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ANNEX 2

to the Commission Implementing Decision on the financing of the individual measures in favour of the Republic of the Sudan 2022 - Part 1

Action Document for

Inclusive quality education for the most vulnerable children in Sudan

ANNUAL MEASURE

This document constitutes the annual work programme within the meaning of Article 110(2) of the Financial Regulation, within the meaning of Article 23 of the NDICI-Global Europe Regulation.

1 SYNOPSIS

1.1 Action Summary Table

1. Title CRIS/OPSYS business reference Basic Act	Inclusive quality education for the most vulnerable children in Sudan OPSYS number: ACT-60885 Financed under the Neighbourhood, Development and International Cooperation Instrument (<u>NDICI-Global Europe</u>)
2. Team Europe Initiative	No
3. Zone benefiting from the action	The action shall be carried out in the Republic of the Sudan
4. Programming document	Individual measures (NDICI-Global Europe/East and Central Africa financial allocation)
5. Link with relevant MIP(s) objectives / expected results	N/A
PRIORITY AREAS AND SECTOR INFORMATION	
6. Priority Area(s), sectors	112 Basic education 140 Water Supply & Sanitation 160 Other Social Infrastructure & Services
7. Sustainable Development Goals (SDGs)	Main SDG (1 only): SDG 4: Quality Education Other significant SDGs (up to 9) and where appropriate, targets: SDG 1: No poverty SDG 2: Zero Hunger

	SDG 5: Gender Equality SDG 6: Clean water and sanitation SDG 10: Reduced inequalities			
8 a) DAC code(s)	11220 Primary Education 40% 11250 School feeding 40% 14032 Basic sanitation 10% 16010 Social protection 10%			
8 b) Main Delivery Channel	International NGO (21000)			
9. Targets	<input type="checkbox"/> Migration <input type="checkbox"/> Climate <input checked="" type="checkbox"/> Social inclusion and Human Development <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Biodiversity <input checked="" type="checkbox"/> Education <input type="checkbox"/> Human Rights, Democracy and Governance			
10. Markers (from DAC form)	General policy objective	Not targeted	Significant objective	Principal objective
	Participation development/good governance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Aid to environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality and women's and girl's empowerment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Trade development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, maternal, new-born and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Disaster Risk Reduction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inclusion of persons with Disabilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Nutrition	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	RIO Convention markers	Not targeted	Significant objective	Principal objective
	Biological diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11. Internal markers and Tags:	Policy objectives	Not targeted	Significant objective
Digitalisation		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
digital connectivity		YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	/

	digital governance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	/
	digital entrepreneurship	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	digital skills/literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	digital services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Connectivity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	digital connectivity	YES	NO	/
	energy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	transport	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	education and research	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Migration (methodology for tagging under development)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction of Inequalities (methodology for marker and tagging under development)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Covid-19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET INFORMATION				
12. Amounts concerned	Budget line(s) (article, item): BGUE-B2022-14.020121-C1-INTPA Total estimated cost: EUR 30 000 000 Total amount of EU budget contribution EUR 30 000 000			
MANAGEMENT AND IMPLEMENTATION				
13. Type of financing	Direct management through: -Grants			

1.2 Summary of the Action

This individual measure for education has as primary objective to support the population. The action takes account of the new political context. Implementation will be secured through a consortium of NGOs. No public interaction or policy dialogue is foreseen with de-facto authorities.

The action aims at supporting children, especially the most vulnerable and marginalised, such as children with disabilities and other groups, to access better, safer, and more inclusive education across 6 States of Sudan (North and Central Darfur, North and South Kordofan, Sennar and Khartoum). It includes four mutually reinforcing components, designed to:

- 1) increase girls' and boys' access to inclusive quality primary education;
- 2) ensure that they receive regular nutritious meals on school premises;
- 3) enhance child protection services, and
- 4) capacitate local organisations to advocate for increased and more accountable public expenditure for education.

The action will contribute to fulfil the right to education, ensure the improvement of learning outcomes and the increased completion rates in quality primary education of children in Sudan, with particular attention to groups living in vulnerable situations, including migrants, children with disabilities, internally displaced persons (IDPs) and refugees, especially girls. Using a holistic, child-rights based and inclusive approach, the action will address the key challenges and obstacles preventing children from obtaining a quality education, including issues of inaccessibility

and lack of inclusivity, weak teachers' competencies and skills, lack of nutritious food, child protection threats, lack of safe transportation and inadequate budget allocation and availability.

School feeding is an important component of the proposed action, in line with the Commission's priorities on education and its adherence to the Global School Meals Coalition. School feeding in Sudan is very expensive, and this is exacerbated by the current drought emergencies in the Horn of Africa and the impact of the Russia's war of aggression against Ukraine on world market prices for cereals.

The action will target SDG 4 Quality education and contribute to the fight against poverty and hunger of particularly vulnerable segments of society (SDG 1 and 2). Inclusive quality education will create future opportunities for children and youth and contribute to reduce inequalities (SDG 10). Particular attention to girls' education and protection will contribute to gender equality (SDG 5). Improvement of infrastructure and latrines, including making them accessible, in schools addresses SDG 6.

2 RATIONALE

2.1 Context

General context

More than two years after the 2019 revolution and the signing of the Constitutional Document establishing a Transitional Government, Sudan remains politically fragile. Sudan's civilian led transitional government had made great strides in ambitious reforms and macroeconomic policies to rectify decades of economic mismanagement. They reduced unaffordable energy subsidies, transitioned to a market-determined exchange rate and implemented fiscal consolidation to put the economy back on a sustainable path. A gradual increase in social expenditures was also planned. The transitional government's 3 year Programme for Stability and Economic Development 2021-2023 set the objective to increase public spending on education from 0.07% of GDP in 2017 to 3% 2020-21 and 4-6% 2030. The military coup of 25 October 2021 has put a sudden stop to the ongoing reform process of the transitional government which was dissolved and high-ranking officials arrested or replaced.

The economic recovery following the most painful macroeconomic reforms did not materialize as expected in 2021. Economic growth turned out lower than projected at 0.5%. Political unrest, port closures, disruption of transport links and supply chains weighed on the economic activity. The socio-economic situation of children and families, already precarious since early 2020, has deteriorated further amid a continued severe and acute economic crisis. Poverty is high and rising, estimated at 57.8% (World Bank). Inflation averaged 359% in 2021 and is expected to remain above 200% also in 2022. Hyperinflation combined with the end of subsidized goods led to huge erosion of purchasing power of the population, struggling to cater for basic needs of food, transport and shelter. The crisis was compounded by the effects of the COVID-19 pandemic, which had resulted in school closures and more children out-of-school. Sudan counts approximately 3.5 million out-of-school children, a figure which is set to rise further if no substantive action on education is taken.

Furthermore, marginalized groups of society remain vulnerable to being left behind, including women and girls, children, internally displaced persons (IDP), refugees, migrants, youth, and persons with disabilities (particularly women and girls). Many areas of the country that have historically been marginalized by successive central Governments, including Darfur, the East and the Two Areas (South Kordofan and Blue Nile), saw increased intercommunal conflict in 2021. More than 3 million IDPs live in Sudan, many have for a long time been in camps and neighborhoods with low access to communal infrastructure and schools.

Sudan is facing a looming food crisis. The 2021/22 cereal crop harvest is expected to be more than 30% lower than the previous five-year average. By September 2022, up to 18 million people would face high levels of acute food insecurity, twice as much as currently, according to the latest WFP/FAO estimate. With world cereal prices soaring due to Russia's war of aggression against Ukraine and a shortage of foreign exchange in Sudan there is a risk that

food consumption needs may not be fully met. This comes on the background of already widespread malnutrition among children.

The immediate impact of the recent political developments in Sudan was the disengagement of the major multilateral and bilateral donors. The country lost an estimated USD 4.4 billion in foreign assistance which was frozen as a result of the coup. As a consequence, fiscal space to increase public spending on education is rather limited in the short term. Whether or not the current political impasse in Sudan is resolved, a continued engagement in the field of education will be essential.

Specific sector context

Sudan's population is predominantly young with 41% of the population under 15 years old. According to the census in 2008, 4.8% of Sudan's population have a disability. Sudan's annual population growth rate is estimated at 2.4%. The Human Development Index (2019) ranks Sudan 170 out of 189 countries. Education is one of the sectors most neglected and heavily affected by natural and man-made crises. This contributes to Sudan's poor adult literacy rate of 60.5% – one of the lowest in the world. Mean years of schooling is low at 3.8. More than 3.2 million children need life-sustaining humanitarian support to continue or resume their formal education¹. At the end of 2019, over 3.5 million children across Sudan were out of school, many of whom come from the most vulnerable or conflict-affected communities. The access to mainstreaming education of children with disabilities is making very slow progress and Sudan with still maintaining a system of separated education for children with disabilities.² In 2020 and in 2021, the education of 9.6 million children was further affected by the COVID-19 pandemic and school closures. Education is among the top three priority needs identified by households.

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

Starting with school year 2021/22, the eight-year basic education system has been reformed into a six-year primary school and a three-year intermediate school.

- 1) Pre-primary education: is the equivalent of kindergarten, which is 2 years for children ages 4 - 5 years old. Pre-primary education is not compulsory.
- 2) Primary education: this 9-years level is compulsory for children aged 6 - 14 years. It is split between;
 - 6 years primary education level, targeting children aged 6-11.
 - 3 years intermediary level, targeting children aged 12-14.
- 3) Secondary education is divided into two tracks;
 - (i) The formal education track: for three years and students aged 14-17. This track aims to prepare students for the higher education (University) level.
 - (ii) The vocational education track: this track prepares students for gainful employment after graduation and offers 4-year courses for 14-18 years old students.

In parallel, Quranic schools are still an important component of the Sudanese “educational” landscape. Nowadays, Quranic schools are still the first educational experience for many children from poor family background.

2.2 Problem Analysis

¹ OCHA (Dec. 2021), Humanitarian Needs Overview 2022 - Sudan

² Bridging the Gap project https://bridgingthegap-project.eu/wp-content/uploads/2021/11/Revised_Sudans-10-Year-CRPD-Report_ENG_2021.27.06-OK-PRINTING.pdf

Short problem analysis: Sudan's education system has not been able to respond adequately to the demographic increase nor to provide access to education for children from marginalised groups. The gross enrolment ratio in basic education has been stagnating at 72.5% in the last decade. Yet, this average conceals important disparities between groups and states, with much lower enrolment in conflict-affected areas. South and North Kordofan, for instance, experience a downward trend when it comes to school enrolment (-0.5% between 2018 and 2020).

The recent Joint Education Needs Assessment (JENA), carried out in 18 states of Sudan by the Education Cluster, and co-led by Save the Children, found that financial barriers are the primary reasons (i.e. unaffordable school fees and learning materials) preventing children from accessing quality learning. In addition, children face several protection threats which impact on enrollment rates, such as the recruitment and use of children by armed groups in conflict-affected areas, early and forced marriage (38% of girls in Sudan are married before they turn 18), and child labour, particularly in the mining sector. Child marriage, engagement in armed forces and labour are common forms of harmful coping mechanisms to which families resort in response to shocks. This situation is compounded by the COVID-19 pandemic, as shown by a reported increase of 24% in child marriage and 38% in child labour in the first half of 2020 alone. Moreover, some schools are simply not functional, especially in conflict-affected states like North Kordofan, South and West Darfur.

Other barriers to school enrolment and, in particular, retention include the poor quality of teaching, the lack of accessibility and gender sensitivity of school facilities, and unsafe learning environments. The JENA study found that 31% of caregivers worry about protection issues on school premises. UNICEF reports that 64% of children aged under 14 experience some form of violent discipline in schools and/or at home.

School infrastructure is generally poor. The JENA found that 52% of assessed schools require major rehabilitation, 22% of classrooms are damaged, 46% of schools have no access to clean water, and each latrine hosts an average of 132 students – making water, sanitation, and hygiene (WASH) a significant issue, especially for girls and children with disabilities. In public schools, half of learners in Grade 1 have seats compared to over 80% in Grade 8. Only 46% of basic education schools are connected to electricity with more than 10,000 schools not able to carry out any school activity before daybreak or late in the evening. According to the government's Education Sector Strategic Plan 2018-23 (ESSP) approximately 10,545 additional classrooms would have to be built in the course of 5 years to reach 100% Gross Enrollment Rate (GER).

It is estimated that only 50% of children have access to basic writing materials and 38% to adequate textbooks. In 76% of surveyed schools, children have no access to additional reading materials (storybooks, magazines, etc.). This issue is also linked to the overall quality of the educational services provided, as 27% of schools reported no teacher training was implemented in the last two years.

Poor diet and child nutrition also affect education outcomes. 2.3 million children in Sudan suffer from malnutrition, and one in six children is acutely malnourished³. What's more, 33% of caregivers indicate that children are now eating less than they did prior to the pandemic.

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

³ UNICEF, 2020

These data are linked with other indicators such as the pupil teacher ratio with a national average of 36:1 but substantial variation from 63 pupils per teacher in West Darfur to 17 in Northern State (ESSP). This is a sign of shortage, of uneven distribution, and of a lack of capacity of the teachers across the country.

The quality of basic education therefore represents a big challenge for Sudan. Teaching quality has indeed a direct impact on retention, and on learning outcomes. Only 26% of the country's primary school teachers meet the minimum qualifications of a bachelor's degree. The revised teacher training strategy (2020) includes re-orienting in-service teacher training around the instructional leadership role of pedagogic counsellors (locality level) and school directors (or headmasters) and strengthening the linkages between pre-service training and in-service sectors and actors.

Inclusion is also a fundamental issue. Only 37% of schools report enrolling students with disabilities, even though it is estimated that 15 per cent of children have at least one disability, which translates to approximately 2.3 million school-aged children (ages 6-18)⁴. Inclusion and retention challenges are also reflected in the schools' infrastructure, which are often inaccessible. Limited financial means push parents to send children to Quranic schools where quality educational method is basic and recurrent cases of mistreatment reported. Furthermore, most children living and/or working in the streets still miss out on education. 35,000 unaccompanied children are estimated to be on Khartoum streets alone, with about 20% of them believed to spend both day and night on the streets. Children commonly report coming to the streets because of "push" factors such as poverty, violence, war, drought, family dysfunction, and the death of a parent, as well as "pull" factors such as following friends, or believing there were good things to discover on the streets. The vast majority of street children come from poor families that do not have enough food or money to pay for school.

Identification of main stakeholders and corresponding institutional and/or organisational issues (mandates, potential roles, and capacities) to be covered by the action:

Key target groups include local communities, IDPs, and refugees of the most vulnerable areas, persons with disabilities who are not covered by another sectorial support in education.

Final beneficiaries will be the target communities at large, the children who benefit from improved education services, their families as well as children in need of protection as a whole. More specifically, this will include 83,000 marginalized children (43,418 girls and 39,582 boys), including 600 children with disabilities and 600 children living and/or working on the streets. The action will also support the implementation of non-formal education activities and establish transitional pathways for girls and boys to (re)integrate into formal schooling.

Key stakeholders include:

- Teachers, headmasters and school staff who will be supported through a comprehensive package of professional capacity development opportunities, training and mentoring including inclusive teaching methods, positive discipline, child protection, numeracy and literacy programmes, teacher well-being, school management, and school improvement plans, including accessibility improvement.
 - Education councils and Parents and Teachers Associations (PTAs) of targeted schools will benefit from capacity building in School Improvement Planning, and thereby be empowered to actively participate in school management and decisions that affect their lives.
 - Mothers groups will be supported in aspects regarding nutrition practices, child welfare and support to the learning process.
 - Community volunteers will be trained for managing the school feeding system according to appropriate hygiene and nutrition standards, disability inclusion principle and respect for children's rights.
 - Local communities and community leaders will be stakeholders for school enrolment campaigns. They will also be supported and sensitized on child protection, gender based violence, needs and rights of vulnerable children.
- Community-based child protection mechanisms (Child Protection Committees, child protection workers and volunteers) will be identified and trained to promote awareness within their communities on child protection,

⁴ UN OCHA, Humanitarian Needs Overview Sudan 2022

disability inclusion, identification, including of children with disabilities, and referral to case management services.- Local authorities, local civil society organisations and journalists associations will benefit from the action as partners responsible for local development to advance children's rights and promote transparent and accountable child-focused public spending.

- Local private sector, farmers or national food company, as relevant, as service providers for school feeding and infrastructure improvements and rehabilitation, including accessibility works.

3 DESCRIPTION OF THE ACTION

3.1 Objectives and Expected Outputs

The Overall Objective (Impact) of this action is for girls and boys in Sudan to realise their right to quality, safe and inclusive primary education in a protective environment.

The Specific Objective/Outcome of this action is to:

Create a safer, protective and enabling learning environment for vulnerable girls and boys, including children with disabilities, refugees and IDPs and other children out of school.

The Outputs to be delivered by this action contributing to the corresponding Specific Objective (Outcome) are:

1. Improved access to inclusive, safe, protective, and quality primary formal and non-formal education for girls and boys, especially the most vulnerable and marginalized, such as children with disabilities and children living in the streets
2. Improved availability and access to nutritious food for students in both formal and non-formal education, using locally produced food items
3. Improved access to quality preventive and responsive protection services for girls and boys, both in schools and communities
4. Enhanced and accountable public investment for protecting and advancing all children's rights.

3.2 Indicative Activities

Activities relating to Output 1:

- 1.1 Baseline assessments on child protection vulnerability factors and barriers to accessing education, paying specific attention to marginalise groups of children
- 1.2 Community mobilization and enrolment campaigns to promote education and child protection
- 1.3 Rehabilitation, construction and equipping of learning spaces, including accessible and dignified sex-separate WASH facilities
- 1.4 Provision of accessible learning materials, uniforms, transport support and assistive devices to students
- 1.5 Literacy Boost and Numeracy Boost programmes
- 1.6 Non-formal education classes for out-of-school children, including Accelerated Learning Programmes (ALP) and vocational training
- 1.7 Training of teachers and head teachers on child-centred and inclusive teaching practices
- 1.8 Strengthen school and data management through school improvement plans, school grants and Education Management Information System (EMIS) training
- 1.9 Establishment of and support to child clubs
- 1.10 Competency framework for in-service teacher training
- 1.11 Continuous Teacher Professional Development (TPD) programme
- 1.12 Community mobilisation and training to support community-based literacy, numeracy and child protection

Activities relating to Output 2:

- 2.1. Set up grants to equip learning spaces to facilitate the provision of nutritional school meals
- 2.2. Train and raise awareness of Parent Teacher Associations (PTA) and school staff on good feeding practices and train cooks and assistants
- 2.3 Provide PTAs with monthly cash transfers to provide fresh meals at school
- 2.4 Create school gardens in schools/community lands

Activities relating to Output 3:

- 3.1 Provide individual case management services to girls and boys
- 3.2 Collaborate with and capacitate child protection (CP) case workers, CP staff and social workers, including on working with children with disabilities and their specific needs, including adequate referral.
- 3.3 Conduct monthly support sessions on positive parenting with children, parents, and caregivers
- 3.4 Organise community and societal awareness campaigns on safer and nurturing environments for children
- 3.5 Train all project staff on basics of child protection, disability rights and inclusive education and sectoral integration of protection
- 3.6 Provide capacity building trainings for Community Based Child Protection Networks
- 3.7 Construct and equip 6 permanent community Multi-Purpose Protection Centres (MPC)
- 3.8 Provide psychosocial support interventions and support safe case management services, and reporting and referral

Activities relating to Output 4:

- 4.1 Review of annual budget and public expenditure on children
- 4.2 State level and national campaigns focusing on public investment in children's rights
- 4.3 Support the National platform of capacitated "Child Rights Champions" from Child Rights' Clubs
- 4.4 Build capacity and awareness of government and child rights' coalitions on child friendly and responsive budgeting
- 4.5 Establish social accountability mechanisms to facilitate improved access to social protection benefits, inclusive education and child protection services

3.3 Mainstreaming

Environmental Protection and Climate Change

Outcomes of the EIA (Environmental Impact Assessment) screening (relevant for projects and/or specific interventions within a project)

The EIA (Environment Impact Assessment) screening classified the action as Category C (no need for further assessment).

Outcome of the CRA (Climate Risk Assessment) screening (relevant for projects and/or specific interventions within a project)

The Climate Risk Assessment (CRA) screening concluded that this action is no or low risk (no need for further assessment)

Gender equality and empowerment of women and girls

As per the OECD Gender DAC codes identified in section 1.1, this action is labelled as G1. This implies that gender equality is an important and deliberate objective, mainstreamed in the action.

Human Rights

Women and children are disproportionately impacted by human rights violations in Sudan. The action will mainstream human rights, in particular children's rights, notably through training of key stakeholder groups and duty bearers.

A child rights approach will guide all of the activities implemented as part of this action. As such, issues pertaining to the situation of children, child protection, and child inequities will be taken into account throughout the implementation of the action with regards to the trainings provided to trainers, teachers and community stakeholders. Child centered teaching and learning techniques will be at the core of all trainings. IDPs and refugee children and the host communities will be a focus of the project as an integral part of the beneficiaries of the action. The programme will provide awareness raising and case responses to child rights violations, including identification of children associated with armed forces/groups, children survivors of the worst forms of child labour and children living on the streets.

Disability

As per OECD Disability DAC codes identified in section 1.1, this action is labelled as D1. This implies that the

intervention contributes to promote, protect and ensure the full and equal enjoyment of all human and fundamental freedoms of all persons with disabilities and promote respect for their inherent dignity. An inclusive approach will be adopted to give children with disabilities full access to the school premises and to make them benefit from quality education tailored to their needs. The action will also make sure that rehabilitation and construction, as well as procurement respects accessibility standards. Organisations of persons with disabilities will be considered as important community actors to engage in community mechanisms and decision-making.

Democracy

Democratic principles will be addressed throughout the action, particularly through child rights governance and participative pedagogical approaches.

Conflict sensitivity, peace and resilience

In the wake of political and ethnic conflicts, deteriorating security environment, displacement, climate change and the unprecedented economic crisis, new challenges are emerging in an environment where resources and opportunities are already under stress. The collapse of traditional community support structures during conflicts or as a result of displacement exposes children to increased vulnerabilities. The project responds to the needs of children, in particular those from IDP, refugee and host communities and disadvantaged children including children with disabilities, living in communities with poor communal infrastructure and facilities. Programming is informed by in-depth risk analysis and conflict situation analysis for all interventions.

Disaster Risk Reduction

The action will promote climate smart solutions (e.g. solar-powered lights, school gardens, and infrastructure that is resilient to local climate conditions).

Other considerations if relevant

N/A

3.4 Risks and Lessons Learnt

Category	Risks	Likelihood (High/ Medium/ Low)	Impact (High/ Medium/ Low)	Mitigating measures
1 –external environment	Risk 1: Economic inflation may impact market prices i.e. goods, services, fuel scarcity, with potential negative effects on logistics and budget.	High	Medium	Complete as much construction work as feasible during years 1 and 2 to avoid any increase in prices, and procure supplies in bulk. Inflation predictions are part of budget forecast and a contingency budget has been included in the budget to cover unforeseen circumstances.
1 –external environment	Risk 2: New waves of COVID-19 emerge, with a drastic impact on schools/ continuity, potentially including a shift in modality from	Medium	Medium	Close coordination with the Ministry of Health, to ensure applying the COVID-19 restrictions and consider personal protective measures. Save the Children has also developed remote learning approaches based on experience during the COVID-19 pandemic and adapted for the Sudan context.

	direct to remote programming			
1 –external environment	Risk 3: Election planned for 2022 might result in political instability, and therefore in more restrictions on INGO activities. Political unrest from government opponents might restrict movement and accessibility to implementing areas.	Medium	High	Save the Children has built strong relations with communities and Governmental bodies, and placed itself among leading INGOs. In addition, Save the Children will share a clear mandate of operations and the necessity of activities delivered with governing bodies, such as Humanitarian Aid Commission (HAC), Ministry of Education, Ministry of the Interior.
1 –external environment	Risk 4: The political situation deteriorates, resulting in continued inability to engage with current government authorities on project implementation	Medium	Medium	The action has been designed and adapted in line with the current political situation to minimise dependencies on government stakeholders for project implementation. This includes direct training of teachers, etc.
1 –external environment	Risk 5: Escalating conflict and deteriorating security situation might affect accessibility to target areas	Medium	High	Build capacity of local partners and communities to continue providing education in the event of insecurity.
5 –communication and information	Risk 6: Communities do not accept or welcome the project, resulting in backlash and sabotage	Low	High	Save the Children and partners will carry out comprehensive community entry and mobilisation activities. Existing positive relationships in most target locations are expected to facilitate project acceptance.
2 –planning, processes and systems	Risk 7: Increase in enrolment of children in formal schools results in added burden for teachers	Medium	Low	The action plans to improve school infrastructure and provide teachers training on classroom management, particularly for large class sizes.

1 –external environment	Risk 8: Poor weather conditions result in delays to construction	Low	Medium	All construction activities will be carefully planned in line with seasonal calendars and prior implementation experience to maximise conducive weather and minimise weather-related delays.
3 –people and the organization	Risk 9: Mis-management of school grants	Medium	Medium	Assigning school grant focal point at State Ministries of Education, capacity building of PTAs on bookkeeping and close monitoring from Save the Children at the state level will be used to mitigate this risk.
2 –planning, processes and systems	Risk 10: Accessible Teaching and learning materials are not available locally	Low	Medium	Save the Children and partners have existing established supply chain for procurement of materials and services, both locally and nationally.
1 –external environment	Risk 11: Involvement of schoolchildren in gold mining and labor lead to school dropout.	Medium	Medium	Community awareness on the importance of education, involvement of PTAs in tracing children who dropped out of school.

Lessons Learnt:

Save the Children has extensive experience implementing successful education projects in both development and humanitarian contexts across Sudan. Save the Children will replicate best practices from previous and ongoing projects, such as EQUIP 1 (2018-2021) and EQUIP 2 (2021-2024), in various areas, from construction to teacher training, materials procurement and community engagement. Lessons learned from previous projects that have been adapted for this action include seasonal planning for construction, the introduction and training of Mother’s Groups to address gender bias in PTA membership in many states, stronger community engagement elements and joint-monitoring missions with local education stakeholders. Efforts to improve accessibility and inclusion for children with disabilities under the current EQUIP 2 project have been welcomed by communities and schools, and this is an element that will be expanded through this action.

One lesson from previous programmes was the increasing importance of malnutrition and its impact on learning outcomes of students and schools attractiveness. This programme will therefore include a school feeding component in order to improve learning outcomes and to make school enrolment more attractive, in particular for girls.

This action will also complement the Education in Emergency (EiE) interventions funded by ECHO and Sudan Humanitarian Fund (SHF) in Central Darfur and South Kordofan, and it will leverage their successes, lessons learned, and best practices. These EiE interventions have many similarities with this action’s areas of thematic focus, for example, Accelerated Learning Programmes (ALP) and nonformal education; literacy; and child protection mainstreaming using the Safe Schools and Schools as Zone of Peace approaches. These EiE experiences have been used to design this action, evidencing the necessity of having the school meals, child protection, and child rights governance interventions to support removing barriers to education. Also, through EiE interventions, a considerable number of the capacity-building programs have been implemented, strengthening human resources at localities levels, on which this action can draw. Also, the successes in establishing a well-functioning community structure of PTAs, mother groups, and student clubs are replicable, and this learning will be used in implementing this action.

3.5 The Intervention Logic

The underlying intervention logic for this action is that the realisation of a safe, protective and enabling learning environment – whether in a formal or non-formal setting - for vulnerable girls and boys, including children living with a disability, requires a multi-faceted, multi-sector and integrated approach. The action therefore consists of four related outputs focusing on **access to education, nutritious food, child protection services, and enhanced investment in children’s rights**. Interventions in all four areas are essential to address the major challenges related to education quality and access barriers.

Save the Children and their consortium partners will support girls and boys, teachers, community members, as well as education, nutrition and child protection stakeholders across the six target states of Central Darfur, North Darfur, South Kordofan, North Kordofan, Sennar and Khartoum.

Theory of change:

IF access to inclusive, safe, protective, and quality primary formal and non-formal education is improved for girls and boys, especially the most vulnerable and marginalized,

IF availability and access to nutritious food is improved for students in both formal and non-formal education, using locally produced food items,

IF access to quality preventive and responsive protection services is improved for girls and boys, both in schools and communities,

And IF public investment for protecting and advancing children's rights is enhanced and made more accountable

THEN the action will contribute to creating a safe, protective and enabling learning environment for vulnerable girls and boys, including children living with a disability.

BECAUSE barriers preventing children to access education will have been addressed, including access to nutritious food and quality protection services, and public investment in children’s rights enhanced, girls and boys in Sudan will be supported in realizing their right to quality, safe and inclusive primary education in a protective environment.

3.6 Logical Framework Matrix

This indicative logframe constitutes the basis for the monitoring, reporting and evaluation of the intervention. On the basis of this logframe matrix, a more detailed logframe (or several) may be developed at contracting stage. In case baselines and targets are not available for the action, they should be informed for each indicator at signature of the contract(s) linked to this AD, or in the first progress report at the latest. New columns may be added to set intermediary targets (milestones) for the Output and Outcome indicators whenever it is relevant.

- At inception, the first progress report should include the complete logframe (e.g. including baselines/targets).
- Progress reports should provide an updated logframe with current values for each indicator.
- The final report should enclose the logframe with baseline and final values for each indicator.

The indicative logical framework matrix may evolve during the lifetime of the action depending on the different implementation modalities of this action. The activities, the expected Outputs and related indicators, targets and baselines included in the logframe matrix may be updated during the implementation of the action, no amendment being required to the Financing Decision.

PROJECT MODALITY (3 levels of results / indicators / Source of Data / Assumptions - no activities)

Results	Results chain: Main expected results (maximum 10)	Indicators: (at least one indicator per expected result)	Baselines (values and years)	Targets (values and years)	Sources of data	Assumptions
Impact	For girls and boys in Sudan realize their right to quality, safe and inclusive primary education in a protective environment.	1 Primary school completion rate in target states (disaggregated by gender, disability, state)	1 TBC – baseline assessment	1 TBC – based on baseline	1 Enrolment records MoE Statistical Books on Education – 2020/2021	<i>Not applicable</i>

<p>Outcome</p>	<p>1 Create a safer, protective and enabling learning environment for vulnerable girls and boys, including children living with disabilities, IDPs, refugees and children out of school</p>	<p>1.1 % enrolment of children in target schools and non-formal education centres (disaggregated by gender, disability, state, formal/non-formal education)</p> <p>1.2 % of grade 3 children in target schools who achieve at least a fixed level of proficiency in functional literacy and numeracy skills</p> <p>1.3 # of girls and boys in target schools and non-formal education centres who ate from more than 4 food groups in the last school week (disaggregated by disability)</p> <p>1.4 % of boys and girls who report feeling safe and protected in target schools, non-formal education centres and in the Child Friendly Spaces/Multi-Purpose Activity Centres at the beginning and end of the project (disaggregated by gender, disability, state)</p> <p>1.5 # of policy and/or regulatory changes at national and state levels that support children's rights, including those of the most vulnerable, adopted during the project's timeframe</p>	<p>1.1 TBC – baseline assessment</p> <p>1.2 TBC – baseline assessment</p> <p>1.3 0</p> <p>1.4 TBC</p> <p>1.5 0</p>	<p>1.1 TBC – based on baseline</p> <p>1.2 70%</p> <p>1.3 31,913 children (16,276 girls and 15,637 boys) (same unique beneficiaries each year for 3 years)</p> <p>1.4 TBC</p> <p>1.5 2</p>	<p>1.1 Enrolment records; MoE Statistical Books on Education – 2020/2021</p> <p>1.2 Early Grade Reading Assessment (EGRA) and Early Grade Maths Assessment (EGMA) – conducted annually</p> <p>1.3 Baseline / midline / endline reports (data collected on school days to observe food intake at school during the week)</p> <p>1.4 Pre- and post-assessment results</p> <p>1.5 Media reports; Policy announcements; Analysis of new legislation; Policy documents and briefs</p>	<p>The political and security context remains sufficiently stable to enable the implementation of activities and support positive change for children</p> <p>School heads, teachers and learners give their support and active participation in the intervention</p> <p>Policymakers are willing and committed to making changes based on the submissions/inputs provided</p>
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Output 1	1.1 Improved access to inclusive, safe, protective, and quality primary formal and non-formal education for girls and boys, especially the most vulnerable and marginalized	1.1.1 # of schools and classrooms rehabilitated/constructed with EU support that meet safety, accessibility and well-being standards (disaggregated by geographical location; permanent/semi-permanent; type of rehabilitation)		1.1.1 65 schools; 120 permanent classrooms; 40 semi-permanent classrooms	1.1.1 Observations using a checklist, supported by photographs / documentary evidence	Absence of any political upheaval that could negatively affect school attendance Teachers' daily support for activities Teachers and learners' positive acceptance and active participation in the activities School staff understand the importance of data management School staff are supported with relevant skills and materials to be able to use and sustain the system
		1.1.2 # of girls and boys provided with appropriate learning materials in the language of instruction (disaggregated by gender, disability, state, and formal/non-formal)	1.1.1 0	(60% completed in year 1; 40% in year 2)	Construction/rehabilitation plans and reports, supported by photographs	
		1.1.3 % of teachers trained by the action showing improved child-centred teaching practice in the classroom	1.1.2 0	1.1.2 82,612 children (39,046 girls and 43,566 boys) (same unique beneficiaries each year for 3 years)	1.1.2 Distribution reports	
		1.1.4 # of PTA and Mothers Group members trained in school management support topics (disaggregated by gender, disability, state, training content, PTA/Mother group members)	1.1.3 0		Post-distribution monitoring	
		1.1.5 % of children participating in child clubs self-reporting improved well-being	1.1.4 0		1.1.3 Training reports	
		1.1.6 % of target schools implementing >50% of School Improvement Plan (SIP) actions per academic year	1.1.5 0	1.1.3 80%	Classroom observations (improvement to be measured annually)	
			1.1.6 0	1.1.4 800 members (600 PTA and 200 Mothers group)	1.1.4 Training reports	
				1.1.5 70%	1.1.5 Child wellbeing reporting tool	
				1.1.6 70%	1.1.6 SIP reports	

<p>Output 2</p>	<p>1.2 Improved availability and access to nutritious food for students in both formal and non-formal education, using locally produced food items</p>	<p>1.2.1 # of children receiving nutritious meals in target schools and non-formal education centres on a daily basis during the school week (disaggregated by sex, disability, age / school year, state)</p> <p>1.2.2 % of students in target schools and non-formal education centres who understand basic good feeding practices (disaggregated by sex, age, disability, state)</p> <p>1.2.3 % PTA members and cooks who understand basic feeding practices (disaggregated by sex, state, PTA/cooks)</p>	<p>1.2.1 0</p> <p>1.2.2 0</p> <p>1.2.3 0</p>	<p>1.2.1 31,913 students (16,276 girls, 15,637 boys) (same unique beneficiaries each year for 3 years)</p> <p>1.2.2 80%</p> <p>1.2.3 90%</p>	<p>1.2.1 PTA school meal management reports, including details of menus; Minutes from monthly management meetings with PTAs, using agreed upon quality standards (relating to nutrition and hygiene); Reports from monitoring visits, supported by photographs</p> <p>1.2.2 Survey among learners at the start and end of school year</p> <p>1.2.3 Pre- and post-training test</p>	<p>A variety of food products is available in the local market and nearby markets.</p> <p>Schools are open and physically accessible</p> <p>PTAs and community actively participate in and support the intervention's activities</p> <p>Safe water supply is uninterrupted in targeted learning spaces</p> <p>The school feeding materials will not be destroyed by shocks</p>
<p>Output 3</p>	<p>1.3 Improved access to quality preventive and responsive protection services for girls and boys, both in schools and communities</p>	<p>1.3.1 # of girls and boys registered for and receiving individual case management services (disaggregated by sex, age, disability, state)</p> <p>1.3.2 % of teachers and caregivers who believe that Violence against Children (use of corporal punishment on children, Sexual and Gender Based Violence/SGBV, Female Genital Mutilation/FGM, Child Marriage) is unacceptable for girls and boys (disaggregated by gender, teachers / caregivers)</p> <p>1.3.3 # of girls and boys (adolescents & youth inclusive) accessing and</p>	<p>1.3.1 0</p> <p>1.3.2 0</p> <p>1.3.3 0</p> <p>1.3.4 0</p>	<p>1.3.1 3,600 children (2,160 girls and 1,440 boys)</p> <p>1,200 children (720 girls and 480 boys) per year</p> <p>1.3.2 80%</p> <p>1.3.3 9,720 children (8,832 girls and 3,888 boys)</p>	<p>1.3.1 Project reports; Child Protection Information Management System (CPIMS); Case management reports; Activity reports; Attendance Lists</p> <p>1.3.2 Knowledge, Attitudes and Practices (KAP) survey results</p> <p>1.3.3 KAP Survey results; Attendance Lists</p> <p>1.3.4 Baseline / midline / endline reports; Activity reports; Attendance reports; Lessons learned reports</p>	<p>Willingness of all key stakeholders to share information</p> <p>Prevailing cultural beliefs do not interfere with the SGBV response</p> <p>Girls and boys will to participate on protection awareness sessions</p> <p>Parents and caregivers are willing to allow children participate in protection awareness sessions</p> <p>Children are willing to participate in PSS activities</p>

		<p>receiving age and gender appropriate Psychosocial Support (PSS) services (disaggregated by gender and status of children, such as Children Associated with Armed Forces or Armed Groups/CAFAAG, children living on the street, children with disabilities, Unaccompanied and Separated Children/UASC, child headed households/CHH, etc)</p> <p>1.3.4 # of functioning Community Based Child Protection Networks (CBCPNs) in each target state that have drawn their workplans and are implementing activities and holding monthly reflection meetings (disaggregated by state)</p>		<p>3,240 children (1,944 girls and 1,296 boys) per year</p> <p>1.3.4 36</p> <p>12 per year (2/state/year)</p>		<p>Children are willing to receive case management and protection response services</p> <p>All the CBCPNs are formed and are willing to implement activities and participate in monthly meetings</p>
Output 4	1.4 Enhanced and accountable public investment for protecting and advancing children's rights	<p>1.4.1 # of advocacy briefs/asks produced and submitted to the government with support from the action on enhancing public investment in children, including a case for strengthening budget for inclusive education</p> <p>1.4.2 # of advocacy and campaign initiatives led by Child Rights Champions, organisations of persons with disabilities, (disaggregated by state)</p>	<p>1.4.1 Report covering 4 states</p> <p>1.4.2 0</p> <p>1.4.3 0</p>	<p>1.4.1 Report covering 6 states</p> <p>1.4.2 9</p> <p>1.4.3 6</p>	<p>1.4.1 Activity reports; Evidence of published materials; Meetings/events' agenda and minutes</p> <p>1.4.2 Project report; Monitoring and supervision reports</p> <p>1.4.3 Project and lessons learned reports; Materials published/ disseminated to present the systems</p>	<p>Willingness of policymakers to allocate more resources for children</p> <p>Sufficient capacity at SCI and partners' level</p> <p>Government receptive to submissions and briefs presented</p> <p>Members of Child Rights clubs willing and motivated to participate in the activities</p> <p>Transparency/accountability systems are institutionalised</p>

		1.4.3 # of new transparency/ accountability mechanisms established and functional (disaggregated by state, type of system)				at both national and local levels
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4 IMPLEMENTATION ARRANGEMENTS

4.1 Financing Agreement

In order to implement this action, it is not envisaged to conclude a financing agreement with the partner country.

4.2 Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in section 3 will be carried out and the corresponding contracts and agreements implemented, is 60 months from the date of adoption by the Commission of this Financing Decision.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this Financing Decision and the relevant contracts and agreements.

4.3 Implementation of the Budget Support Component

N/A

4.4 Implementation Modalities

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures⁵.

4.4.1 Direct Management (Grants)

Grants: (direct management)

(a) Purpose of the grant(s)

The grant will implement the specific objective of the programme, which is to Create a safer, protective and enabling learning environment for vulnerable girls and boys, including children living with a disability, refugees and IDPs and children out of school.

(b) Justification of a direct grant

Under the responsibility of the Commission's authorising officer responsible, the grant may be awarded without a call for proposals to a consortium of national and international NGOs under the lead of **Save the Children**.

Under the responsibility of the Commission's authorising officer responsible, the recourse to an award of a grant without a call for proposals is justified because of the possibility to use flexible procurement and grant procedures in crisis situations as defined by the Financial Regulation (Article 195 (a)), provided that they are valid at the time of the attribution.

4.4.2 Changes from indirect to direct management mode (and vice versa) due to exceptional circumstances (one alternative second option)

If direct management cannot be concluded due to circumstances outside of the Commission's control (for instance if negotiations for a direct award fail or the access to the country becomes difficult for international NGOs), that part of this action may be implemented in indirect management with an EU Member State implementing agency or an international organisation, selected using the following criteria: in-depth experience in the education sector development in Sudan, strong implementation capacities including for

⁵ <https://www.sanctionsmap.eu/#/main>

infrastructure works and procurement components, solid capacities and representation in the field at states and locality level. Furthermore, implementer needs to have specialized experience with empowerment of vulnerable groups, such as IDPs and refugee communities, children with disabilities and those living on the streets.

4.5. Scope of geographical eligibility for procurement and grants

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act and set out in the relevant contractual documents shall apply subject to the following provisions.

The Commission's authorising officer responsible may extend the geographical eligibility on the basis of urgency or of unavailability of services in the markets of the countries or territories concerned, or in other duly substantiated cases where application of the eligibility rules would make the realisation of this action impossible or exceedingly difficult (Article 28(10) NDICI-Global Europe Regulation).

4.6 Indicative Budget

Indicative Budget components	EU contribution (amount in EUR)
Implementation modalities – cf. section 4.4	
Specific objective of the programme: Create a safer, protective and enabling learning environment for vulnerable girls and boys, including children living with a disability, refugees and IDPs and children out of school - composed of	30 000 000
Grants (direct management) – cf. section 4.4.1	30 000 000
Grants – total envelope under section 4.4.1	30 000 000
Evaluation – cf. section 5.2 Audit – cf. section 5.3	may be covered by another Decision
Contingencies	Built into grant contract
Total	30 000 000

4.7 Organisational Set-up and Responsibilities

The implementing partner will work with a consortium of INGOs and local NGOs to implement the activities.

A Steering Committee (SC) will be established for the programme and will comprise representatives at senior management level of each partner organisation of the implementing consortium. The Secretariat of the Steering Committee will be ensured by the consortium lead organisation.

The Steering Committee will supervise the strategic direction and implementation of the programme. It shall guide the work of the programme and review work plans and budgets. The Steering Committee shall meet at least quarterly or more frequently if needed and/or decided.

As part of its prerogative of budget implementation and to safeguard the financial interests of the Union, the EU-Delegation will participate as observer in the above governance structure set up for governing the implementation of the action.

Regular monitoring visits will be organised (see. 5.1)

4.8 Pre-conditions

N/A

5 PERFORMANCE MEASUREMENT

5.1 Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (Outputs and direct Outcomes) as measured by corresponding indicators, using as reference the logframe matrix.

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

Roles and responsibilities for data collection, analysis and monitoring:

The arrangements for monitoring and reporting on indicators of the logframe matrix, including the collection of baselines and data collection (responsibilities, timing, and source of funding) are of the responsibility of the coordinator of the grant. Details will be agreed at contract level in the Description of the action.

5.2 Evaluation

Having regard to the importance of the action, a mid-term and/or final evaluation may be carried out for this action or its components via independent consultants.

A mid-term evaluation may be carried out for problem solving and learning purposes, indicatively with respect to consequences for future policy dialogue in the sector in case the political situation allows it.

A final evaluation may be carried out for accountability and learning purposes at various levels (including for policy revision), taking into account in particular the fact that a Multiannual Indicative Programme for Sudan might have been approved in the meantime.

In case an evaluation is not already planned under the grant contract, the Commission may, during implementation, decide to undertake such an evaluation for duly justified reasons either on its own decision or on the initiative of the partner.

The Commission shall inform the implementing partner at least 1 month in advance of the dates envisaged for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports may be shared with the partners and other key stakeholders following the best practice of evaluation dissemination. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, apply the necessary adjustments.

The financing of the evaluation may be covered by another measure constituting a Financing Decision.

5.3 Audit and Verifications

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audit or verification assignments for one or several contracts or agreements.

6 STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

The 2021-2027 programming cycle will adopt a new approach to pooling, programming and deploying strategic communication and public diplomacy resources.

It will remain a contractual obligation for all entities implementing EU-funded external actions to inform the relevant audiences of the Union's support for their work by displaying the EU emblem and a short funding statement as appropriate on all communication materials related to the actions concerned. This obligation will continue to apply equally, regardless of whether the actions concerned are implemented by the Commission, partner countries, service providers, grant beneficiaries or entrusted or delegated entities such as UN agencies, international financial institutions and agencies of EU member states.

However, action documents for specific sector programmes are in principle no longer required to include a provision for communication and visibility actions promoting the programmes concerned. These resources will instead be consolidated in Cooperation Facilities established by support measure action documents, allowing Delegations to plan and execute multiannual strategic communication and public diplomacy actions with sufficient critical mass to be effective on a national scale.

Appendix 1

REPORTING IN OPSYS

An Intervention (also generally called project/programme) is the operational entity associated to a coherent set of activities and results structured in a logical framework aiming at delivering development change or progress. Interventions are the most effective (hence optimal) entities for the operational follow-up by the Commission of its external development operations. As such, Interventions constitute the base unit for managing operational implementations, assessing performance, monitoring, evaluation, internal and external communication, reporting and aggregation.

Primary Interventions are those contracts or groups of contracts bearing reportable results and respecting the following business rule: 'a given contract can only contribute to one primary intervention and not more than one'. An individual contract that does not produce direct reportable results and cannot be logically grouped with other result reportable contracts is considered a 'support entities'. The addition of all primary interventions and support entities is equivalent to the full development portfolio of the Institution.

The present action identifies as:

Action level		
<input checked="" type="checkbox"/>	Single action	Present action: all contracts in the present action
Contract level		
<input checked="" type="checkbox"/>	Single Contract 1	Grant