

THE EUROPEAN UNION EMERGENCY TRUST FUND FOR STABILITY AND ADDRESSING THE ROOT CAUSES OF IRREGULAR MIGRATION AND DISPLACED PERSONS IN AFRICA

Action Fiche for the implementation of the Horn of Africa Window

T05-EUTF-HOA-SD-31

1. IDENTIFICATION

Title/Number	Education Quality Improvement Programme in Sudan (EQUIP-Sudan)		
Total cost	Total estimated cost: EUR 21,504,799.06 Total amount drawn from the TF: EUR 21,504,799.06		
Aid method / Method of implementation	Indirect Management /PAGODA Delegation agreement: UNICEF; Agence Française d'Expertise Technique Internationale, France (AFETI); British Council (BC). Direct management /Grants-direct award: Save the Children. Direct management: procurement - Service Contract.		
DAC-code	110	Sector	Education

2. RATIONALE AND CONTEXT

2.1. Summary of the action and its objectives

The Action contributes to the **EU Trust Fund objectives (2)** strengthening resilience of communities and in particular the most vulnerable, as well as refugees and displaced people, and **(4)** improved governance and conflict prevention, and reduction of forced displacement and irregular migration. The Action is aligned with the **Valletta Action Plan priority domain (1)** development benefits of migration and addressing root causes of irregular migration and forced displacement. The project is also based on the objectives and indicative intervention priorities of the Short Term Strategy 2016/17 for the implementation of a special support measure in favour of the people of the Republic of Sudan.

The Action **will be implemented in** the States of Khartoum, Red Sea, Kassala, Gedaref, as well as in White Nile, Blue Nile and South Kordofan, where education enrolment and completion rates are still low, and the increasing presence of refugees, IDPs and migrants is stressing the capacities of host communities. In these States, the action will target especially those localities where school enrolment rates are below the national level, and deprived local communities host protracted displacements and refugee populations.

The **intervention logic** is that if the action can sustainably improve the provision of basic education services for local communities and those displaced by violent conflict, political

oppression and environmental pressures, tensions between host and displaced communities will be reduced and resource management, resilience, protection and human development will be improved for vulnerable communities. Ensuring that these measures take account of age and gender dimensions will be essential.

The **overall objective** of the action aims at enhancing the ability of children and other vulnerable groups to lead socially and economically productive lives, and in doing so to strengthen their resilience and that of their communities. In doing so, the action will contribute to creating better living conditions, enhancing social cohesion, and reducing the risk of these populations being pushed into negative coping mechanisms, which include forced displacement.

The **specific objective** is to contribute to the completion of quality primary education of children in Sudan, with particular attention to the most vulnerable groups, including migrants, IDPs and refugees, especially girls, through the improvement of equitable access to quality primary education.

2.2. Context

2.2.1. Country context

With an area of approximately 1.9 million km² (almost half the size of the EU), Sudan is the third largest country in Africa. An estimated population of 40 million inhabitants is growing rapidly, and Sudan is experiencing a major demographic transition. It is estimated that 40% of the population is below 14 years old.

Sudan is categorized as a low middle-income and fragile country. About 46.5% of the population lives below the poverty line, while 8% lives in extreme poverty. Almost 7 million people are in need of humanitarian assistance. Socio-economic indicators remain low in a context of deep economic crisis, with reduced revenues after the independence of South Sudan, low oil prices and an economy that is not diversified. In the global Human Development Index rankings, Sudan was placed at 166 out of 187 countries in 2014. It is estimated that 20% of the active population is unemployed, with women's unemployment nearly twice that of men. Agriculture remains the main source of employment, although the urban informal sector is reported to account for more than 60% of GDP. Poverty is heightened by inefficient development plans and strategies, reduced public expenditures on basic services, and erosion of land and natural resources. An interim Poverty Reduction Strategy Paper (I-PRSP) and the Five-Year Program for Economic Reforms were approved by the Sudanese parliament in December 2014.

Sudan has borders with countries facing challenges of fragility and instability: Central African Republic, South Sudan, Libya, Eritrea or Chad. Sudan is at the centre of the Eastern African migration route, towards North Africa and Europe. Hundreds of migrants, asylum-seekers and refugees originate from or transit through Sudan every month, with only a minority choosing to settle in the country. Traffickers and smugglers operate in the country. About 3.1 million people are internally displaced (IDPs) and almost 367,000 are refugees and asylum seekers. The capital, Khartoum, and the states of Kassala, Gedaref and White Nile, are the most affected areas by migration flows heading to Europe through Egypt and Libya. In White Nile State, a continuing flow of South Sudanese refugees is registered. About 84% of the new arrivals are women and children. Sudan also hosts significant numbers of Syrian refugees and several thousand Yemeni refugees who have arrived in Sudan in recent years.

Sudan also has the largest population of displaced people in Africa. Only in Darfur, some 1.6 million displaced people are registered as living in camps. For unregistered IDPs, i.e. displaced people living in rural settlements and urban areas, estimates vary considerably, especially as there is no systematic registration of displacement outside camps. Nearly all communities in conflict-affected areas, whether sedentary rural farmers, nomadic pastoralists, public sector workers or urban dwellers, have been impacted, further undermining their capacity to host displaced people. Protracted displacement has disrupted traditional livelihood activities of both displaced and host communities, and eroded community resilience to withstand shocks. Displaced people are essentially made more vulnerable due to their reduced access to natural resources such as land and water, and a chronic shortage of basic services. Conflicts also impact pastoralists' traditional migration routes and farmers' capacity to transport their crops.

2.2.2. Sector context: policies and challenges

Educational provision in Sudan is guided by global instruments including the Convention on the Rights of the Child (CRC), Education for All (EFA) and the Sustainable Development Goals (SDGs). The Sudan Education Sector Strategic Plan (valid until 2025) provides the overarching framework to guide the development of the sector. Within this umbrella, the Sudan Education Programme Plan (2012-2016) has been extended until 2019. The interim Poverty Reduction Strategy prioritises education as a key factor in addressing the root causes of poverty and tribal conflict. The strategy recognises that failure to provide greater access to, and improvement of, quality education could delay economic reform.

Despite these strategic frameworks, Sudan remains far from achieving Universal Primary Education. There are still 3 million children between the ages of 5-13 who are out of school (out of a school-age population of almost 8 million children). Another 560,000 children are at risk of dropping out before ending primary education. The most vulnerable groups are girls, children affected by war, refugees, IDPs, children in rural areas, poor children, children with disabilities, and nomads. Blue Nile and Kassala are among the states with the highest percentages of out-of-school children. Place of residence (urban or rural) and wealth are the two main variables determining the chances of a child to attend school. The insecure environment in South Kordofan over the last few years has had a significant negative effect on the education system, which lost basic facilities, equipment, supplies and many trained teachers who left in search for more secure areas. Moreover, the influx of South Sudanese into South Kordofan and White Nile, and the high number of (protracted) refugees in Red Sea have increased the pressure on already overstressed services with regard to classrooms, teachers, as well as water and sanitation facilities.

Basic education, which includes Grades 1-9, is compulsory and free; however, the free education policy declared by the 2001 Education Act is not always implemented and parents still pay not only indirect costs, but also other contributions, putting even more pressure on already scarce household economic resources. Less than 40% of children who are at a primary school entry age in Sudan attend the first grade of primary school. Significant discrepancies are present by State and urban-rural areas. There are also considerable variations in the net primary school attendance ratios among States¹.

¹ Sudan Central Bureau of Statistics, MICS 2014

In addition to low access, the quality of education has not improved in recent years. Only 38% of Sudanese teachers (basic and secondary education) are qualified². Moreover, the curricula followed in pre-service programmes in education faculties give priority to theory and content, but remain weak at providing practical and pedagogical skills for instruction. There is currently a lack of comprehensive national strategies for the certification and training of pre-service and in-service teachers within State schools in Sudan. In most cases, the Ministry of Education recruits teachers who are university graduated according to the Labour law and in exceptional cases the Ministry of Education allows recruiting teachers with secondary certificate. They receive limited training on teaching practice and often teach a subject different to their specialisation. Once in the classroom, most teachers receive little formal training throughout their careers.

Overall, insecurity and the limited investment in the education sector have resulted in poor infrastructure, lack of textbooks, education supplies and proper seating, inadequate water and sanitation facilities, and lack of trained teachers. Inadequate financing and implementation of education policies and lack of equitable resource allocation also contribute to the disparities between States in terms of gross enrolment rates. Some states have more advanced education systems and higher enrolment rates, while others are far behind in terms of enrolling children in basic school, especially in the war-affected states of Blue Nile and South Kordofan.

Despite these challenges, parents in both urban and rural areas often see the added value of sending children to school. Participation by communities in their schools is active, and children themselves play a central role in making the decision to go to or drop out of school.

2.3. Lessons learnt

The action builds on the lessons learned from the previous EU-funded "Primary Education Retention Programme" (PERP)³. It also builds on the synergies and complementarities experienced over the past years between PERP and the GPE-funded Basic Education Recovery Programme (BERP)⁴.

As a first element, an integrated Monitoring and Evaluation plan is required. As a foundational element, the baseline study of any programme has to be consistent with the information required to properly monitor progress in the achieved results, against the provided indicators. Likewise, a good record-keeping at school level is required to monitor results.

As a second element, stronger coordination among implementing partners is needed to achieve and sustain the expected results. During PERP, the Programme Advisory Committees at both State and Federal levels (SACs and PAC) have proved to be effective to gather all the stakeholders to analyse the progress made by the programme against its expected results. In this context, and in order to work efficiently with the different levels of the education system, a more constant presence in the field by partners is required.

Another lesson learned is that including a bias towards non-formal education as complementary to formal education is an important means to acquire the knowledge and skills required for further learning and improved livelihoods. For children who experience

² World Bank, Data statistics, 2014

³ The EU-funded Primary Education Retention Programme" (PERP) was of total amount of 12 million EUR, and ran between 2014 and 2016 in the five States of Kassala, Gedaref, Red Sea, Blue Nile and South Kordofan.

⁴ The project, funded by a US\$ 76.5 million grant from the Global Partnership for Education (GPE), reaches communities in eleven States, including in the Darfur region, and is implemented by the Sudanese Federal Ministry of Education. It started in 2013 and will end in February 2018.

educational exclusion, non-formal education can be a more flexible solution to their educational needs, better adapted to students in poor living conditions and marginalisation, living in remote areas, or speaking a different language.

More generally, a lesson learned over the past years in the education sector is that the best way to increase retention rates is to improve the quality of education. The main component of the quality of education is to have well prepared and motivated teachers. The main conclusion of the PERP-conducted studies regarding the reasons why children drop out of school is that it results from a complex combination of multiple factors. Among those, the nature of the learning process in school is identified as a major factor. Where a child, or his/her parents, perceives that quality and effective learning is not taking place, the value of staying in school is questioned. Therefore, the quality of teaching matters, with regard to both the curriculum standards and the pedagogic approach. Currently, the typical approach to teaching in Sudan favours classroom control over encouraging independence and self-confidence of children. A child-centred pedagogical approach that would remedy the situation is absent, mainly due to a lack of training and institutional support.

2.4. Complementary actions

This programme will complement other EU and non-EU development and humanitarian interventions in sectors such as health, nutrition and food security, in order to contribute to building resilience of refugee and host communities. Synergies will, therefore, be promoted with organisations working in the same geographical areas as this action but in other social sectors, such as the World Food Programme (WFP) on nutrition, school feeding and school gardens programme; the Food and Agriculture Organization (FAO) on food security programmes; the Italian Development Cooperation in the health sector; or GIZ on drought and resilience in Eastern Sudan⁵.

The action will ensure complementarity with the Basic Education Recovery Programme (BERP), especially in the areas of printing and distribution of textbooks, rehabilitation of classrooms, in-service teacher training, provision of school grants, and EMIS (Education Management Information System).

As the action is focused on access to quality education, complementarity with any other funded activities working to create a conducive learning environment in schools will be of paramount importance. In this regard, the action will also complement the ongoing EU-funded Primary Education Programme in Darfur (PEP) finishing at the end of 2017.

At the same time, the action will bring added value by intervening in sector areas that currently lack support, such as pre-service teacher training, adaptation of teachers' working methodologies to the new curriculum, and capacity-building to leaders of institutions and schools.

In the Southern States of South Kordofan, Blue Nile and White Nile, the action will complement EU and non-EU funded activities in the areas of peace building and livelihoods, as well as ECHO-funded and other humanitarian interventions. Complementarity and cooperation will be ensured with the Office of the United Nations High Commissioner for Refugees (UNHCR) especially in the States of White Nile, Kassala and Gedaref, where UNHCR is already acting to protect and support refugees (especially inside the camps), and assists in their voluntary repatriation, local integration or resettlement.

⁵ Most of these interventions will be funded by the EU, mainly through the EUTF RDPP projects.

2.5. Donor co-ordination

Donor coordination is fragmented and as yet unstructured. A Development Partners Group (DPG) was established in 2015 following preparatory work by the UK (DfID) and the EU. The DPG convenes active development partners in the country on a semi-regular basis, acting as an umbrella for thematic sector groups. A meeting to consider a future modus operandi for the DPG was held in June 2016. The UNDP acts as a secretariat to the DPG. In Sudan only a few sectors have groups of this nature. The Government participates in these groups.

At the EU level, donor coordination takes place through the EU Heads of Cooperation meetings, held also on a regular basis, as well as the EU+ (Switzerland and Norway) Migration working group also held on a regular basis.

For the Education sector, there is an established thematic working group, with involvement of the GoS. In particular, education partners coordinate mainly through the Education Local Partners Group (EPG) in accordance with the provisions of the national Education Sector Strategic Plan. A representative of the Federal Ministry of Education normally chairs the EPG meetings.

3. DETAILED DESCRIPTION

3.1. Objectives

The **overall objective** of the action aims at enhancing the ability of children and other vulnerable groups to lead socially and economically productive lives, and in doing so to strengthen their resilience and that of their communities. In doing so, the action will contribute to creating better living conditions, enhancing social cohesion, and reducing the risk of these populations being pushed into negative coping mechanisms, which include forced displacement.

The **specific objective** is to contribute to the completion of quality primary education of children in Sudan, with particular attention to the most vulnerable groups, including migrants, IDPs and refugees, especially girls, through the improvement of equitable access to quality primary education.

3.2. Expected results and main activities

The expected results with the corresponding activities are:

Result 1. Conducive learning environments in formal and non-formal settings are developed.

Under Result 1, the action will contribute to improving learning environments, in formal and non-formal settings, so that more children can have access to education.

Activities:

Activity 1.1: Conduct baseline studies, including mapping and referral of school enrolment rates among both forcibly displaced populations and host communities outside recognised refugee or IDP camps. The baselines (one from UNICEF and one from Save the Children, in their respective targeted areas) will get values of reference on each of the indicators proposed for the monitoring of the interventions at school level.

Activity 1.2: Rehabilitate classrooms/latrines/offices: Sudan has a huge deficit of classrooms and other education facilities. The programme will rehabilitate classrooms in target schools so

they can accommodate more students, including those of forcibly displaced populations. An improvement of classrooms, latrines and offices will contribute to enhancing the quality of the services provided by schools, and increasing access to schools.

Activity 1.3: Provide teaching, learning and reading materials to target schools: this is an important element of any programme aiming to improve the quality of education.

Activity 1.4: Support the Sudanese Ministry of Education at State level and Parent-Teacher Associations (PTAs) to elaborate and implement School Improvement Plans. The School Improvement Plans (SIPs) and related monitoring processes will contribute towards a more child-friendly school system, through a community-level based approach. SIPs will focus on addressing change and problem-solving at the lowest level of the education system, directly involving the schools and the school community members. To that end, the following activities will be implemented:

- Training of PTAs: This will be done through three consecutive phases: phase 1: alignment of school standards for quality education, based on the child-friendly school principles for quality education provision; phase 2: conduction of School Self Assessments (SSAs) to identify and prioritize school needs, based on the quality standards discussed during the previous phase; phase 3: development of budgeted School Improvement Plans (SIPs), including a monitoring framework, and based on prioritized needs to achieve education quality.
- Provision of school grants: in line with the national guidelines on school grants, the grants will, in principle, be disbursed through the State Ministries of Education which will then transfer the full amount of the grants to the schools, as per the approved community-based School Improvement Plans (SIPs). The role of the State Ministries of Education will be to provide technical support and monitor implementation of the school improvement plans. UNICEF and Save the Children will provide technical support and guidance throughout the period of implementation of the activity, in order to ensure that schools receive the full amount of the grants agreed, and implement them according to the SIPs.

Activity 1.5: Train at least 2,000 teachers and head-teachers in child-centred teaching methods, with particular attention to gender equality and child protection.

Activity 1.6: Annual school enrolment and social mobilisation campaigns will be carried out by UNICEF and Save the Children in their respective targeted States, also through the use of mass media and radio broadcasting.

Activity 1.7: Establish Alternative Learning Programme (ALP) centres in non-formal settings.

Activity 1.8: Provide social assistance support for children of forcibly displaced populations and host communities in schools, including psychosocial and life skills-based education.

Activity 1.9: Support the establishment of children's clubs and the management of extra-curricular activities.

Result 2. Curriculum development and teacher training are improved.

Under Result 2, the action will contribute to overcoming the low level of qualifications of Sudanese teachers in basic education. The National Teacher Training Plan (NTTP) and the teacher training plans at State level will serve as guides.

The action will ensure coordination between the activities implemented at the pre-service and at the in-service teacher training levels.

Activities:

For Pre-Service Teacher Training:

Activity 2.1: Conduct needs analysis and baseline study on pre-service teachers training in the targeted States, including based on an overview and synthesis of former studies concerning pre-service teacher training for basic education. It should be based on a detailed diagnosis of the general sector context, training needs and requirements, laws and regulations, and organisation of the faculties.

Activity 2.2: Design a new pre-service training programme (new curriculum), in collaboration with faculty trainers, inspectors and management staff.

Activity 2.3: Train student teachers and trainers for the implementation of the new pre-service teacher training programme in faculties for each targeted discipline, including support in the development of a training plan.

Activity 2.4: Create a new assessment tool to assess, through a competence based-approach, the student teachers trained.

For In-Service Teacher Training:

Activity 2.5: Conduct a needs analysis and baseline study for English training, as well as for mathematics and science under the new curriculum.

Activity 2.6: Review the new curriculum through desk and field work in order to inform the design of the framework and training infrastructure.

Activity 2.7: Develop and pilot teacher training materials for trainers, supervisors and inspectors in line with the new curriculum and infused with core skills.

Activity 2.8: Train at least 6,000 teachers (including voluntary teachers), supervisors and inspectors on new curriculum and core skills related to maths, science and English (British Council foundation training English for Teaching 1, ETF1) for teachers to qualify for the new curriculum training, including through the provision of teaching and learning material.

Activity 2.9: Conduct end line study to assess impact of training on the classroom practice English, maths and science teachers.

Result 3. Education system governance and coordination among stakeholders is enhanced.

Under Result 3, the action will insure coherence and consistency of strategies supporting the primary education sector between the action's implementing partners and among the different levels of education management (school, locality, State and Federal level). It will also contribute to enhancing the capacities of the relevant Education authorities at State and Federal level through technical assistance and capacity-building activities.

Activities:

Activity 3.1: Insure coordination of activities and circulation of information amongst implementing partners (EU-funded programme partners and beyond) at Federal and State level.

- Activity 3.1.1 Elaborate a common work plan/schedule of activities, at State and Federal level, and ensure regular updates.
- Activity 3.1.2 Establish and manage a Programme Advisory Committee (PAC) at Federal level, and States Advisory Committees (SACs) at State level, to meet regularly, monitor progress against the common work plan of activities, facilitate the smooth implementation of activities and overcome challenges encountered on the ground. This will be done through the modalities identified under point 4.3 below.
- Activity 3.1.3 Elaborate a common Communication and Visibility Plan of the action. This will ensure coordination among different visibility events, and explore potential synergies among partners, as well as with other stakeholders involved in education and other sectors in terms of visibility and communication.

Activity 3.2: Identify and implement capacity building activities targeting at least 600 staff members of Ministries of Education and other relevant institutions, at the Federal and local level. These activities will be identified and implemented on the basis of a capacity building plan detailing the needs, selection criteria, targeted beneficiaries, and the type of activities, also in line with the lessons learned during previous projects. This capacity building plan will be tailored in a way to respond to specific local needs, and may include capacity building modules related to topics such as: knowledge management, HR management, financial management and accountability processes, monitoring and evaluation, problem analysis and strategic planning, community mobilization and networking, and PTAs' role and responsibilities. In identifying such modules, the plan will ensure coherence and complementarity with the capacity building-related activities implemented by the other implementing partners of the action.

Activity 3.3: Provide technical assistance to the Federal and State Ministries of Education to facilitate the implementation and monitoring of activities in the targeted States. To this end, a Technical Assistance Team will be deployed at Federal and State level. At Federal level, the TA team will be based in Khartoum, and will provide technical assistance to and regularly liaise with the FMoE and all partners' representatives at Federal level. The team will assist in the organization of the PAC, and will ensure fluent communication between and effective coordination of all the activities undertaken in the States. At State level, a TA adviser will be embedded in each SMoE and will work closely with the designated SMoE focal person(s) and the implementing partners' representative.

3.3. Risk and Assumptions

The **main risks** are:

Risk	Risk level (H/M/L)	Mitigation measures
Political instability and insecurity	M	<p>If the project areas become destabilized, it might become necessary to put the action on hold and continue when things become more stable.</p> <p>Coordination and cooperation with international actors, local NGOs, community groups and leaders, as well as the Government of Sudan, will ensure that the security situation is constantly</p>

		monitored in order to a) guarantee the safety of the staff and beneficiaries and b) comply with national security rules and procedures.
Continuous influx of South Sudanese Refugees	H	Efforts of international community and regional partners to support a sustainable and peaceful solution to the conflict within South Sudan and between Sudan and South Sudan
Instability in country due to economic and human rights situations	M	The lack of political liberties and the deepening of the economic crisis can lead to civil unrest. As most of the EU education programme will be implemented in the States, the likely effect would be minor. The Implementing Partners (IPs) will constantly monitor the situation, receiving information from the EU.
Lack of support from Federal or State Ministries of Education	L	The Government of Sudan at Federal and State level have been showing an increased interest in receiving external support for the education sector. Consultations have also taken place between the EU Delegation and relevant Ministries' representatives on the design of the EU Education Programme. The EU Delegation and the IPs of the programme will continue advocating for the importance for the country of supporting Basic Education.

The **assumptions** for the success of the project and its implementation include:

- EU and Implementing Partners have access to the 7 states throughout the duration of the programme;
- The Government of Sudan keeps a strong engagement to results-oriented development programmes;
- Federal and State Ministries of Education will continue supporting the EU efforts to support the education sector in Sudan.

3.4. Cross cutting issues

Migration would be the main issue mainstreamed in the project, as it will consider the role of education in the interactions between forcibly displaced populations and the host communities.

Conflict-sensitive: it is now widely recognised that education and conflict have a bi-directional and complex relationship. Clearly, conflict can disrupt education. But education can also contribute to conflict, for example by instilling behaviours and attitudes that contribute to inter-group and inter-community tensions. Therefore, a conflict-sensitive approach will be considered during the design, implementation, monitoring and evaluation of the education programme.

Gender: girls represent a majority (up to 75% in Sudan) among the 20% least educated population. Women and girls are also often among the most vulnerable groups, and this is also

the case among forcibly displaced populations. Moreover, women and girls in host communities support a higher burden, often translated into an early drop-out of girls from school.

Good governance: decentralised levels will be actively involved in the implementation and monitoring of the different components of the programme, improving the accountability, efficiency and managerial capacities of authorities working in education in Localities and States.

Child rights: A child rights approach will be followed by the activities implemented as part of this action. As such, issues pertaining to the situation of children, child protection, and child inequities will be taken into account throughout the implementation of the action.

Environment and cultural heritage: Any infrastructure rehabilitated or constructed under the action will adhere to national legislation and international best practices, and adhere and respect local and traditional construction techniques and designs. Social mobilization campaigns (activity 1.6), Accelerated Learning Programmes (activity 1.7) and social assistance (1.8) will also benefit from a better understanding of the environmental (and climate-related) factors that contribute to the vulnerability of the beneficiaries.

3.5. Stakeholder analysis

- Children: the primary beneficiaries are primary school age children (6-14 years old) living in the most deprived localities with a high concentration of protracted forcibly displaced populations in the 7 targeted states.
- Teachers trained by the programme will also be direct beneficiaries of the programme, as they will receive continuous professional development activities, both at pre-service and in-service stages of teachers' careers.
- Relevant education authorities at the Federal, State and local level in the 7 targeted states, including primarily the Ministry of General Education, as well as the Ministry of Higher Education and Scientific Research, the National Centre for Curricula and Education Research (NCCER), and the Sudan National Centre for Language (SUNACEL/SELTI). These authorities have already been actively participating in the design of the action, through several workshops and meetings held at technical and higher political levels. The Federal Ministry of Education supports this action, and it is committed to continue actively supporting it in a sustainable way. Capacity building and technical assistance activities provided by the action will contribute to doing so.
- The faculties of education of the targeted States' Universities, as well as those of Gezira and North Kordofan States. In fact, although the States of Gezira and North Kordofan are not part of this action, some of the Universities in these States will also be targeted by the pre-service teacher training activities, mainly due to the important role these States play in teacher distribution.
- Communities, education councils & PTAs, who will benefit from capacity building in school improvement planning, and thereby be empowered to actively participate in school management and decisions that affect their lives and planning to improve their situations.

4. IMPLEMENTATION ISSUES

4.1 Financing agreement

It is not foreseen to conclude a Financing Agreement with the partner country for the implementation of the action.

4.2 Indicative operational implementation period

The implementation period will be 86 months, whilst the overall execution period (including a closure phase of no more than 24 months) will not exceed 110 months from the date of approval of this Action Document by the Operational Committee of the EU Trust Fund.

4.3 Implementation components and modules

This programme will be implemented by the following implementing partners:

- UNICEF and Save the Children for Result 1.
- British Council and Agence Française d'Expertise Technique Internationale (AFETI) for Result 2.
- A Service provider for Result 3.

The envisaged method of implementation is indirect management through the conclusions of PAGODA Delegated Agreements with: UNICEF (for Result 1); British Council and AFETI (for Result 2).

Direct management will be used for Result 1 in order to conclude a direct grant with Save the Children; it will also be used for Result 3 for the conclusion of a service contract to be procured following the procedures in place in Sudan (for Result 3).

UNICEF and Save the Children have strong expertise and experience working in education in Sudan, and were both implementing partners in the EU-funded PERP (Primary Education and Retention Project). UNICEF is also the implementing partner for the EU-funded PEP (Primary Education Project), and coordinating agency of the BERP-GPE funded programme in Sudan. The British Council and AFETI have long-standing and vast experience working in teacher education in Africa and in fragile contexts, including in Sudan.

Result 1 activities will be implemented by both UNICEF and Save the Children, as per the following geographical partition: UNICEF in Kassala, Gedaref, Blue Nile and White Nile States as well as in Khartoum; Save the Children in South Kordofan and Red Sea States. UNICEF will target at least 150 schools; Save the Children will target at least 90 schools. Overall, the activities under Result 1 will target about 90,000 children.

Under Result 2, the pre-service teacher training activities will be implemented by the Agence Française d'Expertise Technique Internationale, France (AFETI) in cooperation with the Centre International d'Education Pédagogique (CIEP). The in-service teacher training activities will be implemented by the British Council (BC), by continuing and expanding the interventions already undertaken by the BC over the last five years, both bilaterally and as part of the BERP.

In order to steer the successful implementation of the programme, and ensure coordination between the different implementing partners and stakeholders involved in this action, both a Programme Advisory Committee (PAC) and States Advisory Committees (SACs) will be established at Federal and State level, respectively. Members of these Committees will be representatives of this action's implementing partners, donors, relevant Sudanese authorities

and any other relevant partner. The Secretariat role will be covered by the Service provider in charge of implementing the activities under Result 3.

4.4 Indicative budget

Component/Result	Implementing Partner	Amount in EUR
Result 1. Conducive learning environments in formal and non-formal settings are developed	UNICEF	6,800,000
	Save the Children	3,200,000
Result 2: Teacher Training	British Council	4,000,000
	AFETI	4,000,000
Result 3: Capacity Building and Coordination	Service provider	3,600,000
Communication and Visibility:		100,000
Monitoring, Evaluation/Audit:		300,000
Total		22,000,000

4.5 Evaluation and Audit

Ad hoc audits or expenditure verification assignments could be contracted by the European Commission. Audits and expenditure verification assignments will be carried out in conformity with the risk analysis in the frame of the yearly Audit Plan exercise conducted by the European Commission. Evaluation and audit assignments will be implemented through service contracts; making use of one of the Commission's dedicated framework contracts or alternatively through the competitive negotiated procedure or the single tender procedure.

A mid-term review of the project will be conducted between 18 and 22 months after the beginning of the implementation.

4.6 Communication and visibility

Communication and visibility of the EU is a legal obligation for all external actions funded by the EU. This action shall contain communication and visibility measures which shall be based on a specific Communication and Visibility Plan of the Action, to be elaborated at the start of implementation.

In terms of legal obligations on communication and visibility, the measures shall be implemented by the Commission, the partner countries and entrusted entities. Appropriate contractual obligations shall be entered into the Agreements concluded by the Commission with the entrusted entities and the partner countries.

The Communication and Visibility Manual for European Union External Action shall be used to establish the Communication and Visibility Plan of the Action and the appropriate contractual obligations.

A **logical framework** showing objectives, results, targets and indicators is attached.

EU Trust Fund Strategy	Valletta Action Plan	United Nations Sustainable Development Goals
Four main areas of intervention	Five priority domains, and 16 initiatives	17 goals
<p>1) Greater economic and employment opportunities</p> <p>2) Strengthening resilience of communities and in particular the most vulnerable, as well as refugees and displaced people</p> <p>3) Improved migration management in countries of origin and transit</p> <p>4) Improved governance and conflict prevention, and reduction of forced displacement and irregular migration</p>	<p>1) Development benefits of migration and addressing root causes of irregular migration and forced displacement</p> <ol style="list-style-type: none"> 1. enhance employment opportunities and revenue-generating activities 2. link relief, rehabilitation and development in peripheral and most vulnerable areas 3. operationalise the African Institute on Remittances 4. facilitate responsible private investment and boost trade <p>2) Legal migration and mobility</p> <ol style="list-style-type: none"> 5. double the number of Erasmus scholarships 6. pool offers for legal migration 7. organise workshops on visa facilitation <p>3) Protection and asylum</p> <ol style="list-style-type: none"> 8. Regional Development and Protection Programmes 9. improve the quality of the asylum process 10. improve resilience, safety and self-reliance of refugees in camps and host communities <p>4) Prevention of and fight against irregular migration, migrant smuggling and trafficking of human beings</p> <ol style="list-style-type: none"> 11. national and regional anti-smuggling and anti-trafficking legislation, policies and action plans 12. strengthen institutional capacity to fight smuggling and trafficking 	<ol style="list-style-type: none"> 1) End poverty in all its forms everywhere 2) End hunger, achieve food security and improved nutrition and promote sustainable agriculture 3) Ensure healthy lives and promote well-being for all at all ages 4) Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 5) Achieve gender equality and empower all women and girls 6) Ensure availability and sustainable management of water and sanitation for all 7) Ensure access to affordable, reliable, sustainable and modern energy for all 8) Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 9) Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation 10) Reduce inequality within and among countries 11) Make cities and human settlements inclusive, safe, resilient and sustainable 12) Ensure sustainable consumption and production patterns 13) Take urgent action to combat climate change and its impacts 14) Conserve and sustainably use the oceans, seas and marine resources for sustainable development 15) Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and

<ul style="list-style-type: none"> 13. pilot project in Niger 14. information campaigns 5) Return, readmission and reintegration <ul style="list-style-type: none"> 15. strengthen capacity of countries of origin to respond to readmission applications 16. support reintegration of returnees into their communities 	<ul style="list-style-type: none"> reverse land degradation and halt biodiversity loss 16) Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels 17) Strengthen the means of implementation and revitalise the global partnership for sustainable development
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APPENDIX 1: INDICATIVE LOGFRAME MATRIX OF THE ACTION

The activities, the expected outputs and all the indicators, targets and baselines included in the logframe matrix are indicative and may be updated during the implementation of the action without an amendment to the action document. The indicative logframe matrix will evolve during the lifetime of the action: new lines will be added for listing the activities as well as new columns for intermediary targets (milestones) when it is relevant and for reporting purpose on the achievement of results as measured by indicators.

Please note that baselines and indicators will be further defined during the inception phase.

	Results chain	Indicators	Baseline (incl. reference year)	Current value Reference date	Targets (incl. reference year)	Sources and means of verification	Assumptions
Overall objective	Contribute at enhancing the ability of children and other vulnerable groups to lead socially and economically productive lives, and in doing so to strengthen their resilience and that of their communities. In doing so, the action will contribute to creating better living conditions, enhancing social cohesion, and reducing the risk of these populations being pushed into negative coping mechanisms, which include forced displacement.	completion rates in primary school, disaggregated by sex.	To be based on the baseline studies to be produces during the inception phase	To be based on the baseline studies to be produces during the inception phase	To be based on the baseline studies to be produces during the inception phase	Joint Annual Sector Review (JSR) EMIS/Rapid School Surveys Project progress reports Programme MTR and Evaluation	- Economic and political situation remain stable. -Peace prevails and security is maintained. -No major natural and man-made disasters occurred.
S Specific objective	Contribute to the completion of quality primary education of children in Sudan, with particular attention to the most vulnerable groups, including migrants, IDPs and refugees, especially girls, through the improvement of equitable	access and retention rates to targeted schools/States, disaggregated by sex % of children from	To be based on the baseline studies to be produced during the inception phase	To be based on the baseline studies to be produced during the inception phase	To be based on the baseline studies to be produced during the inception phase	Joint Annual Sector Review (JSR) EMIS/Rapid School Surveys Project progress reports	Federal, State and Locality education authorities are willing to cooperate for the implementation of the programme

	access to quality primary education.	marginalised/vulnerable groups attending school					
OutputsO	<p>R1 Conducive learning environments in formal and non-formal settings are developed.</p> <p>R2 Curriculum development and teacher training are improved</p>	<p>% of school facilities reaching agreed, safety standards</p> <p>% of school facilities equipped with water and latrines</p> <p>Pupil per classroom ratio</p> <p>Pupil per teacher trained ratio</p> <p>Increased number of PTAs actively participating in the school life</p> <p>% of teachers trained</p> <p>% of teachers using new curriculum and applying child-</p>	To be based on the baseline studies to be produced during the inception phase	To be based on the baseline studies to be produced during the inception phase	To be based on the baseline studies to be produced during the inception phase	<p>Joint Annual Sector Review (JSR)</p> <p>EMIS/Rapid School Surveys</p> <p>Assessment tool to be developed to assess pre-service teachers trained.</p> <p>End line study to assess the impact of the in-service training on the classroom practice.</p> <p>Project's progress reports</p> <p>PAC/SACs meetings reports</p>	<p>- Federal, State and Locality education authorities are willing to cooperate for the implementation of the programme.</p> <p>-Target schools and communities are cooperative with the implementing partners</p> <p>-Universities are cooperative with the implementing partners</p>

	<p>R3 Education system governance and coordination among stakeholders is enhanced</p>	<p>centered pedagogy in classrooms</p> <p>Number of PAC and SACs meetings' recommendations taken up during the implementation of the Action</p> <p>Number of capacity trainings for federal, state and local authorities</p>					
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