



Save the Children

# **GPE ACCELERATED FUNDING - SUDAN**

SAVE THE CHILDREN APPLICATION

# Cover Note for Accelerated Funding Request

OVERVIEW	
Country:	Sudan
Grant agent(s):	Save the Children
Coordinating agency(ies):	UNICEF
Period of the TEP/ESP (if available)!:	2018 - 2023
Estimated ESPIG application date (if known):	N/A
Program name:	Provision of Quality Education for Most Vulnerable Children
Total MCA amount:	USD 166,500,000
Accelerated Funding amount requested (up to 20% of MCA):	USD 10,000,000
Agency fees (amount):	USD 700,000
Agency fees as % of total Accelerated Funding requested:	7%
Accelerated Funding application date:	7/31/2023
Estimated Accelerated Funding program start date:	9/1/2023
Estimated Accelerated Funding program closing date (must be last day of the month, e.g. June <b>30</b> , 2019):	2/28/2025
Expected submission date of completion report (At the latest 6 months after program closing date):	8/31/2025

<b>Grant modality</b> - (please enter 'X')	<input type="checkbox"/>	Sector Pooled
	<input type="checkbox"/>	Project Pooled/ Co-financed
	<input checked="" type="checkbox"/>	Project/ Stand-alone

## ACRONYMS

ABD	Activity Bank for Disabilities
ALP	Accelerated Learning Program
AORD	Alsalam Organization for Rehabilitation and Development
BANVA	Basic Needs and Vulnerability Assessment
CAM	Cost Allocation Methodology
CAR	Central African Republic
CBCPN	Community-Based Child Protection Network
CFM	Complaint Feedback Mechanisms
CLDRR	Child-Led Disaster Risk Reduction
CP	Child Protection
CSFA	Comprehensive Food Security Assessment
CWD	Children with Disability
DRR	Disaster Risk Reduction
DTM	Displacement Tracking Matrix
EAA	Education Above All
ECW	Education Cannot Wait
ECW FER	Education Cannot wait First Emergency response
EGRA	Education Grading Reading Assessment
EGMA	Education Grading mathematics assessment
EIE	Education in Emergencies
EQUIP	Education Quality Improvement Program
EU	European Union
FMoE	Federal Ministry of Education
GA	Grant Agent
GADG	Girls As Drivers of Change
GBV	Gender-Based Violence
GER	Gross Enrollment Rate
GoS	Government of Sudan
GPE	Global Partnership for Education
HNO	Humanitarian Needs Overview
HR	Human Resource
HRP	Humanitarian Response Plan
IDP	Internally Displaced Person
IFERB	Internet Free Education Resource Bank
INEE	Interagency Network for Education in Emergencies
INGO	International Non-Governmental Organization
IOM	International Organization for Migration

IPTT	Indicator Performance Tracking Table
JENA	Joint Education Needs Assessment
KWL	What I Know, What I Want to learn and what I have Learnt
LA	Learning Agenda
LEG	Local Education Group
MEAL	Monitoring, Evaluation, Accountability and Learning
MGs	Mother Groups
MHPSS	Mental Health and Psychosocial Support
MoE	Ministry of Education
MoU	Memorandum of Understanding
MRE	Mine Risk Education
MSNA	Multi-Sector Needs Assessment
MYRP	Multi-Year Resilience Program
NGO's	Non-Governmental Organizations
OOSC	Out of school children
PDM	Post-distribution monitoring
PDQ	Program Development and Quality
PDC	Program Development Committee
PFA	Psychological First Aid
PHP	Physical and Humiliating Punishment
PSEA	Protection against Sexual Exploitation and Abuse
PSEAH	Protection from Sexual Exploitation, Abuse and Sexual Harassment
PSS	Psychosocial Support
PTA	Parent Teacher Associations
QBs	Quality Benchmarks
QLF	Quality Learning Framework
RBA	Rights Based Approach
RS	Red Sea
RSF	Rapid Support Forces
RTL	Return To Learn
SAF	Sudanese Armed Forces
SEA	Sexual Exploitation and Abuse
SEL	Social Emotional Learning
SDG4	Sustainable Development Goal 4
SC	Save the Children
SCI	Save the Children International
SCN	Save the Children Norway
SG	School grants
SGBV	Sexual and Gender Based Violence
SIP	School Improvement Plan
SK	South Kordofan

SMoE	State Ministry of Education
SMS	Short Message Service
SMT	Senior Management Team
SNAP	Student Needs Action Pack
SPLM-N	Sudan People Liberation Movement - North
SSA	School self-assessment
TiCC	Teaching in Crisis Contexts
ToT	Training of Trainers
TLS	Temporary Learning Spaces
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations Children Fund
VAV	Voices Against Violence
WN	White Nile

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## PROJECT SUMMARY

<b>Project Name:</b>	Provision of Quality Education for Crisis Affected Children
<b>Project Location</b>	White Nile sate (Kosti, Rabak), Gezira state (Rofa'aa, Greater Wad Madani), South Kordofan (Delling)
<b>Country</b>	Sudan
<b>Project value and Contribution:</b>	\$10,000,000 plus \$700,000 (7% Agency Fee)
<b>Beneficiaries (Direct and indirect)</b>	Total number of beneficiaries 145,767 individuals Direct beneficiaries: 137,767 individuals Indirect beneficiaries: 8,000 community members
<b>Project Impact</b>	<b>Crisis affected school aged children (6-15) have improved equitable access to quality education in safe and protective learning environment in Sudan.</b>
<b>Project Objectives/Outcomes:</b>	Outcomes: <ol style="list-style-type: none"> <li>1. Improved safe access to, inclusive, and quality educational continuity for crisis affected children.</li> <li>2. Improved medium term recovery and quality learning outcomes for the crisis affected children in the targeted states.</li> <li>3. Preparedness for and prevention of future shocks through systems strengthening is supported.</li> </ol>
<b>Implementing Partners</b>	Save the Children (SC) (implementation location: White Nile, Gezira, and South Kordofan States) – Grant Agent Raise For Development Humanitarian Aid (Raise) – (implementation location: White Nile and Gezira) – Implementing Partner Nuba Relief Rehabilitation and Development Organization (NRRDO) – (implementation location: South Kordofan) – Implementing Partner
<b>Sector</b>	Education
<b>Project Period</b>	18 months (September 2023 to February 2025)
<b>Contact person for the project</b>	

## EXECUTIVE SUMMARY

This 18-month GPE Accelerated Funding project will target the newly displaced vulnerable children and new returnees aged between 6-15 years as, well as vulnerable/marginalized girls and boys at risk including children with disabilities (CWDs) that fled conflict affected areas on or after the 15th of April 2023. This response aims to prioritize immediate and critical life-saving education needs of children by providing immediate access to safe and protective learning environments, ensuring access to child protection services, providing MHPSS activities and strengthening local capacities to respond to future shocks. SC under this project will intervene in White Nile state (Rabak and Kosti localities), Gezira state (Rofa'aa and Greater Wad Madani localities), South Kordofan state (Kumo and Western Jebel localities in the locked areas).

This GPE Accelerated Funding project will address the learning crisis in the targeted states after the conflict started on the 15th of April 2023 by ensuring that crisis affected children aged 6- 15 years in Sudan have improved, continuous, safe, and equitable access to quality basic education and suitable livelihood by 2025. This is in line with the cluster recommendation. SC will support primary school children from grade 1 to 6, and intermediary school children from grade 1-3. Furthermore, since children from both levels will most likely share premises, SC believes that the inclusion of the intermediate level children reinforces “a non-discrimination” approach that SC stresses through its implementation strategy.

The proposed activities are aligned with GPE’s guidelines for accelerated funding (October 2022) and GPE’s operational framework for effective support in fragile and conflict-affected contexts<sup>1</sup>(June 2022), as well as the General Education Sector Strategic Plan 2018 – 2023<sup>2</sup> and the revised 2023 Humanitarian Response Plan<sup>3</sup> (HRP) in Sudan on supporting the crisis affected, marginalized and vulnerable children. SC has worked closely with the co-grantee (UNICEF), the Local Education Group (LEG), and the GPE nominated Program Development Committee (PDC) to design the project and ensure it complements the efforts of the wider education cluster and other funding mechanisms in country.

The project aims to be achieved through three outcomes:

### **Outcome 1: Improved safe access to, inclusive, and quality educational continuity for crisis affected children.**

Activities under this outcome will address the acute learning needs of IDP children that fled their homes after the conflict outbreak and host community children. This will be done through the provision of immediate lifesaving interventions to the most vulnerable and conflict affected children through the improvement of the education infrastructure, provision of teaching and learning materials, dignity and recreational kits, and supporting hygiene promotion through improvement of latrines and water supplies. To ensure the continuation of education services and investment following the crisis, teachers will be incentivised through payments to continue teaching; the incentive payments will consider conflict sensitivity and promote safety, equity, inclusion, and the avoidance of fuelling tensions that result from the influx of IDPs to host communities. Efforts to enrol IDPs children into the state schools will be ensured. As the Action intends to provide educational opportunities for the most vulnerable groups, including newly

<sup>1</sup> <https://www.globalpartnership.org/content/gpe-operational-framework-effective-support-fragile-and-conflict-affected-states>

<sup>2</sup> <https://www.globalpartnership.org/content/sudan-general-education-sector-strategic-plan-2018-2023>

<sup>3</sup> [https://reliefweb.int/attachments/9c793415-1562-41d0-b094-12e2e9bc6e18/Revised%202023%20HRP%20Sudan\\_final.pdf](https://reliefweb.int/attachments/9c793415-1562-41d0-b094-12e2e9bc6e18/Revised%202023%20HRP%20Sudan_final.pdf)



displaced IDPs and host communities, it is crucial to undertake several enrolment and community mobilization campaigns to support not only child registration, but also to promote social cohesion and peaceful coexistence. Support to teachers, governmental officials and PTAs will be provided by training them to enhance their foundational skills in the safety and security of vulnerable children pre and post crisis and ensure the resilience and wellbeing of children through comprehensive professional development workshops in school as zones of peace strategy, Code of conduct and school safety framework with lifesaving messages. Given the increased hazards due to conflict, SC pays special attention to the vast need for well-designed protection activities. SC will rollout life-Saving Messages to address several risks, such as Mine Risk Education (MRE), support mitigation of the risk of Child Separation, and child-sensitive child protection in emergency messages. SC has developed these messages with the support of its Global Education Team in close coordination with the education and child protection clusters.

## **Outcome 2: Improved medium-term recovery and quality learning outcomes for the crisis affected children in the targeted states.**

Data remains a huge challenge in Sudan, specifically after the huge influx of IDPs to safer states, hence education needs assessment component will be critical to complement under this outcome. This outcome will contribute to creating evidence-based reports on children's learning outcomes through a conduction of 2 limited need assessment in WN state (Rabak, Kosti localities) and Gezira state in the first quarter of the project. The assessments will be conducted in close coordination of the SMoE and the WB in the data collection process through assigning of data collectors from the MOE that have been trained by the WB. This assessment will guide the wider education cluster in responding to the learning needs of children in crisis and improve the learning quality and ensure that the children who are excluded from primary knowledge and post-basic education due to the displacement are brought back to school. Based on the findings, a literacy and numeracy remedial program will be established and implemented, including support to teachers with literacy and numeracy training. This outcome will also work with IDPs and host communities in supporting the MHPSS needs of children and caregivers and will support both traditional schools/TSLs. Making possible, stable, and effective learning pathways for children in Sudan despite the instability they are experiencing should be a priority – and will help them to later enter or return smoothly into the formal/national education systems, as such, this outcome will support a shift/alternative education programmes in WN and Gezira states in the targeted localities in close coordination with the SMoE in the two states to ensure there is no drop in enrolment and support the schools to absorb the increasing number of school aged IDP children in the two states and contribute to the continuation of learning for all IDPs children. To improve the participatory approach between communities and education structures and improve the safety of the learning environment, SC will support the development of School Improvement Plan (SIP) committees which comprise of parents, teachers, community members and school management SoME at locality level. This outcome will support the SIP development and provision of school grant for its implementation School grants will encourage community ownership in ensuring the safety, protection and learning of children in and around schools. This outcome will also contribute to climate change in education and support on the establishment of school's garden through which greening will support in lowering the rate of carbon dioxide in the air. The gardening will link with the school's food program as a recovery process. To ensure that children continue learning at home, this outcome will include the training of teachers, mother groups and volunteers in education beyond schools' walls approach through literacy and numeracy clubs for children and reading and math at home with parents and care givers and family math and reading day to engage the whole community and be part of a supportive society to the quality and continuation learning process of their children. Moreover, a mobile reading hub will be developed in WN and Gezira to meet the huge number of

traumatized and crisis affected children. The mobile reading hubs will be providing children with outdoor activities. This outcome will contribute to the improvement of the MHPSS for conflict affected children through enhancement of the referral pathway and provision of PSS activities to support the emotional and psychosocial needs for children's wellbeing.

### **Outcome 3: Preparedness for and prevention of future shocks through systems strengthening is supported.**

To enabling lasting change and support the resilience of the education system and communities for future shocks and crisis and in close coordination with the national and subnational government and education cluster, activities under this outcome will support the capacity building of education sector partners teachers, PTAs, volunteers, governmental officials at locality levels and community members to respond effectively in a future crisis while also mitigating risks. Capacity building activities will include the development of area-specific crisis response plans, in addition to engaging children in child-led DDR interventions, including child-led advocacy.

All activities are designed to be inclusive and all those receiving training will also be trained on how to support children with disabilities to enrol in school, learn, and ensure their well-being and safety at school. The project will also ensure that Protection against Sexual Exploitation and Abuse (PSEA) approach is mainstreamed throughout the project through an inception meeting with relevant stakeholders in the target states and awareness sessions held on PSEA to ensure that it is embedded in all trainings conducted under this project.

The project will target a total of 145,767 direct and indirect beneficiaries in the White Nile, Gezira, and South Kordofan states where the needs are most acute due to high number of IDPs fleeing from the hot zones after the conflict of the 15<sup>th</sup> of April. The total number compromised. Of 136,000 vulnerable children 15% of them are children with disabilities. This includes 131,000 children (66810 girls, 64190 boys) aged 6-15 years, , 5,000 OOSC. Total number includes also 1,202 teachers and education inspectors officials (613 female, 589 female), 25 governmental officials (13 female, 12 male), 100 teachers trained in ALP, as well as 164 members from PTAs and 164 MGs members, Furthermore, 8,000 community members (2,480 girls, 2,560 boys, 1,520 women, 1,440 men) will be reached indirectly with community awareness and safe back to school campaigns.

## **STRATEGIC FRAMEWORK**

At programme and project level, the project aligns with the Education Cannot Wait (ECW) Multi-Year Resilience Programme (MYRP) 2022 – 2024 and the ECW FER in Sudan which SC and UNICEF are lead grantees of. The MYRP aims to provide access to education, quality learning, and a protective, inclusive, safe environment for learning to address the education needs of vulnerable children, including children with disabilities and girls, and strengthen coordination mechanisms for crisis affected children in Delling in South Kordofan. The project also complements the 2023-2024 ECW FER, with SC and UNICEF as co-grantees, targeting White Nile state.

Within SC, the project is in alignment with SC's Global Strategic Plan 2022 – 2024 and internal May 2023 Crisis Response Plan. It will apply key frameworks and approaches based on SC's understanding of what works best to address the learning crisis in Sudan. The project will apply SC's Quality Learning Framework (QLF) which frames our best understanding of what makes a quality basic education and outlines five foundations that support the wellbeing and learning of all children.

At social level, SC's work will focus on direct relief and integration with Child Protection to ensure the wellbeing of children and their caregivers and the wider community. The program will also contribute to system strengthening, including advancing cluster-wide projects and advocacy with relevant government bodies to centre EiE in the overall crisis response. The project will identify the components of child protection systems that need to be strengthened. These components will be mapped at the beginning and once again further down the project life cycle to identify new and existing referral pathways. This mapping process will be undertaken in coordination with other protection actors. Training on referral pathway and provision of PSS will be delivered to teachers and community members for better response. To achieve SDG4 and provide education opportunities to all children including children with disabilities, SC will work closely with the high council of people with disabilities at state level to ensure children with disabilities (CWDs) have equal access to project services and will be consulted during the planning and implementation of activities to ensure that CWDs are protected, and their wellbeing is well preserved.

## COUNTRY CONTEXT

### General Context

The Clashes between the Sudanese Armed Forces (SAF) and the Rapid Support Forces (RSF) that erupted on 15 April 2023 in multiple cities across Sudan, have had devastating consequences for civilians. As the conflict continues, worrying trends emerge of the sprouting of more-localized conflict dynamics that point to a possibly longer-term conflict. Overall, fifteen (15) out of Sudan's 18 states have been affected by displacement. Since the outbreak of the conflict, an estimated number of 404,028 children have been displaced, 73% of which are school aged children (reference: Sudan ESSP 2019-2022)) and an estimated 15% are children with disabilities. The conflict has negatively affected the education of affected girls, boys and adolescents, including children with disabilities who face challenges in accessing inclusive quality education in a safe and protective learning environment. In addition, the conflict exposes vulnerable children to a range of life-threatening risks such as GBV, human/sex trafficking and SEA, recruitment by armed actors and child labour.

Most states have been affected by displacement, with approximately 2,686,434 People<sup>4</sup> internally displaced and 844,574 crossing over to neighbouring countries according to DTM Report July 2023, among these are 936,150 school age children internally displaced. In Gezira, 215,164 individuals relocated to the state from Khartoum, putting immense strain in on the state's fragile infrastructure and resources. An interagency report conducted in May recorded that 13,863 school aged children were registered in the gathering points. It is estimated that those registered in gathering points in Gezira represents about a quarter of the children who arrived and are staying with their extended families. By now, this number might have increased significantly since Gezira is the state nearest to Khartoum and is witnessing huge IDPs influx. In White Nile, an RNA exercise in one of the IDPs centres in schools highlighted that there is a remarkable change in behaviour which appear in a sort of anger and violence among children and adolescents. The factors contributed to this change in behaviour are feelings of despair of families' inability to go back to their homes, losing personal belongings, being separated from loved ones, inability to access basic

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<sup>4</sup> [Sudan - Situation Report 14 | Displacement Tracking Matrix \(iom.int\)](#)

services, and malnutrition. Furthermore, the crowded IDP centres subject children specially females to the risk of GBV. In South Kordofan, Kumo area, there have been a noted huge influx of IDPs in the area; as of 21st May, at least 112,734 individuals arrived to the SPLM- N controlled areas, 23,245 out of them are children above 5 years (Reference: SRRRA assessment 21 May 2023). All this is putting more pressure on the already deteriorating humanitarian situation and with fewer actors in the area, the need for immediate intervention is crucial.

In addition to pre-existing challenges related to insufficient learning resources and supplies, the crisis has left learners and teacher displaced and distressed; damaged learning infrastructure and school spaces, and constrained access to schools<sup>5</sup>. According to Sudan conflict rapid need assessment conducted by SC and UNICEF in May 2023 in Gezira state, some schools are now acting as shelter or gathering points to displaced families and grade 6 examination were interrupted in several states with most children not seating for the exam. Findings of the assessments indicated that conflict has severe impacts on learning opportunities. Luckily, assessments findings indicate that school infrastructure, including latrines and handwashing facilities have not been subject to significant damage following the crisis, but latrines are overcrowded in camps and collective centres in Gezira and White Nile states. Overcrowding in schools and insufficient facilities is expected when they reopen for the new school year in the fall due to the influx of new learners from conflict affected areas. Regarding protection, respondents from all states reported concerns around protection and safety, particularly as the conflict develops, and people become more desperate. Key Informants reiterated that informal sites lack security or clear boundaries, and many respondents indicated concerns around GBV and sexual exploitation (SUDAN CRISIS Rapid Needs Assessment: Blue Nile; Gedaref; Gezira; White Nile 11 May 2023- Acted organization) with 88 cases reported.

Furthermore, refugees (mainly in White Nile state) continue to depend on humanitarian assistance with limited income opportunities, which have further eroded after the conflict. Protection gaps persist while refugees continue to face discrimination which undermines their physical and mental well-being<sup>1</sup>. Life-sustaining conditions require actions to enable the affected population to meet their basic needs, including access to essential goods and services such as water, shelter, livelihoods, health care, education and protection amongst others. These are measured by accessibility, availability, quality, utilization and awareness of and to these essential goods and services. Limited access to health, and education systems remains a challenge.

## Overview of Education in Sudan and Project Rationale

Before the outbreak of conflict in Sudan, an estimated 6.9 million children do not go to school, representing one of the highest numbers of Out of School Children (OOSC) in the world<sup>6</sup>. After conflict erupted on the 15<sup>th</sup> of April, and the subsequent displacement of over 2.6 million people among them 936,000 school age children across Sudan, the number of students in need of Education assistance has increased by **131%**.

Furthermore, the situation in South Kordofan areas outside government control has been dire even before the conflict stated, with minimal direct government support going from the GoS to

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<sup>5</sup> [Sudan - Sudan: Revised 2023 Humanitarian Response Plan, \(Issued on 17 May 2023\) | Digital Situation Reports \(unocha.org\)](#)

<sup>6</sup> <https://www.unicef.org/sudan/press-releases/joint-statement-urgent-action-needed-69-million-children-are-out-school-and-12>

those areas, most of the education interventions in the area were provided by volunteer teachers, local community-based groups, NGOs, and more recently INGOs. With the escalation of conflict in South Kordofan, an approximate 112,000 people crossed over the locked areas, which has put further strain in the minimal support going to the schools and teachers. Furthermore, 27,130 additional IDPs have relocated to SK further straining an already fragile situation. SK has also seen increases in localized violence since the start of the conflict.

By the end of the 2021-2022 academic year, an estimated 6.9 million school-aged children (6-18 years of age) were out of school, many of whom live in the most vulnerable or conflict-affected communities<sup>7</sup>. This means that approximately 35% of all school-aged children – more than 1 in 3 children in Sudan were not attending school prior to the conflict<sup>8</sup>. These numbers will undoubtedly grow exponentially as families move to safer areas and schools struggle to absorb additional learners. Of the children who were able to attend school, literacy and numeracy skills remained extremely poor. In a 2022 SC commissioned assessment of third grade learners conducted in Khartoum, Blue Nile, Red Sea, and South Kordofan; SC found that 80% of the sampled children could not read a simple text, 70% could not even read a single word of familiar words while 79% could not write a single word in a familiar language. Similar gaps were noted in numeracy skills: 37% of the sampled learners could not count or do simple addition and subtraction at their grade level. As a result, the majority of students progress through the school system without the requisite basic skills to comprehend increasingly more complex subject matter and effectively participate in learning<sup>9</sup>.

In addition to those out of school prior to the conflict, a further 12 million were predicted to have their school years heavily interrupted by a lack of sufficient teachers, infrastructure, and an enabling learning environment to allow them to reach their full potential<sup>10</sup>. Access to education is very low indicating barriers to attendance: distance to school (21%), financial (19%), lack of specialized support e.g., wheelchairs, visual/hearing aids (18%) and schools not adapted for children with disabilities (11%)<sup>11</sup>. The deteriorating economic situation and lack of purchasing power place increasing pressure on vulnerable communities to afford schooling costs, including school fees, learning materials, uniforms, and school meals. A rapid market assessment conducted by Mercy Corps after the outbreak of violence found that rates for key commodities such as water, bread, flour, sorghum and fuel have increased exponentially<sup>12</sup>. In such situations, girls are at increased risk of dropout because of early marriage, domestic work, and other unsafe income-generating activities; boys drop out from school to engage in hazardous and exploitative labour to support their families. Access to education services for IDPs, refugees, returnees, and vulnerable host communities continues to be challenging, compounded by insecurity, economic decline, and

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<sup>7</sup> [Joint Statement: Urgent action needed as 6.9 million children are out-of-school and 12 million face learning disruptions. \(unicef.org\)](#)

<sup>8</sup> <https://reliefweb.int/report/sudan/sudan-revised-humanitarian-response-plan-2023-revision-issued-17-may-2023-enar>

<sup>9</sup> SC: Evaluation Study Report - For learning Literacy and Numeracy Skills for Grade 03 of EQUIP2 Schools at Red Sea, South Kordofan, Blue Nile and Khartoum States for 2022

<sup>10</sup> [Joint Statement: Urgent action needed as 6.9 million children are out-of-school and 12 million face learning disruptions. \(unicef.org\)](#)

<sup>11</sup> Joint Education Needs Assessment, 2021

<sup>12</sup> Sudan Market Assessment Inflation of Consumer Goods During the Crisis 2023

flood. The persistence of displacement and closure of some schools has further stressed the existing limited education facilities and resources of host communities. Some schools in safer areas are being used as shelters where there are no others available public facilities.<sup>13</sup> As the situation progresses, without wide-scale education in emergencies response, children will be at increased risk of multiple child protection concerns and never returning to school.

Furthermore, regular annual climate-related shocks (such as floods) result in increased damage to school infrastructure, forcing more children out of school and most often without access to any alternative learning modalities (98% of schools surveyed in the Joint Education Needs Assessment (JENA) were not able to offer meaningful distance learning options). In 2022, nearly 400 schools across Sudan were confirmed to have sustained significant damage due to the floods, affecting access to education for more than 138,000 school children and delaying the start of the new academic year<sup>1</sup>. These challenges will continue during the current conflict causing an even more severe situation for children. Children in Sudan need a reliable and meaningful means to continue learning even when schools remain closed.

With the exacerbating socio-economic situation, recurring conflicts, and prolonged COVID-19 school closures, once children drop out of school, the chances of girls and boys returning to school are low. Girls are especially vulnerable: evidence suggests that the economic crisis is deepening gender inequalities in Sudan, especially among adolescent girls. Children with disabilities are among the most vulnerable in this group. With 15% of the total population estimated to be persons with disabilities, approximately 1,035,000 are OOSC living with a form of disability. Even those in the education system lack inclusion and are mostly linked to private institutes. Although the Gross Enrolment Rate (GER) in primary education has been increasing during the last years, reaching 73.5%<sup>14</sup> (reference: Sudan ESSP 2018-2022 – 73% GER) there is still considerable variation between states and between urban and rural areas, between girls' and boys' enrolment, and between conflict and non-conflict states. These numbers are expected to rise as families move from urban conflict centres to more rural and safer areas.

Lastly, the lack of reliable and updated statistics on disability remains a key gap. Approximately 15% of the population of Sudan (as per global standards) is living with a form of disability as stated by the 2023 HNO<sup>15</sup>. Within any crisis-affected community, children and adults with disabilities are among the most marginalized, yet they often are excluded from humanitarian assistance.

To address the learning crisis outlined above and mitigate the risk of further deterioration, priorities will be placed on ensuring continuous, quality, and safe access to education and learning for children, securing learning equity and inclusion for the most marginalized children to eliminate learning poverty, and building resilience of the education system to recover and respond effectively in future crises, as outlined below:

- **Immediate life-saving services and continuous, quality and safe education and learning:**  
The project will ensure that children aren't just attending school, but that they have the appropriate resources and support available to learn. By providing relevant learning materials, supporting teachers to improve pedagogical practices, and ensuring all children

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<sup>13</sup> Sudan Conflict Rapid Needs Assessment - SCI

<sup>14</sup> [Keeping children in schools in Eastern Sudan | United Nations in Sudan](#)

<sup>15</sup> [Sudan - Just Out! 2023 Sudan Humanitarian Needs Overview | Digital Situation Reports \(unocha.org\)](#)

have access to education, the project will be able to improve quality learning for children in Sudan. The project will ensure adequate safe spaces are established to allow for continued learning, remedial programming, and mental health and psychosocial support (MHPSS) activities. Necessary learning materials for both teachers and students will be provided. Given the high numbers of IDP fleeing harms way, many host communities are overwhelmed by the influx, resources are limited and hostilities between host communities and IDP's could occur. To mitigate this, a conflict sensitive approach will be employed for all activities and both host community and IDP populations will benefit from activities under this project.

- **Focusing resources on securing learning equity and inclusion for the most marginalized children to eliminate learning poverty:** Support to the most marginalized and vulnerable children, including children fleeing fragility and conflict as well as vulnerable host communities will be provided. Teachers will participate in capacity building efforts to increase their skills in working with children with disabilities.
- **Resilience of the education system:** To enable lasting changes, the project must be embedded within national systems and locality level. The project will hence target the education system at locality level and support teachers and schools to be resilient and continue learning during time of crisis. SC will also support Federal and State Ministries of Education on reopening of schools, to develop and operationalize preparedness plans in immediate and longer-future.
- **Safe Schools:** SC will ensure to keep children safe in and around school from violence, natural and everyday hazards, and conflict. It builds upon evidence from Comprehensive School Safety, Violence Free Schools, and Schools as Zones of Peace. Safe Schools uses a 'whole school' approach which engages stakeholders across all levels of the socioecological model (children, caregivers, teachers, school management, communities, civil society, and government authorities) to make both immediate and lasting improvements for children's safety and protection in and around school.
- **Girl's empowerment and gender equality through education:** SC through this project will focuses on gender-transformative teaching and learning, supportive learning environments that include elements like gender-based violence prevention and girl-supporting facilities such as appropriate latrines, supportive with feminine hygiene kits, community support for girls' learning and empowerment and informing gender-transformative policy and systems.
- **Social, emotional leaning and mental health and psychosocial support:** While focusing on a supportive and safe overall learning environment, SC also emphasizes holistic support to child wellbeing outcomes, including improvement social emotional leaning and mental health and psychosocial support. The psychological and social impacts of emergencies or experiences of adversity can undermine children's daily functioning and mental health and psychosocial wellbeing; consequently, SC will promote a cross-sectoral, multi-layered approach to MHPSS to meet the 'continuum of care' needs of all children and families in emergencies or facing adversity. SC integrates MHPSS interventions into existing services and structures, including schools, to improve access and reduce potential stigma and discrimination.

## PROGRAMME STAKEHOLDERS

For this project SC will engage with the following key stakeholders:

**Parents Teachers Associations (PTAs):** PTAs are the leading players in mobilization and sensitization of communities, therefore facilitating the smooth implementation of the project. Because PTAs represent communities in school, they play a fundamental role in promoting the integration of children from vulnerable groups and promoting peaceful co-existence. After receiving training, PTAs will be involved in the planning and implementation of their SIPs and manage school grants. PTAs will include IDP community leaders to ensure peaceful coexistence within communities and inclusion of OOSC.

**Mothers' Groups (MGs):** MGs will be involved in SIP and support gender transformation. In addition to this, SC will make use of the legacy of having these groups' structure to support in mother-to-mother activities and mobilize children to make their voices heard.

**Children:** Children are the ultimate participants of the project and will be involved in the planning and implementation of some activities. Child participation approaches in consultation and engagement will be applied. Children will form groups, undergo training, and be represented in the student clubs to raise their issues and needs.

**Community members:** Community structures, such as PTAs, MGs, and children's clubs, will also be essential partners. Strengthening the capacity and voice of these groups will be core to the project activities to ensure the sustainability of the project. Ownership of specific project activities will be transferred to these community structures e.g.; PTAs will eventually manage SIPs and funding. SC and its implementing partners will create a community engagement strategy for the project which will cover engagement in Monitoring, Evaluation, Accountability, and Learning (MEAL) and decision making.

**Duty-bearers:** The project will work with duty-bearers (School administrations, religious leaders, education institutions) to advance children's rights, including the rights of children with disabilities, to reduce dropout rates in schools as well as to prevent child labour and abuse.

**Local Education Group (LEG) / Education Cluster:** At the proposal design stage, a design workshop was held by SC and UNICEF for the wider LEG that represents the Education Cluster to contribute to the programme rationale and draw from different partner's expertise through group discussion and presentations. During project implementation, SC and UNICEF will hold 3 meetings with the LEG to provide updates on the progress and achievements of their projects and allow for feedback and reflections from LEG members.

**State high council of people with disabilities:** SC will work closely with the high council of people with disabilities at state level to ensure that all marginalized children including CWDs are on the front-line during provision of project services and plan for immediate and adequate response plan for their protection. SC will coordinate with the council to deploy one qualified person on disability and inclusion to ease communication and ensure that CWDs are well understand the project services and their rights on equitable services.



Table 1: Summary of key stakeholders

<i>Stakeholder</i>	<i>Function</i>	<i>Comparative Advantage</i>	<i>Assistance to SC</i>
<b>State Ministry of Education (SMoE)</b>	<ul style="list-style-type: none"> <li>▪ Provide technical support and guidance on policies and standards.</li> <li>▪ Coordinate work with other partners and ensure complementarity to better utilize resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Representation at community level</li> <li>▪ Ownership and sustainable system strengthening</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide synergy, technical expertise and support</li> <li>▪ Support harmonization of engagement from national to locality level</li> <li>▪ Support SC in follow-up to ensure quality of implementation</li> </ul>
<b>Parents Teachers Associations (PTAs):</b>	<ul style="list-style-type: none"> <li>▪ Assist to secure supplies in their respective locality</li> <li>▪ Leading in mobilization and sensitization of communities.</li> <li>▪ Facilitate the smooth implementation of the project</li> <li>▪ Play a fundamental role in promoting the integration of children from vulnerable groups and promoting peaceful co-existence</li> </ul>	<ul style="list-style-type: none"> <li>▪ Local knowledge</li> <li>▪ Good resource for receiving feedback and tracking progress</li> </ul>	<ul style="list-style-type: none"> <li>▪ Willingness to have a successful intervention.</li> <li>▪ Collaboration</li> </ul>
<b>Community members:</b>	<ul style="list-style-type: none"> <li>▪ Strengthening the capacity and voice of these groups will be core to project activities.</li> <li>▪ Ensure the sustainability of the project</li> <li>▪ Assist to secure supplies in their respective locality</li> </ul>	<ul style="list-style-type: none"> <li>▪ Flexibility and resilience towards local changes and conditions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Support harmonization of the project</li> <li>▪ Sense of ownership</li> </ul>

<b>INGOs/ Local partner</b>	<ul style="list-style-type: none"> <li>Human and financial resources input</li> </ul>	<ul style="list-style-type: none"> <li>Avoidance of duplication</li> </ul>	<ul style="list-style-type: none"> <li>Coordination</li> </ul>
<b>Local Education Group (LEG)/ Education Cluster</b>	<ul style="list-style-type: none"> <li>Inclusion and prioritization</li> <li>Lesson Learnt</li> </ul>	<ul style="list-style-type: none"> <li>Technical inputs</li> </ul>	<ul style="list-style-type: none"> <li>Sector coordination (cluster)</li> </ul>
<b>State high council of people with disabilities</b>	<ul style="list-style-type: none"> <li>Provide technical support and guidance on policies and standards of CWDs rights</li> </ul>	<ul style="list-style-type: none"> <li>Technical inputs</li> <li>Good resource for receiving feedback and tracking progress</li> </ul>	<ul style="list-style-type: none"> <li>Coordination</li> <li>Collaboration</li> </ul>

## PROJECT OVERVIEW

**Overall Objective:** Crisis affected school aged children (6-15) have improved equitable access to quality education in safe and protective learning environment in Sudan

**Outcome 1: Improved safe access to inclusive, and quality educational continuity for crisis affected children.**

**Output 1.1: The crisis affected boys and girls who received immediate lifesaving services for a safe and protected learning environment.**

**Activity 1.1.1. Safe back to school campaigns (Rights Based Approach (RBA) for vulnerable children, including children with disabilities)**

Implementing Partners: SC

In support of the “Back to School, Back to Learning” Campaign in Sudan, UNICEF and SC, as the Education Cluster/Sector co-leads, will conduct a one-day advocacy dialogue with the Development Partners’ Heads of Cooperation to ensure all school-aged crisis affected children resume school or alternative learning programme to continue learning. The main objective of the advocacy dialogue is to raise awareness among humanitarian actors, the donor community and private sector on the severe education crisis and learning loss of the children in Sudan and galvanize partnerships to ensure that every girl and boy has access to learning in Sudan.

Following this, school enrolment campaigns/drives targeting diversified groups of OOSC will be carried out. The campaigns will be community-based; IDPs and in the target areas will be reached and appropriate languages and methods will be used. The campaigns will make use of multiple methods to reach children and families, including radio and mobile devices (SMS), to ensure the widest possible reach and ensure no one is left behind, particularly children with disabilities.

SC will also replicate experience of using campaigns for both mobilization and the registration. Community mobilisation efforts will be complemented by enrolment campaigns to link OOSC to both primary schools and non-formal learning opportunities in each target area. The one-day advocacy dialogue conducted by UNICEF and SC mentioned above will be followed by a joint back to school campaign in Gezira state –Wad Madani Alkubra locality, which SC and UNICEF are both targeting under this project and subsequently to SC targeted states in WN and SK.

### **Activity 1.1.2: Rehabilitation of classrooms / TLSs**

#### **Implementing Partner: SC**

To ensure continuity of learning for the huge number of IDPs children that arrived in the targeted states, and to assist schools' absorption capacity, SC will establish 85 TLSs in the 3 targeted states. The TLSs will be established inside the 85 targeted schools to absorb the high number of IDPs children and will be linked directly with activity 2.3.3 of the shifts learning program. The establishment will be following the universal design for easy and safe access to all children including children with disabilities. The selection criteria of the TLSs location will be based on the needs assessment on the ground, the distribution of the IDPs gathering points and density of IDP children. The establishment of the TLSs will follow SC construction guideline, education sector guideline and SPHERE minimum standard guideline for the safety and security of the schools. SC will work in close coordination with the SMoE and community to develop a handover/maintenance plan to ensure sustainability.

### **Activity 1.1.3: Rehabilitation of Latrines**

#### **Implementing Partner: SC**

Latrines are one of the elements that contributes to a safe and appropriate learning environment, at the same time supporting children's attendance and reducing the risk of a disease outbreak that are linked to lack of water and proper hygiene. Under this activity, SC will rehabilitate 85 gender sensitive latrines in the targeted schools to meet the high number of IDPs children that flee their homes from the hot zones. The rehabilitation process will follow the universal design to contribute to a safe access for children with disabilities (CWDs). The work proposes the creation of latrines where none exist, each with four or six stances depending on spaces and school enrolment. The rehabilitation of the latrines will be accompanied with hygiene messages among the students to promote and disseminate hygiene practices in terms of personal and environmental hygiene, and waste management. The rehabilitation of the latrines will be guided by SC's construction engineer following SC WASH guideline and the WASH sector guideline.

### **Activity 1.1.4: Rehabilitation / establishment of handwashing station**

#### **Implementing Partner: SC**

Under this activity, SC will establish a total number of 85 hand washing stations in the targeted schools and will be attached with the newly rehabilitated latrines following the universal design to provide a safe access to CWDs. Considering the challenge of disease outbreak due to the huge number of IDPs children enrolled in the schools, these WASH facilities are essential to promote hygiene and prevent infection spread. This activity will also be accompanied with hygiene messages on hands washing and waste management especially for girls' sanitary products. The rehabilitation/establishment of the hand washing facilities will be guided by SC construction engineer following SC WASH guideline and the WASH sector guideline.

### **Activity 1.1.5: Provision of dignity kits of vulnerable girls from host & IDP communities**

#### **Implementing Partner: Raise and NRRDO**

Inter-agency and SC need assessments conducted have shown a huge shortage of hygiene supplies with widespread health consequences among the displaced girls in the targeted states. To ensure girls attendance in schools and learning facilities and meet the huge needs, SC will distribute dignity kits for a total number of 12,700 conflict affected and IDPs girls in the targeted schools. The dignity kits offer basic hygiene necessities like soap, detergent bars, and menstrual

hygiene supplies such as sanitary napkins and basic underwear. In close coordination with state high council of people with disabilities, girls with disabilities will be prioritized and a mentor with inclusion skills will provide translation of the usage and component of the kit for the children with hearing and visual impairment.

***Activity 1.1.6: Provisions of teaching materials to teachers in targeted schools***

Implementing Partner: Raise and NRRDO

Under this activity, SC and partners will provide education supplies in the form of teaching materials to 1202 teachers (613 female, 589 male) in the targeted schools. Provision of teaching materials to the conflict affected teachers will encourage them to attend and stay in school. The content of these teacher kits are tailored to the actual need on the ground and aligned with the Education Sector's guidelines and standards.

***Activity 1.1.7: Provision of incentives to teachers***

Implementing Partner: SC

This activity will provide incentives to 1202 teachers (613 female, 589 male) 16 teachers per school in WN and Aljazeera and 5 teachers per schools in SK from the 82 targeted schools. This activity will recruit both IDPs and host community volunteer teachers. This approach aims to mitigate the sensitivity issue between host communities and IPDs since host community teachers have not been paid since the conflict started. The payment of incentive will encourage teachers to continue in the teaching profession and attend school more regularly. In addition, SC will engage with decision makers and relevant authorities to increase the spending of education in the annual spending policy and the IDPs volunteer teachers to be recruited in the education system to build a more resilient and sustainability of the education system in the targeted states after the project phases out. This activity will be done with the utmost care to ensure that it does not cause increased potential for violence as there will be some schools in other localities that do not receive any support and teacher salaries are still not being covered. A consultative conflict sensitivity analysis will be done with ministry of education while at the same time advocating for the ministry to take back over payments.

***Activity 1.1.8: Provision of recreational kit for children***

Implementing Partner: Raise and NRRDO

From Save the Children's experience in EU funded EQUIP 1 program, it was proven that extra-curricular activities, in the form of drama, sports, and music, make schools attractive and encourage children's attendance. As such, SC will provide a total number of 45 recreational kits (1 kit per school, average size expected 1300 students) among the targeted schools reaching a total number of 58,500 children (29,835 girls, 28,665 boys). Moreover, recreational kits promote interaction between children from different backgrounds. There is no doubt about the importance of play for children's development, as such, schools will be provided with appropriate recreational materials for girls and boys. The activity will also ensure the existence of a safe play area in schools. This though, encourages schools' headmaster to have enough space based on the primary school model and yards size. The SMoE is in support of this, and it can provide more areas to school if available.

***Activity 1.1.9: Training of teachers, administrators, government official on school as zone of peace with a focus on comprehensive school safety framework, Code of Conduct, lifesaving messages***

Implementing Partner: SC

Under this activity, SC will provide a capacity building training to 599 participants (386 female, 213 male) through 12 capacity building workshops comprised of teachers, PTAs members, administrators, government official and mothers' groups. (5 governmental officials per locality, 2 PTAs members per school, 2 MGs per school, 3 teachers and administrators). Training will be on schools as a safe zone strategy which SC developed, safe school framework and Code of Conduct. The main objective of the training is to provide schools, government officials and community members with foundational skills on safety and protection of children inside and outside of the schools during humanitarian and fragile context.

This is one of the crucial pieces of training that SC will implement to support the Safe School Declaration that Sudan signed in 2015. SC will focus on Schools as a Zone of Peace as their level of implementation is school, admin, locality, and community around the school, which is more achievable during this time of conflict in Sudan. One of the primary outcomes of this training is that all schools should have their Risk Mapping Analysis inside and outside the school/ surrounding areas/roads to school. And to identify mitigations measure to address and try to mobilize various resources to do so.

SC will also be training the school personnel on the code of conduct, and regulation of conduct will be established in all schools, and MoU will be signed with all targeted schools. This will organize the relationship among the stakeholders and ensure all the commitments in the code of conduct are well considered.

***Activity 1.1.10: Provision of learning materials to students enrolled in formal education.***

***Implementing Partner: SC***

SC will provide learning materials for a total number of 131,000 vulnerable boys and girls (66,810 girl, 64,190 boy). Provision of learning materials to the conflict affected children will encourage them to attend and stay in school. The content of these kits, together with teacher kits are tailored with the actual need on the ground and aligned with the Education Sector's guidelines and standards. Through provision of these materials, it is expected that the activity will contribute towards alleviating some of the financial pressure of vulnerable families that struggle to afford costs associated with education and lowering a barrier to access to education as well as replace some of the materials that students may have loss when they left home.

**Outcome 2: Improved medium-term recovery and quality learning outcomes for the crisis affected children in the targeted states.**

**Output 2.1: Evidence based children's learning outcomes developed and supported for formal and non-formal children.**

***Activity 2.1.1: Conduct simplified/limited EGRA/EGMA/SEL***

***Implementing Partners: SC***

Insufficient data has been a very critical component on the education in Sudan and especially after the rise of conflict on the 15th of April and the huge influx of children and families to safer states which interrupted their learning and emotional wellbeing. Save the Children will capitalize on the World Bank's previous assessments, including working with the same consultant, starting with a desk review of the most recent evaluations of 2021, and adopting the same approach of

analysing Grade six exam results, giving indicators on the level of Arabic and Math since both WN and Gezira have conducted the exam with a considerable number of IDPs from other states sitting for the exams there. This analysis will also compare the IDPs and host communities' results.

SC will conduct 2 assessments in WN and Gezira states. In SK, SC will utilise the findings from the EGRA & EGMA assessments that were done under the MYRP in the beginning of 2023. The main objective of the need assessments is to provide updated information on the number of children arrived in the targeted states, their learning gains, and their academic level. The need assessment findings will feed into the process of enrolment and support on selecting appropriate learning pathways. SC will coordinate with the SMoE for the availability of possible secondary data. A simplified EGRA/EGMA will be used to allow for the testing of more children.

### ***Activity 2.1.2: Provision and training of education pathway learning manuals in L&N cycle 1 for teachers and education supervisors***

#### ***For L&N cycle 1 teachers***

##### ***Implementing Partner: SC***

According to the EGRA & EGMA report that was conducted by SC in August 2022, and the ESSP 2018-2021 conducted by the FMoE, the percentage of literacy and numeracy foundational skills were significantly low. SC, under this activity will develop a remedial program in the form of literacy and numeracy guideline manual which will include a condensed program of study that identifies and maps out the most important knowledge and skills that students need so that they can achieve proficiency in core primary school literacy and numeracy topics in a shortened time frame. SC have recently work with the FMoE, teachers training centre and education consultants and developed activity books in literacy and numeracy. The tools are contextualized from the national curriculum Internet Free Education Resource Bank (IFERB) package that was used in the EEA project in 2022, as well as SC Literacy and Numeracy Boost package. The IFERB is a bank of educational learning materials that are project based and reach across subjects, are interdisciplinary, engaging and do not require technology to be implemented. The resources are designed for different age groups and have low resource requirements making them uniquely suited to the current context. To complement the IFERB and support children with disabilities, the Activity Bank for disabilities (ABD) activity will be used along with SC's Student Needs Action Pack (SNAP) tool for children who need extra and specialized care to assist their ongoing development and learning. IFERB's ABD activity bank for disabilities can be used in conjunction with SNAP's individual difficulties list to assist teachers in identifying students' particular obstacles. Following that, an action plan will be prepared. Although the ABD comes with multiple needs segregated into domains, this project will only focus on visual and auditory challenges. In addition, Auditory sensory activities and Visual sensory activities will be integrated from the IFERB package.

This activity will be conducted in 2 phases:

**Phase 1:** Establish a curriculum committee which will include an education specialist, teachers and representatives from the national training centre **to meet with SC team and** review the design and content of the final product which will be tailored as per the students' learning needs in literacy and numeracy foundational skills. The contextualized teachers' guideline manual will include all activities in literacy and numeracy that will support the foundational skills of children in the two

areas and will be developed based on the Sudanese Teacher Qualification Framework that frames the main pillars of the teacher's competency framework.

**Phase 2:** A total number of 330 teachers and education inspectors (300 teachers, 30 inspectors) will be trained on the contextualized guideline manual within 11 workshops (5 in WN, 4 in Gezira, 3 in SK) and provided with the guideline manual. The training will start with the preparation stage in coordination with the MOE set a selection criterion of the teachers as per their level of competencies. The training topics and design will be aligned with the Sudanese teachers' qualifications framework 2022. SC will coordinate with the education inspectors and MOE for them to be assigned to develop and implement a coaching model that will support teachers to implement the guideline manual activities in their classroom. The remedial activities will be integrated with the normal academic day at the schools and a meeting with the school's head teachers will be held to agree on the timetable. Teachers' circles will be organized and agreed upon for the teachers on a fixed schedule to meet and exchange lessons learned and good practices during the application of the activity books.

***Activity 2.1.3: Printing & distribution of education pathway literacy/numeracy activity manual to teachers and education supervisors***

*Implementing Partner: SC*

Under phase 2, Printing and distribution of the contextualized teachers' guideline manual will be finalized, this process will be in coordination with the MOE. A total number of 330 teachers and education supervisors will receive the contextualized teachers' guideline manual and to be aligned with the academic day of leaning, they will be conducted through a coordination meeting with the teachers and head teachers to agree on the timeline and framework. To monitor the students' learning outcomes, the exams result of the previous academic year will be as a benchmark and post examination will be conducted to measure and evaluate the learning achievement of the students. In addition, a follow up monitoring during the learning day will be conducted through the IFERB monitoring tools through diagnostic exams and assessments to be used to categorize students' progress by checking their knowledge, concept, and discovery skills and 21st century skills. In addition to formative assessment techniques offered like the KWL (What I Know, What I Want to learn and what I have Learnt). In addition to checking on students' and teachers' wellbeing during the project by using specialized surveys to understand their experience and engagement with the project.

**Activity 2.1.4: Provision of capacity building training in promotion of teachers competencies and practice development**

*Implementing Partner: SC*

To respond to the gap in teachers training and competencies strengthening, and to equip teachers with the competencies to manage the huge number of students in the new academic year (including IDP students), SC will conduct a capacity building training to a total of 240 teachers (122 female, 118 male) in the 3 targeted states. The teachers will be trained by 2 professional trainers from the national centre of the teachers training in close coordination with the MOE. The teachers will be capacitated within a 5 days' workshop and will be built on the 4 pillars of the teacher's qualifications framework which are Planning & Preparation, Classroom Environment, Learning &

Teaching and Professional Responsibilities. In addition, the participants will receive training in disability and inclusion, gender and child safeguarding to enhance the teachers' skills to manage a classroom with diversity of individual learning needs. SC will coordinate with the education inspectors and MOE for them to be assigned to develop and implement a coaching model that will support teachers to develop and monitor their competencies development through knowledge exchange and good practices. For the teachers to monitor their achievements, a self-assessment will be conducted quarterly to identify gaps and plan on how to be overcome.

## **Output 2.2: Schools and communities are safe and able to provide quality and inclusive, safe learning environment.**

### ***Activity 2.2.1: Formation and training of school improvement plan committee***

#### ***Implementing Partner: SC***

Conditional cash support for school improvement has proven to be one of the most effective tools for reintegrating displaced and OOSC into target schools, while ensuring that the basic needs of children are met in an environment that contributes to their protection and physical well-being. Moreover, school grant will enhance the school- community partnership and support localization through shifting power and accountability of the communities towards their children. Under this activity, 45 schools will be supported through training of the established committee to ensure understanding of minimum standards of quality school environments. The committee will then undertake a self-assessment and prioritize activities to improve the school – the School Improvement Plan (SIP) under activity 2.2.3. The SIP is defined by the schools based on prioritized needs identified during the self-assessment (phase 2 below). A partnership agreement/ MoU will be signed with each school to clarify the conditionality of the cash support as well as the exclusion conditions in the event of non-compliance with the terms and conditions of the support.

SC and partners will support develop 45 SIP committees (5 per locality), one per school, a total number of representatives of 574 members (293 female, 283 male) including children from the schools and children with disabilities will be trained in school grant management and implement SIPs to promote participatory approaches to improving the safe and quality learning environment. PTAs will be established in schools where these are not yet active and will be strengthened where there are existing associations. This activity will provide training to the executive members of the SIP committees on SIP and school grant management manual developed by SC in the target schools based on the following phases:

- **Phase one:** Training of PTAs roles and responsibilities and on the standards of quality learning education and child-friendly schools. This will include schools meet the emotional and psychological needs of learners and promote inclusiveness; schools are safe and healthy; schools encourage and support active engagement for learners, child-centred teaching and improved learning outcomes of all learners, and parents and local communities are actively involved in planning, decision-making, and action to improve education.
- **Phase two:** Based on phase one, PTAs will be trained to do school self-assessment (SSA), using specific quantitative and qualitative indicators to identify the gaps and needs to achieve the standards and list them according to priorities. The training of the SIP committee will also include development of an early warning action plan to ensure the continuation of children's learning during time of crisis and/or school closure.



In White Nile and Gezira, SC is using the below criteria for school selection.

- Schools in catchment areas that have received a considerable number of IDPs -as the support will consider both IDPS and Host Community Children (SC will use the data on children who sat for grade 6 exam)
- Supporting both girls and boys; girls, boys and mixed schools will be selected in alignment with the 50/50 sex disaggregation in the targets.
- Schools that have a Statistical Number: which confirms this school is part of the approved government schools to ensure that the government includes this school as part of its financial spending to ensure sustainability after the project ends.
- Schools with two levels of Primary and Intermediate will be prioritized, which is the case for most schools.
- SC has specific criteria for school construction –will then apply to prioritize some of these schools for the building.
- SC has its guideline for School Grant that also will guide the SIP and School Grants.

In South Kordofan (Kumo), SC will restrict the support to complement the ECW MYRP funding there, as numbers of IDPs increased significantly with the ongoing conflict, this has put additional strain on the already fragile education infrastructure in Kumo. Noting the considerable number of IDPs who shifted to the ECW catchment areas, SC will focus this intervention to cope with the added caseload created by IDPs and returnees.

### ***Activity 2.2.2: Development of school improvement plan***

#### ***Implementing Partners: SC***

**Phase three:** A detailed and budgeted SIP will be developed by the 45 SIP committee in the 45 targeted schools, the schools will be selected as per need assessment on the ground in close coordination with the SoME at locality level and PTAs. The SIP will be developed with the executive body of the PTA, and with the participation of children, teachers, and the community. The SIP includes the identified activity/need, materials to be procured, quantities and costs, timeframe, who is responsible for what and a monitoring and reporting plan. The SIP is to be signed and stamped by the school headmaster, community member, and chief of the PTA before being submitted to the education office at the administrative unit level and approved by the education locality office and then the State level. Through SIPs, PTAs and MGs will incorporate school environmental management, including promoting controlled waste disposal and greening the school environment where possible. SIP and spending items will be developed as per the school grant manual that will be developed by SC.

### ***Activity 2.2.3.: Distribution of school grant***

#### ***Implementing Partners: SC***

Under this activity, SC will provide school grants (SG) to 45 target schools in WN, Gezira and Kumo. In coordination with SMoE and PTAs, and upon approval of the SIP, SC will sign an agreement with the SIP committee and provide a grant in the form of cash financing to implement the SIP. The grant will be disbursed in two instalments: While all target schools are eligible to receive the first instalment (60%), the disbursement of the second instalment (40%) is conditioned on the implementation outcome of the first instalment ensuring the improvement of the safety of the learning environment in schools. The SG will provide additional resource for formal schools in host communities to absorb more IDPs students. The total amount of school grant will be 2,016 USD per school will be provided to the schools will cover operating costs such as school equipment and

materials, minor rehabilitation activities, and other costs which will allow increased absorption capacity and a conducive learning environment.

Target schools are required to develop and submit narrative and financial reports, to be stamped and signed by the school headmaster, the committee's chief, and community representative, one month after receiving the instalment. The reports will then be reviewed by the committee at the locality level which is composed of MoE representatives, SC, and other relevant authorities, as appropriate. SMOE and SC will be responsible for providing technical guidance and monitoring of this activity at school locality level. By engaging the local authorities in this activity, SC aims to strengthen engagement of the grass root structure to be better able to address the education needs at locality level and ensure sustainability of the improved schools after project phaseout. For the procurement of items under the SIP, the committee will follow SC's procurement policy.

#### ***Activity 2.2.4: Establishment of school garden***

##### ***Implementing Partners: Raise and NRRDO***

School gardens served as an educational solution to social issues of the day. Depending on the times, they supplied fresh food, supported patriotism, increased student agricultural knowledge, advanced environmental literacy, and addressed health concerns. Under this activity, SC and partners will enhance the climate change approach to ensure a safe and healthy environment of the students and establish 45 school gardens, one per school. In addition, and through the SIP, PTAs and MG along with the children will incorporate school environment management and teach students tangible ways to mitigate climate risks. The school garden will be incorporated in the SIP manual to be a mandatory item within the SIP list. In close coordination with the Nutrition team at SC and Ministry of Agriculture at locality level, students will increase their food knowledge and gardening skills on fostering life-rich soils, Supporting healthy habitats, native plants, leadership and environmental stewardship. The school gardens will be planted in two rounds within the two academic years supporting the children and PTAs to plant the seasonal vegetables that take 3 month or less to be harvested. The SIP committees will be in -charge of the sustainability of the schools' gardens through a small fund-raising approach, to eliminate cost and ensure sustainability and school community food supply resilience, integrate local farmers into school food supply chains will be included. A memorandum of understanding will be signed with the state ministry of agriculture for follow-up and sustainability.

#### ***Activity 2.2.5: Training of teachers/PTAs/MG and youth groups in literacy and numeracy beyond school wall***

##### ***Implementing Partners: SC***

To improve the literacy and numeracy skills of boys and girls at home and strengthen the resilience of children's education in the target states, SC will train 574 participants (293 female, 281 male) which includes 246 teachers, 164 members of PTAs, 164 MGs and youth groups in Literacy and Numeracy Boost Beyond School Walls. This is an innovative programme that ensures that children can continue learning even when schools close due to a rise in conflict, disease outbreak or other reason. In each school, a leader will be selected to act as a team leader and facilitate a contingency plan for the school in time of emergency or during school closure in the onset of a crisis which will eventually increase the sustainability and resilience of children's learning. Participants will be

trained in gender, inclusion and PSEA and will support in creating an enabling learning environment at home and/or when schools are closed.

Under this approach, community-based learning hubs will be established and provide safe and conducive environments for learners whose access to school has been disrupted. These are aimed at reducing the amount of time children spend without learning, and ensuring children continuously read, write, and use numeracy skills. Improvised community learning structures/shades are to be used as community learning hubs. Community engagement is at the core of community learning hubs, and with support from the local MoE, volunteers will be mobilized. They will consist of qualified and semi qualified individuals who can organize children and support them with self-learning administration. Prior to implementation, community volunteers will be supported with basic training to be able to manage different grades on different days.

### **Output 2.3: Increase catch-up learning and progress beyond what was lost! (Through both school shift and ALP)**

#### ***Activity 2.3.1: Provide teaching material, training and incentive to all ALP teachers***

##### ***Implementing Partners: SC***

A Training of Trainers (ToT) will be delivered at locality level for a total of 100 teachers (50 female, 50 male) from the 3 target states in the ALP curriculum and application. They will be provided with a handout of the training materials and each teacher will go back and train 3 more teachers from their respective schools to spread the knowledge and contribute to increasing the number of trained teachers in ALP methodology. The cascaded trained teachers will be followed and monitored through quarterly assessments. Furthermore, student's learning outcome monitoring will be conducted in coordination with the SMoE. The trained teachers will be supported with monthly incentives and teaching materials during the two rounds of the ALP learning timeframe. SC will sign Memorandum of Understandings (MOUs) with the target states' MoE to ensure that trained teachers remain at their schools to continue supporting quality learning of students. This activity will be carried out in close coordination with the SMoE, starting with the selection of teachers who will be trained to monitoring and mentorship of the teachers' competencies. In addition, 8 technical advisors from the SMoE (2 in each state) will be appointed to follow up with the teachers, track attendance of students and monitor the overall performance of the teachers with provision of a final report at the end of each round.

#### ***Activity 2.3.2: Enrolment of OOSC in ALPs and provide individual learning kits including ALP curriculum***

##### ***Implementing Partners: Raise and NRRDO***

Under this activity, 5,000 OOSC (2550 girls, 2450 boys) who will be identified through the back-to-school campaigns and have been out of school for over 12 months, will be supported to enrol in and complete ALP classes in 2 rounds: round one will reach 2500 child and round two will reach 2500 children. Each, round will last for six months. 100 ALP classes will be established in the schools of the 3 target states to support children to catch up to their peers and facilitate their re-enrolment in formal learning at the appropriate grade level. The targeted OOSC will be supported with learning materials. Under the coordination with UNICEF, a soft copy of the ALP textbooks of local contextualized curriculum which developed/approved by MoE and UNICEF will be provided by UNICEF and SC will print and disseminate the printed textbooks within the ALP centres.

### **Activity 2.3.3: Establishment of school shifts program**

#### **Implementing Partners: SC**

Due to the massive influx of IDPs, schools will not be able to accommodate the additional learners in the usual school day. A considerable number of schools are being used as shelter and IDP gathering points. The Interagency assessment conducted in White Nile shows that 28 schools are being used as IDPs shelter, with no clear vision on how to employ schools to go back to its mission when academic year starts. To ensure that more children are able to access learning opportunities SC will support the target school with a shifting program. In this way, children will either attend a morning session or an afternoon session. This will allow the action to reach twice as many children in the targeted communities. As such, SC will target 40,000 children (24,000 girls, 16,000 boys) in WN and Gezira states to be included in the shift program within the evening shifts distributed within 70 schools (40 in WN, 30 in Gezira). Selection criteria of the schools will be obtained from the assessment and will be done on the ground according to density of IDPs students in the communities and number of enrolled children at the beginning of the academic year. Advocacy meetings will be held with SMOE officials to agree on the subjects to delivered timeline.

## **Output 2.4: Develop psychosocial health and well-being so every child is ready to learn.**

### **Activity 2.4.1: Establish/activate existing child protection referral pathways at school and community.**

#### **Implementing Partners: SC**

SC will conduct a mapping exercise of existing child protection services in the community to enable establishment of safe and ethical referral mechanisms at school and community level, as well as maintain updated service directories. The project will also collaborate with children and other stakeholders to design, implement and monitor joint child-friendly, accessible and confidential safeguarding feedback and reporting mechanisms in school and communities. This will further support both in and OOSC experiencing abuse, neglect, exploitation and violence to overcome trauma and stress and other life threatening problems, through the establishment/ enhancement of appropriate age and gender inclusive child protection referral mechanisms. Furthermore, SC will undertake the development and/or enhancement of safe and ethical referral mechanisms in coordination with other education and protection actors to ensure timely accessibility to appropriate multi sectoral services protection and education inclusive.

### **Activity 2.4.2: Training of teachers, PTAs, CBCPN members in CP and referral pathway**

#### **Implementing Partners: SC**

SC will train teachers, PTAs, and Community Based Child Protection Network members in child protection and referral mechanisms, which will include; training on child protection, child rights, positive discipline, violence awareness and prevention (including GBV and PSEA), referral pathways (which will include identification, documentation and referral with confidentiality for high-risk cases), disability inclusion and safeguarding. Update/create protective code of conduct that includes measures to prevent and respond to PHP, bullying and SGBV as well as update/create school-based reporting and referral mechanisms.

In schools and communities where structures do not exist, PTAs and Community Based Child Protection Networks will be established (where there is none) or activated and strengthened

with capacity building. A capacity assessment will be carried out to identify gaps training topics and contents.

**Activity 2.4.3: Training on teachers on MHPSS to be delivered in schools and support children with PSS activities (Team Up) & (RtL) packages**

*Implementing Partners: SC*

This activity will work as a short-term approach to lead for a more sustainable learning gain for IPDs children. SC will provide a PSS activity through the return to learning (RtL) and (Team Up) packages for 35,000 children (21,000 girls,14,000 boys) during which students will receive various sessions on PSS and literacy and numeracy boosting. (RtL) package is a package of 2 age groups, from 7- 11 and from 12-15 activity package. This activity package is intended for use with children who have recently been displaced from their homes, or those in protracted crisis who have not had access to education, so that they can continue to learn and participate in structured educational activities while they wait for the opportunity to participate in formal schools, or other longer term non-formal education programs. The package includes age-appropriate literacy and numeracy activities along with SEL components. The (RtL) package will adopt an age and gender structured, evidence-informed intervention model called "Return to Learning" that promotes and protects the well-being and holistic learning outcomes of all children. It will focus on providing life-saving skills to newly displaced and returning children by training recruited teachers in areas such as psychosocial support, GBV, children's rights, violence-free learning, and child protection. This training will equip teachers with the necessary knowledge and skills to support traumatized children, provide life-saving information, and teach survival skills, including awareness of hazards, nutrition, protection from SEA and other forms of GBV, and overall child protection and well-being. While (Team Up) package will promote group-based PSS activities for children both in schools and OOSC through child friendly spaces with the intent to positively impact their wellbeing, enhance their resilience and reduce stress. The schools will act as an outreach centre where trained facilitators will organize and meet with children and facilitate structured play and recreation activities. Both teachers and play community facilitators will identify children who might need individual follow up for further PSS and case management during their interactions with children for further referral to trained psychologists. The project will also conduct community consultations to identify potential barriers to inclusion of all children girls, boys, and those with disabilities to inform implementation.

The teachers and community facilitators will be trained on child development, communicating with children and other child centred approaches and they will all sign the child safeguarding commitments. The training package will also cover basic team up model approaches that consist of structured play and recreation activities. Through Team Up model, children will experience increased social and emotional stability, reduce the chances that children will develop further psychosocial problems in a long term, ensure that children who need more social-emotional support are identified and referred for appropriate services as well as ensure that children's resilience is strengthened - enabling them to cope better with stress factors such as bullying, anger and fear.

**Output 2.5: Innovation in education at school and community level is enhanced**

**Activity 2.5.1: Establish a roving reading hub in a truck with projector and books managed by trained facilitators**

### Implementing Partners: SC

Reading is a habit that has many benefits starting from entertainment, improve concentration, reduce stress and boost memory, it's an effective way of boosting the literacy skills of the children. As such, SC, under this activity will establish 3 roving reading hubs/trucks (1 in WN ,1 in Gezira,1 in SK) . Each roving truck will contain an assorted book bank of science, stories, games that will boost the literacy, numeracy and wellbeing of the children. Moreover, the hub will consist of 1 projector, 1 laptop/tablet, 1 Mini generator to preserve power. The hub program will be as an outdoor program with outdoor activities for the students in the gathering points as well as the schools at evening time and will also consist of educational and entertainment shows. One focal person per hub will be assigned to manage the hub and data base of book list and borrowing of the books on the laptop. For the continuation and sustainability of the roving hubs to continue serving for the children. This roving reading hubs will enhance the school-parents' engagements to enhance the learning outcomes and wellbeing of their children and will encourage parents in sharing personal stories and literature as per the contexts to promote literacy and affirm identity.

To ensure the continuity of the reading hubs, SC in coordination with the PTAs and community members to establish a steering committee per hub for management and sustainability and to preserve the incentives for the assigned focal person. An official hand over will take place to the assigned steering committee at the end of the project by SC staff and the schools management committees.

## **Outcome 3: Preparedness for and prevention of future shocks through systems strengthening is supported at primary level.**

### **Output 3.1: Communities resilient is improved towards coming shocks and crisis**

#### ***Activity 3.1.1: Establishment and training of management committees, MOE officials, PTAs, and MG on Crisis Response Team and development of community crisis response plan***

### Implementing Partners: SC

SC will develop 27 agile crisis response committee (10 members per committee) which will comprise of 270 members, comprising of community members, children, PTAs, MG, disability organizations, school management, governmental bodies (ministry of interior, civil defence, locality, each state will have 9 committees. The participants will be trained by two capacitated trainers from the state civil defence directorate in school management during time of crisis which includes, type of crisis, identify strategies and models that will help become a more resilient towards shocks and crisis, discover strategies on how to avoid the common pitfalls in a crisis & avoid being derailed , the agile structure of the committee and division of roles and responsibilities , identification of contextualized methods of chain of communication within schools , communities and government within an early warning system. The main outcome of this activity is for the participants to develop a crisis response action plan and applied the bottom-up approach linking communities and schools with the government structure at locality level and produces a unified response plan that includes a general idea of safety and security, dissemination of accurate information to school crisis response team members, school staff, students, parents, and, when appropriate, the public. A network will be established consisting of NNGOs/INGOs, subnational education sector and locality government officials, the main role of the network is to take the lead

on data collection, data management and information sharing in a responsive manner, which will be facilitated by the education cluster. This will be important for participants to respond to different crises such as floods, droughts, or increases in localized violence, all of which contribute to interruptions in learning in Sudan.

### **Output 3.2: Children are empowered to make their own decisions and have a voice in issues that affect them.**

#### ***Activity 3.2.1: Establishment of child Led DRR and girl's clubs***

***Implementing Partner: SC***

SC will support the establishment of children clubs on a voluntary basis with equal participation of both girls and boys in the target schools. They will be oriented on child rights and trained on roles and responsibilities. The training will be conducted by well-trained facilitators from the children clubs' supervisors (teachers or experts from the community) in coordination with the SMoE. The children clubs will allow children to have a voice to express their views on the improvement of the learning environment in their schools and be part of decision-making processes that concern their needs. Gender balance will be monitored closely to ensure that children clubs maintain balanced participation of both boys and girls mainly in the mixed schools. The activity will support children clubs, their activities and initiatives in all schools across all the target states except Khartoum.

Given the escalation of violence against women and girls during this conflict, SC sees the urgency and importance of establishing Girls' Clubs and introducing the approach of "Girls As Drivers of Change". The Girl Clubs in school will be trained on the GADG, focusing on two components:

Component 1: Rollout of the 'Voices against Violence' (VaV) Curriculum; Girls' clubs are groups of approximately 30 girls each (one per school, up to a total of 40 girls) wherein girls can express their ideas, have fun and gain the necessary organizing skills to implement initiatives that address their problems. Girls can understand the root causes of gender inequality and discrimination in their communities and its effects; develop skills to form relationships and support friends; recognize that they play a crucial role in changing attitudes and raising awareness about ending GBV; and are empowered to speak out about the violence against girls and women in their communities, and on gender empowerment.

Component 2: Inspire and influence girls through 'Solution Labs'. The Solution Lab enables the girls to utilize all the learning and critical thinking skills from the Voices Against Violence curriculum and apply this to design bold and ambitious—yet practical and achievable— solutions to address a selected gender inequality issue affecting young girls in their community. During the Solution Lab, girls meet with inspiring local women leaders who support them in exploring creative solutions for the community issues the girls have identified. Recruited and trained, the women leaders support, inspire, teach, and offer mentorship sessions to the beneficiaries (girls and young women) during the Solutions Labs phase of the project.

The community Women Leaders and Mothers Groups will also be involved in several project activities, including (1) Sensitizing the community against early marriages and advising parents to ensure their daughters attend school (and further support their learning as the same group with also be trained in Community action in Literacy and Numeracy), (2) Sensitizing parents about GBV

and gender discrimination; (3) Supporting in handling GBV cases in the target communities/schools catchments.

**Activity 3.2.2: Training of children in led DRR clubs training in DRR, child participation and child led advocacy to strengthen decision making and increase resilience and reduce impact of disasters on children. and development of child led initiatives.**

Implementing Partners: SC

SC believes that children should be centrally engaged in reducing the risks of disasters in order to reduce the negative impacts on communities significantly. Children have the capacity to contribute, bring a unique perspective to DRR preparations and have the right to play a part in making themselves and their communities safer. The training will target teachers and CLDRR club members in schools and communities or target localities. The training will include packages on meaningful and ethical child participation in assessing, planning, implementing, monitoring and evaluating DRR based on the United Nations Convention on the Rights of the Child (UNCRC). After the training, Children with support from teachers will develop child friendly preparedness and contingency plans to support their day-to-day activities. Whilst children will play lead roles with the support of adults in their communities, the responsibility and accountability for preparedness, mitigation and response still lies with adult stakeholders and duty bearers. The implementation will be guided by SC CLDRR framework and processes.

## IMPLEMENTATION STRATEGY

SC's implementation strategy builds on various key approaches as outlined in the following:

- **Child-centred approach:** SC will use a child-centred approach to give flexibility and adaptability to the prevailing circumstances. Thus, the first outcome will focus on the immediate needs of children to ensure equitable access to quality, safe and inclusive learning opportunities. The second outcome will ensure safety and support in the larger community by establishing or strengthening schools and community-level protective services and building capacity of key stakeholders, including caregivers, PTAs and teachers, to be more resilient during time of crisis. The third outcome will focus on preparedness and readiness of education structures and communities for future crises.
- **Durable solutions for children:** SC will ensure the provision of durable solutions, and to protect the rights of children in their territories. SC will keep into account the children's priorities, needs, and rights. Early and urgent focus on displaced children's rights and meeting their distinct developmental needs throughout the various stages through preserving their rights to be settled in their new displacement areas without discrimination, and preserve their physical and emotional rights, this strategies putting the local government, local partners accountable for through proportion of local governments that adopt and implement local disaster risk reduction strategies in line with national disaster risk reduction strategies, this will be developed through the application of SC child safeguarding policy, national education sector strategy and SC humanitarian response plan to ensure their physical, emotional and psychosocial safety.
- **Inclusive approach:** Children with disabilities and girls are often the most marginalized in an emergency setting. The project will ensure that girls and boys with disabilities can access education and protection on an equal basis. All facilities will be design inclusively and pedagogical trainings cover inclusive education topics to ensure that the individual needs of



children with disabilities can be met. Girls will also be prioritised for participation in the action to support their continued learning and increase protective factors.

- **Participatory approach:** Relevant stakeholders, including children, communities, teachers, education authorities, PTAs, and local partners will participate and engage in all project phases to realize the intended results. SC will run feedback sessions with children and consult them in all activities that relate to them, in particular, activities within children clubs. Enrolment and retention of children in formal and non-formal education will be supported by community mobilization and sensitization of parents, children and local leaders. MGs and PTAs will support in identifying children at risk of dropping out and OOSC, including children with disabilities. Children will participate in the development of School Improvement Plans to ensure that their voices are heard and considered.
- **Child rights approach:** The project will emphasize promoting children's rights to safety in and around schools and protecting children from violence, natural and everyday hazards, and conflict by using the SC Safe Schools Common Approach. Improving the learning environment to reduce exposure to protection risks, enhance safety, and improve children's learning outcomes will also be prioritized. All work with government partners will also be based on children's rights and SC will work to hold the government accountable for upholding children's rights during crisis.
- **Complementarity approach:** This action is designed in coordination with UNICEF to ensure no overlapping of activities in targeted areas and to ensure complementarity and furthering collective reach. SC also coordinates with other education and protection actors to mitigate duplication and works within existing structures so as to not create parallel systems. SC's goal is to strengthen existing systems to promote sustainability and resilience.
- **Child safeguarding programming:** SC has a zero-tolerance approach towards the abuse and exploitation of children by any of our representatives. Children who come into contact with SC as a result of, or are impacted by, our activities must be safeguarded to the maximum possible extent from deliberate or inadvertent actions and failings that place them at risk of neglect, physical or sexual abuse and exploitation, injury and any other harm. By applying child safeguarding programming, SC aims to ensure that all its programmes, campaigns, humanitarian responses, and global initiatives are safe for children. All partners and stakeholders that come into contact with children through SC programming are expected to uphold these same standards. SC has comprehensive systems to reporting and following up on any suspected child safeguarding issues and all those involved in SC programming are trained in how to report potential cases.
- **Conflict Sensitivity:** The mass influx of people into new areas has put a strain on resources and has led to some clashes and animosity between host communities and IDP's. SC's goals are to not exacerbate these tensions and where possible ease them through specific programming. For instance, all children in targeted school catchment areas will be supported, not only IDP children. All children will benefit from school materials, school gardens, and improved teaching practices. All teachers will be supported by incentives and both IDP and host community teachers will receive capacity building efforts. Continuous feedback will be sought from participants and efforts will be made to implement changes that reduce conflict. Child clubs will be implemented using a conflict sensitive approach and be comprised of both IDP and host community students.
- **Gender and inclusion:** SC has conducted gender studies in some areas as part of its ECW-MYRP programme- and critical issues related to gender were identified; Additionally, SC co-led the Joint Education Needs Assessment (JENA) exercise in 2021, which highlighted further gaps. To address these gender-related issues, SC will:

1. Ensure the inclusion of female and male teachers and promoting the placement of female teacher towards girl schools and male teachers towards boys' schools to promote children confidence.
2. the Schools as Zones of Peace (SaZP) approach has a Risk Mapping component with specific emphasis on GBV/SGBV risks.
3. SIP promotes the participation of both females and males through ensuring gender balance of teacher, PTA and children selected to participate in forming these improvement plans. SIPs will utilize the school grants funding to address needs raised by community members, including women and girls.
4. The community structure of the PTAs and Mother Groups will support addressing gender-related challenges about the demand part of education (early marriage and children's recruitment); hence in the training that addresses all these social and economic-related barriers, with solid examples from SC interventions in Sudan and globally.
5. Through its role as education cluster co-lead, SC will work with the cluster to ensure the inclusion of relevant questions that address barriers to education in the "Sudan Rapid Education Needs Assessment" exercise with findings that will support the implementation in the future.
6. All activities are designed to be inclusive and all those receiving training will also be trained in how to support children with disabilities to enroll in school, learn, and ensure their well-being and safety at school. The project will also ensure that Protection against Sexual Exploitation and Abuse (PSEA) approach is mainstreamed throughout the project through an inception meeting with relevant stakeholders in the target states and awareness sessions held on PSEA to ensure that it is embedded in all trainings conducted under this project.
7. The project will establish a feedback and reporting mechanism whereby which will empower all beneficiaries, including children, to directly voice feedback and complaints, which will then be taken up by program team to amend implementation approach as needed.

**Save the Children's role as Grant Agent:** SC will act as the Grant Agent (GA) for the GPE Accelerated Funding project. In this role, SC will be responsible for grant application preparation and submission, negotiating fund transfer arrangements, fiduciary management, oversight of implementation and monitoring, and reporting to the GPE Board. Save the Children Norway (SCN), responsible for the GPE grant coordination and contracting, is currently completing the accreditation process with GPE and will sign a Financial Procedures Agreement with GPE, if accreditation is awarded. GPE are aware that the accreditation process is underway.

SC will use its own financial systems and management procedures to ensure full transparency of financial transactions. SC will also be responsible for the establishment of an effective monitoring and reporting system through the MEAL team. In addition, SC has robust financial, procurement, fraud management, and awards management systems, with zero tolerance to fraud, and assures full transparency. SC has strong feedback and complaint mechanisms that ensure that feedback, and complaints, and captured and followed, using different channels of communication, including a free toll accountability hotline, complaint boxes, and accountability volunteers where network coverage is not available.

**Working with local partners:** As GA and implementing partner, SC will work in partnership with two local organizations to implement the project (refer to Table 2). SC will be responsible for the overall management, coordination and monitoring of all activities implemented by partners. SC uses a sub-grant agreement with partners which clearly captures the role and responsibility of

each partner in relation to implementation, financial management and reporting. The sub-grant agreement outlines the financial commitments between SC and the partner organization, the necessary documentation for the financial commitments with available support, as well as the policies the partner organization is required to abide by, including safeguarding, fraud and misuse of funds, procurement, etc.

Table 2: Overview of partners

Implementing partner	Outcome focus	Geographical location
Save the Children (SC)	All three outcomes	White Nile, Gezira, and South Kordofan states
Raise For Development Humanitarian Aid	Outcome 1 and Outcome 2	White Nile and Gezira states
Nuba Relief Rehabilitation and Development Organization (NRRDO)	Outcome 1 and Outcome 2	South Kordofan State

**Funding flow and fiduciary responsibility:** SC will manage funds in a manner to balance the planned outgoings with planned incomings, specifically to avoid overdrawn or holding excessive cash and bank balances. Monthly phasing of expenditure will be undertaken, which will assist in the fund flow planning. SC will manage the flow of funds according to the following steps:

- Once SCN is accredited and the Financial Procedures is signed between SCN and GPE’s Trustee, funds will be received by SCN from GPE in line with the contract terms and conditions.
- SCN will transfer funds to Save the Children International (SCI) based on fund requests from SCI.
- SCI Centre transfers funds to the Sudan Country Office monthly based on cash flow requests submitted by the Sudan Country Office via the Regional Office.
- Total funds will be deposited in a bank account in Khartoum, and funds will be further transferred to the field offices in the implementation locations based on the cash flow forecast from the field offices to the Country Office.
- Fund transfers to partners: Once funds are received by the Sudan Country Office, local partners will receive transfers based on the terms and conditions set out in the sub-grant agreement.

**Coordination with the LEG, UNICEF and education sector:**

SC has worked closely with UNICEF and the GPE-nominated Programme Development Committee (PDC) to design the project and ensure it complements the efforts of the Government of Sudan and interventions of other agencies implementing programmes in the region. As SC and UNICEF are both eligible to receive GPE Accelerated Funding, SC and UNICEF will adopt a complementary approach to ensure alignment of both projects. Under this approach, SC and UNICEF will collaborate and coordinate on specific project activities. For example, SC and UNICEF have jointly divided geographical scope at locality and school level in Gezira and White Nile states to ensure maximum reach. Furthermore, the grantees will jointly conduct a one-day advocacy dialogue to raise awareness on the education crisis in Sudan and galvanize partnerships to ensure that every girl and boy has access to learning. Additionally, SC and UNICEF will conduct quarterly

coordination meetings and joint monitoring visits where possible to provide platforms to share knowledge, good practice and lessons, discuss challenges and find solutions to common problems, as well as agree on ways forward. Lastly, during project implementation, SC and UNICEF will hold 3 coordination meetings with the LEG to provide updates on the progress and achievements of their projects and allow for feedback and reflections from LEG members. Further more , SC will work closely with the education sector both at national and subnational level to ensure project implementation is aligned with the sector strategy and data update on current crisis data.

## BENEFICIARY ANALYSIS

The project will target a total of 145,767 direct and indirect beneficiaries in the White Nile, Gezira, and South Kordofan states where the needs are most acute due to high number of IDPs fleeing from the hot zones after the conflict of the 15th of April. The total number of vulnerable children is 136,000. 15% of them are children with disabilities. This includes 131,000 children (66,810 girls, 64,190 boys) aged 6-15 years, 5,000 OOSC. Total number includes also 1,202 teachers and education inspectors officials (613 female, 589 male), 25 governmental officials (13 female, 12 male), 100 teachers trained in ALP, as well as 164 members from PTAs and 164 MGs members, Furthermore, 8,000 community members (2,480 girls, 2,560 boys, 1,520 women, 1,440 men) will be reached indirectly with community awareness and safe back to school campaigns.

State	Total age school children	SC AF target	Percent needs coverage
White Nile	103,846	88,400	85%
Gezira	82,099	27,200	33%
South Kordofan	27,400	20,400	74%

SC's selection of beneficiaries is aligned with the beneficiary groups identified in GPE's guidelines for accelerated funding. It also builds on various assessments conducted by different actors after the rises of conflict on the 15th of April, including revised HRP, Post-disaster Needs Assessments, JENA, 2021 Multi-Sector Needs Assessment (MSNA), Basic Needs and Vulnerability Assessment (BANVA), Comprehensive Food Security Assessment (CSFA) and the IOM Displacement Tracking Matrix (DTM). Selection criteria of beneficiaries based on the rapid need assessment done by SC and community feedback on need gaps. Moreover, selection criteria based on need and feasibility regarding accessibility and security level and the high number of IDPs that in need of education and humanitarian assistance.

Children living in IDP sites and in out-of-camp settings are significantly exposed to vulnerabilities and protection risks due to inconsistent provision of services and poor living conditions and are significantly at high risk of abuse if not provided access to education. In addition, the available learning facilities in these sites are overcrowded, and children must walk far to school, which exposes vulnerable children to protection risks, particularly girls. Furthermore, approximately 15% of children are living with disabilities and children with disabilities are often the most excluded group. These categories are most vulnerable and susceptible to different kinds of protection

concerns, and have greatest education and PSS needs, because they were displaced and/or have dropped out of school because of the conflicts and emergencies.

Based on the assessment findings, this project will support displacement-affected and marginalized girls and boys who are at risk of exclusion and gender-based violence (GBV), including children with disabilities. The project will also target crisis-affected children who are currently enrolled in schools but are at high risk of dropping out (with girls facing a higher risk of being exposed to early marriage and violence) and crisis-affected children who are currently out of school through emphasis on inclusiveness, and PD.

## **MONITORING, EVALUATION, ACCOUNTABILITY AND LEARNING (MEAL)**

### **Monitoring and Evaluation**

In accordance with SC's global MEAL guidelines, a comprehensive monitoring and evaluation system for performance management will be put in place for this project. MEAL and project staff involved in data management and collection will collectively develop a MEAL plan, outlining all MEAL requirements, and an Indicator Performance Tracking Table (IPTT) for regular tracking of project indicators. The IPTT will be used to collect data disaggregated by sex, disability, IDP/refugee status, etc. to allow for analysis, reporting, reflection, and learning throughout the life of the project. The information produced through the IPTT will be shared with all relevant staff, including members of SC's Senior Management Team (SMT), to be used for informed decision-making to improve the overall management of the project.

A set of Quality Benchmarks (QBs) will be used by project staff to maintain the quality of project interventions and by MEAL staff as tools for field monitoring. Based on field monitoring findings and observations, MEAL staff will organize debrief sessions with the project implementation staff to develop action plans for project improvement. The agreed actions will be closely followed up by an action plan tracking system to ensure that 'plans' are well translated into 'actions'. Post-distribution monitoring exercises (PDMs) will be conducted independently from distribution exercises to establish whether the target beneficiaries received the interventions, identify the types of problems they encountered when accessing the interventions' services, and uncover the beneficiaries' perceptions and satisfaction with the interventions and with SC. All PDM exercises will be conducted 2 weeks after any distribution activity has ended. The PDMs will be conducted by independent, trained enumerators. After analysis and report-writing, the results will be shared and fed back into the project cycle to improve the way assistance is designed and delivered, as well as ensure programming is responsive to the preferences of beneficiaries and sensitive to potential protection risks that could be caused by the project.

SC will set up formal mechanisms in the project for people to express their views and concerns on our approach, activities and impact, as well as on safety issues and the behaviour of our staff. Key considerations of these mechanisms will be safety, accessibility, gender, culture and literacy level to ensure the equitable and meaningful participation of women and girls. It is also SC's responsibility to provide responses to serious concerns and complaints regarding our activities through multiple community-friendly channels. SC's CFM will include both reactive (such as hotline) and proactive (community satisfaction consultations, focus group discussions) channels.

As grant agent, SC is responsible to support local partners in monitoring and evaluating the project implementation at the activity, outcome, and output level as per the IPTT and through regular

MEAL visits for reporting, quality assessments (through quality benchmarks [QBs] checks), and feedback received from the beneficiaries. In terms of reporting between grant agents, SC is open to work with education cluster and UNICEF to agree on HRP related indicators that both GAs can collectively monitor and report towards.

### Learning and Evidence

SC is committed to become a learning organization. Currently, SC Sudan is implementing a Learning Agenda (LA) and this project will contribute to the evidence base of the education and child protection sections of the LA. Specifically, this project will answer questions around retention of children in schools, safety of children in schools, numeracy and literacy levels and resilience in schools. The project will produce learning products for a wide variety of audiences. Study results will be widely disseminated in the target communities and with wider Sudanese stakeholders for learning and advocacy purposes. Towards the end of the project, a learning workshop will be held with all relevant stakeholders, including children, teachers, and LEG members. The learning workshop will share perceptions towards the interventions, progress, challenges and lessons learnt. An endline survey of project evaluation will be conducted to assess relevance, effectiveness and sustainability of the project. The project's key findings and recommendation will be used to inform future programming.

## RISK ANALYSIS

SC adopts a proactive, collaborative, and continuous Risk Management approach to ensure that risk is managed at all levels of the organization and risk management is embedded in all activities. All staff and partner organizations must adopt and sensitize to the Risk Management Framework when carrying out activities and operations. As part of this framework, SC's SMT in Sudan reviews and agrees on actions that are detailed in a quarterly Risk Management Plan and reviewed by SC's Regional Office. Partner organizations all have similar Risk Registers or Plans for senior management to track and address risks promptly.

SC has a zero-tolerance approach towards risks of fraud, bribery and corruption. SC is committed to the highest standards of corporate governance, fiduciary duty, responsibility and ethical behaviour. To meet its fiduciary obligations, SC has invested in a robust electronic incident reporting system for staff, Datix where they can also report on behalf of other stakeholders. As well as putting in place robust accountability mechanism, including an accountability hotline, that is accessible to SC and partners' staff and beneficiaries.

Additionally, SC has zero tolerance towards the abuse and exploitation of children by any of our representatives. Children who come into contact with SC as a result of, or are impacted by, our activities must be safeguarded to the maximum possible extent from deliberate or inadvertent actions and failings that place them at risk of neglect, physical or sexual abuse and exploitation, injury and any other harm. To mitigate safeguarding risks, SC maintains strong safeguarding and Protection from Sexual Exploitation, Abuse and Sexual Harassment (PSEAH) policies and practices informed by international conventions and standards.

To ensure community acceptance and engagement in the project, SC will adopt a community-led approach and will implement all programming with the intent to do no harm. The project will be guided by principles of humanity, neutrality, impartiality, and independence following SPHERE standards. The involvement of communities promotes ownership of interventions. Building and strengthening the skills of volunteers, community leaders, and officials is expected to mitigate the risk of inaccessibility due to deterioration of the security situation. The project will ensure proper sensitization of communities to the project and the targeting approach; involvement of communities in the targeting process; transparent and fair targeting and establishing feedback

mechanisms at the start of the project. SC will make progress towards the implementation of the Safe School Declaration, which ensures that all schools are free of violence and occupation by armed and military forces.

'One-size-fits-all' approaches to advocacy and sensitization will be avoided and engagement modalities will be based on local context. Adoption of low-profile protection monitoring approaches and ensuring proper reporting on identified risks to facilitate timely response will also be prioritized. Formation of and continuous support to PTAs to support the project through linking of various stakeholders will be facilitated. The community-based approach, involvement of targeted communities and capacity building of local partners, volunteers and local authorities will contribute to mitigate risks of inaccessibility by ensuring continuation of implementation. As already mentioned, a conflict sensitive approach will also be employed to reduce tensions between IDP and host communities.

## SUSTAINABILITY

SC will work closely with community and government stakeholders to ensure maximum ownership of the project and related activities. Project phase-out will be discussed from the beginning to ensure that adequate attention and planning are given to allow the project to end smoothly and with continuity of results.

- **Sustainability through community structure strengthening:** PTAs, MGs and children clubs: Capacity building and partnership with communities and local partners will be designed to increase the likelihood that these actors can sustain the themes and objectives of the project after it is phased out, enabling them to support other similar programmes in the future. PTAs, in particular, will be encouraged to take on a more influential leadership role in the planning and implementation of SIPs. At the same time, the capacity activities concerning SIPs and grants will provide the PTAs with the capacity to reach out to donors, including from the private sector, to fill any financial gaps. MGs will continue their role in supporting literacy and numeracy in the communities. Their role will be highlighted and stressed because schools' literacy and numeracy results are one of the conditions for the SIP grant's second instalment (40%). The youth groups from the local communities in the target locations who will be selected and trained will continue to support education in their areas. Capacity building and participation of children clubs and Student Representative Councils in the PTA structure and SIPs will prepare them for future engagement and decision-making processes. SC's support of school management teams in creating contingency plans will also ensure that they can respond in the case of future spikes in violence. School gardening will be continued and maintained by local authorities ensuring that they can run beyond SC's intervention.
- **Sustainability through strengthening of the SMOEs:** The SMOE, who is primarily responsible for ensuring access to education for the population, is one of the key stakeholders for SC. Building the capacities of the ministries' teachers and supervisors, will ensure the continuation of knowledge shared beyond the project cycle.
- **Gender Transformation:** The project is gender-aware and considers equitable opportunities for boys, girls, men, and women. This may include a gender analysis of the roles of men, women, boys and girls in these communities which would also support designing the life skills programme as part of students' club, PTA and MGs training. This, in the end, will aim to transform the gender role in the targeted communities.

## BUDGET NARRATIVE

SC operates in accordance with international accounting and procurement procedures. Financial monitoring and compliance with internal and external donor requirements are conducted on a regular basis. SC is committed to the highest standards of fiduciary responsibility in the management of funds received from the GEP. SC will work in accordance with the terms of the grant contract and will be responsible for ensuring that all funds are used in a transparent and accountable manner.

**Reporting:** SC will provide regular reports to the GEP Secretariat on the use of funds as per the stipulations of the grant contract, these reports include:

- A budget-to-actual report that compares the planned spending to the actual spending.
- A narrative report that provides details on the progress of the program and the use of funds

**Monitoring:** The program manager, country office leadership, and SC Norway will be jointly and individually be responsible for monitoring spending based on the program plan and budget, and in the best interest of the Donor. SC will also be responsible for ensuring that all expenditures are properly documented and justified. In addition, SC will also:

- Apply the established systems of internal controls to ensure the proper management of funds.
- Require all staff who handle funds to undergo training in financial management and ethics.
- Conduct audits of financial records to ensure that funds are being used in accordance with the grant contract.

The proposed budget includes the following components:

- **Personnel Cost:** This covers project staff working directly on the project, as well as the necessary support staff based in the Country Office and respective field offices. Support to project staff is needed to ensure the project has the requisite HR, procurement, logistics, finance and project management support. Field based support and education programme staff, who are responsible for the day-to-day management of the project, are included. Personnel staff also covers management, communication and MEAL staff.
- **Equipment, Vehicle and Office Running Cost:** This covers cost of office equipment, vehicle hire, fuel and maintenance, and office running costs such as supplies, consumables, and other items.
- **Staff Capacity Development Cost:** This covers costs related to staff development and capacity building as per SC's HR organisational development strategy.
- **Travel Costs:** This will cover all project related travel costs, including flights, accommodations, per diems, etc. for staff travelling to and from field offices and project sites.
- **Partner's Support Staff:** This cost covers SC's partners' operational and staffing cost that will support the project.
- **MEAL Activities Cost:** This includes the costs of monthly review, endline survey review, and end of project learning workshop. It will also include assessments on information and communication technologies (ICT) readiness, literacy and numeracy, in addition to developing and printing accountability and information material for the project.
- **Communications and Visibility Cost:** This includes the cost of video and photo productions, all visibility materials and costs related to organising the International Child Day event.
- **HQ Member Support:** This cost covers travel expenses of SCN's technical staff who will provide support in implementing some of the project activities, monitoring the implementation progress and providing quality assurance.



The program will target 137,767 children, teachers PTAs at a cost per beneficiary estimated at \$73. The increased cost per beneficiary above the current education cluster standard (which was last updated in 2022 pre-conflict) is attributed to multiple factors. Firstly, the program is targeting South Kordofan locked areas in the far South of the country, in addition to White Nile and Gezira states. The ongoing crisis has led to increased cost of operation and materials. Due to the geographical distance of the states the logistic cost will drastically increase, specifically with the transport of materials. The main source for supplies for White Nile and Gezira will come through Port Sudan, while for South Kordofan, procurement will be done through South Sudan. SC has maintained a higher percentage of direct assistance within the program; for instance, in the case of dignity kit, SC intends reach 12,700 girls which is 10% of the total targeted caseload and nearly 20% to total targeted girls. Teachers' incentive is estimated at \$100 per month for 2 academic years, bearing in mind the increased cost of living, the inability of the government to pay salaries, and the increased caseload of IDPs putting pressure on teachers and increasing the need for volunteer teachers. Retaining teachers in schools will be critical. SC intends to reach all 1,202 teachers across two academic years. Furthermore, based on the education sector costing 2022, the unit cost for rehabilitation of classrooms is at \$6,100 and establishment of TLS is at \$2,500. SC budget for rehabilitations for the classrooms and TLS establishment is at \$7,000, which is based on the HRP guidance and current/expected inflation due to conflict.

## ANNEXES

Please find the following documents enclosed in the email:

1. **Budget** – Please refer to Annex [SC GPE AF Budget](#)
2. **Work Plan** - Please refer to Annex [SC GPE AF WorkPlan](#)
3. **Logical Framework** - Please refer to Annex [SC GPE AF LogFrame](#)
4. **Quality Standards for the Assessment of Accelerated Funding Programs** – Please refer to Annex [SC GPE Accelerated Funding Program Quality Standards](#)
5. **Further clarifications: SC Answers - GPE Secretariat Assessment Questions - 14 Aug 23**