

## ANNEX II: TERMS OF REFERENCE

<b>1. BACKGROUND INFORMATION .....</b>	<b>2</b>
1.1. Partner country .....	2
1.2. Contracting authority .....	2
1.3. Country background .....	2
1.4. Current situation in the sector .....	2
1.5. Related programmes and other donor activities .....	3
<b>2. OBJECTIVES &amp; EXPECTED OUTPUTS .....</b>	<b>3</b>
2.1. Overall objective .....	3
2.2. Specific Objective(s) .....	4
2.3. Expected outputs to be achieved by the contractor .....	4
<b>3. ASSUMPTIONS &amp; RISKS .....</b>	<b>4</b>
3.1. Assumptions underlying the project .....	4
3.2. Risks .....	4
<b>4. SCOPE OF THE WORK .....</b>	<b>4</b>
4.1. General .....	4
4.2. Specific work .....	5
4.3. Project management .....	7
<b>5. LOGISTICS AND TIMING .....</b>	<b>7</b>
5.1. Location .....	7
5.2. Start date & period of implementation of tasks .....	7
<b>6. REQUIREMENTS .....</b>	<b>7</b>
6.1. Staff .....	7
6.2. Office accommodation .....	7
6.3. Facilities to be provided by the contractor .....	8
6.4. Equipment .....	8
<b>7. REPORTS .....</b>	<b>8</b>
7.1. Reporting requirements .....	8
7.2. Submission and approval of reports .....	8
<b>8. MONITORING AND EVALUATION .....</b>	<b>9</b>
8.1. Definition of indicators .....	Errore. Il segnalibro non è definito.
8.2. Special requirements .....	Errore. Il segnalibro non è definito.

# **1. BACKGROUND INFORMATION**

## **1.1. Partner country**

Sudan

## **1.2. Contracting authority**

Italian Agency for Development Cooperation (AICS) – Khartoum

## **1.3. Country background**

Sudan is one of the largest countries in Africa (surface area of 1,861,484 km<sup>2</sup>), it is bordered by Egypt to the North, the Red Sea, Eritrea, and Ethiopia to the East, South Sudan to the South, the Central African Republic to the South-West, Chad to the West and Libya to the North-West. At the institutional level, Sudan is a Presidential Republic, divided from the administrative point of view in 18 States: Blue Nile, Central Darfur, East Darfur, Gedaref, Gezira, Kassala, Khartoum, North Darfur, North Kordofan, Northern, Red Sea, River Nile, Sennar, South Darfur, South Kordofan, West Darfur, West Kordofan, and White Nile.

The country is undermined by poverty and inequality: according to data of the 2009 National Baseline Household Survey, the Country has 15 million of people living in poverty (poverty rate is 46.5%) with heavy regional disparities, between urban and rural areas, between nomadic and sedentary communities. Agriculture and livestock play important roles in the economy of the country: it is estimated that agriculture contributes 35-40% of GDP, with livestock accounting for 50% of the production. Since 1999, the oil sector has been pivotal, accounting over half of the government revenues (60%) and 95% of the export. Sudan is placed at the center of the East African migration route towards North Africa and Europe. Over the past decade hundreds of migrants, asylum-seekers and refugees have been continuously transiting through Sudan.

As a result of the secession of South Sudan (2011), Sudan lost about three-quarters of oil production with heavy economic and social consequences. Recently, Sudan started to recognize the need for greater attention to agriculture and livestock, allocating the 20% of public spending in technological innovation, services and infrastructures to support agriculture and livestock.

Moreover, Sudan is placed at the centre of the East African migration route towards North Africa and Europe. Sudan has high levels of population mobility as it is used as a transit and destination country by migrants originating from the Horn of Africa (Somalia, Ethiopia and Eritrea), as well as an origin country of migrants going to the Middle East, Europe and beyond. In 2014, the Government of Sudan took significant steps in joining the global fight against human trafficking by acceding to the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (Palermo Protocol)

## **1.4. Current situation in the sector**

Sudan multiple indicator cluster survey 2014 (MICS) indicates that children experience widespread violence, with 64 percent of children aged 1-14 years being victims of violent discipline, equally divided between psychological and physical violence which cuts across socioeconomic status, gender, and geographical areas.

The evidence generated by EMIS 2010, SHHS 2010, Household Survey 2010, MICS 2014, National School Health Strategy 2017-2020 and other sources showed that 3.1 million school-age children aged 5-13 years are out of school, mainly in conflict-affected areas, rural areas, as well as among nomadic populations, children of poor families, and among girls.

Almost half (49 per cent) of the 6–9-year-olds children with disability were out of school according to the Sudan Household Survey (SHHS) of 2010. Girls with disabilities are particularly disadvantaged with over 55 per cent girls in the 6-9 years old age group with disabilities being out of school.

Children's protection from violence, exploitation, and abuse is weak in many areas of the world, despite the universal ratification of the Convention on the Rights of the Child. Often, improved legislation is not accompanied by significant changes in the protection systems, practice, and capacity. The types of programmatic response supported have tended to be curative rather than preventative in nature, addressing symptoms rather than the underlying systems that have failed to protect children.

The child protection sector in Sudan is regulated by the Interim National Constitution of the Republic of the Sudan of 2005 and the Child Act of 2010. The two laws are in line with the principles of the Convention on the Rights of the Child, ratified by Sudan in 1990. Despite the efforts of the Sudanese authorities in applying these principles and ensuring such protection to minors, the poorest population and certain categories of extremely vulnerable children remain excluded. These include (i) the orphan children, abandoned because born within pre-marital or extra-marital relations; (ii) the street-children coming from poor families from the suburbs; (iii) children who meet the justice system, both as victims and as offenders; (iv) children on the move.

According to the World Bank in 2020 primary schools in Sudan affects by poor learning environment and many schools do not meet norms for teaching and learning materials. The most significant part of education quality and learning environment is to provide adequate and systematic framework including interventions that address interpersonal violence (emotional, physical and sexual) against Children with gender-sensitive approaches to address specific care and support needed within school environment.

### **1.5. Related programmes and other donor activities**

UNICEF country programme 2018-2021 was contribute to national efforts to enable all children and adolescents in Sudan, especially the most disadvantaged, to have their rights progressively fulfilled and to be able to develop to their full potential in an inclusive and protective environment. The country programme will comprise five components covering five outcomes: (a) Child Survival and Development; (b) Learning and Development; (c) Protective Environment; (d) Evidence-Based Policy and Advocacy and (e) Programme Effectiveness.

AICS through TADMEEN project aims to promote the social inclusion of children, women, and persons with disabilities, belonging to hosting and migrant communities and refugees, by supporting the development of their human capital, by promoting equal access to goods and services and by increasing their resilience through activities of poverty reduction.

TADMEEN process, design and implementation of Child protection component focusing on: (I) strengthening the Sudanese welfare system of child protection (ii) promoting the kafala care systems, social services and vocational training for abandoned children in Khartoum State (ii) developing social reintegration models for street-children; (iii) supporting the reactivation of the Family and Child Protection Unit system targeting minors subject to legal proceedings and protection of child victims, or at risk of violence in the Red Sea State;

## **2. OBJECTIVES & EXPECTED OUTPUTS**

Under the overall objective of TADMEEN project to support inclusive governance models aiming to promote rights and social protection of vulnerable and discriminated groups within migrant and hosting communities in Khartoum and Red Sea States.

Despite the efforts of the Sudanese authorities in applying these principles and ensuring such protection to children at risk, the poorest population and certain categories of extremely vulnerable children remain excluded. These include orphan children, abandoned, children in street situation, children on the move, children in contact with the justice system and children with disabilities.

### **2.1. Overall objective**

The overall objective of this action is:

To promote the protection, development of human capital and to increase the resilience of groups of children at risk, children in contact with the justice system and children with disability in Khartoum and Red Sea states.

## **2.2. Specific objective(s)**

The specific objectives as follows:

- To support the child protection sector, providing advanced training on child protection, justice for children for lawyers, judges, legal assistants, AWOON, FCPU and police social workers in Khartoum and Red Sea states.
- To contribute in the direction of reducing social marginality and discrimination of child with disabilities, children at risk through the promotion of school inclusion and socio-educational activities and schooling in Khartoum and Red Sea states.

## **2.3. Expected outputs to be achieved by the contractor**

The expected outputs of this contract are as follows:

- 1) Improved child protection, justice for children services for children at risk, children in contact with the justice system and children with disability in Khartoum and Red Sea states.
- 2) Establishment of school's protective environment framework to provide a foundation, shape of school inclusion for child with disabilities, and children at risk in Khartoum and Red Sea states
- 3) Developed and adopted socio-educational activities aimed at promoting rights of children social inclusion of disadvantaged children, particularly child with disabilities, and children at risk in Khartoum and Red Sea states

# **3. ASSUMPTIONS & RISKS**

## **3.1. Assumptions underlying the project**

The Child protection actors in Khartoum, Red Sea states must participate and be actively involved in the initiative, as well as local communities and relevant stockholders. This level of participation is very valuable in improving child protection, justice for children services and school inclusion for child with disabilities, and children at risk.

## **3.2. Risks**

- The country's political and economic situation will have to be stable for the project to be finalized. Furthermore, there must be opportunities for movement and the safety of national and international personnel must be guaranteed.
- Another element of risk is represented by the evolution of the current COVID-19 epidemic which could lead to limitations on travel and the timely execution of the project.

# **4. SCOPE OF THE WORK**

## **4.1. General**

### **4.1.1. Description of the assignment**

From a strategic-operational perspective, the action includes three main sectorial interventions in the field - respectively in the sectors of child protection, education, and disability –considering the cross-cutting issue of the risks connected to protection, development of human capital and to increase the resilience of groups of children at risk, children in contact with the justice system and children with disability in Khartoum and Red Sea states. The aim of adopting good practices emerging and improvement of child protection, justice for children services and school inclusion.

Children's protection from violence, exploitation, and abuse is weak in many areas of the world, despite the universal ratification of the Convention on the Rights of the Child. Often, improved legislation is not accompanied by significant changes in the protection systems, practice, and capacity. The types of programmatic response supported have tended to be curative rather than preventative in nature, addressing symptoms rather than the underlying systems that have failed to protect children.

It is this clarity of roles and responsibilities, among the different child protection actors that will ensure each actor is held accountable for its mandate. Among non-state actors, this action will help eliminate overlaps, wastage of resources, and unhealthy competition for visibility, because each entrant will clearly see the gaps that need filling. Moreover, all stakeholders will complement each other's efforts and readily pool resources either to prevent violation of child rights or provide services to those whose rights have been violated.

This action will focus on providing a basis or foundation and shape for the school's protective environment. Moreover, to recognize that cross-sectoral programmer child protection and education are child-friendly neutral, and consequently they must be designed in line with the CRC and CRPD. To achieve the effective enjoyment of rights, it is not enough to have policies in place, there must be adequate best practices available in accordance with a rights-based approach.

#### **4.1.2. Geographical area to be covered**

Khartoum, Red Sea States – Khartoum and Port Sudan cities.

#### **4.1.3. Target groups**

The action's activities will engage ultimate beneficiaries involves in bring changes to child rights arena, increasing accessing child protection, justice for children services and school inclusion. For advocacy activities, it will be those people for whom the change in knowledge, practice will make a difference in their community, that the action makes contribution to improving knowledge and best practice on child protection, education and disability can be attributed to the action results.

The group who would benefit from potential outputs and outcomes of this action be:

- 1) Children at risk, children in contact with the justice system and children with disability in Khartoum and Red Sea states.
- 2) Lawyers, judges, legal assistants, AWOON, FCPU and police social workers in Khartoum and Red Sea states.
- 3) Teachers, parents, families, community leaders and community members in in Khartoum and Red Sea states.

Furthermore, beneficiaries who would benefit from potential impact at wider community including those mentioned above, they will be measured during final evaluations of post-action process.

#### **4.2. Specific work**

Sudan is committed to the Education for All (EFA) Initiative and SDGs in providing access to quality education in both primary and secondary educations. The most significant part of education quality is to provide adequate and systematic framework including interventions that address interpersonal violence (emotional, physical, and sexual) against Children with gender-sensitive approaches to address specific care and support needed within school environment.

Available information reveals that in Sudan there is a need to introduce and implement a framework for the school's protective environment in Sudan. Furthermore, the framework will draw emphasis on

contextualized standards of responses as opposed to the proactive and preventive responses to violence against children for both state and non-state actor.

In Sudan, there are formal child protection mechanisms as well as inter-agency mechanisms. The formal mechanisms are mainly state driven, while inter-agency mechanisms are driven by international and national NGOs, with inter-governmental or inter-state agencies playing a major part. Of note, there is several positive developments, including initiatives for increased nonformal and community-based mechanisms, where families, children and schools are relatively engaged in the protection of children. The effectiveness of all these mechanisms often needs more clarity of roles and responsibilities, among the different formal, inter agency and non-formal actors.

The design of action activities must be elastic enough to target affected communities rather than just the narrower groups of affected communities. The specific work of proposed action should be built on the following framework:

- a) Considering the references for child protection, justice for children and school protective environment in Sudan.
- b) Enhancing roles and functions of all stakeholders in children's protection. justice for children and school's environment in targeted areas.
- c) Facilitating effective coordination in the provision of child protection services within the targeted areas
- d) To facilitate reviewing and enacting of appropriate and effective legislation and policies, capacities, and resources to effectively address issues of violence, exploitation, and abuse within the schools.

Guiding principles are fundamental building blocks that inform and shape the designing and implementing the proposed action The principles become standards against which day-to-day practices are judged, and they are:

- 1) Best interests of the child.
- 2) Meeting children's basic rights.
- 3) Efforts to protect child from violence, exploitation, and abuse must be family and community based. Creating and building partnerships and effective relationships.
- 4) Non-discrimination, Child Participation, and inclusion of marginalized children.
- 5) Accountability and Transparency.

Due to the broad range of stakeholders with distinct roles in the child protection, disability and education, the action should introduce clear structure that brings together several government and non-state actors, the private sector, and other stakeholders. Each of these stakeholders has clear and specific roles and functions as that combine to produce an effective protective environment for Children at risk, children in contact with the justice system and children with disability in Khartoum and Red Sea states. However, this action should provide adequate and appropriate standards of monitoring and evaluation to the proposed activities at community level.

The action will undertake the following activities:

- Advanced training in child protection Lawyers, judges, legal assistants, AWOON, FCPU and police social workers in Khartoum and Red Sea states.
- School awareness-raising activities on positive behaviour, child protection, birth certificate, FGM, GBV prevention, etc.
- Promoting the Rights of Children and children with disability in Khartoum and Port Sudan
- Informal education activities with children in the FCPU
- Conducting Socio-educational activities and schooling in Port Sudan and Khartoum including Community campaign on the importance of education, registration of birth certificates
- Inclusive education training for teachers, parents and creation of parent's associations.

- Providing industrial school supplies, clothing, dignity kits for mothers and girls of productive age, soaps (counselling, prison, schools, FCPU)
- Providing solar-powered torches and chargers (counselling centres + schools)

### **4.3. Project management**

#### **4.3.1. Responsible body**

Italian Agency for Development Cooperation (AICS) represented by Michele Morana (Director of AICS Khartoum Office).

#### **4.3.2. Management structure**

The management of the action is responsibility of the AICS Khartoum that will manage the activities from the technical point of view in full collaboration with the contracting authority. The approval of the planning, approval of interim and final reports, monitoring, and evaluation, etc, lies with AICS Khartoum. The decision-making process involves the Head of AICS Office, the contracting authority and the TADMEEN Program Coordinators in charge to supervise and cooperate in the planning and implementation phase, to improve the ownership of project.

#### **4.3.3. Facilities to be provided by the contracting authority and/or other parties**

N/A

## **5. LOGISTICS AND TIMING**

### **5.1. Location**

Khartoum and Red Sea States – Khartoum and Port Sudan cities.

### **5.2. Start date & period of implementation of tasks**

The intended start date is September 2022 and the period of implementation of the contract will be < 8> months from this date. Please see Articles 19.1 and 19.2 of the special conditions for the actual start date and period of implementation.

## **6. REQUIREMENTS**

### **6.1. Staff**

Note that civil servants and other staff of the public administration of the partner country, or of international/regional organisations based in the country, shall only be approved to work as experts if well justified. The justification should be submitted with the tender and shall include information on the added value the expert will bring as well as proof that the expert is seconded or on personal leave.

#### **6.1.1. Key experts**

N/A

#### **6.1.2. Other experts, support staff & backstopping**

N/A

### **6.2. Office accommodation**

Office accommodation is to be provided by the contractor

### 6.3. Facilities to be provided by the contractor

The contractor shall ensure that experts are adequately supported and equipped. It must ensure that there is sufficient administrative, secretarial, and interpreting provision to enable experts to concentrate on their primary responsibilities. It must also transfer funds as necessary to support their work under the contract and to ensure that its employees are paid regularly and in a timely fashion.

### 6.4. Equipment

No equipment is to be purchased on behalf of the contracting authority / partner country as part of this service contract or transferred to the contracting authority / partner country at the end of this contract. Any equipment related to this contract which is to be acquired by the partner country must be purchased by means of a separate supply tender procedure.

## 7. REPORTS

### 7.1. Reporting requirements

The contractor will submit the following reports in English in one original and 1 copy:

- **Inception Report** of a maximum of 12 pages to be produced after 20 Days from the start of implementation. The inception report should describe the conceptual framework planned for undertaking the activity. The activity framework most often used in the action is one that is consistent with Results-Based Management (RBM) and should address the following criteria proposed by the AICS: relevance, efficiency, effectiveness, sustainability, and results framework.
- **First Interim Report** of a maximum of 15 pages to be produced after 4 months from the start of implementation, outlining a comprehensive update on the status of implementation of the activities. The contractor should proceed with his/her work unless the contracting authority sends comments on the inception report. The report should describe implementation progress informing about activity planning, schedules, and budgets. Provide recipients with a brief look at some of the findings, monitoring and evaluating results.
- **Second Interim Report** of a maximum of 15 pages to be produced after 6 months from the start of implementation, outlining a comprehensive update on the status of implementation of the activities. The contractor should proceed with his/her work unless the contracting authority sends comments on the inception report. The report should describe implementation progress informing about activity planning, schedules, and budgets. Provide recipients with a brief look at some of the findings, monitoring and evaluating results.
- **Final report** of a maximum of 25 pages (main text, excluding annexes) and be submitted no later than 30 days after the end of the period of implementation of tasks. The report should present the significant accomplishments of the project team and set forth appropriate conclusions from that information. should provide a clear and concise summary of the activities undertaken, inputs, outputs, conclusions, recommendations, the implication for stakeholders, etc. as appropriate. The final report should be annexed with all documents prepared within the contracted action.

Reports shall be objective, clear, concise, timely, and constructive. They shall include findings, lessons learned, recommendations, pictures, and conclusions in line with the AICS applicable rules.

### 7.2. Submission and approval of reports

The report referred to above must be submitted to the project manager identified in the contract. The project manager is responsible for approving the reports.



## **8. MONITORING AND EVALUATION**

The monitoring and evaluation indicators should be link short-term and long-term instruments as follows:

- Coordination community and school's engagement
- Standard assessment and analysis of Socio-educational activities
- Community Response Strategies
- Access and Learning Environment for children with disability
- Standard Equal Access
- Protection and Well-being for children at risk
- Standard Facilities and Services
- Standard Teaching and Learning methods and inclusive curricula