



ECW Multi-Year Resilience Programme (MYRP)

Sudan

2022 - 2024

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ECW Multi-Year Resilience Programme for Sudan

Programme Title	Supporting access to quality life-sustaining education programmes for displaced, conflict-affected, and otherwise vulnerable children and adolescents in Sudan	
Duration	36 months (January 2022 - December 2024)	
Targeting	100,650 children and adolescents, including 60% girls and 10% children with disabilities	
Funding Overview	Total resources required	US\$ 78,000,000
	Total allocated resources by ECW	US\$ 17,700,000
	Unfunded budget	US\$ 60,300,000

Programme Summary

ECW's Multi-Year Resilience Programme (MYRP) for Sudan is geared towards addressing the most pressing chronic and emergent, humanitarian and development educational needs in the country. The overall goal of the programme is to sustainably improve learning outcomes, availability of opportunities, and overall well-being for crisis-affected children and adolescents in Sudan by introducing a whole-of-child approach to education provision.

Children and adolescents' access to quality education in a safe and protective learning environment that fosters resilience and improves overall well-being will be promoted, while local education systems will also be strengthened to ensure that the educational gains from this programme last well beyond the initial implementation period. Both of these aspects are critical for the Sudan context, in which approximately one in three children are out of school and exposed to a myriad of risks, and in which there has been a chronic underinvestment in education infrastructure, teacher training, and education systems over the past several decades. For 2022, nearly 3.2 million displaced, conflict-affected or otherwise vulnerable children and adolescents have been identified as in need of education assistance, and this figure is expected to only increase year-by-year unless sufficient investments are made, and corrective action is taken.

The initial seed fund investment from ECW will support access to quality life-sustaining education programmes for at least 100,650 displaced, conflict-affected, and otherwise vulnerable children and adolescents in Sudan. This includes internally displaced persons (IDPs), refugees, returnees, and host communities. With ECW support, in-country partners intend to reach 10,000 children through pre-primary education, 68,500 children through primary education, and 22,150 children through secondary education. Within each of these target groups, they will strive to reach 60% girls and 10% children with disabilities. Approximately 85% of the target beneficiaries will be supported through formal education, while 15% are children and adolescents living in camps or settlements and will be supported through non-formal education.

The programme will be implemented by a Save the Children-led consortium (US\$ 14.7 million), which includes the Norwegian Refugee Council, International Aid Services, and Global Aid Hand; and UNICEF (US\$ 3 million), which has applied as an individual organisation and which will be responsible for system strengthening, resource mobilisation and coordination, including by strengthening linkages between humanitarian and development education programmes, and by ensuring the sustainability of the programme beyond 2024 through close engagement with the Federal Ministry of Education.

The MYRP will initially focus on South Kordofan and West Darfur, two of Sudan's worst affected states where recurring conflicts and violence have caused a sharp increase in the number of people in need of humanitarian assistance. Both

states are conflict-ridden, have large populations of children facing food insecurity, have very low enrolment and retention rates, and high rates of child labour and other risks to out-of-school children.¹

Programme Outcomes

Outcome 1	Access to education for children and adolescents (female and male, displaced and host) is improved
Outcome 2	Quality of learning for children and adolescents (female and male, displaced and host) is improved
Outcome 3	Supported learning environments are protective, inclusive, and safe, promoting good mental health and psychosocial support (MHPSS) outcomes for both students and teachers
Outcome 4	Educational needs for girls - including adolescent girls - are addressed specifically, resulting in improved rates of enrolment and learning outcomes
Outcome 5	Education systems and coordination structures are strengthened, with improved linkages between humanitarian and development actors
Outcome 6	Effective resource mobilisation results in improved availability of resources, and national stakeholders are empowered to support the design, implementation, and management of associated projects

1. Situational and Institutional Analysis

1.1. Country Context

After the signing of the Juba Peace Agreement between the Sudanese transitional government and several warring factions in August 2020, Sudan remains in a fragile transition towards national stability. The agreement, formalising peace between the transitional government and the Sudan Revolutionary Front and other opposition groups, has not been upheld by those in the region who are dissatisfied with their political representation.² Hence, while the transitional government has been working towards stabilising the economy through improved international recognition (such as Sudan's removal from the United States' list of states sponsoring terrorism in December 2020),³ humanitarian conditions have worsened significantly in recent months.

Now, with the recent military coup and the 'deal' that was struck between the military and prime minister Abdalla Hamdok in its aftermath, many of these challenges are anticipated to become even more severe. The key drivers of the current deterioration in living conditions have been rapidly rising food prices, a deepening economic crisis, COVID-19 severely affecting the (functioning of the) public sector, unprecedented floods and other extreme weather events, and localised outbreaks of conflict and disease.

The limited availability of water and other national resources across large parts of Darfur and Kordofan continues to be a driver of conflict between tribes and communities, aggravated by decades of marginalisation and neglect as well as in some cases policy reforms of the transitional government. In early 2021, inter-communal violence between Arab and Massalit communities in West Darfur caused 108,000 people to flee their temporary homes in Krinding camp, further deepening the precarity of their humanitarian situation. Hundreds of people were killed, with hostilities targeted at civilians, including women and children.

Conflict in the area has recently displaced an additional 250,000 people - most of whom are being sheltered in schools and other public buildings.⁴ This has rendered school buildings non-functional concurrently with an increasing number of

¹ According to OCHA, there are approximately 272,000 IDPs and 39,000 refugees in South Kordofan, and almost 338,000 IDPs in West Darfur.

² United Nations Security Council, 'Situation in the Sudan and activities of the United Nations Integrated Transition Assistance Mission in the Sudan', 2020, pp.1-2

³ Washington Post, 'U.S. lifts Sudan's designation as a state sponsor of terrorism', December 14, 2020.

⁴ UNICEF Sudan, Sudan Education Sector Report, 2021, p. 3

children needing to be accommodated in urban schools due to displacement from surrounding areas. While temporary learning centres have been established, the land available in 'safe havens' is scarce, limiting capacity to scale up operations to ensure that children can continue their education.

The recent challenges on a national level add to pre-existing strains on the education sector. It is estimated that there are currently 1.8 million non-displaced Sudanese children enrolled in school who are experiencing crisis, emergency, and/or severe food insecurity.⁵ In addition, children in nomadic and pastoralist families in Sudan often miss considerable amounts of learning time owing to difficulties consistently attending the same school during school hours. The cost of lost labour to the family if children do attend school, in addition to associated costs of education, long walking distances, and risks to children on their way to school, culminate in children leaving education early.

Regionally, acute challenges to political stability affect many in East Sudan following the contravention of the Juba Agreement for Peace by several local groups. At least 25 people were killed in clashes between ethnic groups during the summer of 2020 in Port Sudan.⁶ During September-October 2021, supply chains were interrupted with the blockade of Port Sudan, as part of the Beja's negotiations with the transitional government. The humanitarian impact of instability and occasional violence in the East has been compounded by the influx of refugees from Ethiopia as well as a recent outbreak of Hepatitis E in the region.⁷ The result of these increasing stressors is that while 2020 humanitarian funding was at its highest since 2011, the rapid worsening of humanitarian conditions has resulted in an even wider funding gap in 2020 than during the previous year.⁸ Further, 2021 saw a marked decrease in humanitarian funding, with the 2021 Sudan Humanitarian Response Plan (HRP) only 31% funded (US\$ 705 million) by November, while the 2020 HRP was 53% funded (US\$ 863 million). Likewise, the education sector was 75% funded in 2020 (\$47 million), while in 2021 only 25% (\$33 million) of the financial appeal has been secured.

1.2. Education Needs Overview⁹

In 2021, the Sudan Education Cluster, through the Assessment Working Group co-led by Save the Children and the Norwegian Refugee Council, conducted a Joint Education Needs Assessment (JENA). Key findings indicate the main barriers to children accessing education, including commuting distances (affecting 21 per cent of surveyed children), financial hardship (19 per cent), the lack of support and accessibility for children with disabilities (18 per cent) and outdated school infrastructure (11 per cent).¹⁰ Children do not have access to the most popular remote learning channels, with fewer than 5 per cent of caregivers reporting that their children had access to a radio, a television, or a mobile phone for learning. As a result, only one in eight children have been able to access distance learning during COVID-19-related school closures.

At a national level, 9.6 million children experienced prolonged absences from school during 2020 owing to the pandemic, adding to the estimated 4.3 million children already out of school by the end of 2018.¹¹ Interviews conducted with teachers, caregivers, and children suggest that most children do not have access to adequate textbooks to support their education. Classroom sizes are typically very large, averaging 50 students per classroom nationally but reaching an average of 81 across the Darfur regions. The size of these classes has significantly reduced schools' capacities to enact COVID-19 safety protocols such as social distancing, and adversely impacts the quality of education children receive, while simultaneously presenting significant challenges to teachers. Additionally, fewer than half of school children have clean water for drinking and handwashing at school, and roughly 33 per cent of schools do not have any functional latrines.

While Sudan adheres to global commitments to give every child a quality, free, and compulsory basic education (enshrined through such standards as the Convention on the Rights of the Child, to which Sudan is a signatory), the

⁵ Ibid. p.11

⁶ Human Rights Watch, 'Sudan Events of 2020: Conflict in Darfur and Eastern Sudan', available at: <https://www.hrw.org/world-report/2021/country-chapters/sudan>

⁷ ReliefWeb, 'Sudan: Humanitarian Snapshot - August 2021 (as of 7 September 2021)', 2021, available at: <https://reliefweb.int/report/sudan/sudan-humanitarian-snapshot-august-2021-7-september-2021-enar>

⁸ Humanitarian Response Plan, pp.6-7

⁹ Additional Education Needs Overview information is accessible [here](#).

¹⁰ 2021 JENA, Summary Presentation, Slide 5

¹¹ Humanitarian Needs Overview 2021.

broader position of girls in national policy undermines these commitments. The nation is not a signatory of the Convention on Consent to Marriage, Minimum Age for Marriage, and Registration of Marriages, nor the Convention on the Elimination of All Forms of Discrimination against Women. Alarming, research conducted by UNICEF in February 2020 revealed that female genital mutilation remains a serious problem in the country - affecting 87 per cent of women between the ages of 15 and 49 and 32 per cent of girls aged 14 or younger. Owing to the health complications incurred by female genital mutilation, this practice is likely to present significant barriers to attendance for girls enrolled in school.

While gender inequity in terms of access to education does not appear to be present at the pre-primary level, the disparity is noticeable at the primary level - gross enrolment rates for girls stand consistently lower than those of boys, at 71 per cent in 2017 compared with 75 per cent amongst their male peers. By the time that girls reach secondary-school age, only 25 per cent of them were enrolled nationally, compared with 33 per cent of boys. Data from 2020 suggests that secondary attendance amongst girls remains a challenge, with only 20 per cent of secondary-school-age girls in rural areas in attendance.¹² Reasons for non-attendance in later years of education vary between girls compared with boys, as the former are more exposed to early marriage whereas the latter are more likely to engage in child labour. Nevertheless, both these factors have become increasingly significant barriers to education since the beginning of the COVID-19 pandemic, with early marriage increasing by 24 per cent and child labour by 35 per cent in the first half of 2020.¹³

From a teacher-training perspective, the JENA evidences substantial shortcomings in educators' access to relevant professional development opportunities. Indeed, 59 per cent of schools report that teacher training is provided on a less-than-yearly basis, with 27 per cent of schools surveyed indicating that no training had been available for their teachers within the last two years. Over the past two years, training in pedagogy was available at only 13 per cent of institutions, basic curriculum support at 19 per cent, and further training for English and Arabic languages at 27 and 11 per cent respectively. In the current COVID-19 context, the highest priority training type for 31 per cent of teachers is distance learning facilitation, with English (30 per cent), Information Communication and Technology skills (27 per cent), and training methods (26 per cent) also in high demand.¹⁴

Support for children with disabilities falls under the *al-ta'leem ghayr al-marhali* system of non-sequential schooling which includes religious schools, vocational schools and gifted programmes. Children with disabilities enjoy a right to accessible quality education under the 2017 National Law for Persons with Disability, and free and compulsory education from the age of 6 under the 2005 Constitution. By way of additional support for children living with disabilities, the 2010 Child Act provides the state with a mandate to offer those living with disabilities (as well as orphans and those who are most economically disadvantaged) free access to public secondary schools.¹⁵ While these legislative actions demonstrate a sensitivity to the need to promote equitable inclusion of children with disabilities in education, such a stance has not precipitated sufficient data collection on the status of children with disabilities to be able to assess their access to education in comparison to that of those who are not living with disabilities. School-level programmes directed at encouraging the inclusion of those living with disabilities are not well adopted nationally - an absence which is less visible in Sudan compared with other countries owing to the lack of disability-inclusive metrics within the nation's education management information system (EMIS).

Limited availability of water, sanitation, and hygiene (WASH) infrastructure across schools in Sudan poses a major challenge for the country's education sector. The majority (54 per cent) of surveyed schools do not have access to sufficient drinking water, with 46 per cent reporting no access at all. There are also insufficient latrines provided for children, resulting in an average of 132 students per latrine. Amongst surveyed schools, only 29 per cent had handwashing facilities available for children, with 46 per cent of schools having neither soap nor water available for children. The cumulative effect of these WASH shortcomings is that 18 per cent of children are ill within a typical 2-week period.¹⁶ Roughly half of those who report illness miss school as a result.¹⁷

¹² Humanitarian Needs Overview 2021, p.52

¹³ Humanitarian Needs Overview 2021, p.51

¹⁴ Joint Education Needs Assessment 2021, p.56

¹⁵ Ibid.

¹⁶ WFP, School Feeding Baseline 2021.

¹⁷ SF Baseline Report 2021, p.12

The safety of children attending school poses a further concern: 8 per cent of children do not feel safe going to school with 31 per cent of caregivers also expressing concerns over children's safety on the way to school or while at school. Outside of school, children face an increased risk of child marriage, early pregnancy, exploitation and abuse, recruitment into armed groups, and child labour.¹⁸ Moreover, 53 per cent of schools did not have a referral mechanism in place for at-risk children to gain access to protection and support. The pandemic has had a visible impact on children's psychological well-being, with 34 per cent of caregivers indicating that their children were worried or scared about the pandemic and 24 per cent of children reporting that they no longer speak to or spend time with their friends as a result of COVID-19 prevention measures, including school closures. This is likely to have a considerable impact on children's mental health should social isolation continue in areas with a higher prevalence of COVID-19, including Khartoum state.

Prior to enrolment in primary-school education, access to pre-school education (as measured by gross enrolment) stood at below 70 per cent in 2016, with West Darfur and Gedarf both falling below the national average gross enrolment ratio of 43 per cent.¹⁹ From a longer-term perspective, there have been improvements in Sudanese children's access to pre-primary tuition: 62 per cent of learners in grade 1 in 2017 were reported to have prior educational experience, marking a significant improvement of 14 per cent from the 2000 figure.²⁰ Nevertheless, in the absence of more recent data to support analysis of shorter-term trends, it is likely that roughly half of students enrolling in primary education have not enjoyed prior access to such educational development opportunities.

Estimates by teachers regarding the availability of learning materials suggest massive shortcomings in access to basic education resources. The JENA indicates that 50 per cent of children are believed to have access to basic writing materials, with only 38 per cent of children estimated to have access to textbooks at school.²¹ Teacher assessments place the availability of appropriate reading materials substantially lower, at just 8 per cent. Such resource deficiencies have further limited the modalities available for distance learning during the pandemic. While 20 per cent of caregivers reported that children had access to a radio and four per cent to a computer, only 2 per cent and 1 per cent of children respectively used these devices to access educational content.²²

The cumulative effect of these shortcomings with respect to access to education, WASH infrastructure, protection mechanisms, and learning materials is a generally poor level of school attendance and academic achievement amongst children in Sudan. According to the 2015 National Learning Assessment, 40 per cent of grade three children were unable to read familiar words, with only 15 per cent able to read at the internationally recommended benchmark level.²³ Amongst those who were able to read, less than half could understand what they were reading. These educational failures were most pronounced in Darfur, where more than 75 per cent of learners could not read familiar words.²⁴ West Darfur, South Kordofan, Blue Nile, and Gedarf also record illiteracy rates greater than the national average, standing at 59 percent, 53 percent, 52 percent, and 44 percent, respectively.

Finally, in the context of education needs in Sudan, it is important to note that the available financing for education in emergencies has been sharply restricted over 2021 and is expected to remain vastly inadequate over 2022. While the 2020 HRP education financial requirement was 75% met (US\$ 47 million secured out of a US\$ 62 million requirement, excluding the COVID-19 addendum which remained largely unfunded), the 2021 HRP education appeal is only 25% funded (US\$ 32.5 million out of a \$129 million requirement), despite growing education needs caused by increased displacement, a worsening economic crisis driving vulnerability, and long school absences due to COVID-19-related school closures - all against the backdrop of chronic underinvestment in education over many decades. This MYRP is therefore critical in providing immediate funding to meet the emergency needs while simultaneously supporting longer-term education development goals. The MYRP will raise the profile of education in crisis-affected areas of Sudan, secure increased political commitment from donors and mobilise additional resources. This will facilitate the access of children impacted by forced displacements to quality, relevant, and impactful education programmes that support their health, protection, and well-being. It will also contribute to the broader achievement of related Sustainable Development Goals, such as gender equality and the eradication of poverty.

¹⁸ Humanitarian Needs Overview 2021.

¹⁹ Federal Ministry of Education, 'Draft Education Sector Analysis', 2018, pp.11-12

²⁰ Ibid., p.9

²¹ Sudan Joint Education Needs Assessment 2021, pp.47-48

²² Ibid.

²³ Federal Ministry of Education, 'General Education Sector Strategic Plan 2018/19 - 2022/23', 2019, pp.37-38

²⁴ UNICEF Sudan Education Global Thematic Report, 2019, p.9

1.3. Aligned Strategies and Plans

Relevant Plans and Strategies	How the MYRP aligns
Humanitarian Response Plan	The MYRP undertakes to implement a substantial proportion of the education-focused activities identified within the HRP, ensuring strong alignment between relevant education in emergencies (EiE) activities and the MYRP's longer-term strategic and development goals to ensure children receive a full package of complementary interventions. Alignment between the HRP and MYRP has been identified in the results framework.
Education in Emergencies Strategic Plan 2021	The MYRP aligns with the activities proposed in the short term under the key pillars of the Education in Emergencies Strategic Plan and extends a number of its proposed benefits into the former's subsequent years of programming. The proposed MYRP will fund a substantial proportion of the resources required for the successful implementation of the strategy.
Education Sector Strategic Plan 2018-2023	All activities described within the MYRP align with this plan, particularly when it comes to addressing critical and exigent educational needs: reconstruction and rehabilitation of facilities; expanding educational access; and strengthening incentive systems for teachers.
Sudan Girls' Education Sub-Sector Strategy (under development)	<p>Outcome 4 of the MYRP specifically targets the educational needs of girls at both primary and secondary level with the aim of increasing enrolment and attainment outcomes amongst the students. Specifically:</p> <ul style="list-style-type: none"> • Fee support for both primary and secondary education included under Outcome 4 of the MYRP is aligned with Priority 2 of the Girls' Education Sub-Sector Strategy. • Priority 6 of the Girls' Education Sub-Sector Strategy aligns with the skills programmes aimed at young out-of-school mothers supported under Outcome 4 of the MYRP <p>In addition, the objectives of the MYRP with respect to gender-specific support go beyond the main issues highlighted within the Ministry of Education's Sub-Sector Strategy and include policy dialogue and reform workshops with state officials, seeking to address discriminatory policy, legal, and systemic barriers to girls' access to education.</p>

The MYRP's Added-Value

The existing education development plans in Sudan cover a significant proportion of needs with a preponderance of attention directed towards the shorter-term priorities rather than longer term development considerations. However, between these plans there remain gaps and/or opportunities to direct programming further towards sustainable educational improvements suitable for maintenance and support by local authorities. The MYRP, as a multi-year strategy which addresses both immediate and longer-term education and development needs in the context of protracted conflict, food insecurity, and political fragility, adds value by addressing those gaps directly and by creating linkages that bridge humanitarian and development planning, coordination, and implementation. These objectives are in response to the chronic disrepair of many schools, rising instances of displacement in settled communities, and further conflict-induced dislocation of IDPs who had already moved to camps in an effort to escape violence - all of which highlight the need for educational support as part of holistic lifesaving and life-sustaining humanitarian interventions as well as broader economic development.

The MYRP offers a holistic inter-sectoral response to both immediate and longer-term education needs and is therefore operating at the humanitarian-development-peace nexus. This includes responding to areas and issues that have remained unaddressed and for which current actors need additional support. This means working to meet the chronic, multidimensional needs of schoolchildren, teachers, and educational institutions within the target states over the longer term, with the intention of promoting improved outcomes for crisis-affected children. It also means the MYRP will work to address priorities that are not sufficiently covered, including the needs of these children living with disabilities, younger children, and adolescents, with a particular focus on supporting adolescent girls.

To this end, the MYRP will support local partners to achieve various objectives, with a particular focus on increasing access to learning for the most vulnerable children. The MYRP provides both the hard inputs necessary to respond to immediate and medium-term access needs, as well as the technical guidance and support necessary to build the capacity

of the education system more broadly. By bridging the gap between humanitarian and development efforts thus, this bifurcated approach is intended to promote the sustainability of educational and quality-of-life improvements alongside the improved predictability associated with multi-year programming.

1.4. Ensuring Humanitarian-Development Coherence

Given that education in emergencies is intended to be temporary, the MYRP undertakes to provide a transitional roadmap to recovery and development, increasingly handing over ownership of education programmes to local partners, moving away from emergency-driven responses toward more sustainable and impactful delivery of education in a context of protracted conflict and crisis. This transitional plan undertakes to achieve increasing dependence on local capacities and stakeholders. This will pave the way for a more mainstreamed and institutionalised approach, led by local partners. That being said, the challenges of nexus programming in such a fluid context need to be acknowledged and partners will therefore take this into account in planning and implementing interventions in this regard.

The results framework has more comprehensive information on how this will be achieved. However, a summary of key elements of the plan that will promote recovery and transition can be found below:

Strengthening government capacity: To the extent possible, the MYRP will focus on strengthening capacity of state and locality level authorities to both oversee and coordinate the education response. This includes teacher training support, technical support to the design of the EMIS, and the related data collection, and promoting policy dialogue on inclusion of children with disabilities and out-of-school children in the formal education system, with adequate support provided for these children.

Strengthening education at the school level: Many activities focus on improving the capacity of formal schoolteachers and school administration and management to deliver quality education, supported by the relevant parent-teacher associations, as well as to contend with a variety of protection, MHPSS and disaster risk reduction issues. Additional investments will be made to rehabilitate damaged or otherwise inadequate school facilities, including construction or repair of WASH facilities. These activities are intended to ensure schools have sufficient capacity to support additional children in the coming years, as trends within Sudan and across the region indicate a steady increase of displacement. Additionally, the Ministry of Education also introduced an additional year of secondary school as of 2021, requiring additional classrooms, teachers, and school furniture sets.

Supporting learners in formal education: All activities will be geared towards promoting integration of conflict and disaster affected children (including IDPs, refugees, returnees, and host communities), nomadic children, and otherwise vulnerable children into formal schools, or into sustainable alternative learning activities. This includes children having adequate school supplies, receiving school meals, and being able to receive a quality education from trained teachers in a safe and protective learning environment. Investments also include improvements to the accelerated learning, strengthening distance learning modalities, and improving the quality of literacy and numeracy programmes.

Strengthening capacity of local partners to take on increasing ownership of education sector activities: The MYRP activities are intended to supply the immediate response to emergent needs; funding is provided to support pre-primary, primary and secondary school-age children for all three years of the programme, after which time development partners are expected to undertake more sustained ownership of the programme. This is intended to promote minimised dependence on humanitarian aid and emergency programmes, and to facilitate the transition to recovery-driven and development-oriented programming.

Alignment of activity with relevant sector plans and strategies: The MYRP undertakes to align with, and complement, key plans seeking to strengthen and develop the Sudanese education sector. These have been described in detail in preceding sections.

1.5 Funding Context and Funding Gaps for Education

Humanitarian financing for education in Sudan has undergone a sharp contraction during the course of 2021, despite a significant increase in displacement and associated education needs. Of the 2021 HRP education financial requirement, only US\$ 32.5 million has been secured, of which US\$ 25 million has been mobilised for school feeding. This has left hundreds of thousands of children (IDPs, refugees, returnees, and those from host communities) without the benefit of the planned comprehensive package of 38 education activities, spanning: school as well as water and sanitation construction and rehabilitation; school supplies; establishment of protection mechanisms at school level; training of teachers; and support to parents and parent-teacher associations. This is in the context of increased internal displacement, hosting of an increasing number of refugees, and while children are still reeling from the learning losses incurred due to COVID-19 related school closures.

The increased funding requirement between 2020 and 2021 highlights the rapidly worsening humanitarian situation in Sudan, with growing numbers of children in need placing higher burdens on humanitarian and state systems of education, while simultaneously the costs are rising as the economic crisis deepens. Within this context of growing needs and rising costs, the relative and absolute levels of funding to education have declined substantially, further weakening the education system in the country. For 2022, all sectors in Sudan have had to decrease the financial requirement for humanitarian support, in recognition of a contracting funding environment. The impact of this decreased investment in education is a lower cost per child, adversely affecting the quality of support provided to each individual child to meet their particular needs.

The Global Partnership for Education's (GPE) Education Sector Program Implementation Grant comprises the primary development-focused education funding provided to Sudan, totalling approximately US\$ 12 million per year. Most of this funding goes to capacity development initiatives at the national level, with limited direct support for educators or children, nor substantial investments in strengthening the humanitarian-development nexus. Another one-year GPE-funded grant of US\$ 10 million was given to support the transitional government in addressing the challenges relating to the COVID-19 crisis (primarily investments in distance and catch-up education programming). There is also some indication that the World Bank will be making an investment in Sudan's education sector.

Funding gap

With an ECW investment comprising US\$ 17.7 million, this will leave a MYRP funding gap comprising US\$ 60,300,000. To close this gap, resource mobilisation activities have been built into the programme: Save the Children and UNICEF, as the lead grantees, have had to demonstrate previous experience mobilising EiE investments in Sudan, and are expected to spearhead the continued resource mobilisation efforts for the MYRP.

1.6 Stakeholder Consultation Process

Consultation with local, national, and international stakeholders is core to the strength of any strategic programme design which endeavours to coordinate inputs across multiple actors. As such, multiple rounds of consultation were undertaken during the development of the MYRP and the associated components to be supported by the seed funding. A brief overview of the different rounds, focuses, and participants of these consultations can be found below, along with membership of the various entities:

MYRP Development Committee:

- Education Cannot Wait
- Education Cluster
- Federal Ministry of Education
- Gender-Based Violence Sub-Sector Coordinator
- Child Protection Sub-Sector Coordinator
- UNICEF
- European Civil Protection and Humanitarian Aid Operations (ECHO)
- World Bank
- African Development Bank
- Norwegian Refugee Council
- Save the Children

- UNHCR
- World Food Programme
- OCHA
- International Aid Services
- Global Aid Hand
- Al-Salam Organization for Rehabilitation and Development (AORD)

MYRP Development Committee (SAG+) consultations

- June 15th-18th - ECW virtual scoping mission
- August 4th - Introduction and process overview workshop
- August 18th - Preliminary location and activity prioritisation workshop
- September 1st - Presentation of prioritisation results, overview of next steps
- September 15th - Presentation of preliminary results framework and theory of change, solicitation of feedback, discussion on grantee selection process
- September 30th - Further discussion on results framework, solicitation of feedback
- October 19th - Presentation of final results framework, budget, activities for approval by MYRP Development Committee
- October 21st - Discussion on developed resources, solicitation of feedback

Education Cluster consultations

- September 19th - Results framework and grantee selection information sharing and consultation workshop
- November 8th - Presentation to the ECW Education Technical Reference Group

The Education Cluster is open to all partners implementing, or planning to implement, education in emergencies interventions, as well as donors, coordination entities, and technical experts of cross-cutting areas. At the time of writing, 63 organisations were registered with the Education Cluster.

At each key stage, the coordinators collected feedback, inputs, and guidance from stakeholders systematically, ensuring inputs were structured and aligned with the evidence required and final product targeted; this was all collected using structured digital submission tools and e-mail. The coordinators also extended invitations to hold personal, one-on-one discussions with all members of the Development Committee at multiple key points in the development process, with many members availing themselves of these offers; all feedback and suggestions arising from these discussions were recorded for the purposes of transparency and posterity.

The documents and tools underpinning this application and supporting the results framework have also been submitted for review and feedback by key experts (including gender, inclusion, and localisation experts) at the national level, as well as to ECW, and shared with key donor organisations, especially relating to those elements of the MYRP they might be anticipated to support.

All decisions relating to the design of this MYRP were undertaken in a participatory and transparent manner within the MYRP Development Committee outlined above. It therefore reflects the discussions and subsequent agreements from all partners who participated in these deliberations. The geographic targeting and focus of the MYRP in particular was widely discussed and the final decision therefore represents the consensus which was achieved as a result.

2. Programme Description

2.1 Theory of Change

Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Access to education for children and adolescents (female and host, displaced and host) is improved	Quality of learning for children and adolescents (female and male, displaced and host) is improved	Supported learning environments are protective, inclusive, and safe, promoting good MHPSS outcomes for both students and teachers	Educational needs for girls - including adolescent girls - are addressed specifically, resulting in improved rates of enrolment and learning outcomes	Education systems and coordination structures are strengthened, with improved linkages between humanitarian and development entities
Outputs	Outputs	Outputs	Outputs	Outputs
1.1. Critical pre-primary, primary and secondary education infrastructure is created, upgraded, or improved	2.1. Teachers and facilitators have their capacities enhanced, and are provided with appropriate incentives, to deliver quality education	3.1. Teachers and school administrators are provided with appropriate skills in positive school discipline, inclusive and protective education practice, MHPSS and resilience-building services, and referral pathways	4.1. Policy and systems barriers to girls' education are identified and addressed	5.1. Cluster coordination and implementation mechanisms have sufficient support, with systems set up and staff put in place
1.2. WASH facilities are upgraded, promoting improved health outcomes, COVID-19 protections, girls' attendance, disability inclusiveness, and school safety	2.2. Parents and communities are able to drive improved accountability and quality of education	3.2. MHPSS, resilience, and conflict resolution programmes are supported for children and teachers in targeted schools	4.2. Access and financial barriers to girls' education are addressed	5.2. Education systems and coordination structures are further enhanced, with improved linkages between humanitarian and development entities
1.3. Pre-primary, primary, and secondary students are provided with essential material and financial support to improve rates of attendance		3.3. COVID-19 protocols and response capacities are strengthened, promoting improved health outcomes and reducing school closures and missed school days	4.3. Quality and gender sensitivity of supported education programming are improved	
1.4. Primary and secondary ALPs and catch-up classes are supported, promoting access for children and adolescents unable to participate in formal or non-formal education programmes		3.4. Community attitudes and practices towards key protection issues strengthened	4.4. Key protection and health issues facing girls and adolescent girls are addressed	
		3.5. Support provided to schools and communities to promote effective inclusion of children living with disabilities		
6. Effective resource mobilisation results in improved availability of education resources, and national stakeholders are empowered to support the design, implementation, and management of associated projects				

2.2 Programmatic Outcomes

1. Access to education for children and adolescents (female and male, displaced and host) is improved

ECW Thematic Priorities: Access, Continuity, Protection, Quality

1.1. Critical pre-primary, primary and secondary education infrastructure is created, upgraded or improved

A lack of adequate and appropriate education infrastructure was highlighted as a key challenge facing target areas, especially given the resource and capacity constraints facing an already stretched education sector. Lack of sufficient space, damaged or unsafe spaces, and spaces which do not meet the individualised learning needs of girls, vulnerable children, and those living with disabilities from IDP, refugee, returnee, and host community populations were all highlighted as key challenges. Through the construction of temporary learning spaces, renovation and construction of classrooms, provision of furniture, and by ensuring inclusive and gender sensitive programming, key access barriers posed by infrastructure and material deficits can be addressed, and many of Sudan's most vulnerable children impacted by forced displacements can have their access to education restored.

1.2. WASH facilities are upgraded, promoting improved health outcomes, COVID-19 protections, girls' attendance, disability inclusiveness, and school safety

WASH infrastructure was identified throughout the needs analysis as being a primary, and substantial challenge to education, not least for girls and children with disabilities. The lack of adequate infrastructure, mixed-gender spaces, non-functional WASH facilities, and a lack of water are all key challenges prevalent throughout the target areas. Such concerns were especially salient throughout the current COVID-19 crisis. Seeking to address these issues and the myriad of access, equity, and learning barriers they pose, the MYRP will undertake to improve WASH infrastructure and materials in a gender-sensitive and inclusive way. Provision will include: latrine and handwashing station construction and rehabilitation; sustainable water source upgrading; and provision of minimum WASH kits and other materials for supported schools.

1.3. Pre-primary, primary, and secondary students are provided with essential material and financial support to improve rates of attendance

Further to the infrastructural challenges, the lack of teaching and learning materials was highlighted as a key issue impeding access to education for many children impacted by forced displacements. By providing essential material and financial support (school uniforms, books, hygiene kits, etc.), key barriers to access can be further addressed, as can many of the hygiene concerns related to COVID-19. Additional resources will be dedicated to the identification of out-of-school children and re-enrolment campaigns, and through provision of training to educators on how to deal with the challenges associated with re-enrolling out-of-school children. By taking this approach, the most vulnerable students impacted by forced displacements will be supported to access education over the course of the MYRP and beyond.

1.4. Primary and secondary ALPs and catch-up classes are supported, promoting access for children and adolescents unable to participate in formal or non-formal education programmes

Children impacted by forced displacements (IDP, refugee, returnee, and host community populations), nomadic children, and other children who have been out of school for significant periods of time or who have never been to school at all, are in need of specialised support through accelerated learning programmes (ALPs) to enable them to (re)integrate into the mainstream formal education system. These ALPs will be linked to the national curriculum and will further seek to meet the individualised and unique needs of girls, children with disabilities, and especially vulnerable children with flexible and quality education support, including through a review of the ALP curriculum and targeted support for ALP teachers. With the critical support provided to the broader sector, and supplemented with quality ALP options, this holistic package of interventions will improve the educational access of especially vulnerable children in crisis-affected areas.

2. Quality of learning for children and adolescents (female and male, displaced and host) is improved

ECW Thematic Priorities: Continuity, Equity and Gender Equality, Quality

A holistic package of education quality improvement activities and support are intended to sustainably improve the quality of education in targeted schools and beyond. The package described in the results framework will sustainably improve learning outcomes for supported children within a context where quality of education and instruction is a particular

concern. The unique needs of girls, children with disabilities, vulnerable children, and children in need of psychosocial support from refugee, returnee, IDP and host community populations are all considered throughout this package.

2.1. Teachers and facilitators have their capacities enhanced, and are provided with appropriate incentives, to deliver quality education

The MYRP will address the deficit in skills and capacity to deliver quality pre-primary, primary and secondary education, and the poor pay and incentive conditions faced by teachers and facilitators. This will be achieved by providing longer-term financial incentives, as well as training in key skill, capacity, and knowledge areas, namely: effective pedagogy, inclusion, gender- and psychosocial support-sensitive instruction, amongst others. Through the provision of these key interventions, quality of learning (as measured by learning outcomes) will be sustainably improved for Sudan's most vulnerable children impacted by forced displacement.

2.2. Parents and communities are able to drive improved accountability and quality of education

Quality and accountability in schools will be improved by strengthening key gaps in community engagement and ownership identified in the needs assessment and consultations. This will be achieved by training for key school committees, parents, and community groups on education support and management. By further strengthening community participation and engagement, particularly through parent-teacher associations, quality of education in especially vulnerable and challenged schools in the crisis-affected areas will be strengthened.

3. Supported learning environments are protective, inclusive, and safe, promoting good MHPSS outcomes, for both students and teachers

ECW Thematic Priorities: Access, Continuity, Equity and Gender Equality, Protection

A variety of challenges have been identified through the JENA and stakeholder consultations, pertaining to ensuring safe, protective, and inclusive education for children and adolescents, including girls, at-risk and vulnerable children, and children with disabilities from IDP, refugee, returnee, and host community populations. Distinct outputs have been created for each overarching category of the primary issues and challenges identified. It is hoped that through addressing these key issues, more inclusive, safer learning settings and practices that improve overall well-being, can be promoted throughout Sudan, not just in those areas targeted by the MYRP.

3.1. Teachers and administrators are provided with appropriate skills in positive school discipline, inclusive and protective education practices, MHPSS and resilience-building services and referral pathways

MHPSS, positive discipline, inclusive education practice, and other key relevant skills and capacities were highlighted as being key deficits of educators and education authorities in Sudan. The associated access and protection outcomes were consequently seen to be negatively affected. This output seeks to address these challenges (and resulting negative impacts) through the implementation of the following activities: development of education guidelines, and sensitisation surrounding the Safe Schools Declaration; creation of a harmonised teacher and education authority training module, and delivery of linked training of trainers sessions on child protection, referral pathways (for psychosocial support, health, protection, and other matters), child safeguarding, MHPSS, psychosocial support and social and emotional learning, and effective teaching for children dealing with aftermath of trauma and violence; and establishing a child protection referral pathway at target schools. Key issues of gender-sensitive education, MHPSS, positive discipline, and effective inclusion of vulnerable children and children with disabilities will be incorporated and addressed throughout these activities.

3.2. MHPSS, resilience, and conflict resolution programmes are supported for children and teachers in targeted schools

Direct MHPSS support for children and teachers is seen to be an essential complementary action to address the same challenges highlighted in output 3.2. As such, the Save the Children-led consortium and UNICEF will provide direct psychosocial support sessions for children and support the creation of an MHPSS peer support system for teachers and complementary psychosocial support sessions. This approach acknowledges that teachers have similar MHPSS needs to children affected by crisis, but do not often have their needs addressed through relevant interventions. This more holistic approach to addressing MHPSS needs will improve access, equity, classroom experience, and learning outcomes for crisis-affected children, while also raising the quality of life and well-being for essential education staff.

3.3. COVID-19 protocols and response capacities are strengthened, promoting improved health outcomes and reducing school closures and missed school days

COVID-19 remains a key challenge facing the education sector. Promoting quick recovery and schools' return to full operations, catching up on learning losses, and making schools more resilient to future potential challenges arising from COVID-19 are key priorities within this MYRP. Seeking to meet these challenges and promote improved access, equity, and learning outcomes in the face of COVID-19, the MYRP undertakes to implement the following activities: provision of masks for students and teachers; provision of COVID-19 hygiene materials (soap, hand sanitiser, etc.) to schools; provision of COVID-19 grants to schools; and distribution of the Federal Ministry of Education's COVID-19 safety protocols, with additional trainings provided on COVID-19 prevention, mitigation, and response measures.

3.4. Community attitudes and practices towards key protection issues strengthened

A holistic approach to addressing the key challenges and barriers facing access to education, especially for more vulnerable children from IDP, refugee, returnee, and host community populations (e.g. girls and children with disabilities), will entail working closely with communities to ensure appropriate attitude and practice change at the parent and community level. This will complement and reinforce other relevant work being done in schools. As such, training and advocacy for parents, teachers, and educators comprise a core focus, seeking to reinforce key messages and learning in: positive discipline; gender- and girl-friendly education; key barriers and issues, and negative attitudes facing girls, children with disabilities, and other vulnerable groups impacted by forced displacements.

3.5. Support provided to schools and communities to promote effective inclusion of children living with disabilities

Lack of access for children with disabilities was highlighted as a substantial challenge, with very little support going to these children, and very low rates of children with disabilities from IDP, refugee, returnee, and host community populations participating in education. Similarly, very little evidence on the needs, prevalence, or challenges of these children is available in Sudan. Seeking to first fill gaps, identify existing systems and resources, and gain wider buy-in across relevant institutions and organisations, and then begin the process of addressing these issues to achieve improved outcomes for children with disabilities, the MYRP plans the following activities: conduct advocacy and capacity building campaigns to ensure key disability enrolment statistics are included, and consistently measured, in annual school censuses and the EMIS; hire a consultant to undertake a children-living-with-disability analysis, seeking to identify key bottlenecks, challenges, and opportunities; and provide extensive training to educators throughout the education system on effective inclusive educational practice.

4. Educational needs for girls - including adolescent girls - are addressed specifically, resulting in improved rates of enrolment and learning outcomes

ECW Thematic Priorities: Access, Continuity, Equity and Gender Equality, Protection, Quality

Educational enrolment data alongside the JENA findings point to a range of barriers to education which affect girls and young women either disproportionately or exclusively. The relative salience of these factors remains to be assessed, and it is intended that their effective evaluation and integration within national-level policy and school-level training will help support equitable access to education for girls. Under this assumption, the four outputs which comprise Outcome 4 aim to offer both preventative support to enable girls to remain in education and restorative support to empower those who have left (or cannot access) formal education to (re)engage appropriately. These interventions will be supported by a research and policy cadre with a view to scaling up the prospective positive outcomes.

4.1. Policy and systems barriers to girls' education are identified and addressed

Enrolment data for upper-primary- and secondary-school-age girls indicates an emerging gendered disparity in access to education as children age. This trend remains without sufficient redress through the systems currently available. While the JENA highlights the range of barriers faced by girls in accessing education, this particular output will aim to ensure that educational and safeguarding policies accurately reflect the nature of the issues faced by girls and that they are supported by practical support mechanisms to assist with their entry, continuation, or re-entry into formal education. Specifically, out-of-school mothers will be offered tailored skills and vocational training programmes, while marginalised girls who cannot access mainstream schools will be offered alternative learning programmes. On a national level, reform

workshops and policy dialogues will be employed to secure alignment between support frameworks and girls' needs, including by identifying legal and policy-related barriers to girls' meaningful engagement in education.

4.2. Access and financial barriers to girls' education are addressed

Household-level financial difficulties, which have been further compounded by the economic impacts of COVID-19 induced lockdowns, are likely to pose a substantial challenge to girls' access to education in the coming years. This trend is predicted within a context where the expenses of learning materials are reported to be increasingly placed on the shoulders of individual households, amongst which roughly one in four already do not enrol their secondary-school-age girls in education. In response to this, the MYRP will provide primary- and secondary-school-age girls in crisis-affected areas with fee support to improve their access to education. Furthermore, in anticipation that the exploratory approach to identifying barriers to education described under 4.1 will evince further funding gaps, a flexible portion of the MYRP budget is available to support those most underserved.

4.3. Quality and gender sensitivity of supported education programming is improved

Sustainably improving girls' access to quality education was identified as a primary need in crisis-affected areas of Sudan in preceding analyses. For this reason, a MYRP Gender Specialist will be recruited, with substantial responsibility for guiding and informing gendered programming across the 'integrated approach' described within this MYRP. It is intended that this specialist's expertise will allow policy and programming experts to identify the relative salience of the range of barriers and enablers of girls' access to education from IDP, refugee, returnee, and host community populations, thereby informing effective policy and associate actions.

4.4. Key protection and health issues facing girls and adolescent girls are addressed

While engaged in education, girls' sense of security both while commuting to and at school, as well as their confidence in managing their menstrual health, impact their willingness to continue with education and their belief that they can continue to do so safely. Consequently, the MYRP's proposed budget supports the provision of feminine hygiene kits in both supported alternative and formal classrooms. In addition, education master trainers will be supported in the awareness and communication of female health and protection related issues, such as female genital mutilation, child marriage, and gender-based violence. It is intended that this additional module of training - as disseminated through the master trainers' own sessions - will improve school-level sensitivity for, and awareness of, girls' health and protection challenges.

5. Education systems and coordination structures are strengthened, with improved linkages between humanitarian and development actors

ECW Thematic Priorities: Access, Continuity, Equity and Gender Equality, Quality

In order to effectively implement the MYRP, and in order to achieve sustainable outcomes, key investments will need to be made in strengthening coordination capacity, as well as in raising the capacities of local partners to take on stronger roles across the education sector.

5.1. Cluster coordination and implementation mechanisms have sufficient support, with systems set up and staff put in place

Under this output, dedicated sub-national coordinators will be recruited to support the MYRP and also broader sector coordination objectives in South Kordofan and West Darfur. UNICEF will recruit and oversee the sub-national post for West Darfur, together with a roving Information Management Officer to support both states, while Save the Children will recruit and oversee the South Kordofan post. The core function of these coordinators will include closer engagement with local stakeholders including the State Ministry of Education, convening regular education sector meetings, and ensuring field-based education colleagues are well briefed on overall strategic objectives. The Information Management Officer will support the management of sub-national data, including ensuring accuracy of quarterly reporting, and supporting the Federal Ministry of Education to collect state-level EMIS data.

The other most significant piece of work undertaken as part of this output, is conducting a follow-up JENA in mid-2023, to be led by Save the Children and the Norwegian Refugee Council. The first ever JENA for Sudan was conducted in 2021. It is expected that the follow-up JENA will be based on a larger sample size due to increased financial resources

and partner capacity as a result of this MYRP, while also being more inclusive, building on of the MYRP's priorities of supporting girls and children with disabilities. Further, the upcoming JENA will have a broader scope of work, ensuring both immediate and long-term education needs are reflected, in alignment with the Education Cluster's commitment through this MYRP to bridge the humanitarian-development divide.

5.2. Education systems and coordination structures are further enhanced, with improved linkages between humanitarian and development entities

The activities under this particular output are geared towards further strengthening education systems and promoting their ability to operate more independently in the medium to long term, while also ensuring humanitarian and development coordination linkages between the national and state levels. Activities include strengthening the EMIS to more accurately reflect student populations (disaggregated by sex, age, and displacement status), supply-side capacity (including number of classrooms, latrines, kitchens, and teachers), while also capturing demand-side aspects including quality of education and learning outcomes, availability of school feeding programmes, and areas where back-to-school campaigns have been conducted.

6. Effective resource mobilisation results in improved availability of education resources, and national stakeholders are empowered to support the design, implementation, and management of associated programmes

ECW Thematic Priorities: Access, Continuity, Equity and Gender Equality, Quality and Protection

6.1 Increased capacity to undertake resource mobilisation and advocacy work to fully implement MYRP activities

The funding of EiE operations will be subject to a thorough analysis to support the development of an optimally efficient resource mobilisation and advocacy strategy. This strategy will include a substantial focus on strengthening the local ownership and implementation of fundraising processes and shall be reviewed annually via dedicated resource mobilisation strategy workshops.

It is expected that Save the Children and UNICEF, as the lead grantees of the MYRP, spearhead the resource mobilisation efforts, including by raising the profile of the education crisis in Sudan, negotiating political commitments to education funding, and improving the dialogue with education donors in Sudan as well as globally. It is further expected that they will support an equitable bridge between humanitarian and development coordination and financing, with the goal of developing a cohesive education programme situated at the humanitarian-development nexus, supporting the immediate needs of children impacted by forced displacements, while also strengthening national education systems, including investing in teacher capacity, to promote long-term goals of improved learning outcomes and opportunities for young people in crisis-affected parts of the country.

2.3 Gender Equity and Inclusion

The MYRP will address multiple forms of disadvantage and exclusion including those due to disability, sex, age, displacement status, and country of origin through approaches that are aligned with the Education Sector Strategic Plan, and which will seek to align with the Sudan Girls' Education Sub-Sector Strategy, currently under development in collaboration with the government.

Girls and adolescent girls

The priority of supporting girls' access to quality education is also reflected in the theory of change and results framework, with a specific outcome dedicated to girls' education. Seeking to document and understand the needs of girls within the Sudanese context, a rapid needs analysis is planned in the early stages of implementation. In keeping with ECW's guidance on creating gender transformative approaches in MYRP design and implementation, the following interventions and principles will be applied:

- All interventions have been designed to promote activities which are tailored to the unique needs of girls and boys, including adolescent girls and adolescent boys from IDP, refugee, returnee, and host community populations.

- Mitigation of the direct and indirect costs of sending girls (including adolescent girls) and other marginalised subgroups of children to school.
- Education facilities and learning environments need to be physically and emotionally safe, and gender sensitive. Teachers and school administrators will be trained on prevention of gender-based violence. Additional activities have been planned to foster positive discipline practices, as well as undertake campaigns to address bullying and other harmful practices.
- Policy reform dialogues and advocacy events are planned with key stakeholders and representatives, with the aim of identifying and overcoming key policy-related challenges and barriers to girls' education.
- Teacher trainings will include training in gender awareness and gender sensitive pedagogy (e.g. gender-based violence prevention and mitigation, safety issues and on ingrained practices that discriminate against girls).
- Interventions will be undertaken to ensure that schools are inclusive at every level. This includes ongoing training on inclusive education practices for principals, teachers, staff, and children, as well as relevant education officials.
- Extra, innovative efforts will be made to engage out-of-school children from IDP, refugee, returnee, and host community populations into education - especially adolescent girls kept at home to fulfil unpaid domestic work responsibilities and girls who have been forced into marriage and who are childbearing.
- The MYRP will support the construction of WASH facilities which will be safe, and for women only. Menstrual hygiene and feminine health education, facilities, and products will be provided in a safe, free, and easily accessible manner.
- Parents will be engaged through a variety of activities to shift harmful views of gender and to promote girls' access to education and broader life opportunities. Relevant activities include positive parenting education sessions, and community advocacy and outreach sessions.
- Work with community leaders to shift harmful social norms towards girls (especially adolescent girls) and boys will be undertaken through a variety of community training and advocacy programmes, as well as through school-based programming to achieve the same ends.
- Activities will be undertaken to ensure that gender-based violence is addressed throughout the entire education system - from education leadership, to gender-based violence prevention, mitigation and response, provision of MHPSS to address gender-based violence, and creation of systems and training to address prevalent issues.
- Flexible alternative learning programmes will be provided specifically for highly marginalised girls including those living in alternative care arrangements, young mothers, girls at risk of being forced to marry, girls who have come in contact with the law, and girls who have missed significant portions of schooling.
- Within the targeted girls' education outcome, non-formal education for adolescent girls from IDP, refugee, returnee, and host community populations will be delivered. All non-formal education will undertake to facilitate transitions to formal education and will undertake to provide recognised qualifications for graduates.
- All data collected will be gender disaggregated, with substantial efforts also undertaken to collect age-related data where possible. Disability data will also be incorporated in the course of the MYRP; this is another dedicated activity within the results framework.
- Capacity development investments for national partners, providing dedicated support and human resources, to specifically address girls' needs has also been planned for within the MYRP.
- A flexible budget has also been included within the MYRP to address those issues, challenges, and barriers which will be identified in the needs assessment and barriers analysis.

Children with disabilities

It will be important to understand the needs of children with disabilities from IDP, refugee, returnee, and host community populations within the Sudan education context, and to ensure that children with disabilities are included in every stage of programme implementation and delivery. A rapid needs analysis is therefore planned in the early stages of implementation and children's participation will be facilitated throughout the programme. In keeping with ECW's guidance, a variety of disability-focused interventions will be undertaken, with key actions including:

- Undertaking a mapping of referral pathways and service systems for children with disabilities, which will then serve as the basis for subsequent action planning and policy dialogue with different education stakeholders, including the Ministry of Education and implementing partners.
- Creation of monitoring systems which allow for better understanding of children with disabilities' needs, learning outcomes, and access to education. This will include extensive support for the EMIS to better incorporate information on children with disabilities.
- Effective tracking and reporting against these new metrics, with children with disabilities disaggregated within indicators, to ensure their specific requirements are fulfilled.

- Integration of training for educators and educational leaders on effective approaches to addressing inclusion and the needs of children with disabilities.
- Retrofitting of educational and WASH facilities in schools in crisis-affected areas to be inclusive and accessible for children with disabilities. All new WASH and school construction will be done to universal design to accommodate children living with a disability.
- Awareness raising in communities, seeking to ensure that the access of children with disabilities to education is valued and prioritised.

2.4 Prioritising the Most Disadvantaged

This MYRP undertakes to implement a holistic approach to achieving quality learning for the most vulnerable and marginalised children in Sudan. This means that a variety of interventions have been planned that integrate and address the key issues and needs of a variety of key and vulnerable groups, in line with the education sector's own strategies and priorities. In particular, the following groups will be targeted:

Children impacted by forced displacement

Amongst the 3.2 million children identified by the Sudan Education Cluster as requiring assistance to continue or resume their education, the overwhelming majority has been impacted by forced displacement (including IDPs, refugees, returnees, and host communities). Children in these categories are recognised as having the highest levels of need for educational support, especially those whose displacement intersects with other marginalised characteristics, such as gender or disability, to limit further their access to education.

Efforts will (continue to) be undertaken to promote access to quality education for these children, as well as to create opportunities for displaced teachers, including by providing financial support and professional training. Further efforts are being taken to address the MHPSS needs of displaced children, teachers, and communities through training and structured MHPSS opportunities. An MHPSS rapid analysis is also being planned to create a strong evidence base, informing both understanding of needs, as well as the development of interventions to address them.

Girls and adolescent girls

At least 60 per cent of ECW-supported beneficiaries are targeted to be girls. Furthermore, 20 per cent of its beneficiaries are anticipated to be adolescents and secondary-level students, again recognising the specific challenges that this age group faces, with adolescent girls in particular being at high risk of not being able to continue or resume their education if targeted support is not provided.

Young children

Almost 10 per cent of all beneficiaries targeted by the MYRP are expected to be young children at pre-primary school level (ages 3-5). Efforts to support these children through MHPSS programming provision, as well as increasing access to innovative early-learning opportunities, including play-based learning and social and emotional learning, comprise substantial components of the programme.

Children with disabilities

Further to the activities described above, 10 per cent of all beneficiaries are anticipated to be children living with a disability, as defined by the Washington Group on Disability Statistics.

3. Leveraging Resources to Scale-Up MYRP Results

3.1 Resource Mobilisation and Advocacy

The overall MYRP requires US\$ 78 million to meet both the immediate and long-term education needs of children impacted by forced displacements (including IDP, refugees, returnees, and host communities) in Sudan. Of this appeal, US\$ 17.7 million will be provided through the seed funding component by ECW, leaving a gap of US\$ 60.3 million. This gap will need to be closed to ensure that more crisis-affected children can be reached with a full package of activities to promote their access to quality, life-sustaining and protective education. The resource mobilisation and advocacy component for the MYRP aims to secure both immediate and longer-term funding to meet children's urgent needs while also investing in longer-term achievements, including improved learning outcomes. To this end, both humanitarian and development funding will be sought, with the following resource mobilisation activities planned.

Engagement with the private sector

Sudan has an active private sector, which has historically supported several humanitarian and development programmes. UNICEF's Resource Mobilisation Specialist already has good relationships with this sector, which can be leveraged as an entry point for discussions regarding education financing. With a contracting education financing landscape in Sudan, it will be important to also engage non-traditional donors.

Improved engagement with in-country donors

UNICEF, through both its programmatic and cluster functions, will be promoting improved linkages with in-country donors through monthly meetings. While global-level donors are often briefed through the Education Cluster, with support from Education Cannot Wait, the Global Education Cluster, and the Geneva Global Hub for Education in Emergencies, there has not yet been significant in-country donor engagement on education financing in Sudan. To ensure sustainability of the overall programme, a balance of both humanitarian and development donors will be sought as part of this improved linkage.

EiE funding analysis

A participatory EiE funding analysis will be undertaken, building on the regular monitoring of education funding reflected in the Financial Tracking Service, and seeking to fill any remaining gaps in funding MYRP interventions. This will entail working with relevant national and international partners to identify various donors (traditional and non-traditional), document their priorities, and map relevant stakeholders and networks which may be able to assist in securing funding. Additional work will be undertaken to identify relevant funding opportunities across other sectors and development initiatives. MYRP partners will also be asked to provide insights into relevant capacities and resources, as well as to provide commitments toward securing additional funding. Save the Children and UNICEF will also undertake to collate, on an annual basis, all MYRP funding secured, including all relevant information which may not be included within the FTS. This is intended to facilitate a clear understanding of ongoing goals in financing and promote action to resolve critical funding gaps.

Transition resource mobilisation responsibilities to national stakeholders

Both lead grantees, but with greater responsibility resting with UNICEF, will work with national partners to create a handover plan, including the identification of funding sources, and determining stakeholder roles, responsibilities, and strategies to ensure increased and sustained political commitments to funding education in Sudan. The specific resource mobilisation activities to be undertaken under Outcome 6 have been outlined within the results framework, as well as in the budget.

3.2 ECW Seed Fund Scale-up Strategy

Contingency plans have been built into the MYRP, seeking to ensure that funds are used effectively and efficiently. These plans are based on prioritisation of certain activities; those activities given first priority will be the first to be funded, as contingencies allow, and often comprise those with the broadest systems-level impact potential.

Top Priority	Coordination and monitoring mechanisms
Top Priority	Direct delivery of education services and programming for children
Top Priority	Teacher and educator professional development, training, and capacity building
Top Priority	Community awareness-raising and attitude change programming
Top Priority	Critical WASH infrastructure repair or construction
Top Priority	Gender and disability needs assessments, audits, and response activities
Middle Priority	Back to school campaigns, awareness raising activities, and related activities
Middle Priority	Teacher and educator incentives and recruitment
Middle Priority	Distribution of teaching and learning materials and other resources
Middle Priority	Non-critical WASH infrastructure repair or construction
Middle Priority	Critical school infrastructure repair or construction
Lower Priority	Non-critical school infrastructure repair or construction

The MYRP Development Committee has further undertaken to chart the specific activities, as well as their quantities, unit costs, and targeting, to be undertaken as part of the wider MYRP (not just those activities to be funded by ECW). Furthermore, where activities target ground-level beneficiaries, geographically contiguous areas will be targeted first, with children receiving a holistic package of support within those areas. This will be undertaken to ensure the impact and quality of programming provided by the MYRP.

Please note that the above funding priorities are broad guidelines; the Education Cluster will bear them in mind while making informed decisions about what to do with available funding, but there may be cases where the priorities need to be shifted to achieve improved outcomes or impacts as the context in Sudan remains fluid.

4. Monitoring, Evaluation and Learning

4.1 Monitoring, Evaluation and Joint Reporting

The monitoring, evaluation and joint reporting actions for the MYRP will draw upon existing data sources and M&E systems to the greatest extent possible. This is intended to strengthen the speed and quality of reporting, as well as to ensure ECW-funded activities and reporting will contribute to strengthening existing data availability. The specific systems, procedures, responsibilities, and frequency of collection, which will inform reporting against the MYRP indicators, have been presented below:

5W reporting

At the beginning of each activity, partners will be required to submit detailed information on budgets, targets, duration and quantities, and regional/school/camp targeting, using the 5W tool. All reporting will be undertaken against standardised indicators, facilitating the harmonisation of reporting. The Education Cluster will then analyse and report on activities, progress, and gaps, with key information reflected in interactive quarterly dashboards. The indicators for the MYRP have been designed to align with both HRP indicators and ongoing 5W reporting, as far as is possible, the intent being promotion of efficiency in data collection and monitoring. As required, additional ECW-specific indicators have been added, allowing for a greater degree of precision of monitoring of ECW priority areas, including early childhood education, girls' education, secondary-school education, and supporting children living with a disability.

Annual reporting for the MYRP

For those activities which are not covered by the 5W tool (generally for one-off activities, or outputs/outcomes which are difficult to monitor), the Education Cluster will undertake an annual collation of data and reports within the MYRP's results framework tracker. Partners will then have the responsibility to report progress against key indicator targets which have been identified as their area of responsibility.

The results framework for the MYRP provides substantial additional information, with a detailed breakdown of indicators, indicator types, and tools to be used, as well as detailed calculation and collection guidance where appropriate. Reporting against the MYRP indicators will be led by the Education Cluster, with the support of UNICEF and Save the Children as the lead grantees. There are also several M&E-specific indicators and activities detailed within the results framework and activity plan, including:

- Annual EiE funding reporting, collating information from the Financial Tracking Service, as well as any relevant MYRP funding not included within this service.
- Mid-point JENA undertaken by Education Cluster and its partners. This will include substantial focus on psychosocial support, gender, adolescent- and child-specific needs to facilitate the impactful programming.
- Mid-point and final evaluations undertaken of the MYRP.
- Funding allocated for a learning and MHPSS assessment.
- Recruitment of an Information Management Officer (roving).
- Consultant hired to develop an ALP needs assessment and carry-out a comprehensive curriculum development and consolidation exercise.
- Consultant hired to undertake a gender analysis, seeking to identify key bottlenecks, challenges, and opportunities facing the education sector. Consultancy to lead to strategic design, providing practical and actionable recommendations to the Education Cluster on how to address the key issues identified.
- Monitoring, Evaluation and Learning coordinator contracted to ensure collection and monitoring of key data, especially those not included in existing data collection processes.
- Organisation of at least one MYRP/HRP review meeting per year, where progress, lessons learned exercises, and further planning undertaken, as well as revision of the MYRP should it be necessary.
- Consultancy to strengthen the EMIS system, and train relevant stakeholders to implement improved and expanded data collection and analysis tools and resources. Special attention will be paid to girls, out-of-school children, and children living with disabilities in crisis-affected areas.

These activities and outputs have been explicitly costed in the comprehensive, line-item budget. It should be noted that the funding and implementation of these M&E activities has been distributed across the various funding sources identified in the resource mobilisation section of this application. This will reduce the burden of data collection, undue capacity demands, or financial burdens on grantees.

4.2 Learning Outcome Measurement

From its inception, the MYRP has had a strong focus on measuring learning, MHPSS, and access outcomes, rather than focusing on just outputs. Indeed, efforts have been made to identify and incorporate effective approaches to measurement of relevant outcomes. The primary approaches selected comprise:

Annual Status of Education Report (ASER)²⁵ or EGRA/EGMA and learning outcomes

ASER and EGRA/EGMA are a set of literacy and numeracy assessments targeted at children between the ages of 7-14, developed for deployment in a survey format. They have specifically been designed for digital deployment in challenging low-resource contexts. The survey can be collected at the school or at the household level. This design enables all children to be included - those who have never been to school or have dropped out of school, as well as those who are in government schools, religious schools, or non-formal education programmes.

The planned activities include the creation of a contextualised and grade-benchmarked set of literacy and numeracy assessments. This assessment is planned for implementation at the end of the third year of programming by way of a survey of attainment level and disparities across the country. The results of this survey are anticipated to provide strong

²⁵ <http://www.asercentre.org/Survey/Basic/Pack/Sampling/History/p/54.html>

insights into the learning outcomes of beneficiary children, linking activities to outcome measurement, rather than focusing on simple output metrics.

Connor-Davidson Resilience Scale (CD-RISC)²⁶ and MHPSS outcomes

The Connor-Davidson Resilience Scale (CD-RISC) is grounded in developmental psychology and child psychiatry. It is a 10-question scale seeking to measure resilience and psychosocial health in children dealing with psychosocial distress. The scale has been validated across multiple cultural contexts and has demonstrated a high degree of internal consistency. Use of this tool among target populations has the potential to improve understanding of how MHPSS and protection programmes might be affecting the resilience and psychosocial health of children in target areas. It can also help partners understand further needs in the areas of MHPSS and resilience for children.

The planned activities include the creation of a contextualised and translated CD-RISC questionnaire, which will then be deployed annually in a representative national survey. The results of this survey are anticipated to provide strong insights into the MHPSS outcomes of beneficiary children.

5. Implementation Arrangements

5.1 Governance Structure

The Education Cluster, through the Strategic Advisory Group and together with the lead grantees, will closely monitor the implementation of the MYRP, ensuring close alignment between the Humanitarian Response Plan and the MYRP.

- **ECW Secretariat:** The Secretariat will provide technical support and oversight of the MYRP throughout the entire programme cycle. Should the programme need to be adapted during implementation, due to changes in context, the Secretariat will review proposed revisions, provide strategic direction, and approve required changes. The Secretariat will further support the overall MYRP resource mobilisation efforts, including through a media and advocacy campaign at the launch of the MYRP.
- **Education Cluster Strategic Advisory Group:** The Sudan Cluster Sector Strategic Advisory Group (SAG) is the platform through which strategic direction is provided to the broader education sector, to avoid duplication, fill gaps, and to ensure consistency, predictability, accountability, and transparency. Both Save the Children and UNICEF are currently members of the SAG. During the implementation phase, the SAG will ensure coherence of implementing partners' interventions in accordance with the HRP's education activities. The SAG will further ensure the standardisation of approaches in different education interventions for cost efficiency and effectiveness. The SAG will also provide guidance on the development of monitoring and evaluation plans and reporting mechanisms in consultation with Save the Children and UNICEF.
- **Grantees:** Save the Children and UNICEF, the lead grantees for this MYRP, will be responsible for the administrative management of the programme, receiving donor contributions, disbursing funds to implementing partners in line with their respective financial procedures, consolidating periodic and final financial reports and statements, and conducting external audits. Moreover, they will be responsible for the day-to-day management and oversight of the implementing partners.
- **Subgrantees:** The implementing partners within the Save the Children-led consortium will assume full programmatic and financial accountability for the funds disbursed by the lead grantees. They will directly implement the activities as per the agreement with the lead grantees and contribute to the achievement of common targets within the MYRP.
- **Technical agencies:** Technical and line departments within the Ministry of Education at a sub-national level will be in direct contact with the grantees and subgrantees. These agencies will, as far as is possible, implement activities that fall within their normal and daily workflow and support the overall technical work of the MYRP. By contracting with implementing partners, they will provide their technical expertise and will be supported to reach all hard-to-reach communities and will ensure longer-term sustainability of the programme.

²⁶ <http://www.connordavidson-resiliencescale.com/about.php>

During the inception phase, Save the Children and UNICEF will further refine roles, responsibilities, and coordination systems and procedures, ensuring that all key means and approaches to grant management are clarified. This work will be undertaken in close collaboration with the ECW Secretariat.

UNICEF and Save the Children have been allocated specific activities and outputs within the results framework and detailed activity plan, facilitating implementation, delivery, and management of all activities through their own administrative, financial, and procurement systems and maintaining accountability for their sub-grantees, as applicable.

5.2 Grantee Selection Process

An open and transparent selection process underpinned the selection of the grantees and has informed the preparation of the programme document. A process of open calls for expressions of interest and applications from interested agencies in Sudan, and appraisal of those applications against a set of scoring criteria by a selection committee was undertaken. Details of that process can be found below.

Selection committee

The selection committee was representative of the broader education sector, while also being neutral and with members having no conflicts of interest. As such, the selection committee was drawn from the MYRP Development Committee but did not include members from organisations submitting a grantee or sub-grantee application. Steps were taken to ensure that the membership covered expertise in relevant areas, such as gender and disability inclusion. The selection committee was comprised of:

- A donor agency (EU/ECHO);
- An international non-governmental organisation (Plan International); and
- A national non-governmental organisation (AORD).

Each member of the grantee selection committee scored each proposal using the designed scorecard (see below criteria). After all results were tallied, with an average of the three scores calculated for each proposal, and reviewed by the members of the grantee selection committee, each member made an individual recommendation on the grantee selection, with the grantees selected on the basis of majority vote. The results of the selection were then shared in writing to all members of the panel, to allow an opportunity for questions or requests for further clarification, of which there were none. All proposal documents, individual scorecards, average scorecard results table, and a note for record were submitted to the ECW Secretariat as part of the due diligence process.

5.3 Child Safeguarding & PSEA/PSH

The MYRP Development Committee and the grantees are fully committed to child safe programming, including prevention of sexual exploitation and abuse (PSEA), ensuring children receiving support are not harmed and that there are reporting mechanisms available to prevent, detect, and respond to child safeguarding or protection concerns. Both Save the Children and UNICEF will be required to operate robust child safeguarding policies and codes of conduct for their respective staff and associates. Child safeguarding requirements must be included in the respective agreements with subgrantees as well as consultants and suppliers.

Child safeguarding

Save the Children and UNICEF, as the lead grantees, will have the ultimate responsibility to ensure that implementing partners have the systems and processes in place to uphold child safeguarding measures. A child safeguarding risk assessment and mitigation plan will be developed jointly during the inception phase, with the opportunity for assistance from subgrantees. All implementing partners and their child safeguarding focal points will be reviewed periodically. Grantees will request evidence of child safeguarding policies and procedures from implementing partners before signing

grant agreements. This includes safe recruitment practices, a code of conduct, disciplinary sanctions linked to employment contracts, and reporting and referral procedures.

The implementing partners will ensure staff will be recruited in accordance with safe recruitment practices and receive child safeguarding training and regular refreshers, and that risk mitigation measures are in place when involving volunteers in any MYRP-related activities. The grantees will ensure that risk mitigation measures are used by their implementing partners to safeguard children living with disabilities, including through use of activity and site-specific protocols.

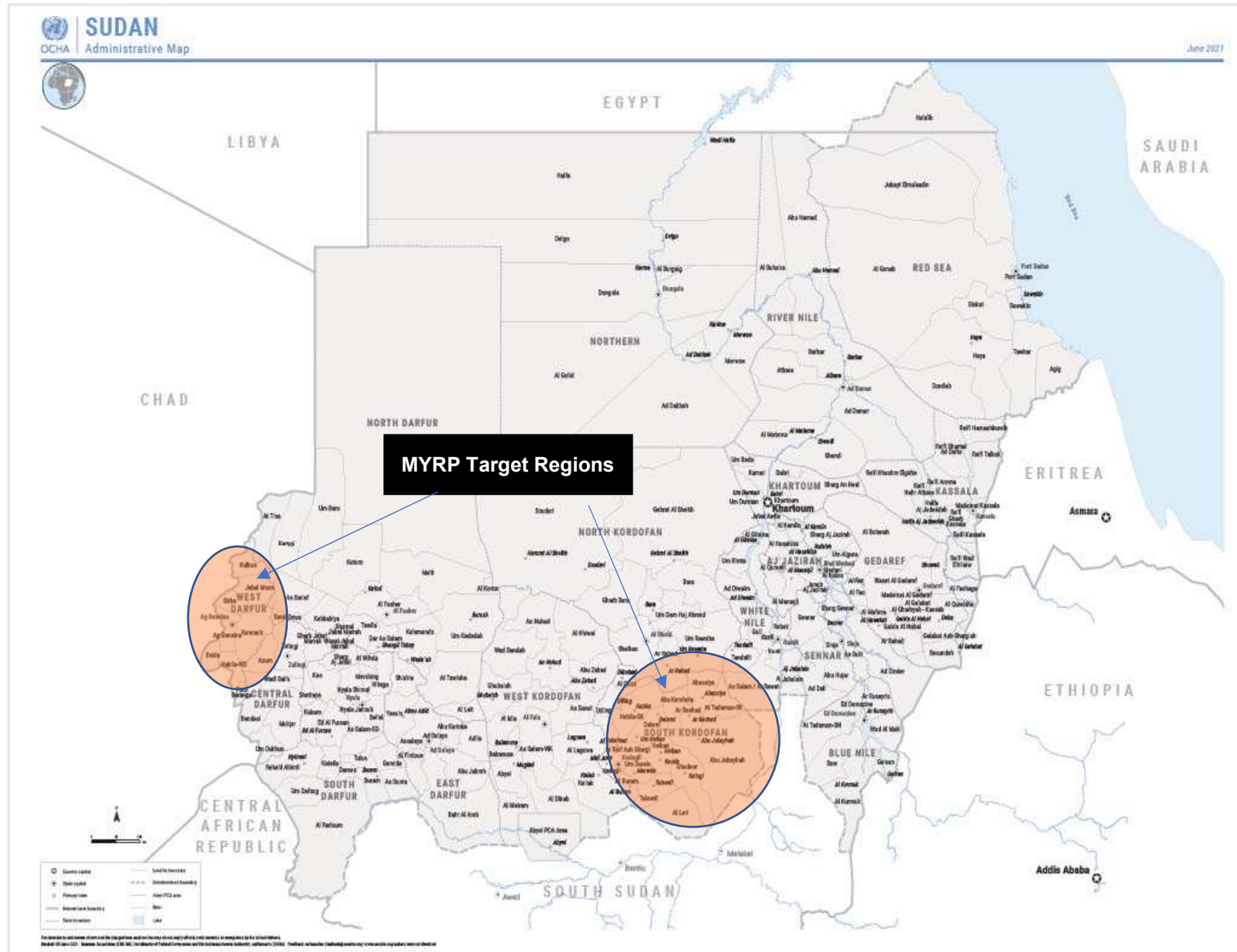
A child safeguarding referral protocol will be established between UNICEF, Save the Children, and their implementing partners, identifying focal points in each agency for confidential referrals and follow up. In addition, an accessible reporting mechanism will be established for community members, including children and adolescents. Communities will be informed about how they can report their child safeguarding concerns through various channels (linking to existing community-based mechanisms where appropriate).

The grantees and their implementing partners will agree on a safe and confidential reporting mechanism and actions to be taken in case of an incident, including referral to appropriate MHPSS and health services. Child safeguarding concerns will be investigated in a timely, confidential, and safe manner. All child safeguarding reports will be recorded in accordance with data privacy best practice and monitored to track trends and identify opportunities to further improve the organisational practices of the grantees and implementing partners, and to strengthen programme implementation to ensure that children and adolescents are indeed safeguarded under the MYRP.

Protection from sexual exploitation and abuse (PSEA) and sexual harassment

Both Save the Children and UNICEF will be required to operate their own robust strategies, policies, and procedures for the protection of children, adolescents and adults from sexual exploitation, abuse, and sexual harassment. Applying the same approach that will be followed for child safeguarding, Save the Children and UNICEF will ensure that their implementing partners have adopted and apply all necessary policies and procedures to protect children, adolescents, and adults (including the implementing partners' staff and associates) from sexual exploitation, abuse, and sexual harassment. This will include ensuring access to incident reporting mechanisms, affording protection to individuals under whistle-blower policies, and referral of survivors to appropriate MHPSS and health services. The grantees are also required to support implementing partners with investigative practices as needed. Further details are included in the risk assessment matrix and will be incorporated into a MYRP-specific risk assessment and mitigation plan.

Annex A: Map



Annex B: MYRP and Seed Fund Budgets

MYRP OVERALL BUDGET				
	2022	2023	2024	TOTAL
PROGRAMME COSTS				
OUTCOME 1: Access to education for children and adolescents (female and male, displaced and host) is improved	\$ 12,328,868	\$ 12,328,868	\$ 12,328,868	\$ 36,986,605
OUTCOME 2: Quality of learning for children and adolescents (female and male, displaced and host) is improved	\$ 924,341	\$ 906,506	\$ 906,506	\$ 2,737,353
OUTCOME 3: Supported learning environments are protective, inclusive, and safe, promoting good MHPSS outcomes, for students and teachers	\$ 3,120,801	\$ 3,120,801	\$ 3,099,399	\$ 9,341,002
OUTCOME 4: Educational needs for girls – including adolescent girls – are addressed specifically, resulting in improved rates of enrolment and learning outcomes	\$ 2,537,548	\$ 2,562,517	\$ 2,376,231	\$ 7,476,297
OUTCOME 5: Education systems and coordination structures are strengthened, with improved linkages between humanitarian and development actors	\$ 535,500	\$ 640,000	\$ 520,000	\$ 1,695,500
OUTCOME 6: Effective resource mobilisation results in improved availability of education resources, and national stakeholders are empowered to support the design, implementation, and management of associated projects	\$ 30,000	\$ 27,000	\$ 24,000	\$ 81,000
Sub-total for Programme Costs	\$ 19,477,059	\$ 19,585,693	\$ 19,255,005	\$ 58,317,757
OPERATIONAL COSTS				
Sub-total for Operational Costs	\$ 4,856,164	\$ 4,871,536	\$ 4,851,740	\$ 14,579,439
Total for Programme and Operational Costs	\$ 24,333,223	\$ 24,457,229	\$ 24,106,745	\$ 72,897,197
Programme Support Costs (@7%)	\$ 1,703,326	\$ 1,712,006	\$ 1,687,472	\$ 5,102,804
GRAND TOTAL	\$ 26,036,548	\$ 26,169,235	\$ 25,794,217	\$ 78,000,000

ECW SEED FUNDING BUDGET				
	2022	2023	2024	TOTAL
PROGRAMME COSTS				
OUTCOME 1: Access to education for children and adolescents (female and male, displaced and host) is improved	1,750,333	1,618,100	1,618,100	4,986,533
1.1 - Critical pre-primary, primary and secondary education infrastructure is created, upgraded, or improved	996,633	864,400	864,400	2,725,433
1.2 - WASH infrastructure at target schools is upgraded, promoting improved: health outcomes, COVID-19 protections, girls' attendance, disability inclusiveness, and school safety	272,700	272,700	272,700	818,100
1.3 - Pre-primary, primary, and secondary students are provided with essential material and financial support to improve rates of attendance	379,000	379,000	379,000	1,137,000
1.4 - Primary and secondary ALPs and catch-up classes are supported, promoting access for children and adolescents unable to participate in formal or non-formal education programmes	102,000	102,000	102,000	306,000
OUTCOME 2: Quality of learning for children and adolescents (female and male, displaced and host) is improved	796,400	764,550	864,550	2,425,500
2.1 - Teachers and facilitators have their capacities enhanced, and are provided with appropriate incentives, to deliver quality education	760,400	758,550	758,550	2,277,500
2.2 - Parents and communities are able to drive improved accountability and quality of education	36,000	6,000	106,000	148,000
OUTCOME 3: Supported learning environments are protective, inclusive, and safe, promoting good MHPSS outcomes, for students and teachers	355,000	355,000	325,000	1,035,000
3.1 - Teachers and school administrators provided appropriate skills in positive school discipline, inclusive and protective education practice, mental health and psychosocial support (MHPSS) and resilience-building services, and referral pathways.	90,500	60,500	60,500	211,500
3.2 - MHPSS, resilience, and conflict resolution programmes supported for children and teachers in targeted schools	97,000	97,000	97,000	291,000
3.3 - COVID-19 protocols and response capacities are strengthened, promoting improved health outcomes and reducing school closures and missed school days	117,500	117,500	117,500	352,500
3.4 - Community attitudes and practices towards key protection issues strengthened	24,000	24,000	24,000	72,000
3.5 - Support provided to schools and communities to promote effective inclusion of children living with disabilities	26,000	56,000	26,000	108,000
OUTCOME 4: Educational needs for girls – including adolescent girls – are addressed specifically, resulting in improved rates of enrolment and learning outcomes	982,000	1,052,000	1,032,000	3,066,000
4.1 - Policy and systems barriers to girls' education are identified and addressed	692,000	692,000	692,000	2,076,000
4.2 - Access and financial barriers to girls' education are addressed	160,000	210,000	210,000	580,000
4.3 - Quality and gender sensitivity of supported education programming is improved	30,000	30,000	30,000	90,000
4.4 - Key protection and health issues facing girls are addressed	100,000	120,000	100,000	320,000
OUTCOME 5: Education systems and coordination structures are strengthened, with improved linkages between humanitarian and development actors	505,500	640,000	538,000	1,683,500
5.1 - Cluster and MYRP coordination and implementation mechanisms have sufficient support, with systems set up, staffing put in place	465,500	518,000	493,000	1,476,500
5.2 - Education systems and coordination structures are strengthened, with improved linkages between humanitarian and development entities	40,000	122,000	45,000	207,000
OUTCOME 6: Effective resource mobilisation results in improved availability of education resources, and national stakeholders are empowered to support the design, implementation, and management of associated projects	30,000	27,000	24,057	81,057
6.1 - Increased capacity to undertake resource mobilization and advocacy work to fully implement MYRP activities	30,000	27,000	24,057	81,057
Sub-total for Programme Costs	4,419,233	4,456,650	4,401,707	13,277,590
OPERATIONAL COSTS				
Sub-total for Operational Costs	\$ 1,082,233	\$ 1,082,233	\$ 1,100,000	\$ 3,264,466
Total for Programme and Operational Costs	\$ 5,501,466	\$ 5,538,883	\$ 5,501,707	\$ 16,542,056
Programme Support Costs (@7%)	\$ 385,103	\$ 387,722	\$ 385,119	\$ 1,157,944
GRAND TOTAL	\$ 5,886,569	\$ 5,926,605	\$ 5,886,826	\$ 17,700,000

Grantee Allocations	
Save the Children	\$ 14,700,000.00
UNICEF	\$ 3,000,000.00

Annex C: Results Framework

To access the Results Framework, please click the following link:

<https://shared-assets.adobe.com/link/a68852fb-d7ee-4980-7e8b-7b0939f413ad>

To access the number of children and adolescents reached, please click the following link:

<https://shared-assets.adobe.com/link/c3dcf21a-3c8b-4f94-54d2-53086246599f>

Please note that percentage figures in brackets in the totals in these tables refer to the percentage of girls.

Annex D: Gender and Age-Marker report

To access the Gender with Age Marker Report, please click the following link:

<https://shared-assets.adobe.com/link/74003a36-b16a-42aa-76dd-7cecf1aa2082>

Annex E: Risk Matrix

To access the risk assessment matrices for the MYRP and each grantee, please click on the following links:

Full MYRP:

<https://shared-assets.adobe.com/link/b98d4ef2-bdad-4f12-7d29-ca91569b4fbf>

Save the Children:

<https://shared-assets.adobe.com/link/886f3a9d-b216-44fb-5901-0597692b883c>

UNICEF:

<https://shared-assets.adobe.com/link/6a690910-a44b-4f85-5422-00f06e15446d>
