**Learning Workshop of the ECHO Education in Emergencies project in West Darfur, White Nile and Red Sea States of Sudan**

**Project name: Provision of safe, inclusive and quality education to conflict-affected and other vulnerable boys and girls, in West Darfur, White Nile and Red Sea states of Sudan (SOF 24600197)**

**Dates: Tuesday 2nd April 2024**

**Venue: Port Sudan/Online**

**Background of the project**

The Education in Emergencies (EIE) project responds to acute needs in education and child protection stemming from the crisis affecting West Darfur, Red Sea, White Nile States and it is implemented by a consortium consisting of Save the Children (SC) and Norwegian Refugee Council (NRC).

Due to conflict, displacement and the COVID-19, thousands of children have lost access to, or are not able to enter to safe and quality education at basic level. The project addresses the needs through constructing/ rehabilitating physical learning spaces and infrastructure contributing to safe, inclusive and accessible learning environment. It provides support to both formal and non-formal education, capacity building trainings, relevant awareness raising, educational materials and advocacy campaigns for teachers, volunteers, parents, children and communities with messaging related to educational pathways, COVID-19 restrictions and the importance of education.

Lastly, the project covers psychosocial support and emotional wellbeing activities. It builds on the achievement and learning from SC and NRC previous and ongoing implementation, including ECHO supported actions and will target in total 44 learning facilities in 3 States. SC covers West Darfur and Red Sea (34 schools, 21,507 beneficiaries); NRC covers White Nile (10 schools, 10,310 beneficiaries). This Action will reach 31,817 direct beneficiaries, consisting of Out of School Children (OOSC), children from IDP, refugee and vulnerable host communities, as well as parents, teachers, volunteers and administrative staff of the learning facilities. The consortium partners and the target population will greatly benefit from the diverse resources of training materials, tools and approaches developed by the partners and ensure the target communities will receive the support they most require. Joint advocacy efforts and consistency to work towards the commonly agreed goals will be carefully managed by the consortium focal points

A 2-day Learning Workshop has been commissioned to capture the learning from the project so that the collective learning can guide the project team and the management for better implementation and performance management of the project.

**Objectives of the learning workshop**

The aim of the learning workshop will be to bring together key project staff to brainstorm what worked well, what did not work well and propose recommendations for future famine prevention programming. The specific questions of the learning workshop are listed in Table 1.

**Table 1: Reflections on project design and its implementation, project approaches, successes and challenges, and lessons learned**

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| **Questions** | **Sub-questions** | **Discussion**  |
| 1. Assess to what degree the project succeeded in meeting the objectives and outputs defined in the project’s work plan and reached its planned target groups and numbers.
 | * Did the project achieve its objectives and outputs as planned in the proposal? If not, why?
* Did the project reach its planned target groups and number? If not, why?
 | Group work & Presentation  |
| 1. Assess to what extent the approaches used in the project were relevant for achieving the planned outputs and to identify points for improvement.
 | * Discuss how the project used these approaches: Better Learning Program (BLP), Safe Schools (SS), Literacy Wellbeing in Emergencies (LWiE), Return to Learning approach, Community Based Approach (CBA)
* If any of the above approaches was not implemented, why?
* Did the approaches you used help in achieving outputs and outcomes? Why? Why not?
 | Group work & Presentation |
| 1. Discuss and assess with the stakeholders their participation in the project activities as well as their feedback on the project and the quality of implementation.
 | * Discuss how the project interacted with and the role they played:
	+ Teachers
	+ Parents/PTA
	+ MOE
	+ Girls and boys
	+ Community leaders
	+ Women
* Did the stakeholders help in achieving planned outputs and outcomes? How?
 | Group work & Presentation |
| 1. Identify enablers and challenges contributing to / hindering the project's success, including possible
2. changes in the political, economic and/or environmental context.
 | * What were the 3 biggest enablers to project success?
* What were the 3 main barriers or challenges did the project face?
* How did you deal or address the challenges faced?
 | Group work & Presentation |
| 1. Identify key lessons learned and recommendations improving planning, implementation, and management of similar projects in the future.
 | What were lessons that were learnt in the following components of the project?* Girls’ education
* Parent and community participation
* What were the 3 key best practices you learnt during project implementation?
* What suggestions would you give in management of similar projects in Sudan in the future?
 | Group work & Presentation |

# **Learning workshop Methodology**

A one-day learning workshop will be held to capture the learning in a systematic way. The workshop will be held in Online/Port Sudan and will consist of structured sessions of about 15 participants. Topics and learning questions have been outlined in the table above. SC and NRC staff will participate in the workshop. The Learning Workshop will use exercises, activities, and discussions that encourage reflection, organizational learning and uncover tacit knowledge. The workshop will utilize both Arabic and English language. The facilitator will ensure there is simultaneous translation to encourage interactive dialogue and exchange.

# **Roles and responsibilities of Consultant and save the children**

The consultant will be responsible for overall management of the workshop. This includes:

* Hiring/providing facilitators for the workshop
* Ensuring availability of stationery and training material for the participants
* Capturing/documenting all learning exercises- **photos and notes**
* **Produce final workshop report in English**
* **Preference will be given to consultants based in Port Sudan**

Save the Children will be responsible for:

* Arranging workshop venue and accommodation
* Coordination with internal and external stakeholders
* Arranging food and refreshment during the workshops

# **Expected workshop dates**

**Tuesday 2nd April 2024 in Online/Port Sudan**

# **Consultant profile**

The following are the main requirements for the consultant:

* Advanced university degree in Masters in Social Sciences or Management or related field;
* Proficiency in Arabic and English languages
* Strong facilitation experience
* Excellent report writing skills

**Payment Schedule**

The payment shall be **100%** upon submission of a satisfactory final report.

**INSTRUCTIONS ON PROPOSAL SUBMISSION**

The offer, comprising of a Technical and Financial Proposal, should be submitted and addressed as follows: Sudan CO procurement SudanCO.procurement@savethechildren.org and cc mugo.janet@savethechildren.org. For any question/query relating to the TOR, please email mugo.janet@savethechildren.org.

Bidders are required to prepare and submit the following documents:

* Technical Proposal (1. Company/Organization profile and expertise; 2. Proposed Management Structure and Key Personnel (CVs) of the facilitator(s) and sample Learning Workshop Report
* Financial Proposal of facilitating workshop and writing final report (Detailed budget in **USD**)

Deadline for Proposals submission is 24th March 2024, 5.00 pm, Khartoum Time.

Any Proposal received by SCI after the deadline shall be declared late and will not be considered.

TOR prepared by: Janet Mugo Sign off by:

**Learning Workshop Agenda**

**Learning Workshop of the Education in Emergencies (EIE) Response in West Darfur, White Nile and Red Sea states of Sudan (SOF 24600197)**

**Date:** **2nd April 2024**

**Venue:** **Online/Port Sudan**

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| **1st April 2024 Day 1** |
| **Time** | **Activity** | **Lead Facilitator** | **Format** |
| **08.30am-09.00 am** | **Welcome and Introductions** |
| **09.00am-09.30 am** | **Introduction of the EIE project** |
| * Overview and Context of the project
 | Ahmed/HPI/Education  |  |
|  | **Session 1:**  |
| **09.30am-10.45am** | * Did the project achieve its objectives and outputs as planned in the proposal? If not, why?
* Did the project reach its planned target groups and number? If not, why?
* What were the 3 biggest enablers to project success?
* What were the 3 main barriers or challenges the project faced?
* How did you deal or address the challenges faced?
* What impact, if any, did the April 2023 conflict have on project areas and interventions
 | Facilitator | Breakaway group discussionsPresentation |
| **10.45am-11.00am** | **PRAYER BREAK** |
| **11.00am-13.00pm** | **Session 2:**  |
| * Discuss how the project used these approaches: Better Learning Program (BLP), Safe Schools (SS), Literacy Wellbeing in Emergencies (LWiE), Return to Learning approach, Community Based Approach (CBA)
* If any of the above approaches was not implemented, why?
* Did the approaches you used help in achieving outputs and outcomes? Why? Why not?
* Discuss how the project interacted with and the role they played:
	+ Teachers
	+ Parents/PTA
	+ MOE
	+ Girls and boys
	+ Community leaders
	+ Women
* Did the stakeholders help in achieving planned outputs and outcomes? How?
* Were the methods used for collecting feedback effective and accessible to all stakeholders?
 | Facilitator | Breakaway group discussionsPresentation |
| **13.00pm-13.45pm** | **BREAK** |
| **13.45pm-15.00pm** | **Session 3: Cross-cutting themes** |
|  | Discuss how the EIE program implemented the below:* Child participation
* Non-discrimination
* Localization and participation
* Child protection
* Gender equality- (general and thematic)
* Conflict sensitivity
* Climate change- environment and climate change
* Disability inclusion
 | Facilitator | Breakaway group discussionsPresentation |
| **15.00pm-15.30pm** | 1. What were lessons that were learnt in the following components of the project?* Girls’ education
* Children with Disabilities (CWD)
* Parent and community participation

2.What were the 3 key best practices you learnt during project implementation?1. What suggestions would you give in management of similar projects in Sudan in the future?
 | Facilitator | Breakaway group discussionsPresentation |
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