**Learning Workshop of the GPE Project (Provision of Quality Education for Crisis Affected Children in White Nile State (Kosti, Rabak), Red Sea State (Port Sudan, Sawakin), South Kordofan (Kauda) in Sudan SOF: 57801771**

**Dates: TBC 2024**

**Venue: TBC in White Nile and Red Sea States**

**Background of the project**

This 18-month GPE Accelerated Funding project will target the newly displaced vulnerable children and new returnees aged between 6-15 years as, well as vulnerable/marginalized girls and boys at risk including children with disabilities (CWDs) that fled conflict affected areas on or after the 15th of April 2023. This response aims to prioritize immediate and critical life-saving education needs of children by providing immediate access to safe and protective learning environments, ensuring access to child protection services, providing MHPSS activities and strengthening local capacities to respond to future shocks. SC under this project will intervene in White Nile state (Rabak and Kosti localities), Red Sea State (Port Sudan and Sawakin localities), South Kordofan state in the locked areas of Kauda).

This GPE Accelerated Funding project will address the learning crisis in the targeted states after the conflict started on the 15th of April 2023 by ensuring that crisis affected children aged 6- 15 years in Sudan have improved, continuous, safe, and equitable access to quality basic education and suitable livelihood by 2025. This is in line with the cluster recommendation. SC will support primary school children from grade 1 to 6, and intermediary school children from grade 1-3. Furthermore, since children from both levels will most likely share premises, SC believes that the inclusion of the intermediate level children reinforces “a non-discrimination” approach that SC stresses through its implementation strategy.

The proposed activities are aligned with GPE’s guidelines for accelerated funding (October 2022) and GPE’s operational framework for effective support in fragile and conflict-affected contexts (June 2022), as well as the General Education Sector Strategic Plan 2018 – 2023 and the revised 2023 Humanitarian Response Plan (HRP) in Sudan on supporting the crisis affected, marginalized and vulnerable children. SC has worked closely with the co-grantee (UNICEF), the Local Education Group (LEG), and the GPE nominated Program Development Committee (PDC) to design the project and ensure it complements the efforts of the wider education cluster and other funding mechanisms in country.

A 2-day Learning Workshop has been commissioned to capture the learning from the project ‘so far’ so that the collective learning can guide the project team and the management for better implementation 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 is working well, what is not work well and propose recommendations to guide on-going programming. The specific questions of the learning workshop are listed in Table 1.

Table 1: Learning Agenda questions

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| **Questions** | **Sub-questions** | **Discussion**  |
| 1. Current state of education in Sudan and project areas
 | * What are the key challenges the education sector in your state faces due to the conflict in Sudan? Did this change after the April 2023 conflict? How?
* Who are the most vulnerable children and communities impacted by the conflict in this state?
* How does this project align with national and education cluster strategies especially after April 2023?
 | Group work & Presentation  |
| 1. GPE project design
 | * **Outcome 1:** How is the GPE project creating safe schools with qualified teachers for displaced children, while promoting community support for enrolment?
* **Outcome 2:** How is GPE assessing children's learning needs and implement targeted interventions (remedial programs, MHPSS) to ensure continuous learning, literacy, and well-being for all children?
* **Outcome 3:** How is GPE strengthening capacity for future crises and ensure the project's long-term sustainability and inclusivity for children with disabilities?
 | Group work & Presentation |
| 1. Target beneficiaries and stakeholders
 | * Who are the direct and indirect beneficiaries of this project?
* How is the project ensuring inclusive participation of all stakeholders in project implementation?
* What strategies are being used to effectively engage with children, teachers, communities, and government officials?
 | Group work & Presentation |
| 1. Localization
 | * What roles is SCI doing?
* What roles are NRRDO and RAISE doing?
* How is SCI, NRRDO and RAISE working to ensure efficiency and no duplication of work?
 | Group work & Presentation |
| 1. Protection mainstreaming
 | Discuss how the GPE project is ensuring:* Child participation
* Child protection
* Girls’ education
* Gender equality- (general and thematic)
* Conflict sensitivity
* Climate change- environment and climate change
* Disability inclusion
 | Group work & Presentation |
| 1. Lessons learned and recommendations
 | * What were lessons that were learnt in the following components of the project?
	+ Girls’ education
	+ Newly displaced vulnerable children aged between 6-15 years
	+ New returnees aged between 6-15 years
	+ Vulnerable/marginalized girls and boys at risk including children with disabilities (CWDs)
* What were the **3 key best practices** you can share to ensure successful implementation of the GPE project?
 | Group work & Presentation |

# **Learning workshop Methodology**

A two-day learning workshop will be held in each area to capture the learning in a systematic way. The workshop will be held in project areas and will consist of structured sessions of about 15-20 participants. Topics and learning questions have been outlined in the table above. SC staff, partners and local stakeholders 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 (for Sudan this is White Nile and Red Sea. Kauda will be handled by a different consultant)
* Ensuring availability of stationery and training material for the participants
* Capturing/documenting all learning exercises- **photos and notes**
* **Produce final workshop report in English**

Save the Children will be responsible for:

* Arranging workshop venue and accommodation (for Sudan this is White Nile and Red Sea. Kauda will be handled by a different consultant)
* Coordination with internal and external stakeholders
* Arranging food and refreshment during the workshops
* Hiring of learning workshop consultant

# **Expected workshop dates**

**To be decided**

# **Consultant profile**

The following are the main requirements for the consultant:

* Advanced university degree in master’s 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 Sudan.Bids@savethechildren.org and cc janet.mugo@savethechildren.org. For any question/query relating to the TOR, please email janet.mugo@savethechildren.org.

Bidders are required to prepare and submit the following documents:

* Complete Bidder Response Document (BRD)
* 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 or any other relevant report
* Financial Proposal of facilitating workshop in two areas (White Nile and Red Sea) and writing final combined report (Detailed budget in **USD**)

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

**Workshop Agenda**

**Learning Workshop Agenda of GPE project**

**Date:** TBC

**Venue:** TBC

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| **Day 1** |
| **Time** | **Activity** | **Lead Facilitator** | **Format** |
| **08.30am-09.00 am** | **Welcome and Introductions** |
| **09.00am-09.30 am** | **Introduction of the GPE project**  |
| * Overview and Context of the project
 | HPI/GPE staff |  |
|  | **Session 1: Current state of education in Sudan and project areas**  |
| **09.30am-10.45am** | * What are the key challenges the education sector in your state faces due to the conflict in Sudan? Did this change after the April 2023 conflict? How?
* Who are the most vulnerable children and communities impacted by the conflict in this state?
* How does this project align with national and education cluster strategies especially after April 2023?
 | SCI, NRRDO & RAISE | Breakaway group discussionsPresentation |
| **10.45am-11.00am** | **PRAYER BREAK** |
| **11.00am-13.00pm** | **Session 2: GPE project design** |
| * Outcome 1: How is the GPE project creating safe schools with qualified teachers for displaced children, while promoting community support for enrolment?
* Outcome 2: How is GPE assessing children's learning needs and implement targeted interventions (remedial programs, MHPSS) to ensure continuous learning, literacy, and well-being for all children?
* Outcome 3: How is GPE strengthening capacity for future crises and ensure the project's long-term sustainability and inclusivity for children with disabilities?
 | SCI, NRRDO & RAISE | Breakaway group discussionsPresentation |
| **13.00pm-14.00pm** | **BREAK** |
| **14.00pm-15.00pm** | **Session 3: SCI Cross-cutting themes** |
|  | Discuss how the GPE project is ensuring:* Child participation
* Non-discrimination
* Localization and participation
* Child protection
* Gender equality- (general and thematic)
* Conflict sensitivity
* Climate change- environment and climate change
* Disability inclusion
 | SCI, NRRDO & RAISE | Breakaway group discussionsPresentation |
| **15.00pm-15.30pm** | **Summary of Day 1, Next steps for Day 2 and Close** |

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| **Day 2**  |
| **Time** | **Activity** | **Lead Facilitator** | **Format** |
| **08.30 am-9.00am** | **Recap of Day 1**  |
| **9.00am-10.45am** | **Session 4:** **Target beneficiaries and stakeholders** |
| * Who are the direct and indirect beneficiaries of this project?
* How is the project ensuring inclusive participation of all stakeholders in project implementation?
* What strategies are being used to effectively engage with children, teachers, communities, and government officials?
 | SCI, NRRDO & RAISE | Breakaway group discussionspresentation |
| **10.45am-11.00am** | **TEA BREAK** |
| **11.00am-13.00pm** | **Session 5: Localization** |
| * What roles is SCI doing?
* What roles are NRRDO and RAISE doing?
* How is SCI, NRRDO and RAISE working to ensure efficiency and no duplication of work?
* Any suggestions on what SCI can do to improve localization efforts for NRRDO and RAISE?
 | SCI, NRRDO & RAISE | Breakaway group discussionspresentation |
| **13.00-14.00pm** | **PRAYER BREAK** |
|  | **Session 6: Lessons learned**  |
| 14.00pm-15.00pm | * What were lessons that were learnt in the following components of the project?
	+ Girls’ education
	+ Newly displaced vulnerable children aged between 6-15 years
	+ New returnees aged between 6-15 years
	+ Vulnerable/marginalized girls and boys at risk including children with disabilities (CWDs)
* What were the 3 key best practices you can share to ensure successful implementation of the GPE project?
 | SCI, NRRDO & RAISE | Breakaway group discussionsPanel presentation |
| 15.00PM | **WORKSHOP SUMMARY AND CLOSE** |