Action Document for the implementation of the Horn of Africa Window T05-EUTF-HOA-SD-65

1. IDENTIFICATION

Title	Integrating refugee children into the Sudanese Education System and improving the quality of education			
Total cost	Total estimated cost: EUR 25 000 000 Total amount drawn from the Trust Fund: EUR 25 000 000			
Aid method / Method of implementation	Indirect Management / Contribution Agreement with UNICEF / Direct Management			
DAC-code	110	Sector	Education	
Markers	**Policy objectives**	**Not targeted**	**Significant objective**	**Principal objective**
	Participatory development / good governance	☐	☑	☐
	Aid to environment	☑	☐	☐
	Gender	☐	☑	☐
	Trade development	☑	☐	☐
	Reproductive, maternal, newborn and child health	☑	☐	☐
	Disaster Risk Reduction	☑	☐	☐
	Nutrition	☐	☑	☐
	Disability	☐	☑	☐
	Rio Markers	**Not targeted**	**Significant objective**	**Principal objective**
	Biological diversity	☑	☐	☐
	Combat desertification	☑	☐	☐
	Climate change mitigation	☑	☐	☐
	Climate change adaptation	☑	☐	☐
	Migration marker	☐	☑	☐
	Digitalisation	☑	☐	☐
	COVID-19	☐	☑	☐
Derogations, prior approvals, exceptions authorised	Prior Approval 20.f.			

2. RATIONALE AND CONTEXT

2.1 Summary of the action and its objectives

The proposed action will improve basic education services in South Darfur and South Kordofan[1]. It will do so comprehensively by integrating other sectors in the education intervention in schools, i.e. health, WASH, child protection and nutrition. The action is aligned with **EU Trust Fund strategic objective 2, Valletta Action Plan priority domains 1 and 3, and Sustainable Development Goals 4 and 5.** It is also based on the objectives and 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, and is in line with the EU Communication on Education in Emergencies and Protracted Crisis (2018) which prioritises inclusion of forcibly displaced children and young people into national education systems. The action also contributes to the implementation of the humanitarian-peace-development nexus.

Although Sudan is not a CRRF country, it signed the Djibouti Declaration on Refugee Education (2017), which is fully in line with the Comprehensive Refugee Response Framework (CRRF). The action follows the CRRF logic of intervention since it will sustainably improve the provision of basic education services for local communities and vulnerable and refugee children at risk, reduce tensions between host and displaced communities, improve resource management, resilience, protection and human development.

The **overall objective** of the action is to contribute to the improvement of quality education for all children, including refugees, IDPs, nomadic and host communities and to facilitate integration of refugee children into Sudan's national education system in line with the country's commitments under the Djibouti Declaration for Refugee Education. Its **specific objectives are:** 1) to support the Sudanese government with the development of a national inclusive education policy and action plan for refugees and host communities, including IDPs, 2) to increase access to safe and inclusive quality pre-school and basic education for children from Sudanese populations, including refugee, nomadic, host communities, and IDPs.

The **intervention logic** of the action is that through supporting the Sudanese government in developing a national inclusive education policy and action plan, as well as through increasing access to safe and inclusive quality pre-school and basic education; children from Sudanese population including refugee, nomadic, host communities and IDPs; the national education systems is strengthened and refugees and vulnerable groups gain better education.

2.2 Context

2.2.1 Country Context

With an area of approximately 1.9 million km², Sudan is the third largest country in Africa. An estimated population of 40 million inhabitants is growing rapidly. It is estimated that 40% of the population is under 14 years old. With an estimated EUR 1,858 GNI per capita, Sudan is considered a lower middle-income country. However, poverty and inequality are widespread. According to official government statistics, 46.5% of the population live below the poverty line. Socio-economic indicators remain low in a context of deep economic crisis, with reduced revenues after the independence of South Sudan and an economy which is not diversified. Socio-economic conditions in Sudan have been challenging since the secession of South Sudan in 2011 and the loss of 75 – 80% of oil production and exports. This has compounded a difficult external environment, including US sanctions (1997 – 2017) and limited access to external financing, due to the inclusion of Sudan on the US list of State Sponsors of Terrorism. Inflation is currently 68% and the Sudanese Pound was devalued by 50% in early October 2018.Partial policy

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[1] The action is focused on South Darfur and South Kordofan but the activities could be extended to additional States if judged relevant in the course of the project. This includes moving implementation to other States following *force majeure*.

adjustments implemented by the government has been insufficient to turn the tide toward macroeconomic stability and broad based growth.

An interim Poverty Reduction Strategy Paper (I-PRSP) and the Five-Year Program for Economic Reforms were approved by Parliament in December 2014. The Government of Sudan is still expected to release the results of the 2014-2015 Household Survey and to commence preparation of a full PRSP.

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. Humanitarian needs are primarily driven by poverty, underdevelopment and climatic factors, while in some areas this is caused by conflict and inter-communal tensions, as possible displacement and food insecurity drivers. The Sudan 2018 Humanitarian Needs Overview points to 5.5 million people in need of humanitarian assistance. About 2 million people are internally displaced (IDPs) and almost 925,000 are refugees and asylum seekers (ECHO, UNOCHA).

An estimated 76 per cent of South Sudanese refugees in Sudan live outside the 10 established camps (in White Nile and East Darfur States), in self-settlements that are largely integrated within Sudanese villages and towns, with large concentrations in Khartoum. It should be noted also that the South Sudanese refugees were formally recognised as refugees by the Government of Sudan in August 2016.

Sudan is party to the 1951 Convention Relating to the Status of Refugees and its 1967 Protocol, as well as the 1969 OAU Convention Governing the Specific Aspects of Refugee problems in Africa. Sudan has also entered a reservation in relation to Article 26 (Freedom of Movement). In 2014, Sudan adopted a new national law on refugees, the Asylum (Organization) Act, replacing the previous Regulation of Asylum Act, 1974. Although not fully reflective of Sudan's obligations under treaties on asylum, the new Act contains several positive aspects, including the recognition of the three durable solutions of voluntary repatriation, local integration through naturalisation and resettlement to third countries.

The refugee influx in Sudan is continuous at an average of 3500 new arrivals per month, including in the targeted states (UNHCR 2018), although in some states it has slowed down in comparison with 2017. The pace of integration often depends on negotiations with respective state authorities and the relevant national refugees' agencies such as the Commission of Refugees (COR).

In Sudan, an estimated 2.9 million people are identified as nomads (8.5 per cent of the population) and their movement spans over one third of the country. Nomadic children have limited access to education opportunities, especially among girls.

Competition over natural resources, especially land, has become an issue of major concern and cause of conflict among the pastoral and farming populations of Sudan. Pastoralism in Sudan is a traditional way of life. It is a product of climatic and environmental factors that has become a form of natural resource use and management. Pastoralism comprises a variety of movements ranging from pure nomadism characterized by year-around camel breeding and long-distance migration, to seasonal movements over shorter distances in combination with some form of agricultural activities.

Skirmishes among pastoral communities in rural Sudan have escalated over the recent years, particularly evident in the recent conflict in Darfur. Historically, there has long been tension along pastoral corridors over land and grazing rights between nomads and farmers. But recently, some parts of the country have been caught in a complex tangle of severe droughts and dwindling resources.

Sudan continues to face protracted, complex and overlapping humanitarian challenges. According to the 2020 Humanitarian Needs Overview (HNO), at the beginning of 2020, 9.3 million people – of which 5.3 million are children – are in need of humanitarian assistance (a sharp increase from the 5.5 million people/2.5 million children in need of humanitarian assistance in 2019).

At the same time, the situation of children and families deteriorated amid a continued severe and acute economic crisis. Exchange rate devaluation and high inflation rates drove the cost of living up and household purchasing power down. Shortages of fuel, cash, and bread hit vulnerable children and families hard.
This was compounded by COVID-19 pandemic, which resulted in the school closure as of March 2020.

2.2.2 Sector context: policies and challenges

Education Sector
The provision of education in Sudan is guided by several global instruments such as the Convention on the Rights of the Child (CRC), Education for All (EFA) and the Sustainable Development Goals (SDGs), especially SDG 4. The vision of Sudan's new Education Sector Strategic Plan (ESSP, 2018-2022) is to strive for equitable, universal and durable education for all. The plan builds on Sudan's Interim Basic Education Strategy (2012-2017) and is evidence of the fact that the government of Sudan recognises education as a right for every citizen and should guarantee access to free basic education. Achieving the Education for All targets is considered a pre-requisite for achieving socio-economic stability in Sudan.

Approximately three million school-age children (around one third of the school-aged population; children between six and thirteen years) do not go to school. There are high disparities between the eighteen states in Sudan. The most vulnerable groups are girls, children affected by conflict, refugees, internally displaced persons (IDPs), children in nomadic communities, children in rural areas, and children from poor households. In addition, there are high drop-out rates, especially for girls and children living in rural areas.

To respond to the pandemic's impact on the Education Sector, the Ministry of Education developed a plan, which includes measures for continuity of learning, student safety, and efforts to support learning loss. This plan aligns with the overall Education Sector Strategy Plan (2018 – 2022). Yet there is need for support to the Ministry of Education to realise these plans; address the impact of COVID on the learning loss of students; and ensure safe learning environments.

Access to basic education
Sudan has recorded steady progress in education, from an increase in primary school attendance to gender parity in primary school classrooms. However, achieving Universal Primary Education remains a challenge. A recent report (2014) from UNICEF concludes that Sudan has one of the largest numbers of out-of-school children in the Middle East and North Africa region[2]. Only seventy-three percent of primary age children attend school; in secondary school that figure dips to 28 percent. Access is particularly challenging in the eight conflict- affected states[3]. The school enrolment rate in these states is currently 47% - far below the average enrolment rate in Sudan.
Even though school is free according to government policy, fees are being charged for enrolment. The inability to pay these fees prevents many poor families from sending children to school. Even if all the barriers to education are hurdled, once in the classroom the quality of learning is below the required standards. Teachers are often untrained, under-supervised and

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[2] It is estimated that three million children at primary school age (5-13 years), are not in the classroom.
[3] Darfur states, South and West Kordofan and Blue Nile

distributed unequally between rural and urban areas. Instruction does not lead to learning, the school environment is unfriendly or unsafe with inadequate separate sanitation facilities for boys, girls and teachers and materials tend not to be available or have inappropriate content.

The Education Sector Strategic Plan (2018-2022) states that for Sudan to achieve a 100% Gross Intake Rate, an additional 38,875 classrooms are needed. This implies that many of the existing schools need to be rehabilitated and new ones built.

And, the issue of access to safe learning environments is exacerbated by the need to ensure COVID-prevention activities, through an integrated approach. To that end, the school systems that are in place are not sufficient to meet the needs to prevent and control infectious outbreaks, including COVID. WASH infrastructure, child protection safeguarding, and health and nutrition interventions are all critical to minimising the impact of COVID on the school system.

Quality of Education

The Sudanese education system is marked by high drop-out rates, making the achievement of universal primary education a big challenge. Retention rate in basic education dropped from 67% in 2009 to 62% in 2017.

In 2017 there were a total of 218,000 primary education teachers, 11.4% being volunteers. While the national Teacher/Pupil Ratio (TPR) based on Government teachers is 1:36, the uneven distribution of teachers results in a TPR as high as 1:63 in West Darfur state and as low as 1:17 in Northern State. Additionally, there is a weak correlation between the number of students and the teachers deployed to schools. As evident from the available data, the extent to which the distribution of teachers is based on school size is only 32%. It is observed that schools with 1,000 learners can either have 5 or 20 teachers. Concerning teachers' qualifications, the Education Sector Analysis (2018) shows that only 26% of teachers meet the minimum requirements for teaching.

There is a shortage of textbooks, with multiple children sharing books. At least 4 students share a science book, 2 students share a mathematic book and 3 students an Arabic language book. The results of the National Learning Assessment (2015) show persistent challenges in learning outcomes in basic literacy and numeracy skills. Despite being in grade 3, 40% of children assessed show no awareness of any relationship between letters and sound. Less than half of those who can read comprehend what they read. In numeracy, less than half (46%) of the children can correctly solve level 1 addition and only 40% can solve level 1 subtraction.

The quality of education has been significantly compounded by the school closures due to COVID in 2020; resulting in learning loss for children. Indicative reports from the Grade 8 examinations administered in 2020 noted a 5% decrease in outcomes of students, as compared to 2019.

A World Bank report notes an estimated that the school closures due to COVID will result in a learning loss estimate of around 0.6 years of schooling and of US$ 4,593 of lifetime earning. Disruptions to education systems over the past year have already driven substantial losses and inequalities in learning. All the efforts to provide remote instruction are laudable, but this has been a very poor substitute for in-person learning. Even more concerning, many children, particularly girls, may not have returned to school even when schools reopen. Yet it is not enough for schools to simply reopen; students will need tailored and sustained support to help them readjust and catch-up and address the learning loss.

Refugee education in Sudan

Access to education for refugee and IDP children remains one of the key challenges. These children are among the most vulnerable of all out-of-school children. While the International Convention for refugees provides that all persons with refugee status are eligible for elementary education from the host countries, only few refugees are enrolled in school. In the 1271 public schools currently hosting refugees throughout country, refugee enrolment is below 5% of the total enrolment.[4] The challenges for refugee and IDP children to enroll range from availability of schools in the host communities; the enrolment fees, availability of basic school resources and facilities and, most importantly, the availability of teachers who can guarantee quality education for refugees, IDPs and host communities.

In a Participatory Assessment study conducted by UNHCR and partners in 2017, refugees state that access to education is a major challenge and where enrolment is possible it is marked by irregular attendance due to a lack of school feeding, lack of parents' interest, and child labour to help generate income for families. In urban areas, participants from different age groups and nationalities reported that school fees are high, thus hindering access to local schools, which in addition have limited capacities for student-intake.

There is little robust evidence available on the psycho-social impact of war trauma on refugees in Sudan but surveys among South Sudanese refugees have found high levels of trauma and trauma associated mental disorders. Specifically, the prevalence of PTSD, depression, and anxiety have been found to be as high as, 48%, 59%, and 26%, respectively (UNICEF).

Nomadic Education in Sudan
In the last 15 years, Ministry of Education, UNICEF and other partners were supporting nomadic children education through opening of on-site schools at nomad's seasonal settlement areas or mobile school that uses the multi-grade teaching approach and hosted on temporary buildings /tree. The support includes provision of educational & teaching materials, solar lamps, tents, and training of teachers and PTA members. The programme has progressed well in the first few years. In 2010, the total number of nomadic schools increased rapidly to 1476 schools with enrollment of 165,018 pupils (38% girls). The lack of central complementary schools pushed many children to drop out after grade 4, especially in Darfur states where many nomadic schools are end at grade 4 or 5 maximum.

In 2018 and according to Federal Ministry of Education statistical book 2017/18 there are 1392 nomadic schools in Sudan providing education for 174,596 nomadic children (40% girls). Majority of nomadic children (70%) or an estimated 425,000 children (7-13 years) are out of schools; and they represent significant proportion from the OOSC in Sudan.

It is evident from the available data that education opportunities continued to be inaccessible to majority of nomadic children across the country. The immediate causes include shortage of educational facilities within easy walking distance, high unaffordable direct and indirect costs to parents (fee, uniforms, food, books, education materials); and lack of waters and latrines in schools.

The underlying causes include the limited focus on this vulnerable group by government and donors, poor quality of learning achievements, shortage of qualified teachers, low valuing of education in general and girls' education in particular by among nomads due to traditional beliefs and practices; inadequate community awareness and participation in the education and inadequate data and planning as well as frequent conflict and emergencies.

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[4] Sudan National ESSP 2018-2022

And, the lack of education services compounds the conflict between nomadic and farmer populations. This project aims to strengthen opportunities for nomadic students to access quality education to work towards peace-building.

Legal and policy framework for refugee education in Sudan

There is currently no law (and no policy) on refugee education in Sudan. The Interim Constitution of 2005 states (Chapter 2 and Article 13 (a)) that: *"The State shall promote education at all levels all over the Sudan and shall ensure free and compulsory education at the primary level and in illiteracy eradication programmes"*. However, it is not clear whether this legal provision includes refugee children. This lack of a clear legal framework for refugee education is now being addressed by the Federal Ministry of Education (FMoE). Some progress was made towards developing a policy framework and national strategy for refugees.

The Government of Sudan signed the Djibouti Declaration on Refugee Education (2017), which commits IGAD Member States to integrate education for refugees into National Education Sector Plans by 2020. Subsequently, an entry on refugee education was included in Sudan's new ESSP (2018-2022) and is a welcome development. In the follow-up to the Djibouti Declaration, a high-level National Committee on Refugee Education has also been recently established and is chaired by the State Minister of Education[5]. The key goals of the committee are to: (i) provide an analysis of the education situation/needs of school-aged refugee children, and (ii) to prepare a national strategy to support refugee children in Sudan.

The committee has identified key policy/strategy areas that require strategic reform to increase access to education amongst refugee children. These will be in line with the implementation of the **Djibouti Plan of Action** for refugee children[6]. The strategic priorities are yet to be implemented and adapted to the realities on the ground, but the proposed action will contribute to further develop this policy and put these policy areas into practice.

2.3 Lessons learnt

The action will draw on the experience of the recent EU-funded Primary Education Retention Programme (PERP) in Darfur. One of the main lessons learnt 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 teachers well prepared and well-motivated.

The PERP-conducted studies concluded that a complex combination of multiple issues results in children dropping out of school. 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, both in terms of 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 is currently absent, mainly because of a lack of training and institutional support.

The action will also take into account lessons learned from Education in Emergencies interventions financed by ECHO. Education in crisis-affected environments must ensure a conflict sensitive approach and ensure referral mechanisms for child protection. Whenever

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[5] Membership of the committee includes the under-secretary for the Federal Ministry of Education, the Director General of the Planning Unit of the Federal FMoE, the Commission for Refugees (COR), UNHCR, UNICEF, UNESCO, national and international non-governmental organisations, as well as the European Union.

[6] The aim of the Action Plan are: 1) Mainstream refugee education into the national system and ensure access to quality education for refugee children; 2) Strengthen the Education Management Information System (EMIS) to ensure that it captures data on refugee children; 3) Strengthen children learning abilities in both English and Arabic languages; 4) Develop a system of certification to recognise refugee children's levels to enable them to continue with their education; 5) Advocate for the capacity building, certification and integration of the refugee teachers.

possible, education in refugee settings should be linked to formal education systems and provide children with pathways to transition into other systems as and when their circumstances change. A major lesson learned is the importance to contextualise interventions according to the specific locations.

UNICEF will draw from its experience in other locations. For example in El Merim in West Kordofan it was noted that after one year of project implementation enrolment of refugee children was still relatively low. In the second year UNICEF placed a full time community mobiliser whose sole task was to support enrolment and provide a platform for refugees and host communities to discuss schooling and involvement in Parental and Teacher Associations (PTAs). As a result, enrolment significantly increased in year 2 from 90 to 600 children.

Lessons learned from different education interventions financed by the EU and other donors show that the main challenges to increase access to quality education for refugee and IDP children are the lack of technical, financial, and human resources capacity of the federal and state's ministries of education to allocate teachers in remote locations, poor management of EMIS data, lack of comprehensive national strategies for the certification and training of pre-service and in-service teachers and weak evaluation and monitoring capacity.

2.4 Complementary actions

This action will complement other EU and non-EU development and humanitarian interventions in sectors like health, nutrition and food security.

Synergies will 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 garden programmes, with the FAO on food security programmes, the Italian Development Cooperation in the health sector, and GIZ on drought and resilience in Eastern Sudan. UNICEF and UNHCR will collaborate with WFP and FAO in schools in common geographical area to implement home grown school feeding and school gardens. UNICEF will provide a basic investment funded by DFID and USAID (Population, Refugees, and Migration – PRM) in the target area (humanitarian funding for access to education).

To help refugee children access basic education, USAID is supporting conflict-affected children and communities with temporary learning spaces and psychosocial and trauma care while promoting peacebuilding and tolerance, and supporting community-based schools serving out-of-school children, particularly girls.

The action will ensure complementarity with Sudan's Basic Education Recovery Programme (BERP) especially in printing and distributing textbooks, rehabilitating classrooms, in-service teacher training, provision of school grants, and EMIS (Education Management Information System), focusing at strengthening school level information systems.

The action will benefit from synergies with the EUTF-funded Education Quality Improvement Programme (EQUIP). The action can benefit from EQUIP's experience in developing teachers' qualification frameworks at federal level. In addition, the current EQUIP coordination Technical Assistance, SOFRECO, will be able to facilitate efficient communication and coordination with the local authorities through the State Technical Advisors.

Sudan joined the Global Partnership for Education in 2012 and received a US$76.5 million grant to assist in implementing its interim education sector plan. The GPE grant has contributed to the following progress: establishment and implementation of a system for assessing learning at the primary level; rehabilitation of 378 classrooms at the primary level benefitting 22,777 children; school construction management training for 103 communities and school grants for 463 communities. Revision of textbooks and teacher's guides for Grade 1 and 2 core subjects. 850 new classrooms constructed, with an additional 260 underway.

The Government has applied for a subsequent GPE grant, which has been approved. This will help supporting the implementation of the ESSP 2018-2022 objectives. The new action will mainly aim to improve reading proficiency of pupils in early grades and improve progression to the upper grades of primary education in disadvantaged schools, and to strengthen the education management systems. This is expected to deliver the following main results after five years: 1) Improving school learning conditions and practices. 2) System strengthening and capacity building. It is expected that the new GPE grant will include a focus on education for vulnerable populations, including refugees and IDPs.

2.4.1 Justification for use of EUTF Africa 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 and along the migratory routes heading to the Mediterranean shores. The EU has therefore adopted ad hoc measures addressing the root causes of instability and displacement in the country, and these funds are channeled through the EUTF.

2.5 Donor co-ordination

In general, donor coordination remains fragmented. A Development Partners Group (DPG) was established in 2015 following preparatory work by the UK and the EU. The DPG convenes active development partners in the country on a semi-regular basis. UNDP acts as a secretariat to the DPG. The objective of the DPG is to act as an umbrella for thematic sector groups. In Sudan, only a few sectors have groups of this nature. Given the political situation, government participation in these groups is somewhat irregular.

For the education sector, the Education Partners Group has been active since 2014 - with the involvement of GoS, and UNICEF leadership as coordinating agency. Education partners coordinate also the annual Joint Sector reviews, in accordance with the provisions of the national Education Sector Strategic Plan. In addition, in 2018, the government – through the Ministry of International Cooperation - invited donors to an Education Partners Forum, as part of an effort to coordinate commitments, but without follow-up after the initial meeting.

It is anticipated that the Education Sector Strategic Plan 2018-2022 will have a midterm review and this will provide an opportunity to review the current targets related to refugees education and this action planned activities will provide solid evidence to advocate for the inclusion of refugees in the country strategic plan provisions and finance .

3. DETAILED DESCRIPTION

3.1 Objectives

The **overall objective** of the action is to contribute to improvement of quality education for all children, including refugees, IDPs, nomadic and host communities and to facilitate the integration of refugee children into Sudan's national education system in line with the country's commitments under the Djibouti Declaration for Refugee Education.

The **specific objectives** are: 1) to support the Sudanese government with the development of a national inclusive education policy and action plan for refugees and host communities, including IDPs, 2) to increase access to safe and inclusive quality pre-school and basic education for children from Sudanese populations, including refugee, nomadic host communities, and IDPs.

It is estimated that the Action will support access to quality education for 20,000 boys and girls from the refugee, IDP and host communities, 5,000 nomadic, and an additional 100,000 children for remedial education. This will be in approximately 20 schools. 16,000 are basic school aged

children (6-13 years old) and 4,000 are pre-school aged children (4 to 5 years old). Over half of the targeted children will be girls. Approximately 450 teachers and school management staff are targeted, 400 primary school teachers and 32 ALP facilitators. Half of the teachers will be female. Approximately 500 community members will be supported to form School Management Committees. Expected 1,500 number of children and adolescents will benefit from participation in children and youth clubs. The exact final figures and target schools will be finalised after conducting a joint UNHCR-UNICEF assessment of the target locations.

Expected results and main activities

Result 1: National policy framework has been developed for improved governance and inclusion of refugees into the national education system

In line with the Djibouti Declaration and the CCRF, the Action will mainstream refugee education into the national systems, by contributing to the development of a national refugee education policy and action plan, building on the evidence generated through this action.

Under result one, the Education Management Information System will be improved to provide better data and information for planning and programming, with specific attention to integration of refugees and IDP data, while ensuring disaggregated data for all marginalised groups, including girls and nomadic communities, by level, gender, and ability.

The following indicative activities will be conducted:
1.1. Ensure better quality data on refugee education through adaptation of the Education Management Information System (EMIS)
▪ Support the Ministry of Education at the federal level to design and prepare a comprehensive EMIS survey tool that includes data on refugees and IDPs;
▪ Support the Federal Ministry on adjusting the EMIS system to reflect refugees and IDP data and analysis.
▪ Pilot the revised questionnaire and system in the target states including the training of the State Ministries of Education Staff on using the revised tools;
▪ Support the target states and localities in the data collection and verification;
▪ Rollout the revised questionnaire and EMIS database nationally that include data on the refugees' children and teachers;

1.2. Data collection and management for evidence building at the targeted localities level
▪ A baseline survey will be conducted in each of the target localities to help building evidence throughout the project's duration to inform the national policy making process;
▪ In line with the strengthening of EMIS, this project will support the establishment of a school-based monitoring system with school report cards that disaggregates data by gender and refugee status, the support will include capacity-building and revision of data collection tools to ensure EMIS reports that provide information regarding children's access and learning outcomes by status of children (migrants, internally displaced, nomadic and other categories).

1.3. Technical support and improved coordination to mainstream refugee education into the national education system
▪ Assess current practices on refugee education including challenges, barriers and opportunities for mainstreaming refugee education in Sudan;
▪ Use the findings from the assessment to support the national committee for refugees, established by the Federal Ministry of Education, in establishing an adequate policy and regulatory framework that will safeguard the implementation and monitoring of the Sudanese Government commitments under the Djibouti Declaration;

- Advocate for refugee children's access to quality education in schools with a safe learning environment, protecting children from sexual and gender-based violence, forced recruitment, child labour and other harmful practices and risks.

1.4. Support the development of a national strategy to ensure pathways of certification to recognise refugee children's education
- Support the target states, localities and schools in developing a standard students' placement test that will be piloted in the target schools for future rollout at national level;
- Advocate with the Ministries of Education in Sudan and South Sudan for mutual recognition and equivalency of school certificates and support the Ministry of Education in formulating the necessary agreements and protocols.

Result 2: Increased access to safe quality and inclusive basic education for 20,000 refugee, IDPs and host community students; 5,000 nomadic children, and 100,000 children for remedial education.

Under result 2 the following indicative activities will be conducted:

2.1. Provision of improved and safe learning environments
- Construction of 85 school units and rehabilitation of 40 units and 16 latrine blocks. For each of the targeted schools, the package for infrastructure development will include construction/rehabilitation and furnishing of school units (a block of two classrooms with one teachers' office and provision of required school seating);
- Provision of technical assistance to support piloting cost effective construction models;
- Distribution of education supplies for over 57,600 school aged children from refugee, IDP, nomadic, and host communities;
- Install a water source/local distribution system + two separate latrine blocks for boys and girls in mixed school as well as accessible to children with disabilities, each with four drop holes and hand washing facilities;
- One of the constructed/rehabilitated classrooms (per locality) will be used as an early childhood education centre (ECE);
- School health and nutrition activities will include physical health screening of children for early detection and referrals to the nearest Heath Centres including deworming & Iron Folate supplementation. Health workers from nearby health centres will be screening schools three times a year (at the beginning of every school term) to conduct physical screening of children to detect physical sicknesses including disability. Teachers will be trained on how to detect minor common ailments. A Standard Operation Procedure (SOP) on referral procedures will be developed to guide teachers;
- Support school-based child protection, including codes of conducts for teachers and school management staff;
- Children at risk will be linked to community-based child protection services including those provided by specialised institutions.
- Provide COVID-19 hygiene, personal protective equipment, and other materials to ensure safe protocols in schools.

2.2. Establish/rehabilitate 16 Alternative Learning Programmes (ALP) centres in refugee and host communities:
- Two of the constructed classrooms will be used as an Alternative Learning Programme (ALP) centres for older out-of-school children to catch-up with cohort in basic education or provide a shorter rout to complete basic education.

2.3. Provision of teaching and learning materials for refugee, IDP, host community, and nomadic schools

- distribution of cost-free conflict-sensitive student kits, learning supplies and uniforms to more than 57,600 students.
- provide teachers with basic materials needed to carry out their lessons, including teacher kits and recreational kits and blackboards.

2.4. *Conduct an awareness raising campaign promoting inclusion of refugee and IDP children into host communities and enrolment of nomadic children:*
- Enrolment and awareness campaigns will be conducted at the beginning of the school year with a focus on girls to boost new students' registration and promote the enrolment of out-of-school refugee, IDP, nomadic, and host communities' children in pre-school, basic education schools and ALP learning centres;
- The enrolment campaigns will be used as a platform to raise the community awareness on refugees' rights and issues.

2.5. *Vulnerable families supported with social cash transfers to support children's access to education and continued attendance:*
- The project will provide a social assistance package to approximately 15,000 extremely poor refugee host community and nomadic children to attend school. As this is a new approach, technical assistance will be provided to design and implement the cash assistance programme including benefiting from WFP and other agencies in this area. Adolescent girls will receive dignity kits to enable them stay in school throughout the month. The number of extremely vulnerable children per school will be identified by the community (parent-teacher association) using agreed selection criteria to receive cash every three months to support them attend school and cover the school fees.

2.6. *Contribute to the elimination of the linguistic barriers of the refugee children in the schools:*
- Provision of intensive Arabic language training for refugees, where needed, to ensure smooth integration into national system.
- Provision of English language classes to prepare the refugee children for the continuity of their education in case of voluntary return;
- Support the refugee schools that are using the Sudanese curriculum in English through the provision of English textbooks, teachers guide and teachers' trainings.

2.7. *Continuous Professional Development for Teachers:*
- Provision of sustained professional development for teachers with a particular focus on learner-centred teaching methodologies through capacity development programmes, including for ALP teachers;
- Enhance teachers' skills in providing psychosocial support in order to reach children under their care that may suffer from trauma;
- Train teachers on how to produce and use locally available teaching and learning materials;
- conduct a comprehensive needs assessment and analysis with milestones to measure the development and improvement of teachers and thus the learning outcomes for the school aged children.

2.8. *Technical assistance to support the recruitment, retention and certification of voluntary teacher of both the refugee and host communities:*
- Establish a transparent system for the recruitment of voluntary teachers from refugee and IDP communities;
- Build the necessary evidence to advocate for the recognition of the refugee teacher qualification and experience that can lead to gainful employment either in refugee schools or in non-state schools in as medium-term strategy;
- Payment of incentives for voluntary teachers.

2.9. Provision of psychosocial support (PSS) and Life Skills and Citizenship Education (LSCE) through children and adolescent clubs and support social cohesion in refugee, IDP, and host communities:
- Psychosocial support and life skills education will be provided through child clubs to strengthen their coping mechanisms as well as peace building education.
- Support social cohesion through integrating refugee community leaders in school management committees, which will provide a platform for addressing the refugee concerns and resolving disputes;
- Two teachers per school will be trained on how to establish and lead the clubs;
- Conduct UPSHIFT and social entrepreneurship trainings for the youth.

2.10. Establishment and strengthening of School Management Committees (SMCs) – School grants for School Improvement Plans (SIPs) in refugee schools:
- Establish and strengthen the capacity of school management committees and parent-teacher associations in order to improve the oversight across schools and ensure that parents are involved in the schooling of their children;
- Capacity-building of school management committees in developing, implementing, financing and monitoring of school improvement plans (SIP) to enhance quality and inclusive education;
- The schools will be provided with school grants to implement their school improvement plans; the school management committees will be co-managed by a committee involving the IDPs/host community as well as the refugee committees and the State Ministry of Education.

2.11. Provision of technical assistance to introduce classroom learning assessment and improvement activities.
- Pilot the learning assessment tools in 30 schools in year one of the project;
- Roll-out the learning assessment and improvement activities in 150 schools in the second and third year of the project.

2.12. Provision of remedial education to address the learning loss due to COVID-19 and school closures:
- Develop, through adaptation of the accelerated learning programme (ALP), a remedial programme, based on teaching to the right level for grades 4 – 6, in numeracy and literacy to address the learning loss due to COVID-19;
- Roll-out the remedial programme within the two states' formal school system, monitoring learning outcomes of students;

Sustainability

The action will include interventions at local level informing the development of an evidence based national refugee education policy. A detailed M&E approach will ensure quality data collection, the development of a baseline and regular monitoring so that evidence generated by the program interventions is being fed back into the development of the policy.

Additionally, the action will aim at building resilience and self-reliance. To this end coping strategies and capacity building of communities of the refugee, IDP and host community on operation and management of basic social services will be a key element of the response and incorporated in the implementation plan.

Furthermore, awareness-raising on the availability of education services and orientation of the refugees to claim their rights to services will be undertaken. Partners will be discouraged from setting up parallel services for refugees alongside available services for host communities. Where user fees are levied for services, UNICEF will advocate for a waiver system to be

extended to the most vulnerable people as is the practice amongst the host communities.

Safe schools and protective learning environments mitigate vulnerabilities of children and adolescents, especially regarding retention and enabling children to continue their education with dignity. The action proposes to increase the access to safe and protective learning opportunities by implementing with relevant partners, including the Ministry of Social Welfare, the statutory body responsible for the care and protection of children, and to ensure sustainability and systems-based approaches to the issue of increasing care and protection services for children in learning environments.

To ensure better integration between refugees and Sudanese (host community and IDPs), the action will support the programme with technical staff from Khartoum and an education specialist and roaming officer. A full-time consultant and community mobiliser will be placed in the target area. This is based on past experience, where daily engagement has proven to have fruitful results and impact on increasing refugee enrolment.

3.3 Risks and assumptions

Risks	Risk level	Mitigating measures
Political instability – worsening insecurity due to on-going armed conflict and/or other insurgencies	high	Robust monitoring of the situation (UN security systems) so that decisions can be taken swiftly in view of any changes. The program will be designed to be flexible enough to react to rapidly shifting contexts. The intervention prioritiseslocal ownership, and institutionalisation of action at the decentralised level.
Sudden, significant increased influx of additional South Sudanese/other refugees could increase the caseload and stretch available resources. Vice-versa, in case of voluntary return of refugees this this might impact the allocation of resources to respective locations.	medium	The initial baseline survey will be conducted collaboratively between UNICEF and UNHCR and will guide the interventions and the subsequent monitoring and tracking and if necessary adaption of the intervention.
Poor coordination between the implementing partners hindering efficient implementation	low	UNICEF and UNCHR will closely collaborate (through the Letter of Understanding - LoU) and meet on a regular basis to ensure synergy of their multi-sectoral interventions in the targeted communities.
Bureaucratic procedures and strict controls by government humanitarian coordination processes and institutions reduces the reach of the intervention and speed of delivery required to implement plans.	high	UNICEF has established long-term agreements for key supplies to be procured locally and off-shore to ensure timely availability of critical supplies.
Low capacity of government partners lowers effectiveness, efficiency and relevance of the action.	high	Implementing partners will ensure technical support, capacity building and ownership across the programme
Assumptions		

There will be political will to ensure equitable access to basic service such as nutrition, health, Education, Protection and WASH services and the Government at all levels will increase funding across all sectors informed by sound policies and plans. Effective partnerships for scaling up basic service such as nutrition, health, Education, Protection and WASH services across sectors will be in place. Laws, policies and strategies will be implemented supported by evidence. There will be sufficient capacity at all levels, including supply chain management, to deliver quality Education, Protection, Nutrition, health and WASH services. Synergic collaboration in place amongst UN Agencies, INGO and with the Sudanese civil society. The security situation will remain calm and action areas will be accessible for international and national staff to monitor progress and provide technical support and guidance. Availability of land for the construction of schools facilitated by the authorities. Authorities allow refugee teachers to work and children to be enrolled without the need of documentation.

3.4 Cross-cutting issues

Social inclusion and gender equality: Advancing social inclusion and gender equality and the rights of women and girls is essential to realising the rights of all children/vulnerable groups. This issue will be consistently mainstreamed and addressed by the action activities. In this regard, the action will adopt a Community-based participatory planning approach that is expected to ensure that the needs of different stakeholders are taken into account and particularly potential barriers to the equitable access to education of vulnerable groups are identified and adequately addressed. Gender equality is a non-negotiable principle and a core element of UNICEF's and UNHCR's mandate, and is also part of any strategic and effective action design.

Conflict prevention: conflict sensitive programming will be used to avoid negative impacts ("do no harm") and maximise positive impacts on conflict. In this regard, implementation for all activities will be done through consultative processes involving both refugees, IDPs and host communities to ensure mutual agreement between both parties. Both refugees, IDPs and host communities will establish and agree on criteria to be used for identification of the most vulnerable families to benefit from the cash assistance.

3.5 Stakeholders

Primary beneficiaries:

At least:

- A total of 20,000 children, 4,000 at pre-school age (4-5 years) and 16,000 at basic school age (6-13 years)
- A total of 5,000 nomadic, school aged-students
- An additional 100,000 students engaged in remedial education.

Secondary beneficiaries: Local Education Authorities, (locality, state and federal level) School staff; Teachers, Community Education Mobilisers; Locality Commissioners, National Committee for Refugee Education and Commissioner of Refugees.

4 IMPLEMENTATION ISSUES

4.1 Financing agreement, if relevant

Financing agreements are not envisaged

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 components and modules

This action will be implemented in indirect management with UNICEF in accordance with Article 58(1)(c) of Regulation (EU, Euratom) No 966/2012 applicable by virtue of Article 17 of Regulation (EU) No 323/2015, with UNICEF being the lead agency for this action, while UNHCR will be Co-Delegate, with each agency bearing its own fiduciary risk on its own part of the budget. UNICEF will act as the secretariat of the action and coordinate monitoring and donor reporting. This implementation entails to manage and be responsible for the execution of the programme (activities described in section 3.2), for the budget made available by the Commission. The entrusted entities would carry out the following budget-implementation tasks: acting as contracting authority concluding, monitoring and managing contracts, carrying out payments, and recovering moneys due; management of procurement procedures for hiring staff, purchasing goods, hiring consulting services, and any other relevant transactions.

The Prior Approval number 20.f (Actions with specific characteristics that require a particular type of body on account of its technical competence, its high degree of specialisation or its administrative power) is justified because the UNICEF has developed strong expertise and capacities in the region and on the sector and is the only entity able to administer this innovative programme.

UNICEF and UNHCR will work together as per the agencies' Joint Plan of Action in Sudan, which outlines the division of responsibilities in the Health, Nutrition, WASH, Education and Child Protection sectors. The Joint Plan of Action provides a framework to guide the planning and delivery of interventions between both agencies and across refugee locations. The joint plan indicates that access to basic education for refugee and host community children remains a key priority for UNHCR and UNICEF in Sudan's refugee response. This will be achieved through the integration of refugee children within the national public schools development programme

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supported by UNICEF, especially for refugees living in out-of-camp locations.

The implementation of the project will be coordinated and led by a Project Advisory Committee that will meet periodically to ensure that the project is on track and discuss challenges and way forward. This will include representatives from UNHCR, UNICEF, the Ministry of Education, the EU Delegation to Sudan. In addition, UNICEF and UNHCR will meet on a regular basis to review progress at national level and on a monthly basis at state level to closely monitor progress and ensure synergy of interventions

4.4 Indicative budget

Component	Amount in EUR
Indirect Management (Contribution agreement) : • Result 1: National policy framework has been developed for improved governance and inclusion of refugees into the national education system	1 600 000
• Result 2: Increased access to safe quality and inclusive basic education for 20,000 refugee, IDPs and host community students, 5,000 nomadic children, and 100,000 children engaged in remedial education	22 971 000
• Communications and visibility	184 000
Direct Management : • Monitoring, audit and evaluation	245 000
Total	**25 000 000**

4.5 Monitoring and reporting

During the inception phase of the intervention (6 months), a baseline survey will be conducted to verify and fine-tune the designed log-frame indicators, including a qualitative and quantitative data collection method. During this phase, a detailed M&E plan with milestones and monitoring tools, will be developed for each indicator, to track the performance of the indicators, including type and frequency of monitoring, the dividing of responsibilities between teams, people, and organizations. Evaluations will also be conducted and periodical reports will be produced based on contractual agreements.

There will be routine monitoring of activities by program implementation teams, joint monitoring visits periodically (with targeted beneficiaries, implementation partners, line ministries and EU participation) to track the level of improvements, address possible challenges while implementing. During the project monitoring, constant focus on lesson learnt and adapting good practices will be critical to sustain quality services.

An external mid-term review will assess progress towards delivering the proposed outputs, and whether adjustments are needed on strategies, activities and/or budgetary allocations. The project will submit annual progress reports and other reports required. Project end line and final evaluations will be conducted at the end of the project to determine the level of achievement of

the objectives of the program.

All components of this action will have to be integrated with the EUTF Monitoring and Learning System (MLS) for the reporting of selected output and outcome indicators, and action implementing partners must take part in case study exercises and the learning strategy developed by the MLS. Action implementing partners will be expected to provide regular (at least quarterly) data to the MLS in a format which will be introduced during the contract negotiation stage.

Action implementing partners will have to report against a selected number of the MLS output indicators (see full list in annex IV). The monitoring of these indicators will therefore have to be included in the M&E systems of each component (in addition to the indicators already existing in the action logical framework, see annex III).

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 the budget at section 4.4. 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.

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. Appropriate contractual obligations shall be included in the procurement contracts. The Communication and Visibility Manual for European Union External Action[7] shall be used to establish the Communication and Visibility Plan and the appropriate contractual obligations.

The Akvo RSR[8] on-line reporting platform, which is available to the public, will be used to communicate and report on this action as well as on all action components. Akvo RSR links directly to the EUTF website. The action logical frameworks will be encoded in their respective Akvo pages and regular reporting of action activities and outputs will take place on this platform.

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[7] https://ec.europa.eu/europeaid/node/17974
[8] Akvo Really Simple Reporting

Annex I: Logical Framework

	Results chain: Main expected results (maximum 10)	Indicators (at least one indicator per expected result)	Sources of data	Assumptions
Impact (Overall Objective)	The **overall objective** of the action is to contribute to the improvement of quality education for all children, including refugees, IDPs, nomadic and host communities and to facilitate integration of refugee children into Sudan's national education system in line with the country's commitments under the Djibouti Declaration for Refugee Education.	Significantly higher proportion of Refugee children access safe and inclusive quality access	*Ex post* evaluation EMIS UHNCR Biometric data UNICEF Reports	Not applicable

Outcome(s) (Specific Objective(s))				
1) **to support the Sudanese government with the development of a national inclusive education policy and action plan for refugees and host communities, including IDPs**	**Result 1: National policy framework has been developed for improved governance and inclusion of refugees into the national education system**	Government Policy and commitments related to inclusive education for refugees is developed and agreed at national level. EMIS includes data on refugees and IDPs Gross Enrolment, disaggregated by sex and by target group. Increased completion and retention rates in targeted schools, disaggregated by sex and by target group	- Federal and State Ministries of Education polices, administrative provisions and acts. UHNCR Biometric data UNICEF Reports	Continued political will to mainstream refugee children in the national system Adequate public resources allocated to education Predictable and coordinated development partners support. Synergic collaboration in place amongst UN Agencies, INGO and with the Sudanese civil society
2) **to increase access to safe and inclusive quality pre-school and basic education for children from Sudanese populations, including refugee, nomadic, host communities and IDPs.**	**Result 2: Increased access to safe quality and inclusive basic education for 20,000 refugee, IDPs and host community students, 5,000 nomadic children, and 100,000 children**	Increased % of children from Refugee, nomadic, and IDP communities attending school % of school facilities reaching agreed, safety standards % of school facilities equipped with water and latrines Pupil per classroom ratio Pupil per trained teacher ratio		The security situation will remain calm and project areas will be accessible for international and national staff to monitor progress and provide technical support and guidance. Most of the required supplies will be purchased from the local market without compromising the quality, and security does not prevent movement of supplies to localities and schools.

		Increased number of SMCs/PTAs actively participating in the school life % of students with improved learning outcomes % of teachers trained through continuous professional development % of teachers applying child-centered pedagogy in classrooms Number of PAC and SACs meetings' recommendations taken up during the implementation of the Action Number of capacity trainings for federal, state and local authorities		Availability of land for the construction of school units by the authorities

Annex II: EUTF indicators as part of the Monitoring and Learning System

EUTF COMMON OUTPUT INDICATORS * 18

	1. Greater economic and employment opportunities	Optimal disaggregation (in addition to geographical location)
1.1	Number of jobs created	Gender Target groups (refugee, IDP, Host community, returnee, migrant in transit) Age group Types of Job (permanent, short term, cash for work, etc.) Location
1.2	Number of MSMEs created or supported	Type of support (acces to finance, business development, training, equipment, market access, etc.)
1.3	Number of people assisted to develop economic income-generating activities	Gender Target groups (refugee, IDP, Host community, returnee, migrant in transit) Age group Types of support (funding, finance education, entrepreneurship prog., business dev service, etc.)
1.4	Number of people benefiting from professional trainings (TVET) and/or skills development	Gender Target groups (refugee, IDP, Host community, returnee, migrant in transit) Age group Types of TVET (professional training, skills dev scheme, internship, other)
1.5	Number of job placements facilitated and/or supported	Gender Target groups (refugee, IDP, Host community, returnee, migrant in transit) Age group Types of Job (permanent, short term, cash for work, incentive, etc.)
1.6	Number of industrial parks and business infrastructure created, expanded or improved	
1.7	Financial volume of new funding instruments for scholarships or self-employment	
1.7 bis	Financial volume granted to individual recipients	

	2. Strengthening resilience	Optimal disaggregation (in addition to geographical location)
2.1	Number of local development plans directly supported	
2.1 bis	Number of social infrastructure built or rehabilitated	Use of infrastructure (health, education, water, sanitation, housing, domestic energy, legal, etc.)
2.2	Number of people receiving a basic social service	Gender Target groups (refugee, IDP, Host community, returnee, migrant in transit) Age group Types of Service (health, education, water, sanitation, jousing, energy, legal, nutrition, etc.)
2.3	Number of people receiving nutrition assistance	Gender Target groups (refugee, IDP, Host community, returnee, migrant in transit) Age group
2.4	Number of people receiving food security related assistance	Gender Target groups (refugee, IDP, Host community, returnee, migrant in transit) Age group Types of assistance (social protection schemes, training on agri practice, agri inputs, land dev, etc.)
2.5	Number of local governments and/or communities that adopt and implement local disaster risk reduction strategies	
2.6	Hectares of land benefitting from improved agricultural management	Types of support (irrigation, rehabilitation, improved management, etc.)
2.7	Number of people reached by information campaigns on resilience-building practices and basic rights	Gender Target groups (refugee, IDP, Host community, returnee, migrant in transit) Age group Types of practices and rights (health, education, water, energy, rights, etc.)
2.8	Number of staff from local authorities and basic service providers benefitting from capacity building for strengthening services delivery	Type of service (health, education, etc.)
2.9	Number of people having improved access to basic services	Target groups (refugee, IDP, Host community, returnee, migrant in transit)

	CROSS-CUTTING	Optimal disaggregation
5.1	Number of multi-stakeholders groups and learning mechanisms formed and regularly gathered	Type of actors (state-level, local authorities, civil society) Goal of the group/platform (coordination or learning)
5.2	Number of planning, monitoring, learning, data-collection and analysis tools set up, implemented and / or strengthened	Types ot tools (studies, needs assessment, market assessments, reporting and statistics, etc.)
5.3	Number of field studies, surveys and other research conducted	Focus of research

	3. Improving Migration Management	Optimal disaggregation (in addition to geographical location)
3.1	Number of projects by diaspora members	Type of projects
3.2	Number of migrants in transit, victims of human trafficking, children in the mobility, IDPs and refugees protected or assisted.	Gender Target groups (refugee, IDP, returnee, migrant in transit) Age group Types of Protection (protection measures, medical and pshychosocial, shelter, food, legal, etc.)
3.3	Number of migrants, or potential migrants, reached out by information campaign on migration and risks linked to irregular migration	Gender Target groups (refugee, IDP, returnee, migrant in transit) Age group
3.4	Number of voluntary returns or humanitarian repatriation supported	Gender Age group Types of assistance (transportation, pre-departures councelling assistance to obtain documents, return tickets, travel escorts, assistance upon arrival, etc.)
3.5	Number of returning migrants benefiting from reintegration assistance	Gender Age group Types of assistance (income generating, medical, education, housing support etc.)
3.6	Number of institutions and non-state actors strenghtened through capacity building or operational support on protection and migration management	Types of support (capacity building, operational support, etc.)
3.7	Number of individuals trained on migration management	Target groups (state, non-state)
3.8	Number of refugees and forcibly displaced persons receiving legal assistance to support their integration	Gender Target groups (refugee, IDP) Age group
3.9	Number of early warning systems on migration flows created	
3.10.	Number of people benefitting from legal migration and mobility programmes	Gender Age group
3.11	Number of activities/events explicitly dedicated to raising awareness and sensitivity of general public regarding all aspects of migration	Types of activity (media campaigns, etc.)

	4. Improved governance	Optimal disaggregation (in addition to geographical location)
4.1	Number of border stations supported to strengthen border control	
4.2	Number of staff from governmental institutions, internal security forces and relevant non-state actors trained on security, border management, CVE, conflict prevention, protection of civilian populations and human rights	Gender Type of capacity building
4.2 bis	Number of Institutions and Non-State actors benefitting from capacity building and operational support on security, border management, CVE, conflict prevention, protection of civilian populations and human rights	Gender Type of capacity building
4.3	Number of people participating in conflict prevention and peace building activities	Gender Target groups (refugee, IDP, Host community, returnee, migrant in transit) Age group Types of Activities (community dialogue, civilian mediation, peacebuilding, awareness raising, etc.)
4.4	Number of victims of trafficking assisted or referred to assistance services	Gender Target groups (refugee, IDP, Host community, returnee, migrant in transit) Age group Types of Services (medical assistance, psycho-social assistance, counselling, accomodation, legal counselling, family tracking, travel docs, assistance to voluntary return, etc.)
4.5	Number of cross-border cooperation initiatives created / launched or supported	
4.6	Number of strategies, policies and plans developed and / or directly supported	Types of output
4.7	Number of refugees benefiting from an Out-of-Camp policy	
4.8	Number of national/regional/local networks and dialogues on migration related issues newly established or functionally enhanced	

* Definition and methodology will be introduced to the implementing partners of the action