made wooden stands for the tablets, and a charging bus, etc. These technical platforms are enabled to be used in an online, mobile, and offline capacity, enabling high quality and flexible learning anywhere and at any time. They are designed to provide self-paced learning with a trained facilitator.

Local facilitators support the children in their learning after receiving special training that includes child-friendly teaching, child safeguarding and child protection, and the technical aspects of the game and tablets. A facilitator is trained to only facilitate the operation of the digital learning center and support children with any technical difficulties, but no teaching is required. In addition, facilitators can monitor children's progress through collecting data on each child's learning.

The developed "Let Us Learn" e-learning program will support OOSC to access learning through at minimum 114 locations within the SLS or school. The aim is to provide some 25,740 crisis-affected and OOSC, including displaced and host community children, with a focus on girls, with access to quality education through a tablet-based e-learning curriculum covering Arabic, English, mathematics, ICT, and science. The digital content for the e-learning is already developed and aligned to the national curriculum which ensures children can be reintegrated in the formal learning system. The tablet content uses stories and videos to explain the different exercises, as many children cannot read or write. The learning games - reading, writing and mathematics - are of high quality, and interactive. The content has been zero-rated by major telecom companies in Sudan, meaning that no internet connection is needed to access the games. Further, the e-learning centers will enable continuous access to the formal Sudanese curriculum for newly displaced children, adolescents, youth, facilitators, and teachers through the roll-out of the Learning Passport.[59]

5. Operational and implementation arrangements

5.1 Implementation arrangements

Localization will underpin all UNICEF interventions in the proposed program, with the engagement and active participation of local organizations at all stages of the program from design, implementation, monitoring and reporting. Formal program partnership documents will be signed between UNICEF and the partners, followed by transfer of resources. UNICEF will retain accountability for results and funds utilization.

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[58] UNICEF's e-learning centers are well-documented in supporting OOSC in foundational literacy and numeracy.

[59] The Learning Passport is an online, mobile, and offline tech platform enabling high quality, flexible learning. Its primary aim is to enable continuous access to education for children, youth, and teachers and drive improved learning outcomes through high-quality, portable education to support their entry into education or opportunity pathways, including formal education. The Learning Passport is also well-documented in addressing the learning loss of children and reaching OOSC, particularly during the COVID-19 school closures and currently as being utilized in the response to the recent crisis.

5.2 Institutional and operational capacities

Financial Management and accounting systems

UNICEF's financial systems allow support to the funding modality for implementation of the Operational Framework for Effective Support in Fragile and Conflict-Affected Contexts, through a program approach. The financial process guiding UNICEF's engagement with partner countries and partner organization is the Harmonized Approach to Cash Transfer (HACT)[60] modalities across the UN system.[61] This approach focuses on building the capacity of partners in effectively managing sector programs, including financial resources as per HACT guidelines.

UNICEF's financial support modalities are flexible and responsive to capacities of governments and the operating context (fragile or non-fragile, emergency relief and/or long-term development). These modalities include:

- **Direct Cash Transfer (DCT):** Under this modality, UNICEF advances cash funds on a quarterly basis to a partner for the implementation of agreed upon program activities. The partner in turn utilizes the funds, incurs expenditure, and reports the use of funds on a quarterly basis using prescribed financial and program progress reports.
- **Direct payment:** This refers to the arrangement where payments are made directly to vendors and other third parties providing goods or services for agreed upon program activities on behalf of the partner upon request and following completion of the activities agreed in the work plan, Program Cooperation Agreement (PCA). Under this modality, the partner is responsible/accountable for the program expenses and carries out the procurement actions, but requests UNICEF to make the disbursements. Implementing partners (IPs) are required to obtain prior UNICEF approval on FACE form before creation of obligations with third parties.
- **Reimbursement:** UNICEF reimburses the partner for obligations made and expenditures incurred on implementing the program activities as agreed in the work plan or PCA. Like with the direct payment modality, IPs are required to obtain prior UNICEF approval on FACE Form before using own resources in support of agreed program activities

The capacity of implementing partners is built on the HACT modality (e.g., through the provision of toolkits and workshops) to ensure effective and efficient delivery of programs.

Control frameworks

UNICEF has robust administrative and financial management systems and processes for management (including disbursement) of funds involving internal and external financial audits, as well as monitoring systems (internal and through third party monitoring). The HACT forms the backbone of UNICEF's global risk

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[60] HACT Framework is in operation since 2014 and is a simplified set of principles and processes for; requesting, disbursing, providing assurance and reporting on funds backed by robust risk assessment, management and reduction processes ensuring effective stewardship of financial resources by UN. The framework is in accordance with Paris Declaration on Aid Effectiveness emphasizing shared objectives, strengthening of partner systems, and focusing on results

[61] HACT establishes common principles and process for managing cash transfers among UN agencies that have adopted the approach across all countries and operational contexts. It is a common operational framework for transferring cash to government and non-government implementing partners. The HACT framework document is accessible at the UNDG website. In this specific case, for now, no funding will be channeled through the government and HACT framework will be used for non-government implementing partners only, unless changes in operating environment will inform otherwise.

management strategy, contributing to strengthened financial management systems and capacities of partners, while mitigating risks associated with managing funds in high-risk programming environments.

UNICEF has internal control standards developed by the International Organization of Supreme Audit Institutions (SAIs). The internal control policy has the following components to ensure appropriate accountability and control within the organization: the control environment, risk assessment, control activities, information and communication, and oversight. It is complemented by an accountability system approved by the Executive Board and considered in the Multilateral Aid Review (MAR) to deliver a reasonable accountability framework

UNICEF has documented risk management processes, with risk managed at the corporate, business entity and operational level.

- An Annual Risk Assessment (ARA) exercise is conducted and agreed risk mitigation measures are followed up in the year to ensure that they are implemented and analyzed to ensure their effectiveness. In addition, HACT Assurance Activities help to manage and monitor risks associated with partner selection and program implementation. Prior to the finalization of any partnership, a set of micro-assessments take place which assess the partner's financial management system and internal control framework to see if they are adequate and appropriate and meet minimum requirements.
- A risk rating is then applied to the partner and mitigation measures are put in place which may include capacity development of the partner. During implementation of program activities, the programmatic visits, financial spot checks and audits are conducted to ensure programs are effectively implemented and related accountability is well executed to ensure proper use of funds.
- If partners are required to implement programs, a Partnership Review Committee (PRC) assesses risks associated to each partnership under development and mitigations measures are to put in place with the specific partner. PRC along with the regular Program Management Coordination meetings, regular Program Section meetings (including Head of Field Offices), Section Chief's meetings and mid-year/end-year review meetings with Government and IPs are used as platforms to manage and monitor programmatic issues.
- UNICEF's Middle East and Northern Africa (MENA) Regional Office (RO) also provides oversight and support in management of identified risks.
- Data from quarterly field monitoring visits by UNICEF to the implementing partners' areas of operation are triangulated with third-party monitoring and government reporting, and external evaluations, providing a means of cross referencing and verifying data.

UNICEF is subject to external audit exclusively by the United Nations Board of Auditors. The Board is comprised of the heads of the Supreme Audit Institutions from three Member States serving six-year terms. This includes an assessment as to whether the expenses recorded in the financial statements had been incurred for the purposes approved by the governing body and whether revenue and expenses have been properly classified and recorded in accordance with the International Public Sector Accounting Standards (IPSAS). The audit also includes a general review of financial systems and internal controls as well as reviewing and reporting on the efficiency of the financial procedures, the accounting system, the internal financial controls, and the general administration and management of UNICEF operations. The audit is undertaken in accordance with the International Standards on Auditing. Management responses and plans for remedial action are integrated into the financial report and audited statements. The audit reports are published online. UNICEF globally is committed to transparency and regularly publishes the results of its audits.

Procurement procedures

In terms of procurement and supplies, UNICEF has extensive experience in large procurement and distribution systems for social sectors including health, nutrition, water and sanitation, and education with a focus on associated end user accountabilities. UNICEF uses well established and transparent governance

and approval process in procurement, IPSAS financial reporting, and procedures and internal controls for the release and accounting of donor funds, including the segregation of functions and cross checking of transactions. Data from quarterly field monitoring visits by UNICEF to the implementing partners' areas of operation are triangulated with third-party monitoring and government reporting, and external evaluations, providing a means of cross referencing and verifying data. UNICEF procures and delivers all major supplies directly to its partners. In situations where procurement is made through the Government or implementing partners, a risk management approach is applied. A risk assessment is conducted for the partner, including an assessment of its procurement capacity, based on which a decision is made on whether to use the partner's procurement system.

5.3 Governance structure

UNICEF and SC as GAs will establish a small coordination team or mechanism that will be responsible for meeting on a quarterly basis. The purpose of the standing meetings will be to support regular interaction, open exchange, and discussion on program implementation, opportunities and challenges, performance, contextual analysis, risk management, adaptation to challenges as they arise, and emergent good practices and lessons learned. The GAs are committed to ensure a harmonized and coordinated approach under a shared vision (see Figure 1). Joint efforts may also include working collaboratively on an advocacy campaign, BTL efforts, and quarterly monitoring visits with the LEG and Education Cluster.

During the program implementation, the GA coordination team will hold a minimum of three coordination meetings with the LEG to provide updates on the progress and achievements and allow for feedback and reflections from LEG members. While in the monthly Education Cluster meetings, brief and informal updates will be provided for the Education Cluster to ensure that the members have visibility and engagement in the efforts, including opportunities for dialogue on program implementation, opportunities and challenges, and shared learning. These exchanges will help build on the existing educational structures knowledge, experiences, and strengths to support improved education access and outcomes for all children.

6. Risk assessment and mitigation measures

The risks of the program were analyzed and assessed with risk management measures identified as detailed in the risk and mitigation matrix attached as

Annex 3: Risk mitigation matrix (the risks are not exhaustive but serve to cover the main risk categories). Overall, the risk for the program is assessed as possible to likely, with an outlook of unpredictability given the dynamic situation. To mitigate unforeseen risks, UNICEF will work to ensure a strong linkage between the strategic planning and risk management, informed from ongoing risk analysis and program progress updates to allow for implementation that is responsive, flexible, and adaptive.

7.   Monitoring approach

7.1 Program performance monitoring

Considering the dynamic context, continuous assessment of the situation on the ground is key, as is monitoring of the implementation of proposed activities through complementary modalities – internal monitoring, implementing partners' monitoring and the federal and state MoE oversight. This will help in determining timely course corrections for the achievement of intended outputs and outcomes and ensure the upholding of humanitarian principles.

The day-to-day technical and financial monitoring of the implementation of this project will be a continuous process and part of the UNICEF's monitoring system, as per the following:

Program teams in Khartoum Office and Field Offices. UNICEF field-based staff, supported by the Khartoum Learning and Skills team, will do the day-to-day monitoring of the progress in the implementation of the interventions. For all the targeted states, UNICEF has a presence. There are existing field offices in Kassala and White Nile states, new field offices are opening in Gezira and River Nile, and staff are positioned to provide remote support to Sennar state from Kosti, White Nile state. The field teams will conduct regular monitoring trips to the implementation sites and collect periodic data on the progress towards the agreed results in the results framework (see Annex 2: Results framework). Each field office is equipped with qualified education staff. These human resources along with key local partners like the locality education office and the state MoE planning departments will contribute to the monitoring. Strategies will be in place to foster cross-learning among UNICEF, the federal and state MoE and the locality offices to draw lessons and best practices that could be applied in other states, localities, and school communities.

Government and local officials, partner staff and community members will be trained in monitoring of activities to ensure satisfactory levels of participatory monitoring especially in remote and hard-to-access areas. Bottlenecks and implementation challenges will be identified, and solutions recommended. UNICEF education team will engage in regular meetings and contact with the local community, facilitators, teachers, and children. Monitoring of the activities will also be done in a participatory manner with regular feedback and suggestions from the communities, especially children and women.[62] This will be complemented by joint monitoring visits with the IPs to the target localities and program sites to follow up on the implementation, assess achievements, monitor children's enrolment in the SLS and collect basic data. In addition, UNICEF will conduct financial and programmatic spot-checks across all implementation levels to verify utilization of resources.

Gender analysis and disaggregated data. UNICEF recognizes that gender equality programming cannot be achieved without solid, evidence based and data-driven gender analysis and monitoring systems that routine capture gender dimensions and sex and age disaggregated data. Therefore, gender considerations will be prioritized in program monitoring, evaluation, and reporting throughout the program lifecycle.

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[62] In addition, for confidential sharing, UNICEF has an active call center with toll-free number (6664), WhatsApp (0900747913), and email (sudan.feedback@unicef.org) for community members to log complaints, feedback, and concerns. The call center is open from Sunday to Thursday from 9:00 am to 4:00 pm.

7.2 Compliance monitoring

UNICEF will monitor the overall implementation of the program, as well as the environmental and social performance of its contractors and implementers as defined in the HACT Plus framework. The framework defines three types of risk assurance activities:

- **Programmatic visits** are conducted to obtain evidence of the status of program implementation and to review progress towards the achievement of planned results.
- **Spot-checks** are conducted to review implementing partner's financial records for the program in question, which enables UNICEF to obtain reasonable assurance that the expenditure amounts reported by implementation partners are accurate. As needed, for any inaccessible areas, UNICEF will utilize its TPM to conduct spot-checks.
- **Audits** are a systematic and independent examination of an implementing partner's data, statements, records, operations, and performance meant to determine whether the funds were transferred.

7.3 Safeguard monitoring

UNICEF's SBC, AAP, and PSEA[63] teams support safe and confidential reporting and follow-up for allegations of sexual exploitation, abuse, or fraud. This is supplemented with community outreach to raise awareness about where and how to report. UNICEF has dedicated staff working on PSEA and GBV. UNICEF will also promote the use of existing GRM (i.e., toll-free call center, WhatsApp, and confidential email address).

7.4 Gender and social dimensions monitoring

Gender-sensitive and gender informed programming will be applied during the design, implementation and reporting of this project; (i) clear targeting of beneficiaries factoring gender (among other vulnerabilities), (ii) sex-disaggregated participatory program design and monitoring, and (iii) systematic collection and analysis of sex and age disaggregated data.

Through gender-sensitive monitoring, gender and social dimensions are considered to reinforce and monitor equality and non-discrimination, identify opportunities to drive gender-responsive programming, and address the key bottlenecks and barriers to girls' education. All programming seeks to address the specific challenges girls face in accessing SLS and in returning to and attending school in a way that is safe, inclusive, gender-responsive, and child-friendly and meets the needs of the most marginalized. Key to this is the engagement of female teachers, distribution of hygiene materials and provision of adolescent girls' dignity kits.

Further, UNICEF prioritizes the engagement and leadership of girls and women by recognizing their roles as agents of change. In both the programming and monitoring, efforts will be made to systematically integrate the meaningful participation of girls and young women into the planning, including consultation on the initiatives and other interventions to monitor the effectiveness of the program.

7.5 Evidence generation

As part of the assessment of progress against the targets as agreed upon in the results framework, the program's interventions and approaches will be examined to determine the necessary conditions and ingredients for successful results, sustainability, and any promising practices for future program design.

All findings and learning will be essential not only for UNICEF, donors, and IPs, but also for the wider LEG and Education Cluster to better understand and inform how the program managed to address and adopt strategies to reach the most marginalized and crisis-affected children. The evidence will be used for advocacy and further resource mobilization purposes.

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[63] Keeping in mind the rights, safety, and wellbeing of all the people that we continue to serve especially the girls and women UNICEF Sudan has finalized a PSEA action plan, trained and placed PSEA focal person in all offices and conducted numerous PSEA awareness programs ensuring compliance to accountability and setting up monitoring and reporting mechanisms.

8. Reporting

- **Informal Updates:** An interim brief update (e.g., PowerPoint) on program implementation will be presented verbally to the LEG on a regular basis (quarterly).
- **Annual Report:** An annual report including uncertified financial statements will be provided within six months of the year's end.
- **Final Report:** A final report consisting of a narrative account of activities conducted during program period, results achieved, impact and interim funds utilization will be submitted within six months after the end of the grant implementation period. The report will highlight the progress of program implementation, program results, best practices and lessons learned, and the course corrections needed to address problems and plans beyond the program lifetime.
- **Final Certified Financial Statement:** A final certified financial statement will be issued by the UNICEF comptroller 15-18 months after the completion of the program. It will be submitted at headquarters level.

9. Donor recognition and visibility

For donor recognition and visibility, major events and implementation milestones will be utilized to raise awareness of the contribution of GPE in the country. Materials to publicize the partnership will include joint press releases and the sharing of human-interest stories, photographs, and the posting of updates on UNICEF Sudan social media platforms (i.e., Facebook, Instagram, and Twitter) and the Country Office website. The posting on social media will be shared with the GPE secretariat.

10. Program budget overview

The budget below reflects the estimated costs considering soaring inflation in the current crisis context. While the Education Cluster is in the process of updating and unifying the costs per child, the cited costs consider a high variance by intervention and fluctuation of operational costs to function in the crisis context safely and effectively. While the Education Cluster had used pre-April 2023 an estimated US$ 30 per child, due to inflation, the current realities require US$ 100 plus per child for some interventions. As GAs, UNICEF and SC, transparently discussed and shared their increased costs by intervention. The costs cited below reflect the increased costs for UNICEF to operationalize the interventions.

#	Component / key intervention	Item quantity	Unit	Frequency	Unit cost (US$)	Total (US$)
1)	**Access - Improved safe, inclusive, and quality access to education for crisis-affected girls and boys**					
1.1	Safe learning spaces are established to ensure continuity of PSS and learning	500	SLS/school	1	2,800	1,400,000
1.2	ALP centers are established to register and enroll out-of-school and IDP children	500	ALP center	1	500	250,000
1.3	Procurement and distribution of student school kits	150,000	Kit/child	1	6	900,000
1.4	Procurement and distribution of hygiene materials and adolescent girls' dignity kits	500	Space	1	61	30,600
1.5	Procurement of recreational kits	1,500	Kit	1	215	322,200
1.6	Procurement of ECD kits	500	Kit	1	212	106,236
1.7	Procurement of teaching and classroom materials	500	SLS/school	1	90	45,000

#	Component / key intervention	Item quantity	Unit	Frequency	Unit cost (US$)	Total (US$)
1.8	Facilitator/teacher incentives	1,500	Facilitator	1	800	1,200,000
1.9	Facilitator/teacher training package (CP, MHPSS, GBV, EiE, positive disciplines, resilience, etc.)	1,500	Facilitator	1	150	225,000
1.10	Establishment of adolescent-led child clubs (life skills, citizenship education and PSS to children and adolescents)	500	Club	1	300	150,000
1.11	Back to learning campaign	5	State	1	22,000	110,000
	Sub-total Component 1					**4,739,036**
2)	**Quality - Enhanced quality of education for crisis-affected girls and boys**					
2.1	Facilitators/teachers training on & capacity building on learning methodologies (catch-up, FLN, formative assessment, etc.)	500	Facilitator	1	150	75,000
2.2	School improvement planning (SIP) training and school grants distribution	1	Lumpsum	1	1,167,500	1,167,500
	Sub-total Component 2					**1,242,500**
3)	**System strengthening - Enhanced capacity of the federal and State MoE and Ed Cluster, esp. local partners, to prepare for and respond to shocks and crises**					
3.1	Strengthening EiE monitoring, needs assessments and information management	1	Lumpsum	1	55,047	55,047
3.2	Contingency planning at sub-national level	100	Participant	1	50	5,000
3.3	Strengthen local partners' capacity to provide coordinated education response in emergencies	75	Participant	1	50	3,750
3.4	E-learning centers established, may include infrastructure improvements to SLS/schools (solar for e-learning)	143	Center	1	16,000	2,288,000
	Sub-total Component 3					**2,351,797**
	Sub-total program costs					**8,333,333**
4)	**Operational costs (20%)**					
4.1	Program staff costs (8% programmable)	1	Percentage	1	666,667	666,667

#	Component / key intervention	Item quantity	Unit	Frequency	Unit cost (US$)	Total (US$)
4.2	Program effectiveness (incl staffing and service contracts for M&E, AAP, media and communications, national and field levels partnership coordination) (6%)	1	Percentage	1	250,000	500,000
4.4	Program operations (incl staffing and service contracts for offices, warehousing, transportation, ICT, safety and security, risk assurance, and environmental and social safeguards) (6%)	1	Percentage	1	500,000	500,000
	Sub-total operational costs					**1,666,667**
	Total to UNICEF Sudan					**10,000,000**
	Agency fees (7%)	1	Percentage	1	700,000	700,000
	Total request					**10,700,000**

11. Expression of thanks

UNICEF Sudan would like to thank the Global Partnership for Education and all donors that contribute to this fund, for considering this proposal that seeks to support the continuity of safe learning opportunities for children in Sudan. With the support requested, UNICEF and its partners will be able to ensure Sudan's girls and boys remain with hope for a better future as long as they can continue to be children in safe learning spaces – to play, learn and develop to their full potential.

Key components	2023				2024													
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.
Objective: Crisis-affected girls and boys (ages 5-18) have equitable access to continuous, safe, inclusive, and quality education																		
Outcome 1: Access - Improved safe, inclusive, and quality access to education for crisis-affected girls and boys																		
Output 1: SLS continue to be supported as safe learning spaces for children, particularly girls																		
1.1 Safe learning spaces are established and maintained to ensure continuity of PSS and learning	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
1.2 ALP centers are established and maintained (to register and enroll out-of-school and IDP children, support the full package of ALP)	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
1.3 Procurement and distribution of student school kits	▓	▓	▓	▓									▓	▓	▓	▓	▓	▓
1.4 Procurement and distribution of hygiene materials and adolescent girls' dignity kits	▓	▓	▓	▓									▓	▓	▓	▓	▓	▓
1.5 Procurement and distribution of recreational kits	▓	▓	▓	▓									▓	▓	▓	▓	▓	▓
1.6 Procurement and distribution of ECD kits	▓	▓	▓	▓									▓	▓	▓	▓	▓	▓
1.7 Procurement and distribution of teaching and classroom materials	▓	▓	▓	▓									▓	▓	▓	▓	▓	▓
1.8 Facilitator/teacher incentives	▓	▓	▓										▓	▓	▓			

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Key components	2023				2024													
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.
1.9 Facilitator/teacher training package (CP, MHPSS, GBV, EiE, positive disciplines, resilience, etc.)	▓	▓	▓	▓	▓								▓					
1.10 Establishment of and support to adolescent-led child clubs (life skills, citizenship education and PSS to children and adolescents)	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓				
1.11 Back to learning campaign		▓	▓	▓	▓													
Outcome 2: Quality - Enhanced quality of education for crisis-affected girls and boys																		
Output 2: SLS and/or schools are places conducive to learning																		
2.1 Facilitators/teachers training on & capacity building on learning methodologies (catch-up, FLN, formative assessment, etc.)		▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓				
2.2 School improvement planning (SIP) training and school grants distribution	▓	▓	▓												▓			
Outcome 3: System strengthening - Enhanced capacity of the federal and State MoE and Ed Cluster, esp. local partners, to prepare for and respond to shocks and crises																		
Output 3: Education stakeholders, the Ed Cluster and MoE are prepared to swiftly act on evidence, learn and adapt to shocks and crises																		
3.1 Strengthening EiE monitoring, needs assessments and information management	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓		
3.2 Contingency planning at sub-national level					▓	▓										▓	▓	

Key components	2023				2024													
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.
3.3 Strengthen local partners' capacity to provide coordinated education response in emergencies																		
3.4 E-learning centers established, may include infrastructure improvements to SLS/schools (solar for e-learning)																		
Monitoring and technical support to ensure effective implementation																		
Monitoring and supervision																		
Community awareness raising/AAP and support to grievance systems																		

Annex 2: Results framework[64]

Output / Activities	GPE AF joint indicators (HRP-aligned)	Baseline	Target	Means of verifications & data sources	Key assumption
Overall Objective: Crisis-affected girls and boys (ages 5-18) have equitable access to continuous, safe, inclusive, and quality education	#/% of children regularly attending/retained in education services at the end of the action (custom indicator)		150,000	Summative evaluation SLS/school registers	

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[64] The results framework reflects the output from the GA design workshop to align the interventions under the same theory of change and to utilize the same logical and results framing. It was agreed to utilize the Education Cluster's HRP indicators, with the inclusion of a few custom indicators to capture the additional interventions around fostering medium term resilience and systems strengthening outside of the HRP.

Output / Activities		GPE AF joint indicators (HRP-aligned)	Baseline	Target	Means of verifications & data sources	Key assumption
Outcome 1: Crisis-affected girls and boys have improved access to continuous, safe, inclusive, and quality formal and non-formal education		# of girls and boys with access to safe, inclusive and quality formal and/or non-formal education (custom indicator)		150,000	SLS/school registers Partner documentation	
Output 1.1 Crisis-affected girls and boys receive immediate lifesaving services through safe and protective, inclusive, and quality learning environments						
1.1	Safe learning spaces are established to ensure continuity of PSS and learning	# of temporary learning spaces rehabilitated or constructed (HRP 1.8)		500	Partner documentation Progress report SLS/school registers	
1.2	ALP centers are established to register and enroll out-of-school and IDP children	# of girls and boys enrolled in Alternative Basic Education (HRP 1.11) (including catch-up learning)		500	Partner documentation Progress report ALP registers	
1.3	Procurement and distribution of school kits (individual learning materials)	# of girls and boys supported with teaching and learning materials (HRP 2.1)		150,000	Partner documentation Progress report Distribution list	
1.4	Procurement and distribution of hygiene materials					
1.5	Procurement of recreational kits	# of girls and boys supported with recreational materials (HRP 1.2)		150,000	Partner documentation Progress report Distribution list	
1.6	Procurement of ECD kits					
1.7	Procurement of teaching and classroom materials					
1.8	Facilitator/teacher incentives	# of teachers/facilitators supported with monthly incentives (HRP 2.2)		1,500	Partner documentation Progress report Distribution list	

	Output / Activities	GPE AF joint indicators (HRP-aligned)	Baseline	Target	Means of verifications & data sources	Key assumption
1.9	Facilitator/teacher training package (CP, MHPSS, GBV, EiE, positive disciplines, wellbeing/resilience, etc.)	# of teachers/facilitators with increased knowledge on psychosocial skills (HRP 2.3)		1,500	Partner documentation Progress report Distribution list	
		# of SLS/schools with established referral pathways between schools and child protection services (HRP 1.10)		500	Partner documentation Progress report	
1.10	Establishment of adolescent-led child clubs (life skills, citizenship education and PSS to children and adolescents)	# of children benefiting from structured, school-based psychosocial support activities (HRP 1.9)		150,000	Partner documentation Progress report	
1.11	Back to learning campaign					
Outcome 2 Education quality and recovery in the medium term is improved for crisis-affected girls and boys		% of teachers/facilitators demonstrating increased capacity to (custom indicator)		100%	School assessment Children survey	
Output 2.1: SLS and/or schools are places conducive to learning						
2.1	Facilitators/teachers training on & capacity building on learning methodologies (catch-up, FLN, formative assessment, etc.)	# of teachers/facilitators with increased knowledge on catch-up/ALP/FLN (custom indicator)		500	Partner documentation Progress report Training reports	
2.2	School improvement planning (SIP) training and school grants distribution	# of schools received school grants, after meeting certain conditions/requirements (custom indicator)		500	Partner documentation Progress report Training reports	
Outcome 3: Preparedness for and prevention to future shocks and crises is enhanced through system strengthening		% of teachers and education stakeholders demonstrating increased capacity to prepare for and respond to shocks (custom indicator)		100%	Partner documentation Progress report Classroom observation	

	Output / Activities	GPE AF joint indicators (HRP-aligned)	Baseline	Target	Means of verifications & data sources	Key assumption
					and teacher assessment	
Output 3.1: School communities' resilience is improved towards coming shocks and crises (e.g., including contingency plans, early warning systems, strengthened EiE monitoring and IM, etc.)						
3.1	Strengthening EiE monitoring, needs assessments and information management					
3.2	Contingency planning at sub-national level	# of contingency/preparedness/response /resilient strategy plans finalized (custom indicator)		5	Partner documentation Progress report Contingency plans	
3.3	Strengthen local partners' capacity to provide coordinated education response in emergencies	# of local partners that have completed capacity-building initiatives (custom indicator)		15	Partner documentation Progress report Training reports	
3.4	E-learning centers are established	# of children accessing e-learning/computer centers (custom indicator)		143	Partner documentation Progress reports E-learning center registers	

Risk category	Risk sub-category	Risk description	GROSS RISK			Mitigation Measures	RESIDUAL RISK			Risk owner
			Gross risk probability	Gross risk impact	Overall gross risk		Residual risk probability	Residual risk impact	Overall residual risk	
Program context	Safety and security	The continued clash between the Sudan Armed Forces (SAF) and Rapid Support Forces (RSF) escalate and spread over a wider geographical reach across targeted states. It may also lead to the eruption of multiple inter-communal conflicts. This can potentially result in school closures, as well as the central government's	Likely	Severe	Very High	UNICEF continues to work with partners to introduce various modalities of structured education programmes, including, accelerated learning programmes, digital learning platforms, and remedial education programmes to ensure that children are at the heart of any response. As well, to minimize effects of recurrent school closures, and cater	Likely	Moderate	Medium	UNICEF Management and Security team

| Risk category | Risk sub-category | Risk description | GROSS RISK | | | Mitigation Measures | RESIDUAL RISK | | | Risk owner |
			Gross risk probability	Gross risk impact	Overall gross risk		Residual risk probability	Residual risk impact	Overall residual risk	
		ability to support the school year. This will impact the programme delivery, targeted children, and sustainability of results.				to displaced children needs.				
Program context	Safety and security	The humanitarian situation in West Darfur escalates or worsens.[66] This will result in issues of programme delivery, monitoring and ultimately in continuous displacement of the targeted communities.	Likely	Major	High	UNICEF continues to work with partners to introduce various modalities of structured education programmes, including, accelerated learning programmes, digital learning platforms, and remedial education programmes to ensure that	Likely	Moderate	Medium	UNICEF Management and Security team

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[66] While Darfur is not in the scope of the geographic response for this proposal, is crucial to include in the risk assessment given if there is an escalation of insecurity in Darfur, it may impact the other states, particularly in the number of IDPs, etc.

Risk category	Risk sub-category	Risk description	GROSS RISK			Mitigation Measures	RESIDUAL RISK			Risk owner
			Gross risk probability	Gross risk impact	Overall gross risk		Residual risk probability	Residual risk impact	Overall residual risk	
						children are at the heart of any response. As well, to minimize effects of recurrent school closures, and cater to displaced children needs.				
Program context	Safety and security	The current conflict promotes insecurities, armed groups and looting across transport routes of supplies and humanitarian missions. This will result in significant potential financial losses, as well as high risk to humanitarian personnel.	Likely	Major	High	UNICEF continues to coordinate with the UNDSS operation, as well as local and technical government partners to ensure a clear and close monitoring of the situation in and around the targeted communities. UNICEF is also considering multiple means to transport supplies and move personnel through safer routes, for instance, moving supplies and	Likely	Moderate	Medium	UNICEF Management and Security team

| Risk category | Risk sub-category | Risk description | GROSS RISK | | | Mitigation Measures | RESIDUAL RISK | | | Risk owner |
			Gross risk probability	Gross risk impact	Overall gross risk		Residual risk probability	Residual risk impact	Overall residual risk	
						personnel cross border from Chad directly to the targeted areas, as well as other options. UNICEF also highlights this risk in the programme narrative and proposes partial utilization of funds for other priority states while the humanitarian situation stabilizes in West Darfur.				
Program context	Natural disasters and epidemics	Epidemics (such as COVID-19) impact service delivery and programme implementation. This can result in delays to the implementation of the programme, enforce certain changes to the	Possible	Severe	High	UNICEF continues to work with partners to introduce various modalities of structured education programmes, including, accelerated learning programmes, digital learning platforms, and remedial	Possible	Moderate	Medium	UNICEF Management, Health, and Programme teams

Risk category	Risk sub-category	Risk description	GROSS RISK			Mitigation Measures	RESIDUAL RISK			Risk owner
			Gross risk probability	Gross risk impact	Overall gross risk		Residual risk probability	Residual risk impact	Overall residual risk	
		intervention strategy or affect the implementing partners' delivery. This may also lead to indefinite school closures.				education programmes to ensure that children are at the heart of any response. As well, to minimize effects of recurrent school closures, and cater to children needs.				
Program context	Natural disasters and epidemics	Natural disasters, namely floods, and other natural disasters (e.g., drought, etc.) restrict access to the project implementation sites. Furthermore, this will drastically change the education situation as highlighted in the programme proposal.	Possible	Severe	High	UNICEF employs seasonal planning and programming through its EiE programmes implementation. Careful planning is employed to ensure the project implementation timeline caters for seasonal programming requirements. Additionally, UNICEF works with local partners to ensure continuous monitoring is possible through local networks and	Possible	Major	Medium	UNICEF Management, Field Operations, and Programme teams

Risk category	Risk sub-category	Risk description	GROSS RISK			Mitigation Measures	RESIDUAL RISK			Risk owner
			Gross risk probability	Gross risk impact	Overall gross risk		Residual risk probability	Residual risk impact	Overall residual risk	
		Ultimately this may result in closure of schools, delays in delivery timeline or modalities.				communities-based networks.				
Program context	Political developments	Civil unrest, due to political developments, negatively impact programme delivery, result in school closures, or otherwise negatively impact the educational opportunities for students	Likely	Severe	Very High	UNICEF continues to work with partners to introduce various modalities of structured education programmes, including, accelerated learning programmes, digital learning platforms, and remedial education programmes to ensure that children are at the heart of any response. As well,	Likely	Major	High	UNICEF Management, Security, and Programme teams

Risk category	Risk sub-category	Risk description	GROSS RISK			Mitigation Measures	RESIDUAL RISK			Risk owner
			Gross risk probability	Gross risk impact	Overall gross risk		Residual risk probability	Residual risk impact	Overall residual risk	
						to minimize effects of recurrent school closures, and cater to displaced children needs.				
Program context	Political developments	Political tensions in West Darfur between various tribal groups result in an escalation of the humanitarian situation.	Likely	Severe	Very High	UNICEF continues to work with partners to introduce various modalities of structured education programmes, including, accelerated learning programmes, digital learning platforms, and remedial education programmes to ensure that children are at the heart of any response. As well, to minimize	Likely	Major	High	UNICEF Management, Security, and Programme teams

Risk category	Risk sub-category	Risk description	GROSS RISK			Mitigation Measures	RESIDUAL RISK			Risk owner
			Gross risk probability	Gross risk impact	Overall gross risk		Residual risk probability	Residual risk impact	Overall residual risk	
						effects of recurrent school closures, and cater to displaced children needs.				
Program context	Economic environment	The economic situation deteriorates given a variety of scenarios (political and civil unrest; market fluctuation)	Likely	Moderate	Medium	UNICEF will budget cautiously and, where possible, pay in USD (for salaries, supplies, if appropriate) and will keep funds in USD until usage to minimize impact on exchange rate fluctuations	Possible	Minor	Low	UNICEF Management, Finance, and Programme teams
Delivery	Capacity of implementing partners	Limited technical capacity of implementing partners	Possible	Major	Medium	UNICEF will issue a call for expression of interest and select partners based on their technical expertise and suitability for delivery of results for children	Unlikely	Moderate	Low	UNICEF Education and Programme team
Delivery	Capacity of implementing partners	Limited implementing partners from which to select and determine partnership	Possible	Moderate	Medium	UNICEF will issue a call for expression of interest to widen selection of potential partners	Unlikely	Moderate	Low	UNICEF Education and Programme team

			GROSS RISK				RESIDUAL RISK			
Risk category	Risk sub-category	Risk description	Gross risk probability	Gross risk impact	Overall gross risk	Mitigation Measures	Residual risk probability	Residual risk impact	Overall residual risk	Risk owner
Delivery	External constraints to direct implementation across the delivery chain	Political, civil, or other factors impact donors from implementing within Sudan, resulting in limiting contribution to complement the MYRP	Possible	Major	Medium	UNICEF, along with its partners and in its role and Coordinating Agent, will continue to advocate for Sudan to ensure sufficient complementarity of efforts to strengthen the education sector, particularly in West Darfur and South Kordofan	Possible	Moderate	Medium	UNICEF Management and Programme team
Delivery	Willingness of beneficiaries to engage	Beneficiaries, including students, teachers, and community members, are not open to collaboration and/or project intentions	Possible	Major	Medium	UNICEF will design and implement in direct consultation with the beneficiaries, involving all relevant stakeholders, which will work to build engagement, ownership, and sustainability	Unlikely	Minor	Low	UNICEF Education and Programme team

Risk category	Risk sub-category	Risk description	GROSS RISK			Mitigation Measures	RESIDUAL RISK			Risk owner
			Gross risk probability	Gross risk impact	Overall gross risk		Residual risk probability	Residual risk impact	Overall residual risk	
Delivery	Willingness of beneficiaries to engage	Beneficiaries do not wish to engage due to perceived inequities and or conflict between beneficiary groups	Possible	Major	Medium	UNICEF has designed the programme in such a way to benefit the most marginalized groups and works to implement equally and equitably amongst the various tribal groups in West Darfur to minimize tension	Unlikely	Minor	Low	UNICEF Education and Programme team
Safeguarding	Risk of harm to children, including abuse, exploitation, neglect, and physical safety	Risk of harm to children through abuse, exploitation, neglect, and physical safety by UNICEF staff members and its implementing partners	Possible	Severe	High	UNICEF has all staff members undertake child safeguarding and upholds its staff members accordingly, with a series of consequences in force, for violations. In addition, contracts with partners include child safeguarding provisions and monitoring includes ensuring	Possible	Major	Medium	UNICEF Education Team, and PSEA team

Risk category	Risk sub-category	Risk description	GROSS RISK			Mitigation Measures	RESIDUAL RISK			Risk owner
			Gross risk probability	Gross risk impact	Overall gross risk		Residual risk probability	Residual risk impact	Overall residual risk	
						the safety of children and mitigation of exploitation				
Safeguarding	Risk of harm to children, including abuse, exploitation, neglect, and physical safety	Risk of harm to children through lack of support of social services when children are harmed due to abuse, exploitation, neglect, and physical safety	Possible	Severe	High	UNICEF has developed reporting mechanisms, both internally and externally with partners, to report suspected cases of abuse and harm of children, which will work towards ensuring children have access to the necessary care	Possible	Major	Medium	UNICEF Education Team, and PSEA team

Risk category	Risk sub-category	Risk description	GROSS RISK			Mitigation Measures	RESIDUAL RISK			Risk owner
			Gross risk probability	Gross risk impact	Overall gross risk		Residual risk probability	Residual risk impact	Overall residual risk	
Safeguarding	Risk of harm to communities, individual adults or any vulnerable groups	The project exacerbates tensions within communities and/or creates new issues	Possible	Major	Medium	UNICEF is committed to the Do No Harm principle. This implies that any programming action must be designed and implemented to: • avoid exacerbating disparities and should avoid discrimination between populations. • Eschew creating or exacerbating environmental degradation. • avoid creating or exacerbating conflict and insecurity for affected populations. • Consider the special needs of the most vulnerable groups of children and women and	Possible	Moderate	Medium	UNICEF Education team

Risk category	Risk sub-category	Risk description	GROSS RISK			Mitigation Measures	RESIDUAL RISK			Risk owner
			Gross risk probability	Gross risk impact	Overall gross risk		Residual risk probability	Residual risk impact	Overall residual risk	
						develop relevant, targeted programme interventions				
Safeguarding	Environmental damage, including damage to structures	Environmental damage in the construction and rehabilitation of schools, including in the WASH design and implementation	Possible	Major	Medium	UNICEF has a Construction Specialist and is in the process of establishing a full construction unit in Sudan, which will work to design in an environmentally friendly and innovative manner, contextualized to the situation in West Darfur	Unlikely	Minor	Low	UNICEF Supply and Logistics; Construction Unit; and Education team

Risk category	Risk sub-category	Risk description	GROSS RISK			Mitigation Measures	RESIDUAL RISK			Risk owner
			Gross risk probability	Gross risk impact	Overall gross risk		Residual risk probability	Residual risk impact	Overall residual risk	
Operational	Budget and cash management	Risk of misuse of funds and/or funds are not managed in such a way that provides the maximum benefit to children	Possible	Moderate	Medium	UNICEF has systems and procedures in place that safeguard financial resources entrusted to UNICEF for the benefit of children, to ensure efficient, cost-effective, and transparent utilization of these resources. UNICEF's financial regulations and rules comply with the International Public Sector Accounting Standards. UNICEF has a globally agreed financial system in place	Unlikely	Minor	Low	UNICEF Finance team and Education team
Operational	Budget and cash management	Cash and budget management within the programme implementation by partners is	Possible	Moderate	Medium	UNICEF has financial measures in place to monitor partner budget and expenditures and monitors the local	Unlikely	Moderate	Low	UNICEF Finance team and Education team

			GROSS RISK				RESIDUAL RISK			
Risk category	Risk sub-category	Risk description	Gross risk probability	Gross risk impact	Overall gross risk	Mitigation Measures	Residual risk probability	Residual risk impact	Overall residual risk	Risk owner
		not optimized for the benefit of children				market to ensure proposed budget by partners are in line with the market values				
Operational	HR and unethical behavior (excluding child safeguarding)	There is limitations in HR capacity and staff functions to appropriately deliver the project	Possible	Moderate	Medium	UNICEF engages a robust team of staff members, with over 250 staff members in Sudan (with others on short-term contracts) to ensure timely delivery; Additional recruitment will commence immediately upon contract signing to minimize gaps in staff functions	Possible	Minor	Low	UNICEF HR Team and Education programme teams
Operational	HR and unethical behavior (excluding child safeguarding)	UNICEF and partner staff exude issues regarding ethical behavior	Possible	Moderate	Medium	UNICEF has all staff members undertake ethical training and upholds its staff members accordingly, with a series of	Possible	Minor	Low	UNICEF HR Team and Education programme teams

Risk category	Risk sub-category	Risk description	GROSS RISK			Mitigation Measures	RESIDUAL RISK			Risk owner
			Gross risk probability	Gross risk impact	Overall gross risk		Residual risk probability	Residual risk impact	Overall residual risk	
						consequences in force, for non-ethical issues. In addition, contracts with partners include ethical provisions and monitoring includes examining ethical violations and corruption				
Operational	Supply and logistics	Supply blockages and delays, most specifically for offshore procurement	Likely	Major	High	UNICEF will prioritize local procurement, within West Darfur, specifically, and Darfur, in general, to mitigate risk.	Possible	Moderate	Medium	UNICEF Supply and Logistics
Operational	Supply and logistics	Poor quality supplies, limiting usage and duration of usage	Possible	Moderate	Medium	UNICEF will work with recognized vendors; have vendors submit a sample; payment only upon successful delivery of quality goods	Unlikely	Minor	Low	UNICEF Supply and Logistics
Operational	Supply and logistics	Limited access to delivery supplies, within Sudan,	Possible	Major	Medium	UNICEF will negotiate routes with Government officials and work	Unlikely	Minor	Low	UNICEF Supply and Logistics

			GROSS RISK				RESIDUAL RISK			
Risk category	Risk sub-category	Risk description	Gross risk probability	Gross risk impact	Overall gross risk	Mitigation Measures	Residual risk probability	Residual risk impact	Overall residual risk	Risk owner
		in general, and West Darfur specifically				with multiple transportation companies to mitigate risk				
Operational	ICT system and info security	Limited access to ICT infrastructure, due to blackouts; service cuts	Possible	Minor	Low	UNICEF utilizes a series of ICT measures, working with different telecommunications teams, including international and alternative communication measures (VHF, Thuraya, for example) to ensure continuity of communication	Unlikely	Minor	Low	UNICEF ICT and Security teams
Operational	ICT system and info security	Safeguarding of data, especially around children, compromise the security of children	Possible	Moderate	Medium	UNICEF will utilize its internal security systems, data coding information on individual children, when necessary, otherwise, will not identify children individually but through groups, to minimize identifying factors.	Unlikely	Minor	Low	UNICEF ICT and Education teams

Risk category	Risk sub-category	Risk description	GROSS RISK			Mitigation Measures	RESIDUAL RISK			Risk owner
			Gross risk probability	Gross risk impact	Overall gross risk		Residual risk probability	Residual risk impact	Overall residual risk	
Operational	ICT system and info security	Data within monitoring and evaluation exercises (including focus groups discussions) compromises the security of participants	Possible	Moderate	Medium	UNICEF will utilize its internal security systems, data coding information on individual children, when necessary, otherwise, will not identify children individually but through groups, to minimize identifying factors.	Unlikely	Minor	Low	UNICEF ICT and Education teams
Fiduciary	Fraud and corruption	Risk of corruption by Government and/or implementing partners and/or suppliers, resulting in loss of funds from the project	Possible	Moderate	Medium	UNICEF engages with fiduciary caution, releasing funds on a quarterly basis, only, and applies various financial checks, including monitoring, spot checks, and audits, as appropriate to monitor and mitigate corruption	Possible	Minor	Low	UNICEF Finance, Supply, and Education team

			GROSS RISK				RESIDUAL RISK			
Risk category	Risk sub-category	Risk description	Gross risk probability	Gross risk impact	Overall gross risk	Mitigation Measures	Residual risk probability	Residual risk impact	Overall residual risk	Risk owner
Fiduciary	Fraud and corruption	Fraud and misuse of supplies provided result in end-beneficiaries not receiving intended benefits of the project	Possible	Moderate	Medium	UNICEF will engage in end-user supply monitoring ensuring that supplies reach the destination and are appropriately recorded (for example, within the school asset lists) to document and ensure that there is limited theft	Possible	Minor	Low	UNICEF Finance, Supply, and Education team