

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

1. IDENTIFICATION

Title	Reference: T05-EUTF-HOA-SD-98 Education Quality Improvement Programme 2 (EQUIP 2)			
Zone benefitting from the action	Sudan			
Total cost	Total estimated cost: 19 874 875 EUR Total amount drawn from the Trust Fund: 19 874 875 EUR			
Aid modalities and implementation modalities	Project Modality Direct management through: - Grant (Save the Children International) - Procurement (SOFRECO) Indirect management with Agence Française d'Expertise Internationale (AFETI)			
DAC – codes	110 – Education			
Main delivery channels	22505 - Save the Children International 13000 - Third Country Government (Delegated co-operation)			
Markers	Policy objectives	Not targeted	Significant objective	Principal objective
	Participatory development / good governance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Aid to environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Trade development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, maternal, newborn and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Disaster Risk Reduction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Nutrition	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Rio Markers	Not targeted	Significant objective	Principal objective
	Biological diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Migration marker	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	Digitalisation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	COVID-19	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SDG	Goal 4: Quality Education Goal 5: Gender Equality Goal 1: No Poverty Goal 10: Reduced Inequalities			
Valetta Action Plan Domains	1. Development benefits of migration and root causes of irregular migration and forced displacement			
Strategic priorities of the Trust Fund	1. Greater economic and employment opportunities 2. Strengthening resilience of communities, especially the most vulnerable, as well as refugees and IDPs			
Beneficiaries of the action	Staff of Sudan Federal Ministry of education, staff of State ministries of education and higher education, Teachers and school leaders from the Ministry of education, Voluntary teachers in the targeted schools in Sudan, children in the targeted schools in Sudan.			
Derogations, authorized exceptions, prior agreements	EVR. 20.b EVR 25.a2			

2. RATIONALE AND CONTEXT

2.1. Summary of the action and its objectives

The action will enhance the ability of children and other groups living in vulnerable situations to lead socially and economically productive lives. In doing so their resilience will be strengthened, as well as that of their communities. Hence, the action will contribute to creating better living conditions, enhancing social cohesion, and reducing the risk of these populations to fall into negative coping mechanisms.

In alignment with Sudan's Education Sector Strategic Plan (2017-2023), the Education Improvement Programme 2 (EQUIP 2) will contribute to fulfill the right to education, ensure the improvement of learning outcomes and the increased completion rates in quality primary education of children in Sudan, with particular attention to groups living in vulnerable situations, including migrants, IDPs and refugees, **especially girls**, through the improvement of equitable access to quality primary education.

Built on the preceding Education Quality Improvement Programme (EQUIP), this action will be implemented by Save the Children International, Agence Française d'Expertise Technique Internationale (AFETI), and SOFRECO. Areas of implementation are Red Sea, Kassala, Gedaref, Blue Nile, White Nile, South Kordofan, and Khartoum states with a possible extension to the whole territory of Sudan.

It will contribute to the improvement of conducive and inclusive learning environments in formal and non-formal settings, of basic school-teacher qualification through improved training, and *enhance education system governance* (and coordination among stakeholders) while supporting the emergence of academic research in education. This action aligns with one of the key priority criteria (Essential stabilisation efforts in Somalia, Sudan and South Sudan) set for the EUTF Horn of Africa window by the EUTF Strategic Board in April 2018.

2.2. Context

2.2.1. National context

Sudan is currently undergoing a fragile and volatile transition. Following a period of thirty years of dictatorship, a peaceful revolution resulting in a power sharing agreement between military/security services and civilian opposition groups led to a civilian led, technocratic government assuming power in September 2019. The Sovereign Council, which was the highest authority in the country, was intended to be under military chairmanship until 2021 when a civilian would be appointed to chair this body also. The priorities established for the transition were; i) peace; ii) stabilisation of the economy and ii) preparation for democratic elections in 2022 postponed to 2024.

On 25 October 2021 Lt Gen Abdel Fatah al-Burhan, the Chairman of the Sovereignty Council led a military takeover that resulted in the dissolution of the civilian government led by Prime Minister Hamdok. Al-Burhan dissolved different parts of the Government and the Sovereignty Council and declared a state of emergency. As a consequence, Sudanese people took the streets in Khartoum and all over the country condemning the military takeover and calling for a restoration of the civilian-led transition. The EU and international partners acted united in the condemnation of the military's unilateral action, and mediation efforts are ongoing to find a suitable solution. At the time of writing, the outcome of the current political crisis is uncertain.

The challenges faced by the civilian led government cannot be under-stated. The previous regime left behind a government system of opacity, clientelism, corruption, absence of accountability and an economy in deep crisis. In addition, policies of the former regime led to imposition of severe US sanctions in 1990s. These were partly lifted in September 2017. Sudan was finally removed from the US list of State Sponsors of Terrorism on 14 December 2020.

This removal and the identification of bridge financiers for Sudan's arrears clearance set the path toward debt relief and loans in multilateral fora. However, economic reforms affect direly Sudanese households. The end of subsidies on flour and fuel as well as the adoption of a floating exchange rate in February have led to a sharp price increase of all commodities (annual inflation 340 % - April 2021). Power cuts, gasoline, bread and drug shortages as well as a reduced purchasing power affect dramatically the life of Sudanese.

About half of the population lives below the poverty line, with a significant number living in extreme poverty. In the global Human Development Index rankings for 2019, Sudan was placed at 168 out of 189. Sudan ranks 139th over 189 countries in the Gender Inequality index (2019). 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 per cent of GDP. If GDP were calculated with the use of the prevailing exchange rate, the GDP of Sudan would be much lower, and hence per capita GDP would also better reflect the actual levels of poverty in the country. With a high population growth (2.4%), Sudan has not managed to cope with an increased demand for education. Gross Enrolment Ratio (GER) remains stagnant at around 73% (2016/17), with girls' GER being much lower in rural areas.

The humanitarian and development situation in Sudan remains serious and complex, with acute lifesaving needs across the Darfur region, Blue Nile and South Kordofan states, eastern Sudan and other areas. The Sudan 2020 Humanitarian Needs Overview points to 9.3 million people in need of humanitarian assistance, including 3.1 million in Darfur.

Environmental factors exacerbate the humanitarian and development crises, contributing to displacement, food insecurity and environmental degradation.

In order to respond to Sudan's multiple economic emergencies, worsened by the current COVID-19 pandemic, the Government of Sudan (GoS) is preparing a health-care response, as well as an economic response. The economic response seeks to shield the economy and "flatten the recession curve" to the extent possible, by supporting individuals and keeping firms alive and employees employed. At the centre of this plan is the "Sudan Family Support Program", a cash transfer intervention to 80% of families to start as soon as possible and leveraging on National Civil Registry and digital payments.

The change in the Sudanese government was a huge opportunity for a renewed cooperation with the EU, looking forward and aiming at systemic change with the support of newly appointed leaders for the country. In the education sector, this has led to the appointment of a new Minister, Undersecretary

and some Director Generals at Federal level. At State level, many civil servants have been rotated in the SMOE and new appointments are still on process.

This transitional government faced therefore the challenge of having to take immediate action in a context of extreme economic instability, while most of its newly appointed leader's ability to support those efforts was yet limited and needed urgent and consistent support.

2.2.2. Sector context: policies and challenges

Sudan education sector policy

Sudan has ratified the International Covenant on Economic, Social and Cultural Rights (CESCR) and the Convention on the Rights of the Child (CRC). The Convention on the Elimination of All forms of Discrimination against Women (CEDAW) was endorsed by the Sudanese Council of Ministers in April 2021. However, formal ratification by the Sovereignty Council and Council of Ministers has not yet been done.

Sudan's education system is structured in three (3) levels and the responsibility of management is shared between the federal, state and locality levels of government. The Federal government through the Ministry of Education is largely responsible for policy, strategic planning, coordination, and definition of standards. States are responsible for delivery of secondary education, human resource management, coordination of work of the Directorate of Education at the locality level, and basic education certification. Localities are the frontline service providers responsible for the day-to-day management of the two years of preschool, basic education (including primary and intermediate) and secondary education.

Education is structured as follows: i) Pre-school education (children aged 4-5); ii) Basic education including primary education (six years targeting theoretically children between the ages 6-11) and Intermediate education (three years targeting theoretically children between the ages 12-14); iii) secondary education (three years targeting children from 14/15 till 17/18 years old); iv) Vocational training.

Education in Sudan is guided by the General Education Sector Strategic Plan 2018/19-2022/23 (ESSP). In line with the Sustainable Development Goals and specifically SDG4, Sudan has defined policy priorities for his system for pre-school, basic education and secondary education to improve access, quality and governance for the whole system. This ESSP is currently the official strategy for education in Sudan. The revision and reporting on the ESSP relies on accurate data collection, however, the Education Management Information System (EMIS) in Sudan is not functioning well.

Sudan plans to improve access and equity, and retention, at pre-school and basic education level based on the following strategies:

- under Policy Priority 2 (basic education sector): "Improving quality at basic education" the following plan is foreseen i) Expanding opportunities in government basic schools including pre-schools classrooms; ii) Supporting children with vulnerable backgrounds including refugees iii) Strengthening community centered approach to pre-schooling.

-under Policy Priority 5 (basic education sector): "Improving the quality of learning at basic education", the ESSP anticipates i) review and implement teacher preparation programs (pre-service training); ii) Recruit additional teachers to cater for additional enrolment in basic schools; iii) Provide continuous development to teachers (in-service training) for effective curriculum implementation.

Moreover, the transitional government is seeking a deep restructuring of the governance of the education sector and an ambitious civil servant reform in the sector. The latter has already commenced with the replacement of several senior officials in key positions in the education sector. At State Ministry of Education (SmoE) level, all Director Generals appointed during the former regime have been replaced. At Federal level, 13 senior staff have been rotated. Overall and on average at least 10% of the same staff have been rotated so far, most of which were senior management positions. The restructuring process is still ongoing. The current efforts of the Federal Ministry of Education (FMOE)

and SMoE to place competent staff members, after 30 years of recruitment based on of political loyalty, will be sustained by EQUIP 2 to enhance good governance through institutional capacity development interventions and specific technical assistance targeting new leaders of the Sudanese education system.

Improving capacity of emerging leaders at Federal and State level is key to structurally improve the governance of the education system in Sudan. Coordination and reinforced leadership are presented in the ESSP as policy priorities both for pre-school and basic education are still yet to be implemented.

Challenges in the education sector

Public spending in education is far from international recommended standards, with a current value at 11% government budget. More significantly, in real terms, at 2016 prices, recurrent education expenditure, as a share of GDP, has decreased from 2.4 percent in 2009 to 1.2 percent in 2017, which is the lowest in Sub-Saharan Africa.

Notwithstanding the increase in the number of schools the existing capacity in basic schools is far from adequate to accommodate the eligible population. Moreover, despite relative improvements in enrolments, the overall rate of enrolment to basic education remains unchanged and marked with large socioeconomic disparities in access indicators. Sudan has not managed to cope with the increased demand for education imposed by the high population growth. The total out-of-school population (including pre-primary school aged children) is growing rapidly: from 3,099,342 in 2014 to 3,636,785 in 2017¹. The Gross Enrolment Rate (GER) has remained stagnant: 72% (2008/09) to 73% (2016/17), while the population is growing fast (estimated 2,6%). Hence, access to education in Sudan is still low compared to other countries in the region. While girls' and boys' enrolment rates Grade 1 in urban areas are similar, enrolment rates for males in Grade 1 in rural areas is 6 percentage points higher than those for girls. Moreover, in the wealthiest quintile of households, universal coverage is attained. In contrast, 81% of children from the poorest quintile of households are enrolled². This socioeconomic gap in primary access widens by the end of the education cycle. Only 34% of children from the poorest quintile reach the last grade of primary education compared to 94% of children from the wealthiest quintile.

The low GER is explained partly by insufficient capacity. However, there are also demand side issues that cause potential learners to not be in school. In addition, retention is a major problem: 48% of out-of-school-children were once enrolled and dropped out. Completion rates in primary education in Sudan is currently 51%³. In addition, on average 16% of public schools, (21% in rural areas), have at least one class studying outside – an 'open-air classroom'. There are 1,018 schools, including 812 in rural areas, where all pupils study outside. A third of such schools are in two conflict-affected states – South Darfur and West Kordofan.

There are close to 15,000 classrooms in basic education, 2 in 3 being permanent structures. In public schools, half of learners in Grade 1 have seats compared to over 80% in Grade 8. Only 46% of basic education schools are connected to electricity with more than 10,000 of schools not able to carry out any school activity before daybreak or late in the evening. The ESSP suggested that approximately 10,545 additional classrooms would have to be built in the course of 5 years to reach 100% GER.

Basic education in Sudan also witnesses low and stagnant learning outcomes. The National Learning Assessment (NLA), conducted in 2015, shows that the results of pupils in mathematics and reading are low compared to similar countries (Yemen, Iraq, Egypt, Jordan, and Morocco). On average, 40% of learners in grade 3 in Sudan cannot read familiar words (16% in the Northern state, and 50% in Kassala, Blue Nile, or South Kordofan). In mathematics, only 46% correctly carried out level 1

¹ UNICEF, FMoE, Out of School Children, September 2019.

² World Bank, Sudan Basic Education Support Project, October 2019

³ Sudan Education Sector Strategic Plan (ESSP) 2018-2023

addition problems, with disparities from one State to another. The proportion of learners who cannot read familiar words in grade 3.

These data are linked with other indicators such as the pupil teacher ratio which varies substantially from 63 pupils per teacher in West Darfur to 17 in Northern State. This is a sign of shortage, of uneven distribution, and of a lack of capacity of the teachers across the country. The quality of basic education therefore represents a big challenge for Sudan. Teaching quality has indeed a direct impact on retention, and on learning outcomes. Only 26% of the country's primary school teachers meet the minimum qualifications of a bachelor's degree. Sudan is currently in the process of reviewing its teacher training strategy. The revised teacher training strategy (2020) will include re-orienting in-service teacher training around the instructional leadership role of pedagogic counsellors (locality level) and school directors (or headmasters) and strengthening the linkages between pre-service training and in-service sectors and actors.

The new curriculum for basic education (reform under implementation in 2021) is based on competencies and includes student-centered approaches. It may have to be revised in the near future to include cultural diversity, but more importantly, it must be further translated into renewed teaching practices, based on approaches such as child-centered teaching and active learning⁴.

2.2.3. Justification for use of EUTF funds for this action

Due to the non-ratification of the revised Cotonou Agreement by the Government of Sudan, the country is not eligible for programmable, bilateral 11th EDF funding. However, the country remains fragile while playing a crucial role for the stability of the Greater Horn. The EU has therefore adopted ad hoc measures addressing the root causes of instability and displacement in the country, and these funds are channelled through the EU Trust Fund (EUTF). Hence, this action also aligns with one of the key priority criteria (Essential stabilisation efforts in Somalia, Sudan and South Sudan) set for the EUTF Horn of Africa window by the EUTF Strategic Board in April 2018.

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 proposed action will also contribute to the implementation of the ESSP on the following strategic goals: Increase access to and equity in formal basic education, Improve quality at basic education, and Strengthen delivery of basic education programs.

2.3. Lessons learnt

This action is built on the ongoing Education Quality Improvement Programme (EQUIP, EUR 22 Million), which phase out starting in the first semester of 2021. It will draw upon lessons learnt during EQUIP, for each of the three specific objectives: Conducive learning environments in formal and non-formal settings are developed; Curriculum development and teacher training are improved; Education system governance and coordination among stakeholders is enhanced.

Access to basic education, and improvement of learning environments

⁴ Sudan International Education Conference recommendations (January 2020)

EQUIP support to School Improvement Plans through school grants brought about sustainable change in the targeted schools, and resulted in curbed dropouts, as expected. EQUIP 2 will further support resilience in those communities, by strengthening planning and financial management capacities to new localities and new schools, while increasing the amounts of each school grant. In the current economic context, building companies face huge difficulties and have become unreliable. Therefore, community-based management of construction should be preferred to standard, large-scale procurement.

EQUIP has seen very good results in enrollment campaigns, but with insufficient capacity of Accelerated Learning Programs (ALP). In this new phase, access to ALP opportunities will be scaled up. Coordination with SMOE to support integration of children into general education will be intensified, and alternative opportunities (i.e. double shift) will be explored. Data reporting and monitoring process will be improved: school-based database will be maintained to reporting on children' attendance and track student diversity. This data will be synchronized with other data (EMIS, and Global Partnership for Education rapid survey).

Lessons learnt from EQUIP also show that school grants (221 grants, and EUR 474,500 disbursed), which supported Parent-Teachers Associations (PTA), directly or through the localities, have a good impact on the improvement of learning environments. School grants effectively incentivize parent's engagement to reduce the risk of children – especially girls – dropping out, while strengthening self-reliance, and mainstreaming good governance. A recent report from the World Bank, notes that financial management and capacities of targeted communities have improved wherever school grants were mobilized. The Federal Ministry of Education has recently developed national guidelines (a manual), which provides a common national framework for School Improvement Plans (SIP). EQUIP has successfully implemented. Based on the continued improvement of the financial management capacities of schools and localities, this action will further support PTAs through school grants.

Teacher qualification and training

One of the major observations made during EQUIP is the insufficient coordination among numerous public entities involved in the training of teachers (including articulations between pre-service and in-service), and in particular between the ministries of General Education and Higher Education. Reinforcement of quality education in a multiple-institutional actors' and fragmented system will require high level reinforcement of capacities of all public bodies involved in teacher qualification, both at Federal and State levels (coordination, common strategy, shared public policies).

Secondly, the impact on the overall educational system with regards the quality of teaching will be potentially stronger if the two pillars of this action regarding teacher qualification – in-service and pre-service - are strictly coordinated and if implementation responsibility lies with one single partner. In any given state, articulation between trainers of trainers (ToT) in universities, and supervisors in SMOE must be reinforced. Outputs and achievements of EQUIP (i.e. Teacher Qualification Framework) will serve as foundational work for EQUIP2, in order to upscale and strengthen the reforms initiated in the targeted Faculties of Education.

Thirdly, while Sudan is undergoing a deep political transformation, it is essential to support Sudanese new leaders in the education sector in reconnecting with their counterparts in other countries of the region, encourage emulation, benchmarking, and good practice sharing. Through short-term mobility and exchanges, knowledge in the field of teacher training and educational research, in countries facing similar challenges, particularly in the Horn of Africa, in the Sahel region, as well as in the Middle East, should be shared with Sudan leaders.

Finally, a more attention should be given to the training of headmasters. Those will be an integral component of EQUIP 2, further supporting teachers to implement new methods of teaching in the classroom in a more sustainable way.

Coordination and capacity building

During the implementation of EQUIP the following lessons learned emerged:

EQUIP addressed multiple dimensions of the education system in seven states and at Federal level, with the involvement of five implementing partners. Coordination was ensured thanks to Programme Advisory Committees (PAC), State Advisory Committees (SAC) meetings, as well as joint events, and shared field visits. If periodical progress tracking and information sharing were performed, monitoring processes and impact indicators reporting revealed discrepancies across implementing partners. Earlier and further harmonization of impact indicators should be ensured among all partners in EQUIP 2. PAC and SAC must become proactive knowledge-sharing platforms, actual consensus building and problem-solving drivers during implementation. Agreement on respective responsibilities for collecting data and reporting results must be ensured. Finally, effectiveness of the action will also be based on a deeper engagement of national institutions, at Federal and State levels. Ownership of the FMoE and SMoE should be further reinforced, by supporting more substantially MoE staff in effective monitoring. Missions to the field, with the active support of state technical assistants, should be increased consequently. State and locality levels, rather than federal, should be the preferred level for missions, and coordination needs be organised as close to the field (schools) as possible.

State Technical Assistants (STA) permanently based within the premises in each targeted state are an essential asset to ensure continuous technical support, problem solving, and integration of the new skills acquired by MoE staff through CB into their daily work. EQUIP institutional capacity development strategy focused on effective long-term change in management practices, with a focus on self-sustaining capacity development for continuous improvement of public management performance in the long term. EQUIP2 should continue to adopt such strategy to consolidate the skills, practices and behaviour of the Ministry staff members. Coaching and regular follow-up by the STAs, will be considered an essential component in EQUIP2.

EQUIP activities focused on key functions exerted by the staff of both Federal and State level, but with only limited impact on areas such as good governance, transparency, equitable and sound Public Financial Management. In the next three years, opportunities to provide Technical Assistance to the Minister, Undersecretary and Directors of the various FMoE Departments, addressing their specific needs in those areas will become available. Gaps in management and leadership capacity in the FMoE and the SMoEs are evident.

Capacity development trainings specifically related to the needs of the senior management officials of the FMoE will be managed by Technical Assistants permanently located within the premises of the Minister's cabinet. EQUIP2 will provide an opportunity to develop a review of the MoE institutional capacity development strategy, with a view to embedding it in the national policy (ESSP).

Cross-cutting recommendations for this action

The EU, together with other Development Partners (WB and UNICEF) supported the Government in conducting an International Education Conference, which took place on January 25-27, 2020. The conference brought together education leaders and all key stakeholders to discuss policy priorities for Sudan's education sector, in light of international experience. The following recommendations were among the priorities identified by the government and development partners: build capacity of school principals who are often neglected; mobilize higher education institutions (universities and research centers); mainstream cultural, ethnic, or religious diversity in the national curriculum; strengthen and update the educational database (EMIS) to allow evidence based planning, and equitable resources allocation.

Indeed, the collection of data, in relation to the result indicators of this action, will have to be based on the EMIS reports rather than on any project-based activity. EQUIP 2 baseline and end-line data will be

extracted from the EMIS⁵, at the appropriate level: essentially at school level, and marginally at locality, or state levels. This will entail upgrading school and locality offices with adequate equipment, to allow proper collection, communication, and processing of the surveys.

2.4. Complementary actions and synergies

The Basic Education Support Project (BESP), implemented by the World Bank as part of the Global Partnership for Education (GPE) USD 61.35 Million grant to Sudan (2020-2025), will provide significant opportunities for higher impact, if well-coordinated with EQUIP 2.

Under the GPE “multiplier fund” mechanism, when EQUIP 2 EU funding is officially committed, Sudan will become eligible to approximately EUR 7 Million top up on the existing BESP grant.

Specific coordination will look at multiple targeting issues and seek synergies towards program outcomes. The selected below activities planned by the World Bank (BESP) will need specific coordination at national and state level with EQUIP 2 partners: construction and rehabilitation of primary school classrooms, in relation to R1; provision of School Grants to every school in Sudan and related training activities, in relation to R1; revision of the National ESSP, in relation to R2 and R3; institutional capacity building strategy and data collection in relation to all EQUIP2 areas. Data collection systems, currently project based and limited, will need to gradually converge into one single national system (EMIS), to allow enhanced piloting of the education system, and in particular evidence-based policy.

Another key action in the sector will be implemented by the World Food Programme (school feeding activities to be scaled up). Coordination with WFP, as well as with other relevant stakeholders such as AICS (in WASH and gender), or FAO (nutrition education) – will further ensure EQUIP2 achieves a strong impact.

In addition, in 2020, the EU has contracted with UNICEF, a EUR 10 Million intervention supporting the integration of refugees into the Sudanese education system (Integrating refugee children into the Sudanese Education System - T05-EUTF-HOA-SD-65⁶). All activities implemented at Federal level (policy component) as well as in the states under that programme, will be closely coordinated under the responsibility of the EU Delegation to Sudan.

2.5. Donor coordination

Various international cooperation actors are currently involved in the sector such as ADD International (inclusive education); the Italian Cooperation (inclusion); the FAO (school gardens in food and nutrition security), OVCI (disabilities); or the UNESCO, whose interventions may positively impact desired EQUIP 2 outcomes.

Sector coordination is ensured through Local Education Groups, and the annual Joint Sector Review. However, the low frequency of those meetings and the poor level of mobilization of stakeholders, as well as the lack of leadership from the GoS - which has favored a project-oriented follow up - did not provide enough space for sector coordination. At the outset of two major interventions (GPE, EU), the EU Delegation to Sudan will actively advocate the immediate upgrading of the coordination process, supported by the implementing partners and major stakeholders (World Bank).

⁵ Reports to be produced at inception phase.

⁶https://ec.europa.eu/trustfundforafrica/sites/euctfa/files/t05-eutf-hoa-sd-65-_crrf-_integrated_education_sudan.pdf

3. DETAILED DESCRIPTION

3.1. Objectives and expected outputs

The **overall objective** (expected impact) of this action is: to fulfill the right to education and improve basic education sector in Sudan, with particular attention to the groups living in vulnerable situations, including migrants, IDPs and refugees, especially girls.

The **specific objectives** (expected outcomes) of this action are the following: (SO1) Develop conducive and inclusive learning environments in formal and non-formal settings; (SO2) Enhance basic-school teachers' qualification in Sudan; (SO3) Improve Education system governance and coordination among stakeholders.

The expected outputs to be delivered by this action are as described in the next section.

An indicative logical framework reflecting the results chain is included in the annex of this Action Document.

3.2. Main activities

3.2.1. *Activities associated with each result*

Outcome 1: Conducive and inclusive learning environments in formal and non-formal settings are developed in 180 to 200 schools

The component is designed to improve access and enrol children who are out of school. The action will continue to increase the provision of learning spaces (80 to 100 classrooms), and to improve learning environments (construction and rehabilitation of classrooms, teachers' offices), in formal and non-formal settings. Availability of safe drinking water for learners and staff; adequate sanitation facilities and functional hand-washing facilities and hygiene/health promotion sessions are essential components for conducive and inclusive environment. Entrenched protection issues which impact access to education for girls and boys, such as early marriage, will be addressed through behavior and social norm change, or advocacy around positive discipline and other key protection areas. As the project intends to provide education opportunities for the groups living in vulnerable situations including migrant, IDPs and refugees, enrollment and community mobilization campaigns to promote social cohesion and peaceful coexistence will be rolled out.

This action addresses accessibility, availability acceptability and quality (AAAQ) of education with a particular focus on quality. This will address persistently low levels of literacy and numeracy amongst students through the adoption of Save the Children's evidence based global approaches of 'Literacy Boost' and 'Numeracy Boost' and will also focus on the recruitment and retention of teachers in remote schools.

This component of the program will be implemented in the following states: Khartoum, South Kordofan, Blue Nile, and White Nile states.

Output 1.1: Increased availability, access, and retention in inclusive primary schools and ALP centers for school-age children

Activity 1.1.1: Carry out annual school enrolment and social mobilization campaigns

The project will start with mobilization of communities and prepare them for engagement and support of the action. Mobilization and community awareness raising activities on the importance of education especially for girls and integration of IDPs and refugees will be carried out. Following this, school enrolment campaigns/drives targeting diversified groups of out of school children will be carried out.

Coordination with the State Ministries of Education, UNHCR and communities particularly with regards to South Sudanese refugee children and challenges of language will be implemented. Children in lower grades will be using the national curriculum with Arabic as language of instruction while the ones in upper grades will be taught in English using the translated national curriculum.

Activity 1.1.2: Rehabilitation/construction of 100 classrooms and teachers' offices

Existing classrooms in the targeted schools will be rehabilitated so that they can be used by children without risks. At the same time, construction of new classrooms will be done to avail learning spaces for those who do not have the opportunity to be enrolled and in order to accommodate the high numbers of out of school children graduating from ALP activities. Distribution of the new classrooms will be based on the numbers of previously out of school children who are due to graduate through ALP. The same will be done for teachers' offices. The classrooms will be furnished with desks and benches while furniture of teachers' offices can be considered under the school grant. All construction work will consider the particular needs of children with disabilities and will be implemented using community-based approach whereby contractors will be from the community.

Activity 1.1.3: Provision of WASH facilities (water, sanitation and hygiene, awareness raising)

The project proposes provision of water sources in forms of water tanks and carts, hand pumps or connect school with the nearby water system. Potential water harvesting systems will also be explored in areas where the rain fall is high to make use of all available resources and to provide water in the most cost-efficient way. The specific type sustainable and suitable for each school will be determined following the gender sensitive baseline survey. Separate latrines for girls and boys will be established and attached with hand washing facilities. The project will consider the SPHERE standards in the construction of latrines. Health and hygiene clubs will be formed and trained to promote and disseminate hygiene practices in terms of personal, environmental hygiene and wastage management. Particular emphasis will be given to awareness raising campaigns on handwashing and broader hygiene and social distancing measures to address the COVID-19 pandemic.

Activity 1.1.4: Establish Alternative Learning Programme (ALP) centres in non-formal settings.

Based on their ages and specific needs of identified out of school children, they will be registered in ALP centers. The community mobilization and enrolment campaigns will feed into that. The school facilities will be used as ALP centers after school hours to reduce the cost of establishing separate classrooms. Additional temporary learning spaces will be established for children that for other reasons cannot attend classes outside of school hours. Coordination will be done with Ministry of Education to support children for mainstreaming from ALP into schools, in relevant grades.

Activity 1.1.5: Provide social assistance support for children of forcibly displaced populations and host communities, including psychosocial and life skills-based education

Considering the stressful situation that children would have been through because of displacement they become greatly affected psychologically and emotionally which makes it necessary to equip them with life skills to recover and prepare them for future shocks and provide psychosocial support. Teachers will be trained to enhance their capacity identify children in need of PSS and also to provide this support. Specialized psychosocial counselling will be provided case-by-case depending on the need.

Activity 1.1.6 Support the establishment of children's clubs and the management of extracurricular activities.

Extra-curricular activities were proven encourage children attendance and create conducive and inclusive environment therefore, the project will support the activity and provide the necessary materials and ensure that safe play area is allocated. Children clubs/Student Representative Councils (SRC) will be formed on voluntary base with equal participation of both girls and boys. They will be

trained on roles and responsibilities and oriented on child rights. The training will be done in coordination with the Student Activities Directorate at the SMOE.

Output 1.2: Improved literacy and numeracy for children

Activity 1.2.1: Roll out reading culture campaigns both inside and outside the classroom

By training teachers, parents and community members to support reading and writing, primary age children will be supported in reading and writing both in and out of the classroom. Literacy Boost has four core components: a) Student assessments: identify gaps and measure improvements in core reading skills and writing, helping teachers tailor their lessons. Assessment data is shared with the government at local and national levels to advocate for policy change; b) Teacher training: incorporate skill-building into their regular curriculum with an emphasis on core reading skills and writing. Ongoing assessments of student progress to guide teachers' focus; c) Mobilizing communities: Support children's reading. Quality learning environments outside of school help children to grow their skills and to foster their love of reading; d) Enhancing the literacy environment: Ensure the availability of age-appropriate reading materials in local languages, via book banks, etc.

Activity 1.2.2: Roll out math education program (numeracy boost)

Numeracy Boost programs will target students, teachers, parents and communities with a focus on numeracy. Numeracy boost has three major components. a) Student assessment: gauges children's knowledge and skills through various subtests - the assessment also includes a home numeracy background section; b) Teacher training: five, full days sessions are conducted on a monthly basis. c) Community action sessions, such as math clubs, Math at home, and math festivals provide opportunities for children and their parents to practice math skills by strengthening the link between the classroom and home.

Furthermore, Evidence of the impact of Literacy and Numeracy Boost would be used to advocate for the inclusion of the methodology as part of in-service teacher training (in component 2).

Activity 1.2.3: Pilot volunteer teacher scheme

This activity will involve identifying volunteer teachers from remote areas who can be recruited for target schools. These volunteer teachers would then be facilitated to access teacher training in order to gain accreditation from MoE to become permanent teachers. This would address the issue of lack of accommodation and transportation for teachers posted to remote locations, as well as low desire for such teachers to remain in postings.

Output 1.3: Increased capacity and engagement of children, teachers and communities in creating an inclusive and protective learning environment

Activity 1.3.1 Empowering Boys and Girls to Transform Gender Norms

Through Child club activities, using the "Choices" methodology, children will engage in fun, developmentally appropriate activities involving dialogue about notions of respect, communication, fairness and their dreams for the future. The outcome is to empower them through to challenge accepted unequal social gender norms in their community including stigmatization and other forms of discrimination (i.e.: children with disabilities and different ethnic and national origins). In addition, the project would consult with religious and community leaders to understand the religious and cultural factors preventing girls accessing education and eliminating of harmful social norms such as child marriage, forced marriage and female genital mutilation. Potential change makers will be identified to support community mobilization activities. Dialogues between Children's Clubs, Teachers, PTA and communities to identify will be facilitated. As a result of problems identified in community dialogues, communities will develop action plans to raise awareness among the communities on the negative impacts.

Activity 1.3.2: Training of PTAs on Improvement of the School Environment

Following formation of PTAs, they will go through three subsequent phases of training using the MoE manual on “school improvement plan and school grant”. The training phases include; training of PTAs roles and responsibilities and on the standards of quality learning education and child-friendly schools; training on school self-assessment; develop detailed and budgeted School Improvement Plan (SIP) by the SIP committee, including the identified activity/need, materials to be procured, quantities and costs, timeframe, monitoring and reporting plan. The SIP to be signed and stamped by the school headmaster, community member and chief of the PTA before being submitted to the education office at administrative unit level and approved by the education locality office then to the State level.

Additionally, headmasters, teachers, and PTAs will be involved in community awareness campaigns, and dedicated trainings on positive discipline (PD) inside and outside school, a key driver to improving school attractiveness and retention if applied by all.

Activity 1.3.3: Provision of school grants

Directly following activity 1.3.2 (trainings of school headmasters and PTAs in participatory planning and monitoring of their schools), and once the School Improvement is approved, in coordination with the SMOE, a school grant will be transferred to schools in instalments. Each transfer depends on efficient utilization of the previous one. This will be verified through monitoring and proper financial report using the agreed format. The action will provide grants to all the targeted schools following the previous steps. Schools which will go through training under Basic Education Support Program (BESP) - the GPE funded project, will not be targeted by this activity (see above section on complementarities).

Each targeted school will receive a grant in the amount which will be determined later based on needs.

Activity 1.3.4: Preventing harmful child labor and violence to children in the school and at home

Trainings involving PTAs and Teachers on Positive Discipline as key strategy to prevent corporeal punishment and violence in schools will be implemented. This will be complemented by working with communities to address harmful child labor. The action will also address the root cause of this issue through identification and scale up of livelihood activities. This would include Village Savings and Loan Associations (VSLA) approaches, financial management trainings, to support caregivers and livelihood activities through market assessments. Small grants for groups of school supporters will be allocated to initiate sustainable income generating activities which would support the school (i.e. allowing for reduction in fees).

45,000 to 49,000 children, and 200 volunteer teachers will benefit from this action in the 4 targeted states.

Outcome 2. Basic schoolteachers’ qualification in Sudan is enhanced

The specific objective of the Teacher Training component is to support the Federal Ministry of General Education (FMoE) and the Ministry of Higher Education and Scientific Research (MoHESR) in improving the quality of teaching and learning, by improving pre and in-service teacher training for basic-school teachers. Reinforcement of capacity of the staff within key institutional bodies such as the Committee of Educational Studies (CES), the National Center for Curriculum and Educational Research (NCCER), and the National Center for Teacher Training (NCTT), will be undertaken. Linkage between in-service and pre-service will be improved through dialogue and coordination between Faculty Trainers of trainers (including during internship), supervisors, and headmasters.

The component will focus on the following outputs:

Output 2.1: Teacher training both at the faculty, and state levels are upgraded.

The action will target 10,000 student teachers, 400 faculty of education trainers, 108 supervisors (6 per targeted state), and 54 headmasters' trainers (3 per states), in the targeted states.

Activity 2.1.1: Upgrade pre-service teacher training programme by improving teaching practices and evaluation.

This action will support the development and roll out of renewed ToT plans, based on the recently developed Teacher Qualification Framework (2019), a key EQUIP deliverable. Secondly, the action will support further structuring of the follow up phase of newly trained teachers, during internship in schools. State supervisors and Headmasters will be targeted by capacity building modules to ensure that efficient follow up takes place. This will imply supporting the upgrading of training and pedagogical materials. The action will also support the definition of newly established "training observatories", based in each targeted Faculty of education, to ensure sustainability of future policy reforms through the production of structured and contextualised analysis.

Activity 2.1.2: Improve implementation of effective in-service teacher training programme

On the basis of a needs analysis, conducted at state level, the action will design a new in-service training curriculum, as well as renewed pedagogical materials. The renewed in-service curriculum will be based on the Teacher Qualification Framework, and teaching approaches will be contextualized according to cultural diversity, and in particular home languages. In addition, specific focus on Sudanese challenges in education, such as integration of girls, inclusive education/ensuring access to education for children with special needs, teaching in conflict affected context, or in a multilingual context will be addressed. Consequently, trainings will be conducted, targeting in particular school headmasters, supervisors, and teacher trainers. Impact studies (through classroom observation) will be conducted, focusing on teachers who received pre-service and in-service trainings. Mid and end term studies will be conducted to assess impact of training on classroom practices and teaching practices.

Output 2.2 Teacher qualification policy is strengthened through reinforced capacities in ministries in charge, improved coordination among all stakeholders, and emergence of research

On the basis of the above results, EQUIP 2 action will support the FMoE and all relevant public bodies in the renewal of the teacher training strategy. This action will be implemented along with the World Bank Project Implementation Unit (PIU/BESP), who will be supporting the whole ESSP revision process.

In order to support a sustainable reform, the following activities will be undertaken:

Activity 2.2.1: Build the capacities of the national actors in charge of Teacher Training

A needs analysis on professional development training (managerial skills, competences, behaviors and motivation) for national actors in charge of Teacher Training (TT) (the Federal Ministry of Education, the Federal Ministry of Higher Education and Scientific Research, the National Center for Teacher Training, the National Centre for Curriculum and Educational Research, and the Committee of Educational Studies) in line with the new FMoE curriculum guidelines will be conducted. Delivery of training for those national actors in charge of implementation and monitoring of TT. This activity will include design of training material and provision of training for the TT actors at federal and state levels.

Activity 2.2.2: Support the monitoring of teacher training at federal and state levels through improving the coordination among all stakeholders

The action will support the design of a new coordination mechanism between statistic departments in the Ministry of Higher Education and FMoE / SMOE for the monitoring of the teacher training system through a common platform (in connection with state the established observatories of training in the

faculties of education). A general framework for monitoring the training of teachers and the updating of the national teacher training policy will be supported. Periodic supervision visits will be organized to monitor the performance of states in the area of teacher training and help to improve the efficiency and effectiveness of the national teaching force.

Activity 2.2.3: Facilitate the emergence of Sudanese academic research in education, through mobilization of international experience

The action will encourage the emergence of Sudanese academic research and link it to the network of newly established observatories, and to the policy reform process. Academic exchanges with peers from other countries of the region will be mobilized to support the design and structuring of academic educational research in Sudan, in partnership with the Ministry of Higher Education. Study visits and seminars will be organized to facilitate the transfer of international expertise to Sudanese researchers and policy makers.

Outcome 3. Education system governance and coordination among stakeholders are enhanced.

Under component 3, the action will ensure coherence and consistency of strategies of component 1 and 2 and among the different levels of education management (school, locality, State and Federal level). It will also contribute to enhancing the capacities of the senior staff members of the FMoE and SMoE through continuous technical assistance and capacity development activities.

Output 3.1: Coordination of activities and circulation of information amongst implementing partners at Federal and State Level is effective

Activity 3.1.1: Develop cooperation mechanisms to ensure complementarity of actions with other education interventions of development partners in the sector

Establish direct communication with all major stakeholders (including UNICEF) and support the effectiveness of the Local Education Group, as well as other opportunities of sector coordination at federal and state levels. At state level, ensure complementarity with the other interventions in the sector and to avoid any overlap through coordination. This activity will be implemented jointly with the FMoE, aiming at full ownership.

Activity 3.1.2: Develop and implement M&E tools

Indicators of the whole program for the 3 components will be monitored. This activity will include the design and monitoring of a common and coherent workplan for all IPs in line with the Education sector plan of Sudan and the development of M&E tools. Specific M&E tools will be developed for the training planned in components 1, 2 and 3 to ensure the synergies on the topics of the training and to monitor the beneficiaries of the trainings in a coherent and consistent way. This activity will enable all IPs to share clear and coherent implementation modalities, to harmonize their procedures and to avoid overlapping. This will serve as a basis for regular monitoring of the progresses in order to maintain coherence amongst planned activities.

Activity 3.1.3: Manage EQUIP 2 coordination mechanisms at Federal (Programme Advisory Committee and Implementing Partners Exchange meetings) and State level (State Advisory Committee meetings).

As already proven during EU funded Primary Education Recovery Project (PERP) and EQUIP projects, these mechanisms play a critical role in EQUIP 2 to monitor progress against the common work plan of activities, facilitate the smooth implementation of activities and overcome challenges encountered on the ground.

Activity 3.1.4: Organisation of joint M&E field visits in connection to the implementation of IPs

Joint field visits will be organised under the leadership of state MoE to discuss challenges, identify bottlenecks and recommend solutions, in close synergy with SMoE staff, to address these challenges and to ensure smooth running of the activities. Joint monitoring will also focus on institutional capacity development (ICD). EQUIP 2 will support the development of monitoring strategies, instruments, and field visit/observation protocols; this support will be part of the responsibility of the Technical Assistance (TA) permanently deployed to the FMoE and of the STAs at State level.

Output 3.2: Capacities of members of the MoE and other relevant institutions, at the Federal, State and Locality level have been reinforced

Activity 3.2.1: Update the existing capacity development strategy and training modules

The need of new capacity development training areas will be assessed selecting the ones relevant to support the efforts of the new Ministry in formulating better education policies including management and decision-making capacity as human rights and child rights.

Activity 3.2.2: Support the development of a cascading capacity development plan to ensure sustainability of the trainings.

This activity will adopt the training cascade approach to deliver the knowledge and skills to reach a wider group of staff members. It will aim to develop improved institutional performance directly, through the application of the phased approach. Training facilitators within the FMoE and SMoEs will be identified, train, and replicate the process with colleagues and in other institutions.

Activity 3.2.3: Design and implement institutional capacity building training modules for National, state and local staff including headmasters

Following the activities undertaken during EQUIP, this activity will continue and sustain the training already delivered - on leadership, management for results, budget, human resources and communication and partnership - and will introduce new trainings on different fields, for example, in the area of administration, knowledge of business management, finance and information technology and child rights based on the needs of the MoE at Federal and State level.

This activity will extend the capacity development training to a larger number of participants (at least 1500 at the Federal level and in the 7 target states) giving focus to the NCTT, SMoE staff members and school headmasters.

Activity 3.2.4: Provide Technical Assistance to the Federal and State Ministries of Education.

Capacity-building activities, and coaching will provide for the training of selected public stakeholders within the FMoE, in order to increase the government capacity to facilitate sector strategy development. A Technical Assistant team will be permanently based at the premises of the FMoE (DG) and in SMoE (one State Technical Assistant - STA- in each targeted state). The TA team will also facilitate the implementation and monitoring of activities. This activity will also include bringing international short-term expertise in Sudan from high-level international institutes in support of policy development priorities of the FMoE.

The organisation of SAC meetings, active participation in the State Local Education Groups (LEG) and informal frequent contacts with relevant stakeholders are part of the responsibilities of the STAs. Another central role of the TA will be to facilitate the implementation of institutional capacity development training modules and the provision of regular technical advice to facilitate the adaptation and application of the new skills, competences and behaviours acquired during the trainings.

Activity 3.2.5: Support M&E field visits to assess the impact of the capacity development.

This activity will include a) the establishment of a system to enable the FMoE and the SMOEs to monitor the performance of States in the area of in-service teacher training and help to improve the efficiency and effectiveness of the national teaching force in target States. The information will be captured in the form of a database, which will become the core of the teacher management monitoring system at the national and state levels. b) an impact assessment for in-service teacher training (in class observations techniques) to be used as a model by the MoE. Part of this activity will be also building the capacity of the inspectors in monitoring and supervision capacity of curriculum implementation this included support of the inspectorate to develop standards/benchmarks for monitoring the progress of learning outcomes at various levels of basic education.

3.2.2. Target groups and final beneficiaries

The primary beneficiaries are the rights-holders, minimum of 50,000 primary school age children (6-14 years old) living in the most deprived localities with a high concentration of protracted forcibly displaced populations in targeted localities (to be precisely determined at a later stage) within the states of Khartoum, South Kordofan, Blue Nile, White Nile, Gedaref, Kassala, Red Sea with a possible extension to the whole territory of Sudan. Communities, education councils & PTAs of targeted schools 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.

650 Teachers trained (duty-bearers) by the programme will also be direct beneficiaries, as they will receive continuous professional development activities, both at pre-service and in-service stages of teachers' careers. Minimum of 200 volunteer teachers will receive trainings in the course of the action.

400 Faculty of education staff (FMoHER), 10,000 student teachers, 108 supervisors (MoE), and 54 headmasters (MoE) will benefit from the training activities aiming at reinforcing capacities in the training of teachers, monitoring of teacher qualification, and in establishing sustainable academic research in the field of education.

Relevant staff at the Federal, State and local level (duty-bearers) in the 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), the Sudan National Centre for Language (SUNACEL/SELTI), the Committee of Educational Studies, and the National Center for Teacher Training (NCTT) will benefit directly from the capacity building and technical assistance activities provided by the action. To be noted that following the military takeover (October 2021), the EUTF paused all activities related to authorities at National and State level.

3.3. Risks and assumptions

Risks	Level of risk	Mitigating measures
Political and economic instability, and insecurity	High	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 monitored in order to a) guarantee the safety of the staff and beneficiaries and b) comply with national security rules and procedures.
Prolonged closure of schools because of COVID 19	High	Coordination with FMoE, GPE/World Bank to launch strong back-to-school campaigns when lock-down/ curfew are over
Lack of support from Federal or State Ministries of	Low	A Memorandum of Understanding will be signed between the EUD and the Federal Ministry of Education which will

Education		clearly state, from the outset of implementation, responsibilities among partners. Following the military takeover (October 2021), the EU is re-evaluating its cooperation with Sudan. While the collaboration with Sudanese authorities (including the Ministry of Education at Federal and State levels) is paused, the activities targeting directly the population shall be able to continue
Following the military takeover, the transition process is threatened (i.e. No civilian government will be reinstalled)	High	The EUTF already paused all activities related to authorities at National and State level. It might decide to pause/suspend additional activities of the project or even the entire project depending on political developments in Sudan.

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

Full cooperation forthcoming from all government agencies	EQUIP2 focal person are nominated at the FMoE and FMoHESR level; EQUIP2 focal person per State are nominated at the SMOE level; Regular formal and informal opportunities for interaction between the STA and the senior SMOE staff members are allowed; Regular formal and informal opportunities for interaction between the Khartoum based TA team (TL, NTA, SEA), Project Manager and the FMoE staff (e.g. DG Planning) and other agencies are ensured.
Full cooperation forthcoming from all IPs	Effective functioning of IP coordination mechanisms – IPEX – and regular and more frequent informal interactions is key in succeeding to bring the coordination to the desired level.
Sustained commitment and leadership by the FMoE and SMOE	Explicit support of the Minister of General Education to the EQUIP 2 programme. On the foundations laid by the EQUIP project, SMOEs remain fully engaged with EQUIP 2 and willing to cooperate with IPs and the STA.
Full cooperation of other stakeholders in the sector including cross-sectoral connections	Improvements in coordination at sector level, where key players (World Bank, and the World Food Programme) among the development partners community are fully cooperative and actively taking part in ad hoc coordination meetings.
Gender discrimination is an ongoing challenge in the schools.	Based on past experience the action will provide tailored support to girls and women teachers. The participation of women in decision making processes will be encouraged, in particular in component 3. Awareness raising activities to promote the rights of education for girls and fight against harmful practices will be implemented in the component 1.
Political crisis following the military take-over of 25/10/2021 unfolds in such a way that engagement and work in the country for international partners is preserved	The collaboration with the authorities is key to ensure a higher impact of the project

3.4. Mainstreaming

Gender equity: There are more boys accessing basic schools compared to girls, the former recording a GER of 75% while the latter posted 71%. In the majority of the states, the gap between boys and girls is small but, in some cases, the disparity is overwhelming. Girls represent a majority (up to 75% in Sudan) among the 20% least educated population. Women and girls are also often among the most groups living in the most vulnerable situations, 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. Throughout the whole project, and targeting all beneficiaries, whether it be at policy revision level, during SIP trainings, or teacher trainings, equitable access for girls and boys through gender-based approaches will be mainstreamed and promoted in every possible way.

Good governance: decentralized 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. Additionally, newly appointed leaders will benefit from capacity building plans that will foster good practices, transparency, and accountability in management of public services. Additionally, the school grant programs and SIPs will foster collective decisions making process, and inclusive participatory approaches.

Human Rights based approach: A child rights approach will guide all of 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 with regards to the trainings provided to trainers, teachers, faculty staff, of ministry staff. Child centered teaching and learning techniques will be at the core of all trainings. Moving away for a traditional model of teacher centered methodology, and content-oriented teaching, towards actual learning process by active children. IDPs and refugee children will also benefit from the project and they will be an integral part 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.

Conflict-sensitive: The action will target populations affected by conflict and displacement. Provided peace agreements are reached in long lasting conflicts areas, access to populations in post-conflict context will be undertaken to initiate dedicated activities and support social stability in the targeted communities through education.

3.5. Stakeholder analysis

Currently, the exact scope and nature of interventions in the education sector in Sudan is unknown and not monitored properly by the GoS, but it is generally assumed the European Union and the GPE are the two major players in the sector. When taking into account EC's support to the GPE, the European Union is, by far, the first international partner of Sudan in this sector.

Sudan's national strategy has been developed with the exclusive support of the technical assistance of the Basic Education Recovery Project – BERP (GPE funded). Due to a quasi-absence of structured coordination in the sector, the consultative process with all relevant stakeholders failed to be performed properly during that process. This resulted in a fragmented number of initiatives lacking clear linkage to the national plans, and very much project driven. Civil society, NGOs, and international partners being currently involved essentially at a local level, a meaningful coordination between partners should be implemented at the state level.

Capacity constraints are still present, and the Ministry will need further support to revise and upgrade the next plan, expected in 2023. The development of a full sector strategic plan will require the coordination and articulation of all state plans within the overarching National Framework to guide interventions across all education subsectors: preschool, basic education, secondary education, technical and vocational training, out of school (including adult literacy), higher education, and thematic areas. In that respect, this action will directly contribute to those activities that will essentially be implemented under the GPE grant (BERP 2).

4. IMPLEMENTATION ISSUES

4.1. Financing agreement, if relevant

Non applicable.

4.2. Indicative operational implementation period

The implementation period will begin from the date of signature by the last party of the first contract implementing this Action, or from the earliest starting date of implementation period at contract level in case of retroactive financing, whichever occurs first, and will last until the 31/12/2025. This operational implementation period will be followed by a liquidation period of 18 months which will end on the 30/06/2027.

4.3. Implementation modalities

This programme will be implemented by the following partners:

- i) Save the Children International (SCI) for Specific Objective 1.
- ii) Agence Française d'Expertise Technique Internationale (AFETI) for Specific Objective 2.
- iii) SOFRECO for Specific Objective 3.

Direct management will be used for Specific Objective 1 and for Specific Objective 3.

The recourse to an award of a grant without a call for proposals is justified because the country is in a crisis situation listed in Article 195 of the Financial Regulation. For Specific Objective 1, under the responsibility of the Commission's authorizing officer, the grant may be awarded without a call for proposals to Save the Children International, applying event to be reported 20.b, as per section 8.5.1 of the DEVCO Companion. Direct Management will also be used for Specific Objective 3, for the conclusion of a service contract to be procured following the procedures in place in Sudan.

Specific Objective 1 activities will be implemented by Save the Children, in the following geographical locations: Blue Nile, South Kordofan, Red Sea States as well as in Khartoum state. Save the Children will target at least 200 schools. Save the Children have strong expertise and experience working in education in Sudan and was implementing partner in the EU-funded PERP (Primary Education and Retention Project) and EQUIP projects.

For Specific Objective 2, the envisaged method of implementation, is indirect management through the conclusion of a Contribution Agreement with AFETI. Under Specific Objective 2, the pre-service and in-service teacher training activities will be implemented by AFETI in cooperation with the France Expertise Internationale (FEI) in all targeted states, as well as at Federal level. The envisaged entity has been selected because of its long-standing and vast experience working in teacher education in Africa and in fragile contexts, including in Sudan (EQUIP). AFETI has the operational capacity to implement the activities, and is pillar-assessed.

Under Specific Objective 3, the Technical Assistance activities at Federal level will be implemented by SOFRECO, a partner of the EUD since the BERP project, with a consistent and excellent record in delivering efficient coordination work in the sector in Sudan. In addition, STAs, under the responsibility of SOFRECO will be placed in each of the targeted States Ministries of Education to

ensure coordination at state level (SAC meetings and monitoring missions). Capacity Building activities will be carried out at both state and federal level. This Specific Objective will be implemented in direct management, a negotiated procedure will be used to conclude a service contract applying event to be reported 25.a2, as per section 8.5.1 of the DEVCO Companion.

In order to steer the successful implementation of the programme and ensure coordination between the different implementing partners and stakeholders involved in this action, Programme Advisory Committees (PAC) and States Advisory Committees (SACs) will be established at Federal and State level, respectively. Members of these Committees will be representatives of all of this action's implementing partners, but also donors, relevant Sudanese authorities and any other relevant partner. The Secretariat role will be covered by SOFRECO. EUD representatives will have an observer role in these committees.

4.4. Indicative budget

Component	Amount EUR
Component 1: Develop conducive and inclusive learning environments in formal and non-formal settings Grant (direct management)	6 600 000
Component 2: Enhance basic-school teachers qualification in Sudan Contribution Agreement (indirect management) with Agence Française d'Expertise Technique Internationale (AFETI)	9 000 000
Component 3: Improve Education system governance and coordination among stakeholders Procurement (direct management) – technical assistance	3 999 875
Communication and visibility	100 000
Monitoring, evaluation and audit	175 000
Total	19 874 875

4.5. Monitoring and reporting

The implementing partner must establish a permanent internal, technical and financial monitoring system for the action and prepare regular progress reports and final reports which will include gender and human rights aspects.

In the initial phase, the indicative logical framework agreed in contract and / or the agreement signed with the implementing partner must be complemented by benchmarks and targets for each indicator. Progress reports provided by the implementing partner should contain the most recent version of the logical framework agreed by the parties and showing the current values for each indicator disaggregated by sex.

The final report should complete the logical framework with reference points and final values for each indicator.

The final report, financial and descriptive, will cover the entire period of the implementation of the action.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

The implementing partner(s) will report on a number of common EUTF indicators of the selected results for this Action. Project Implementing Partners will be required to provide regular data,

including the evolution of the actual values of the indicators (at least every three months) to the contracting authority, in a format which is to be indicated during the contract negotiation phase. The evolution of the indicators will be accessible to the public through the EUTF website and the Akvo RSR platform (<https://eutf.akvoapp.org/en/projects/>).

4.6. Evaluation and audit

If necessary, ad hoc audits or expenditure verification assignments could be contracted by the European Commission for one or several contracts or agreements.

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. The amount allocated for external evaluation and audit purposes should be shown in EUR. 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.

Evaluations will be gender sensitive and also assess the effective integration of relevant cross-cutting issues, both in terms of implementation process and outcomes.

4.7. 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, which will be developed early in the implementation. The measures are implemented by the Commission, the partner country, the contractors, the beneficiaries and / or the entities responsible in terms of legal obligations regarding communication and visibility. Appropriate contractual obligations will be included in the financing agreement, purchase and grant agreements and delegation agreements. Communication and visibility requirements for the European Union are used to establish the communication and visibility plan for the action and the relevant contractual obligations.

List of acronyms

AFETI	Agence Française d'Expertise Technique Internationale
ALP	Alternative Learning Programs
BERP	Basic Education Recovery Project
EMIS	Education Management Information System
ESSP	Education Sector Strategic Plan
MoHESR	Ministry of Higher Education and Scientific Research
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GOS	Government of Sudan
GPE	Global Partnership for Education
IDP	Internally Displaced Population
NLA	National Learning Assessment
OOSC	Out-of-School-Children
PAC	Program Advisory Committee
PERP	Primary Education Retention Program
PTA	Parents and Teachers Association
SAC	State Advisory Committee
SCI	Save the Children International
SIP	School Improvement Plan
WB	World Bank

Annex: Indicative Logical Framework Matrix

Additional note: The term "results" refers to the outputs, outcome(s) and impact of the Action (OECD DAC definition).

	Results chain: Main expected results (maximum 10)	Indicators (at least one indicator per expected result)	Sources and means of verification	Assumptions
Impact (Overall objective)	The overall objective (expected impact) of this action is: to fulfill the right to education and improve basic education sector in Sudan, with particular attention to the groups living in vulnerable situations, including migrants, IDPs and refugees, especially girls.	<p>Completion rates in the targeted primary schools, disaggregated by sex, in the targeted schools and localities of Sudan.</p> <p>Percentage and number of children enrolled in the targeted primary schools, disaggregated by sex.</p> <p>Percentage and number of children remaining in school from one grade to the next, in the targeted primary schools, disaggregated by sex.</p> <p>Percentage and number of refugee and IDP children enrolled the targeted primary schools, in relation to the total number enrolled in the schools, disaggregated by sex.</p>	<p>EMIS; School survey (Rapid survey, school census); Joint Annual Sector Review (JSR); National Learning Assessment (NLA); Multiple Indicator Cluster Survey (MICS); School records of enrolment and attendance; Compiled locality Reports;</p>	<p>- Economic and political situation remain stable.</p> <p>-Peace prevails and security is maintained.</p> <p>- Adequate monitoring and managerial capacity is available or developed within the Ministry of Education (Statistics offices).</p>

<p>Outcome(s) (Specific Objective(s))</p>	<p>SO1. Conducive and inclusive learning environments in formal and non-formal settings are developed.</p> <p>SO2. Basic schoolteachers' qualification has improved</p> <p>SO3. Education system governance and coordination among stakeholders is enhanced</p>	<p>% of school facilities reaching agreed, safety standards GER, Retention rates, disaggregated by sex</p> <p>% of Faculty of Education Trainers using the new Teacher Training Framework and the child centered approach</p> <p>% of teachers using new curriculum and applying child-centered centered pedagogy in classrooms</p> <p>National standards for teaching adopted and implemented, in line with the best interest of the child and adequate inclusion of both girls, boys, and the most vulnerable.</p>	<p>SAC and PAC reports Project progress reports</p> <p>Endline studies to assess the impact of the pre-service and in-service training on the classroom practice.</p>	
--	---	--	---	--

<p>Other Results (Outputs and/or Short-term Outcomes)</p>	<p>(SO 1) Conducive and inclusive learning environments in formal and non-formal settings are developed.</p> <p>Output 1.1: Increased availability, access, and retention in inclusive primary schools and ALP centers for school-age children; Output 1.2: Improved literacy and numeracy for children; Output 1.3: Increased capacity and engagement of children, teachers and communities in creating a inclusive and protective learning environment.</p> <p>(SO 2) Basic school teacher qualification has improved</p> <p>Output 2.1: Teacher qualification policy at federal and state levels is strengthened; Output 2.2: Relevant international partners knowledge on Teacher Training policies is transferred to Sudanese leaders, and academic research in education is reinstated in Sudan; Output 2.3: Teacher training programs both at the Faculty (pre-service), and school (in-service) levels are upgraded.</p> <p>(SO3) Education system governance and coordination among stakeholders is enhanced</p> <p>Output 3.1: Coordination of activities and circulation of information amongst implementing partners at Federal and State Level is effective; Output 3.2: Capacities of members of the MoE and other relevant institutions, at the Federal, State and Locality level have been reinforced.</p>	<p>Number of people benefiting from professional trainings (TVET) and/or skills development disaggregated by sex Number of people receiving basic social services Number of teachers trained disaggregated by sex Number of students observed disaggregated by sex Number of Faculty of Education staff trained disaggregated by sex Number of Federal staff trained disaggregated by sex Number of Education studies department created Number of PTA members trained Number of headmasters trained disaggregated by sex Number of PAC meetings organised Number of SAC meetings organised</p>	<p>SAC and PAC reports</p> <p>Project progress reports</p> <p>End line studies to assess the impact of the pre-service and in-service training on the classroom practice.</p>	
--	--	---	---	--