Education Above All
Dates of Implementation

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Acronyms and Abbreviations

List in alphabetical order and define all acronyms and abbreviations used in the report

EAA: Education above All
SCI: Save the Children International
PBL: Project-Based Learning
IFERB: Internet Free Resource Bank
L1: Level one (Year 1& 2)
L2: Level 2 (Year 3-5)
L3: Level 3 (Year 6-8)
SIP School Improvement plan
IDPs: Internally Displaced persons
M: Male
F: Female
TOT: Training of Trainers
SNAP: Student Needs Action Pack
SLA: Sudanese Liberation Army
ECHO: ECHO - European Civil Protection and Humanitarian Aid Operations (European Commission)

Executive Summary

This should be no more than one page long. Hint: Write this section last.

The Internet Free Resource Bank (IFERB) is pilot project funded by EAA foundation. This project was created to serve as a stopgap solution due to regular and consistent conflict in those areas (due to causes like: Teacher strikes, covid-19 or regular conflict between nomads and hosting communities) to ensure learning continuity, especially for vulnerable learners, who are unable to benefit from internet-based distance learning including learners in refugee settlements, remote rural communities, and underserved urban contexts. Central Darfur West Jabal Marra locality-Nertiti is a remote area with the challenges mentioned above.

The project time frame is from Dec 2021- June 2022 and has directly targeted a total of 3,263 children (1,632 M &1,631 F) out of the target of 3,330 (Girls1457, Boys1873) (98%) school children in West Jabal Marra locality of Central Darfur , the student were from the five target schools including Bala , Gurni ,Saga Der , Saga Nagaa and Kurifal primary schools, the students were actively participating in the learning process through the three levels (Level 1 , Level 2 and Level 3) either within school during the school day or outside of school walls (homework)

330(209 M & 121 F) school teachers &PTAs were trained to provide project based learning (PBL) approach with focus on literacy and numeracy foundational skills. Moreover, the PTA members representing the five school communities were trained to participate actively in supporting their children at community level out of school walls in addition to their normal roles within the community.

The project mainly found that the PBL methodology was easier for teachers to facilitate learning process and for students to gain the main literacy and numeracy skills such as letter knowledge, phonological awareness, vocabulary, fluency and comprehension.

Though the cultivation season has entered while summer vacation started during project Implementation, only 15% drop out was observed, it was lower than expected but still SCI need to raise community awareness in order to at least reduce child labor and let them focus on their education as one of their fundamental rights.

The portion of boys was higher than girls among those who completed all levels of IFERB, this reveals that SCI need to conduct more advocacy activities at community level to enroll all school aged children into formal education particularly girls.

The project is implementable with easily and locally available teaching and learning aids in all Darfur and other similar contexts, meeting most of the related challenges.

However, It's worth to mention that increment of pass rates on exam results of the project beneficiaries from between10% to 23% for the base-line up to between 45% to 90% at endline, clearly shows contribution of the project in improving learning performance for students, additionally the project has resulted on improving and widening social relationships among students in terms of full names, living locations and life conditions.

The project faced some challenges mainly accessibility issue for more close follow-up on daily basis as most of the schools located in remote villages particularly those in the SLA controlled

areas associated with security incidents high cost, teachers' strike has disturbed the project activities for the schools nearby capital town of the locality , SCI managed to cover the costs of staff travel for Implementation and monitoring of activities from other existing projects as a complimentary approach to provide integrated services, the project was also able to mobilize parents to send their children to schools during summer vacation in order to complete the remaining project components in level 2 and 3, additionally SCI managed to convince teachers to keep teaching the IFERB projects during teacher strike period in order to complete the project.

The main body of the report (introduction through results) should be no more than 15 pages in length.

I. Introduction

In this section, introduce the country, pilot context, organization and the pilot, providing details on:

- Background of the country and context(s) of implementation
- Background of the organization and pilot context, detailing the nature of the disruption to education and challenges to students' education, if applicable

Based on the inter-sectoral rapid need assessment conducted during August 29th 2021 up to 3 September 2021,the education of children in Darfur is hampered by a number of issues, including a lack of teachers, packed classrooms, and inadequate or absent materials. Youth confront even greater obstacles because secondary schools are absent from IDP camps, leaving young people there without something to do and little hope for the future. Darfur's deteriorating security situation just makes things worse. Additionally, although being almost four years old, the crisis is still considered an "emergency" by the world community. This raises the alarm that many children face the prospect of dropping out of school; boys may be forced into child labor, and girls may be forced into child marriage. Moreover, it has been noticed during the EAA's projects implementation that students-regardless of their gender are mostly pulled out of school to work as pastoralist (help their parents with farming, herding sheep, store keeping…etc.) during certain period of times during the year. In spite of everything, those children went through, hope remains, especially after implementing the IFERB projects with students and seeing their characters and minds flourish every day. IFERB can indeed be a sustainable solution to address the low learning outcomes of kids in Darfur to build their minds and character further increasing their chances and widening their perspectives.

II. Pilot Overview

In this section, provide a comprehensive overview of the pilot process. If your organization works through other schools or organizations to deliver the projects, this section must contain the pilot overview of each organization. This section should include the following sections:

Mode of Implementation

- *Dates of pilot program and mode of implementation (i.e. phone-based, in-person etc.)*

The pilot program was implemented face to face Using printed learning materials (IFERB literacy and numeracy learning packages) due to Central Darfur's context-identified as an "out of network coverage" area. The schools targeted are five schools in West Jabal Marra-Nertiti locality, where only one school (for IDPs) is located in the center of Nertiti with the network available, while the rest of four schools are scattered in remote areas (Gurni, Sagaa Nagaa, Sagaa Der, Kryfal school) with no network coverage and no phone culture. There were large number of students in one classroom around 70-120 students per class. After several discussions to resolve this challenge,

The following was proposed:

Since the original target of students is 3,330 (Girls1457, Boys1873)
students with 330(209 M & 121 F) teachers, volunteers & PTAs trained, students have been divided into smaller groups among trained teachers and volunteers for a group to end up with 10-15 students for easier implementation, either inside the school classrooms or seated on mattresses provided by ECHO EIE underneath a shaded area , the ECHO-funded project under title of "Provision of safe, inclusive and quality education to conflict affected and other vulnerable boys and girl in Central Darfur", was targeting the same schools since June 2019, providing number of educational services including development of school infrastructure , provision of teaching, learning and recreational materials , implementing school improvement plans through school community representatives, providing PTAs with training on school co-management ,safe schools , and community action approaches to improve literacy and numeracy skills for children out of school walls, additionally the project was providing teacher trainings on pedagogy , learning wellbeing in emergency, mental health and psychosocial support , school code of conduct and child resilience, but none of those trainings has focus on project based learning methodology which is covered by Education Above All as very innovative approach - due to the following factors:

1) PBL is generally a very new methodology to Sudan's public schools-specifically Greater Darfur. Therefore, this was done to ensure the proper implementation of the IFERB projects and to increase students' comprehension of the projects.

2) To enable teachers to focus on the Project based learning approach and its techniques; and not overwhelm them with managing large classrooms. Furthermore, teachers were to focus on enhancing the 21st century skills which constituted a part of learning outcomes of the project within students, as most-if not all students are affected by the wars, conflict, context, traditional teaching and previous years of violence conducted in class- with extremely low levels of self-esteem and shaken confidence. It was emphasized to teachers that they need to integrate many starters to encourage students to engage with teachers being able to manage their emotions to improve their ability to learn, read, and do Maths. This is in addition to the activities being student-centered to allow students to think on their own rather than be spoon-fed.

3) To increase students' engagement in class.
4) to enable teachers to differentiate the extreme different students' academic level and reach every student.

It was extremely useful to integrate some of the SNAP (Student Need Action Package) tools-which works on enhancing the inclusive education component: which enables all students to learn together with the support for their individual needs. SNAP is a set of low-cost and easy-to-implement tools to guide teachers' instructional strategies. It aims to address the fact that children with hidden disabilities and those struggling in the classroom are typically labelled "slow learners" and not sufficiently supported to reach their full potential, by giving teachers the skills to identify and support students' individual needs. It seeks to improve learning outcomes while strengthening the local capacity for inclusive education

Key Message of the SNAP tools: Every classroom has a wide range of learners, so to raise the achievement level of the entire class, teachers must be able to identify who is struggling and how. The tools include key guidance on general teaching strategies that teachers should use to improve learning for all children, considerations for identifying possible external causes for a child's difficulties and information on how to support children based on needs. In this way, it focuses on specific learning challenges rather than diagnoses and encompasses students with various physical, sensory, and learning difficulties.

SNAP includes the following tools:

Teacher tools:

- Golden Rules
- External Challenges Cards

- Individual Challenge Cards
- Individual Education Plan

Parents

- Parent Awareness Raising Sessions

Accordingly, a brief induction was conducted to teachers by SCI team so they can understand how to use the SNAP tools. Hence, not all tools were used due to the short time and of implementation and SCI team felt that teachers would be overwhelmed. Only the following SNAP tools were used:

1)Golden rules: Positive behavior list for teachers that introduces the idea of having a set of boundaries, and of reinforcing and embedding these boundaries into everyday school life. SNAP is a set of tools designed to equip teachers with skills on how they can identify and on how they can effectively identify and support learners with special need and ensure those struggling to read or do math in class to improve their reading and math skills.

2) Individual challenges:

provide strategies that teachers can use to address specific challenges associated with many common disabilities. These cards are:

i. Behavior challenges
ii. Learning challenges
iii. Reading challenges
iv. Focus challenges
v. Behavior challenges
vi. Visual challenges
vii. Hearing challenges
viii. Physical challenges
ix. Language challenges

It should be noted that teachers are not diagnosing students with any disability — that is the role of trained professionals. Instead, these cards avert mislabeling and stigma by providing strategy recommendations based on student behavior. For example, teachers who identify a student who has difficulty focusing are encouraged to seat the child away from distractions and use his/her name more frequently.The techniques provided to teachers through the SNAP toolkit were applicable to all students and worked best when coupled with the IFERB literacy and Numeracy projects as they are perfectly aligned together as both are centered around enhancing literacy and numeracy skills coupled with encouraging a child-centered approach.

*Once again, to ensure the proper implementation of the IFERB PBL projects, SCI started the implementation with Level 1 (Year 1&2) only on **1st of March-15th of April;** and based on the lessons learned from the 1st phase of implementation, assessment was conducted to improve the implementation in the 2nd phase.*

MODEL of L1 implementation (1st phase):

After many meetings with teachers, Headmasters and Head of education in Nertiti locality, in December 2021, teachers were requested to look into projects and see to whether it's possible to implement the IFERB projects during the Math and Arabic literacy lessons on daily basis. The content of projects chosen originally aligned with the Sudanese curriculum. The main difference would be the methodology and the few differences would either be creatively added to the projects or explained further to teachers after the projects' session. For instance, for the year 2s in (phase 1 implementation) division was part of their curriculum and in the EAA projects, teachers felt like it wasn't emphasized enough…so as part of the "number bond" project, some enrichment activities were added the same way, but instead of adding two values it was division of two values-similar to the chunking division method.

It has been agreed with teachers to dedicate 1 hour before and after school, however upon reflection and after further consideration; it has been decided to go with the first alternative i.e. implementing projects during math and Arabic classes as not to overwhelm students nor teachers especially considering their hardship context.

Literacy and numeracy projects per level were done simultaneously. Two projects were implemented daily (1 literacy and 1 numeracy) and two hours during school hours (during Math and Arabic lessons) daily for the 1st phase (Level 1) to a number of 742 Level 1 students (397 M, 345 F)

MODEL of L2 & L3 implementation (2nd phase):

After witnessing, the huge success from the 1st phase and that is by integrating Literacy projects into the Arabic lessons and Numeracy into the Math lessons since the content is similar, and the only difference is the teaching methodology. SCI determined to achieve the same with the 2nd phase beginning of May, however SCI faced many challenges that hindered this. For example, Teachers' strikes continued for more than a month, agriculture season, safety and security issues prevented access to the schools. Moreover, when schools opened it was time for the Y6 & Y8 national exams, with unexpected government bodies invigilating schools during exams, which made it even harder for teachers to manage their time and implement the 2nd phase. After some discussions, it has been decided that the 2nd phase will be implemented as a summer course after exams are over, starting end of May and ending by 23rd of June 2022 as the best possible alternative. Consequently, the number of students dropped by 15% as some of them have gone to farming early this year and the nomad students in some schools travelled, this resulted in a decrease of the number of students in the 2nd phase from 2,584 to **2,033 students (1,075M, 958 F**). The over-all number of students who completed the projects ***from phase 1(742) & phase 2 (2,033) became 2,775 students out of 3,263 which represents 85% from the planned target.*** Due to the challenges mentioned the second phase has not been implemented as planned but it was implemented as a summer course.

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- Family contexts: hardship context, connectivity, education background

Most if not all citizens in Jabal Marra's source of income comes from farming and the context is a very harsh one for children where kids after schoolwork and don't get to be a "child". Community survey wasn't done, however throughout the implementation period and our interaction with the community it has been noticed that approximately 75% of the community aren't educated.54% of them are illiterate and didn't complete their education. There is no access to the network-only in Nertiti (capital town). The rest of the schools are loc
ated in out of coverage areas.

- Learning contexts: current learning context, availability of alternative learning solutions

  Current learning context are horrid. As much as INGOs are supporting schools all over Central Darfur; the people need more support. The scope of their thinking is extremely narrow, they were just focusing on the available career options as Nertiti comprises of small villages where there's only one hospital in Nertiti. So, students either want to become a teacher or a doctor. They're exposed to so little. Many schools either need classes to be built, or in best case scenarios rehabilitated. Teachers need a lot of support in their teaching as most of them are volunteers. In those 5 schools ECHO-education in emergencies provided those schools with everything needed.
- Implementation mode: e.g., in-school, by phone, community center

The projects implementation was fully in-school. Teachers sat down together before the start of phase one (L1's implementation) and exchanged notes by comparing their original lesson plans for Math and Arabic and the IFERB lesson plans and highlighted the missing parts of their lessons within the IFERB projects. The missing chunks from the IFERB projects in the curriculum weren't much so teachers decided to dedicate 5 to 10 minutes after the lessons to teach what was missing.

Intervention

- *Logistics of implementation and further details including student-teacher groups or implementing partners*

All stationary needed was bought and distributed to all students. Some of the basic stationary needed in the projects was already being distributed by ECHO-education in emergencies project and the rest of the stationary like glues, threads, scissors were distributed through EAA funding as part of the projects' implementation.

- *List of projects adapted and completed by age or level group and project contextualization. Include any highlights or challenges emerging from the contextualization exercise.*

The following 5 projects were translated with very little changes:

- Population census L2
- Population census L3
- Set up your own shop L2
- Set up your own shop L3
- What's the news L1

The following projects were covered in the literacy and numeracy packages:

Level 1(Literacy)

1) ABC by me
2) Be your own author
3) ID cards
4) Act it out
5) My family tree
6) Healthy lifestyle

Level 1 (Numeracy):

1) Bonding with numbers
2) Place value machine
3) Beauty in shapes and measurements
4) Changing patterns
5) Jumping math
6) My lovely bird

Level 2 (Literacy)

1) My encyclopedia
2) Be your own author
3) ID cards
4) Act it out
5) My family tree

Level 2(Numeracy)

1) Money matters
2) Population census
3) Draw & calculate like an architect
4) Changing patterns
5) Less is more

Level 3 (Literacy)

1) Be your own author
2) Write your own poem
3) Act it out
4) Write a persuasive letter
5) My family tree

Level 3 (Numeracy)

1) Money matters
2) Population census
3) Draw like an architect
4) Changing patterns
5) Less is more

In an attempt to involve teachers more during their training session, it has been agreed upon that contextualization will be done during the training sessions in December 2021 with all teachers divided into smaller groups to discuss how projects can be contextualized according to each level. Samples of projects from all 3 levels were printed for teachers to discuss and write their notes on how they can be improved. The notes by teachers were revised carefully and 93% (242 out of 260 trained teachers & volunteers) agreed that the projects were perfect for their students' learning level, environment and relevance and available resources. Later after L1 projects were printed when phase 1 of the implementation commenced teachers found the literacy projects challenging because the students' literacy levels was lower than the projects'. Students in Y1 & Y2 don't know how to write and read properly so teachers reported that it was challenging for them, however after a couple of Teachers reflection sessions, (where teachers and SCI team sit together to exchange notes on how to improve the PBL performance, it has been agreed upon that PBL is a flexible methodology and that they can improvise ways to reach students where they are. We also agreed that it's a process, every day teachers are also learning about how to interact and engage students more in their lessons: The key for a successful lesson is preparation.

Include tables or graphs with (as applicable to your context):

- # staff, teachers, or facilitators trained to implement projects by gender and location
  Over-all total of staff trained is 260 teachers & volunteers and 70 PTA members:
  209 male teachers & volunteers
  121 female teachers & volunteers trained
  24 female PTA members
  46 Male PTA members

  The PBL training sessions were divided into 2 sessions; the first one was conducted by professional TOT professor ElYassa sent from Khartoum to Nertiti trained 125 (74M,51F) for 2 schools ,teachers & volunteers and 5 trainees were selected as master trainers based on a post-training skills evaluation assessment to train 135 volunteers ((89M, 46F) and 70 PTA (46 M& 24F)members from all 5 areas were asked to attend the "PTA awareness" session conducted by Local Head of Education of Nertiti locality. The training details as follows :

1) Introduction and Quality framework of PBL

2) Giving instruction to students, introducing activities to students and differentiating instruction
3) Fostering effective learning environments and guideline to working with students- KWL framework
   A) Building curiosity and interest
   B) Creating space for Creativity & ownership
   C) Developing capacity for reflection child safe-guarding policies
4) Receiving students work, conducting assessments & evaluation
5) Practical exercises (role plays, post-test, trainees evaluation of the training session)

- # projects developed including:
  - Subject areas
  - % national curricular stands covered by projects
  - # and types of supporting materials developed

  The IFERB projects used were only Numeracy and Literacy projects since EAA was complementing the schools that were already targeted by ECHO EIE-education in emergencies, in which one of its main aims was to enhance literacy and numeracy skills. The projects were carefully selected to align with the Sudanese curriculum. No supporting materials were developed, however teachers would spare some time at the end of the lesson to fill in some of the gaps.
- # projects adapted and/or translated

Though there are other local languages spoken by student as their mother tongue, 5 projects were translated to Arabic language as a national instruction language and slightly adapted…the changes made were very faint, like changing the currency from USD in the "money matters" project to SDG for projects to become more relevant to students.

- # learning circles / teacher reflection sessions held

  Once the implementation phase started, schools were visited by SCI Nertiti team weekly or bi-weekly to monitor the implementation of the projects by teachers, then a teacher reflection session would be held: exchanging notes :by taking their inputs on how to further improve the projects and then SCI's team would proceed to give advice on PBL performance improvement for teachers. By the end of the project approximately 10 teacher reflection sessions were held for 4 schools (Balaa, Gurni, Sagaa Nagaa and Sagaa Der School as the 5th one which is Kryrfal School is inaccessible). The over-all total of the sessions were 36 teacher reflection sessions.

Student learning circles where the students sit on a circle outside the classroom that enable to everyone learn from each other would be held, this set-up give the teacher to provide group, pair and individual support as they can write on the sand or on the air so that the teacher can see their hand-movement while writing. Approximately, 160 learning circles were held.

III. Results

IFERB Adopted as a Low Resource Learning Solution

Include tables or graphs with (as applicable to your context):

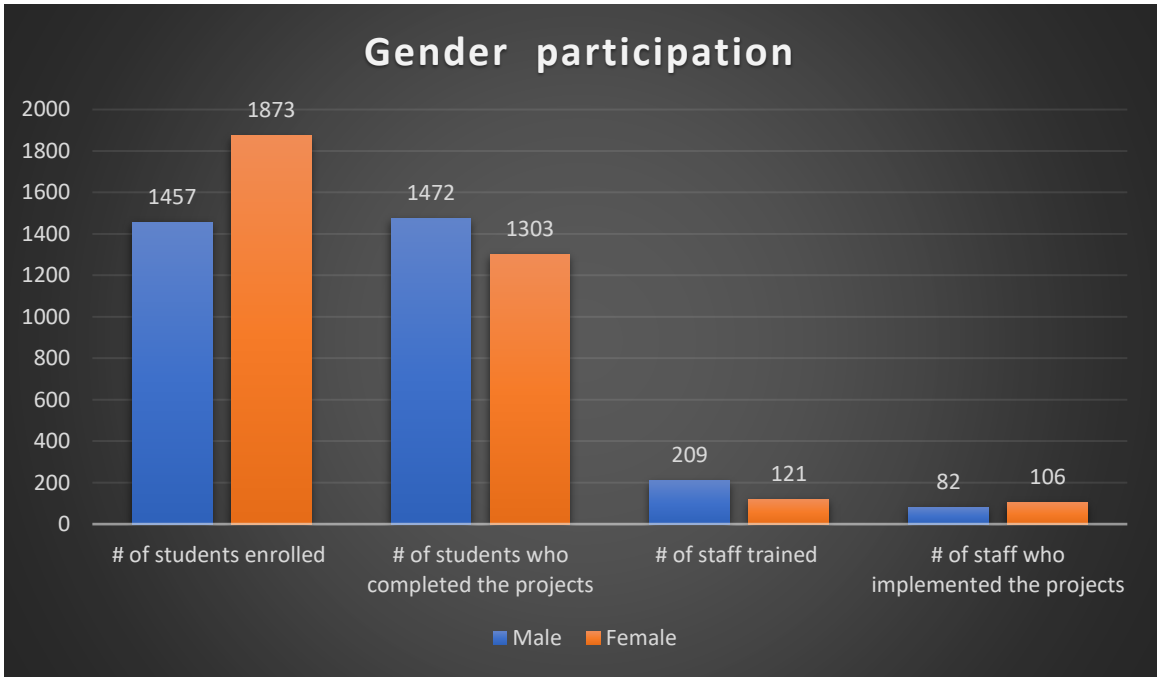
Originally the # of students targeted was based on the # of students at the beginning of the year; overall # of students was 3,330, however later we have discovered that Kryfal school (an unaccusable targeted school in Sudanese Liberation Army SLA) provided inaccurate data that resulted in the difference of number of original target # of students , which is from 3,330 to 3,2630

% students remaining enrolled for whole pilot, then (if differences exist) broken down by:

85% **(2,775** (1,472 M &1,303 F) out **of 3,263** (1,632 M &1,631 F))of the students were enrolled for the whole pilot, due to implementing L2 & L3 as a summer course-which is a farming season, hence resulting in a 15% drop-out of projects with an obvious decrease of females due to their fluctuating attendance in school and their increased responsibilities & pressure to stay at home (to promote their marriage), help their mothers with their roles at home and furthermore farming responsibilities. Moreover, the general low significance of "Girls education" in that context and i.e. a parent would prioritize boys' education in all cases.

Moreover, the issues mentioned earlier affected the implementation of phase 2, consequently affecting the number of teachers participating in phase 2 as farming season was around the corner, a lot of the teachers targeted for the implementation were unable to implement due to harvest season except for a few who had other people covering for them.

Project



Gender

# of students enrolled were originally 3,263 students, 1,452 girls and 1,811 boys, however only 2,775 were able to complete the 32 projects, due to the postponing of Level 2& Level 3's (2nd phase) implementation due to teachers strike and teachers' inability to facilitate projects during national year 6 & year 8 exams. After many discussions with headmasters, teachers and head of education Nertiti's locality, it has been decided to continue the 2nd phase as a 1-month summer course (in which 15% of the students either travelled, or were sent farming)

Total students:

Age group for the total # of students enrolled for the whole pilot:

M: 1472 F: 1303

Level 1(ages 6-7)

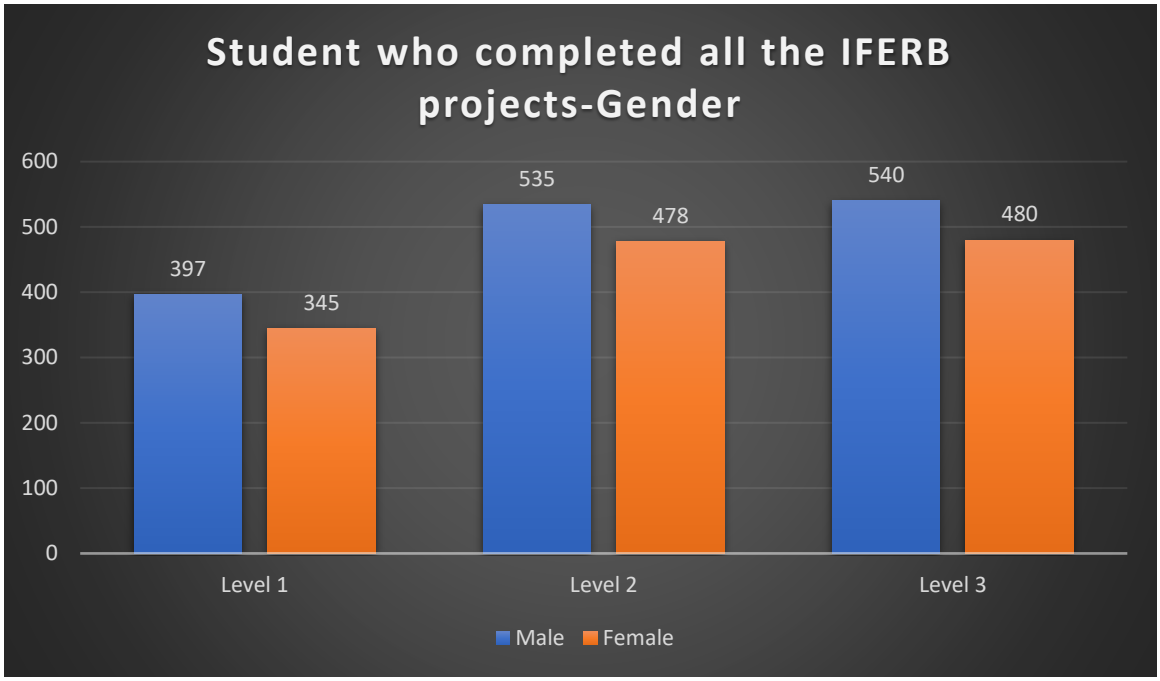
742 students (397 M, 345 F)

Level 2 (ages 8-10)

1,013 students (535 M, 478F)

Level 3 (ages 11-14)

1,020 students (540 M, 480 F)



Location for the total # of students enrolled for the whole pilot:

Bala school (only boys school):

Boys: 482

Girls: NA

Gurni school:

Boys: 427

Girls: 466

Sagaa Der school:

Boys: 207

Girls: 119

Sagaa Nagaa school:

Boys: 130

Girls: 127

Kryfal school:

Boys: 357

Girls: 460

Hardship classification (school comparison) though there is no standard definition for the hardship it is just according to remoteness of the schools from the locality town, poverty of school community ,limited resources and accessibility, hence Bala school is located within Nertiti town considered as low hardship, Gurni school is accessible with some suffer during

rainy season ,classified as medium while others are still either in the very remote areas or under SLA controlled areas within poor villages.

Balaa: low hardship

Gurni: medium hardship

Sagaa Nagaa: extreme hardship

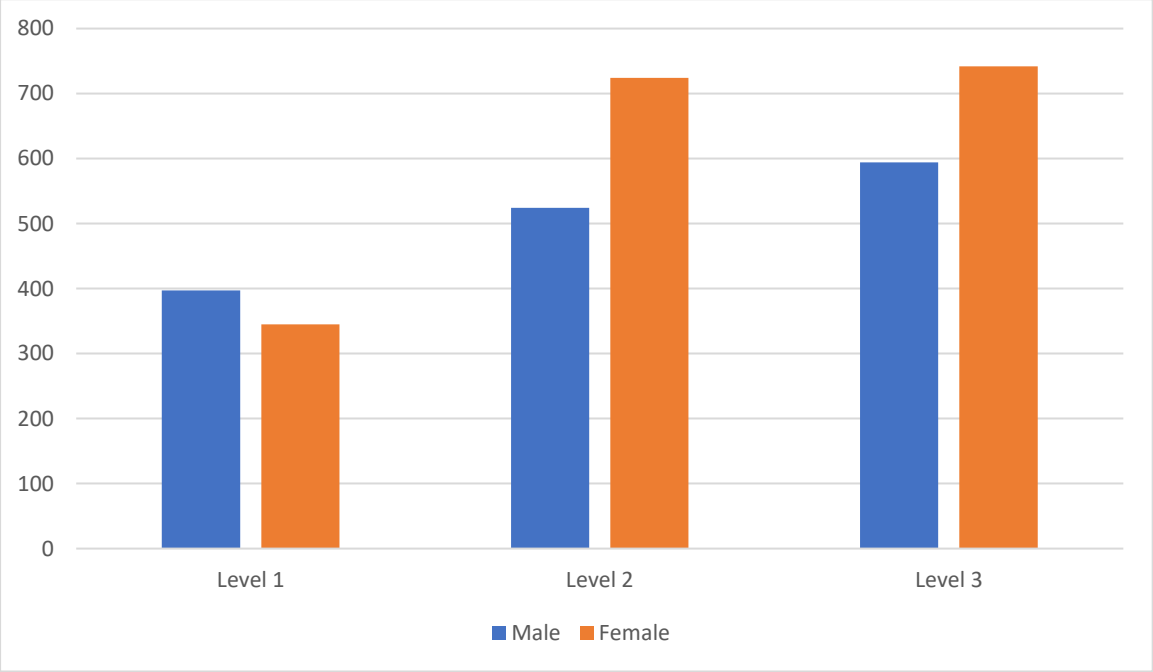
Sagaa Der: extreme hardship

Kryfal: extreme hardship

- In-school vs out-of-school

All students in all schools were in-school

 # students enrolled overall, then (if differences exist) broken down by



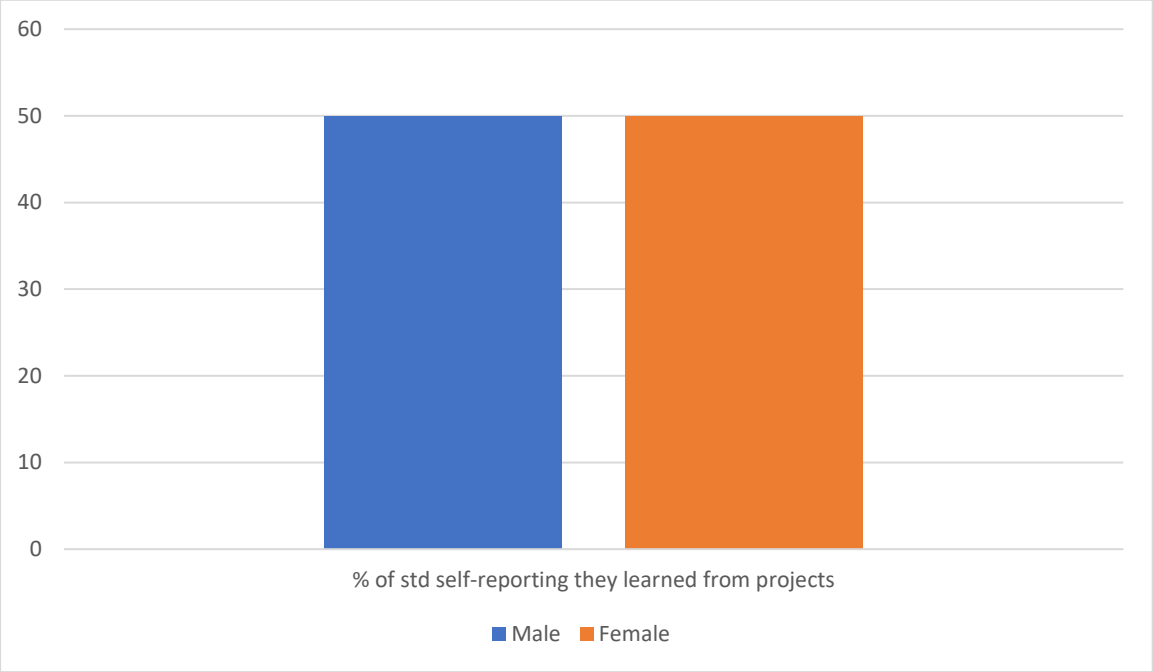
Gender & age group of students enrolled over-all:

# of students enrolled in phase 2 implementation was 2,584 (1,845M, 1,481 F) which eventually abated to 2,033 students (1,075M, 958 F) due to harvest season.

- **Level 1(ages 6-7)**
- 742 students (397 M, 345 F)
- **Level 2 (ages 8-10)**
- 1,248 students (524 M, 724 F)
- **Level 3 (ages 11-14)**

  1,336 students (594 M, 742 F)

% students self-reporting they learned from projects, then (if differences exist) broken down by:



- According to the student surveys where 200 students who completed all the IFERB projects were chosen to complete the student surveys reported that they learned from the projects and spoke about how it widened their horizons and stretched their imaginations.

  - Gender

    (100 M & 100 F) students

  - Age group

    Level 2 (ages 8-10)

    100 students (50 M, 50 F)

    Level 3 (ages 11-14)

    100 students (50 M, 50 F)

  - **Location of students self-reporting they learned from projects**

Bala: **40 students**, L2: 20 students (10 M, 10 F), L3: 20 students (10M, 10 F)

Gurni: **140 students** L2: 70 students (35 M, 35 F), L3: 70 students(35 M, 35 F)

Sagaa Nagaa: **NA** (students fill in their surveys as they all went farming right after finishing the summer course)

Sagaa Der: **20 students-L2:10 students (5 M, 5 F) L3: 10 students (5 M.5 F)**

% students self-reporting projects were easy to implement, then (if differences exist) broken down by:

Gender & Age group

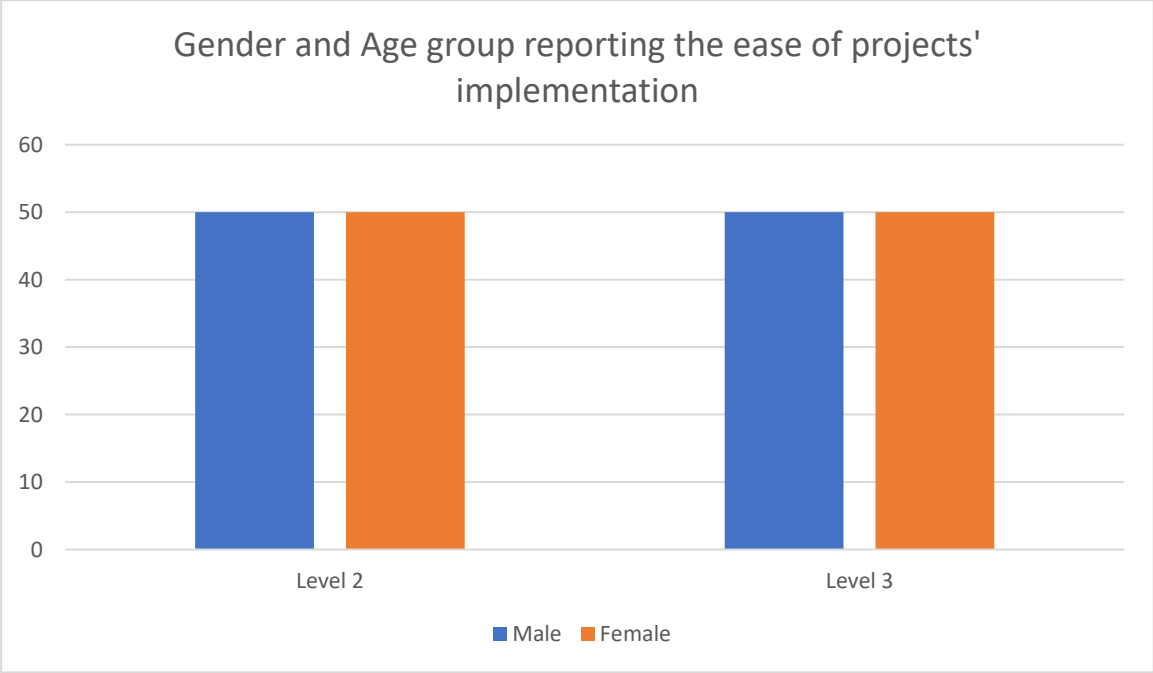
According to the student surveys where only 200 students completed all the IFERB projects were chosen to complete the student surveys .100% of the students (100 students from L2 &100 students from L3) reported the projects were easy to implement (100 M & 100 F) students:

Level 2 (ages 8-10)

100 students (50 M, 50 F)

Level 3 (ages 11-14)

100 students (50 M, 50 F)



- Location

- ***Bala:*** **40 students**, L2: 20 students (10 M, 10 F), L3: 20 students (10M, 10 F)
- ***Gurni:*** **140 students** (L2: 70 students (35 M, 35 F), L3: 70 students (35 M, 35 F)
- ***Sagaa Nagaa:*** **NA** (students fill in their surveys as they all went farming right after finishing the summer course)
- ***Sagaa Der:*** **20 students-L2:10 students (5 M, 5 F) L3: 10 students (5 M.5 F)**

% students reporting that projects can be implemented with easily accessible resources, then (if differences exist) broken down by:

According to the student surveys where 200 students who completed all the IFERB projects were chosen to complete the student surveys ,180 students (80 M, 100 F) out of 200, which is 90% of the students who filled in the surveys reported that the projects can be implemented with easily accessible resources, but with some adjustments and creativity.

- Gender
  - 100 M & 100 F) students

- Age group
  - **Level 2 (ages 8-10)**

    100 students (40 M, 50 F)
  - **Level 3 (ages 11-14)**

    100 students (40 M, 50 F)

- Location
  - ***Bala:*** **40 students**, L2: 20 students (10 M, 10 F), L3: 20 students (10M, 10 F)
  - ***Gurni:*** **140 students** (L2: 70 students (35 M, 35 F), L3: 70 students (35 M, 35 F)
  - ***Sagaa Nagaa:*** **NA** (students fill in their surveys as they all went farming right after finishing the summer course)
  - ***Sagaa Der:*** **20 students-L2:10 students (5M, 5 F) L3: 10 students (5 M.5 F)**

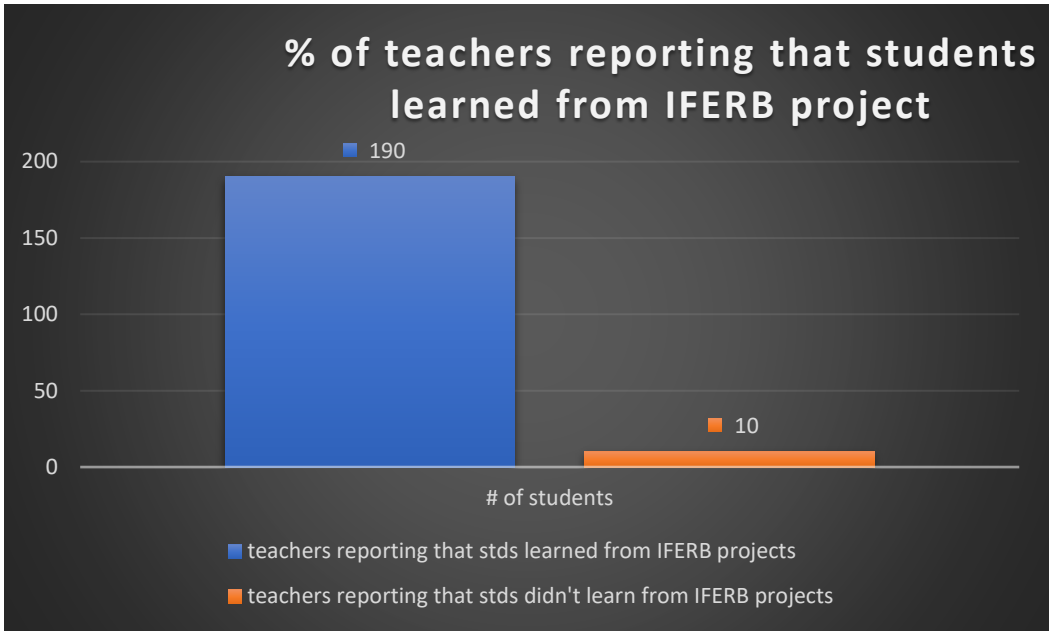
- Hardship classification
  - **Balaa:** low hardship
  - **Gurni:** medium hardship
  - **Sagaa Nagaa**: extreme hardship
  - **Sagaa Der:** extreme hardship
  - **Kryfal:** extreme hardship

- In-school vs out-of-school

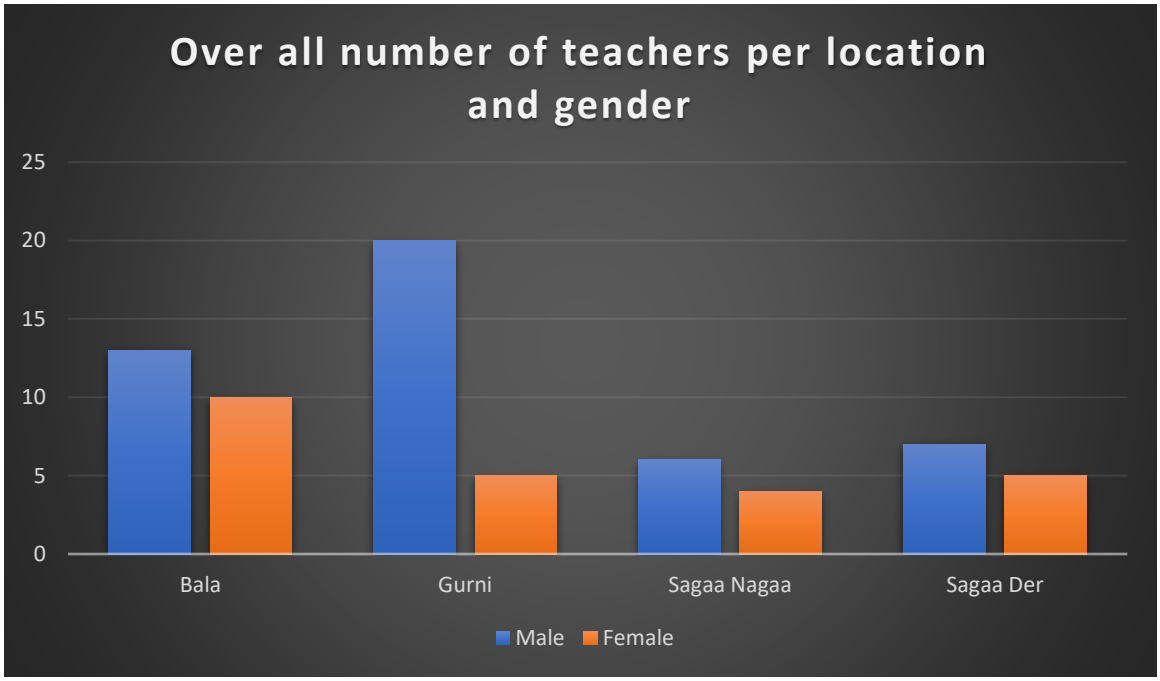
All students in all schools were in-school

% teachers reporting students learned from the projects, then (if differences exist) broken down by:

According to the student surveys where 200 students who completed all the IFERB projects were chosen to complete the student surveys , 190 (95 M, 95 F) students out of the 200, which is 95% of the students reported that they learned from the projects.



- Gender
  - According to all the teachers who filled in the teacher survey, 70 teachers (40 M, 30 F) the teachers reported that students learned from the projects



- Location

According to the table above the following was pointed out:

Bala school (only boys school):

Male: 13

Female: 10

Gurni school:

Male: 20

Female: 5

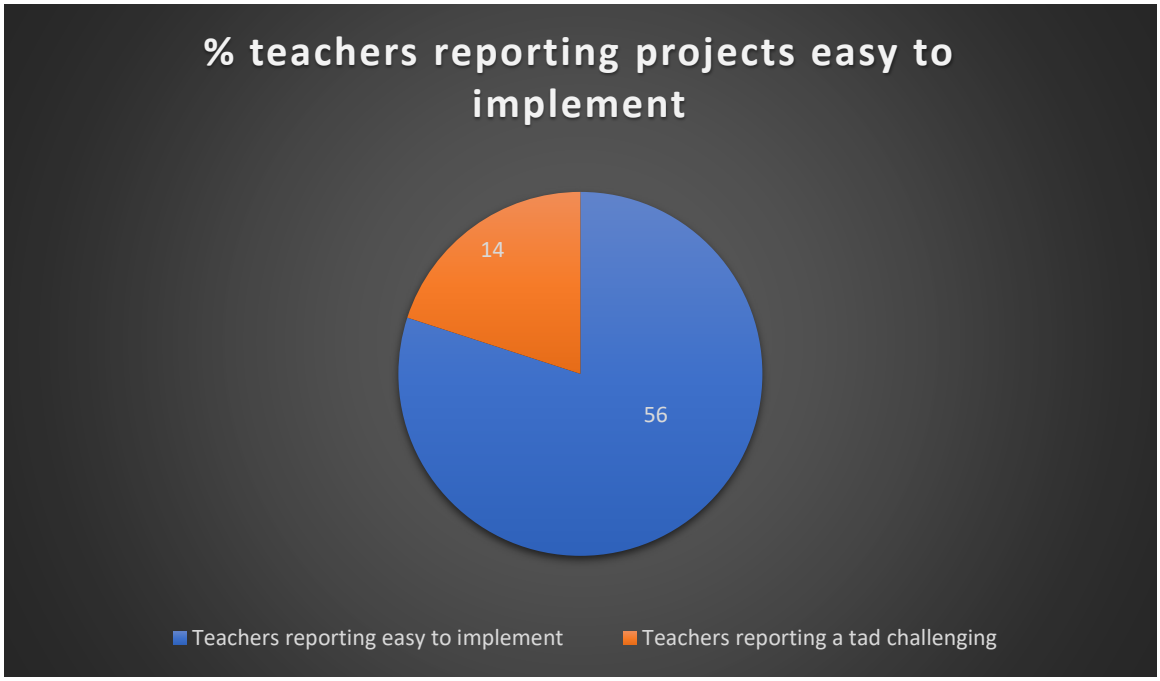
Sagaa Der school:
Male: 6
Female: 4

Sagaa Nagaa school:
Male: 7
Female: 5

- Hardship classification
  - **Balaa:** low hardship
  - **Gurni:** medium hardship
  - **Sagaa Nagaa**: extreme hardship
  - **Sagaa Der:** extreme hardship
  - **Kryfal:** extreme hardship

<u>% teachers reporting projects were easy to implement, then (if differences exist) broken down by:</u>

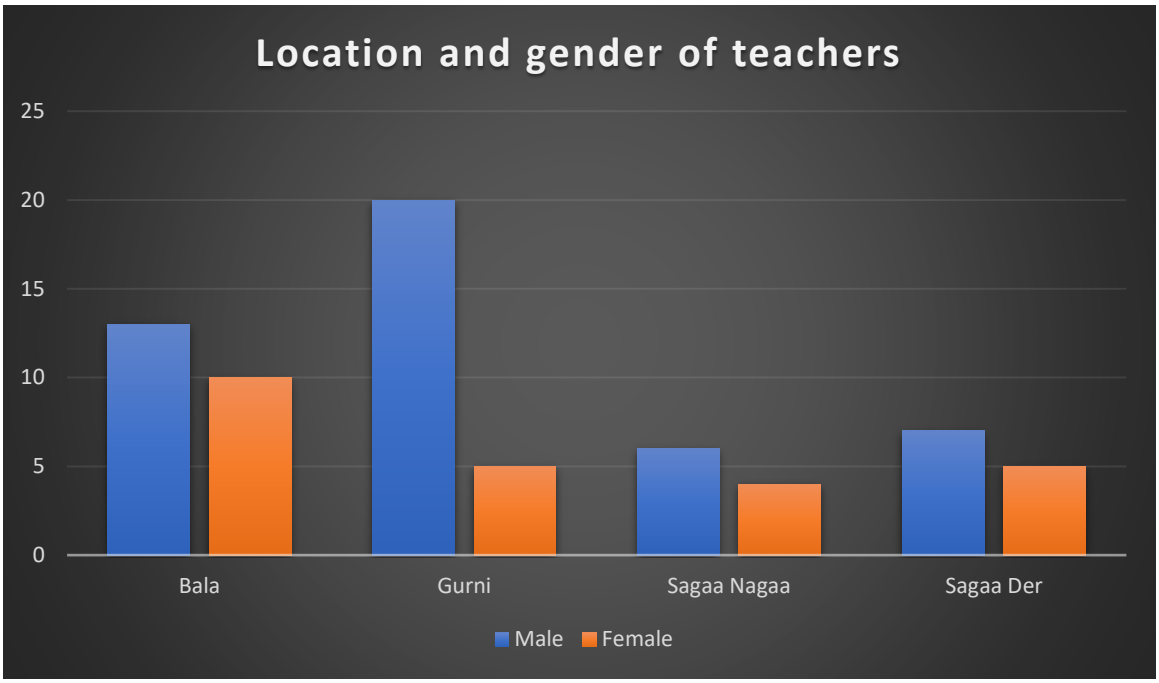
According to the teacher's focus groups and teacher surveys, 80% 56 teachers (26 M, 30 F) out of the 70 teachers reported that the projects were easily implemented with a couple of concerns about the contextualization for literacy L1 projects



- **<u>Gender of % teachers reporting projects were easy to implement:</u>**

56 teachers (26 M, 30 F) out of the 70 teachers reported that the projects were easily implemented with a couple of concerns about the contextualization for literacy L1 projects

<u>Location of teachers reporting IFERB projects were easy to implement:</u>



According to the table above the following was pointed out:
Bala school (only boys school):
Male: 13
Female: 10

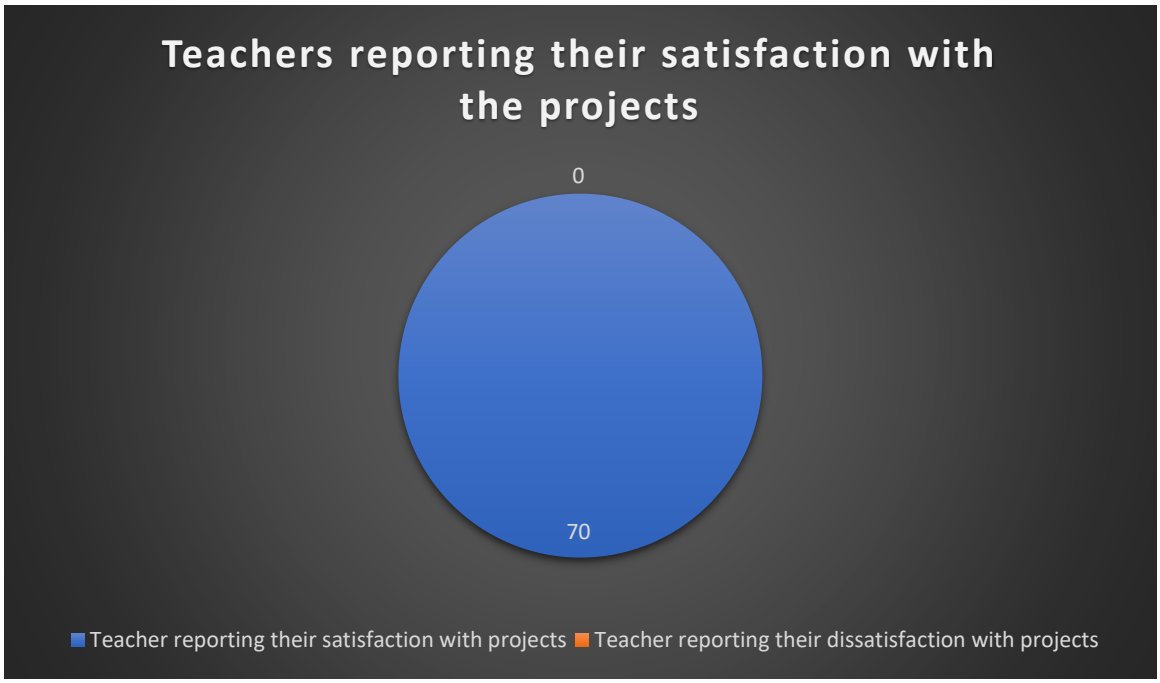
Gurni school:
Male: 20
Female: 5

Sagaa Der school:
Male: 6
Female: 4

Sagaa Nagaa school:
Male: 7
Female: 5

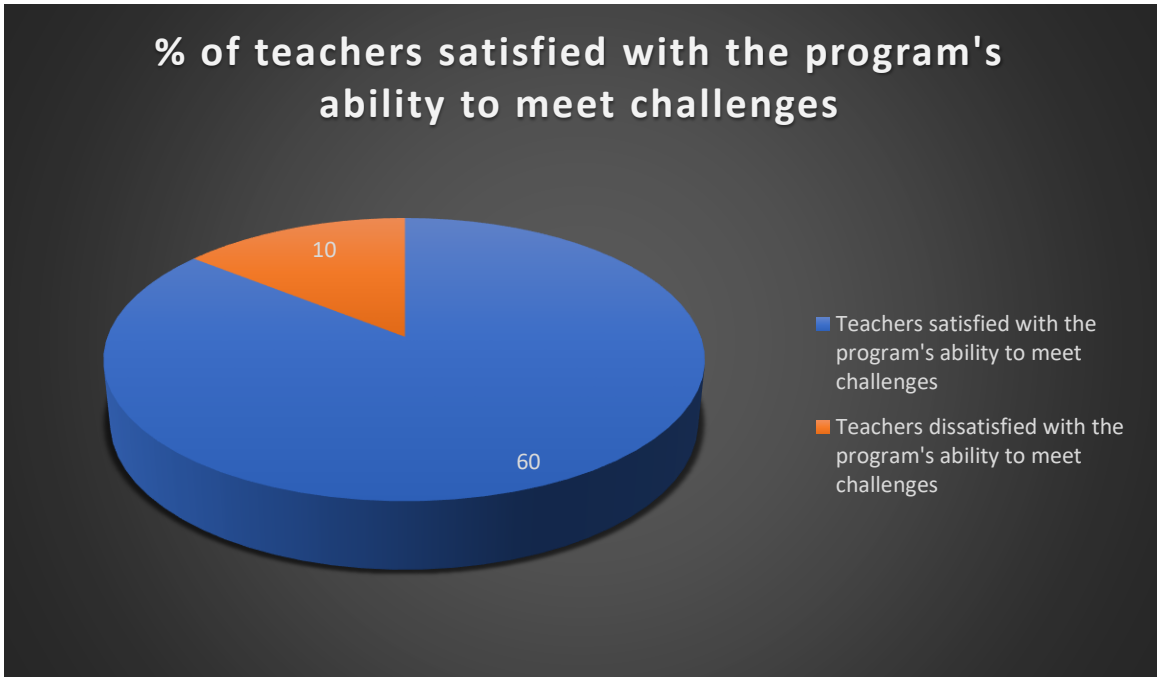
<u>% teachers reporting satisfaction with IFERB resources, then (if differences exist) broken down by:</u>

According to the teachers' survey all 70 teachers (40 M, 30 F) implementing phase 1 & 2, which is 100% of teachers reported their satisfaction with IFERB resources.



<u>% teachers satisfied with the program's ability to meet challenges, then (if differences exist) broken down by</u>

According to the regular teacher focus groups with the team and the teacher surveys, **85% (35 M, 25 F)** of the teachers reported that the program's instructions were clear enough for them to overcome the challenges they faced at the beginning of the implementation. However, the teachers did emphasize that they need more training to be able to reach a peak performance

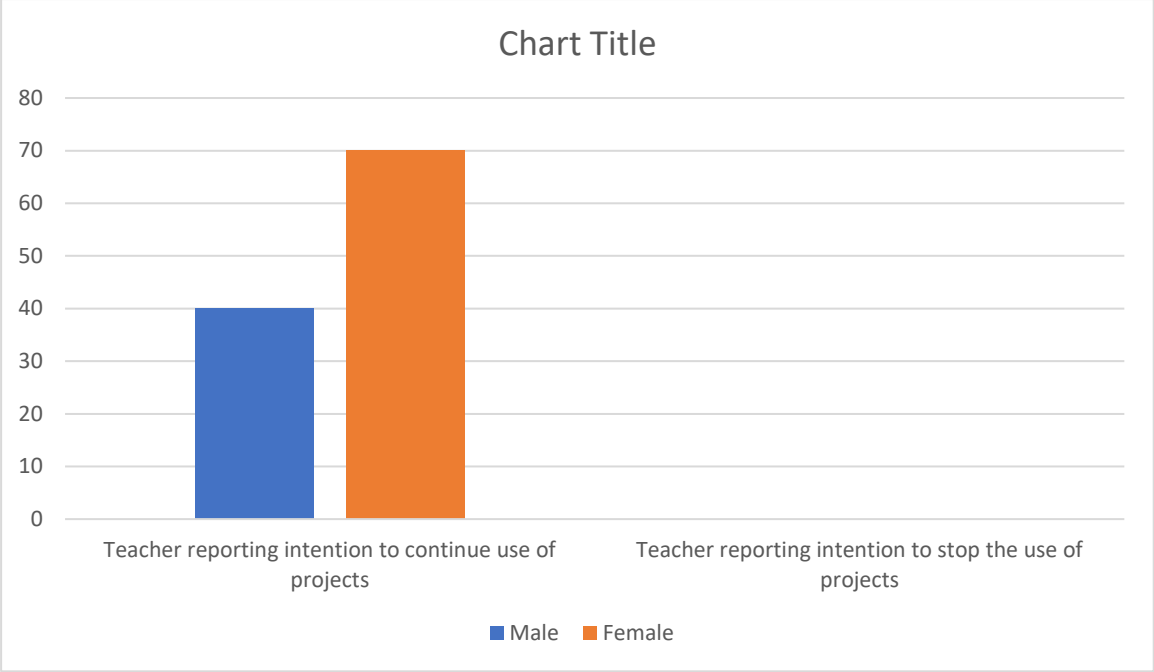


- Hardship classification
  - **Balaa:** low hardship
  - **Gurni:** medium hardship
  - **Sagaa Nagaa**: extreme hardship
  - **Sagaa Der:** extreme hardship
  - **Kryfal:** extreme hardship

<u>% teachers reporting intention to continue use of projects, then (if differences exist) broken down by:</u>

All 70 teachers who did the survey (40 M &30 F) which is 100% of the teachers reported their keen intention to continue using the projects and urged for more projects in all subjects emphasizing their strong need for projects to boost the students' English level

- Gender



Location of teachers reporting their intentions to continue using the IFERB projects:

- **Bala school (only boys school):**
- **Male: 13**
- **Female: 10**
-
- **Gurni school:**
- **Male: 20**
- **Female: 5**
-
- **Sagaa Der school:**
- **Male: 6**
- **Female: 4**
-
- **Sagaa Nagaa school:**
- **Male: 7**

  Female: 5

Teacher Capacity for Project-Based Learning Increased

Include tables or graphs with (as applicable to your context):

- Gender & Age group

- **Level 1(ages 6-7)**
- 742 students (397 M, 345 F)
- **Level 2 (ages 8-10)**

- 1,013 students (535 M, 478F)
- **<u>Level 3 (ages 11-14)</u>**
- 1,020 students (540 M, 480 F)

- Location

- **Bala school (only boys school):**
- **Boys: 482**
- **Girls: NA**
- **Gurni school:**
- **Boys: 427**
- **Girls: 466**

- **Sagaa Der school:**
- **Boys: 207**
- **Girls: 119**

- **Sagaa Nagaa school:**
- **Boys: 130**
- **Girls: 127**

- **Kryfal school:**
- **Boys: 357**
- **Girls: 460**

- Hardship classification

- **Balaa:** low hardship
- **Gurni:** medium hardship
- **Sagaa Nagaa**: extreme hardship
- **Sagaa Der:** extreme hardship
- **Kryfal:** extreme hardship

- In-school vs out-of-school

According to the regular Teacher-focus groups and teacher survey, teachers demonstrated and developed great skills, and their capacity has certainly been enhanced.

<u>% teachers trained to develop project-based learning resources who develop at least one project-based learning project, then (if differences exist) broken down by:</u>

None of the teachers trained developed a PBL project, but all teachers urged for more projects to gain more experience and the next stage would be taking the "PBL design course" to design their own projects

- Gender & Age group

Level 1(ages 6-7)
742 students (397 M, 345 F)
Level 2 (ages 8-10)
1,013 students (535 M, 478F)
Level 3 (ages 11-14)
1,020 students (540 M, 480 F)

- Location
  - **Bala school (only boys school):**
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- Hardship classification
  - **Balaa:** low hardship
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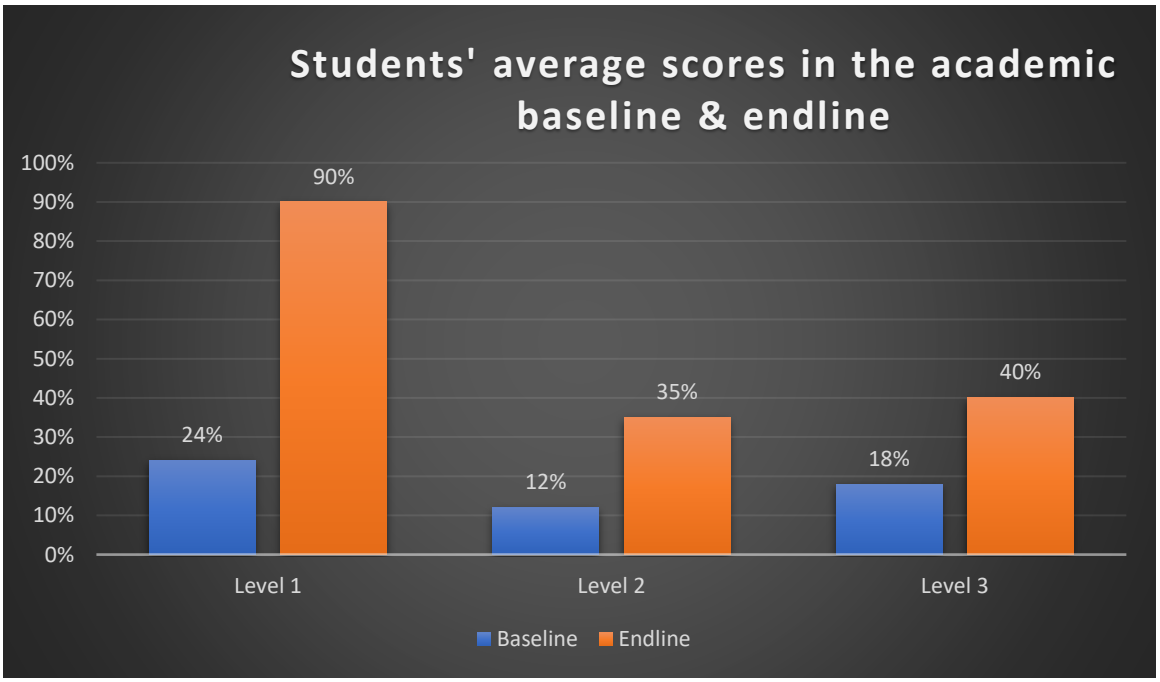
  - **Sagaa Der:** extreme hardship
  - **Kryfal:** extreme hardship

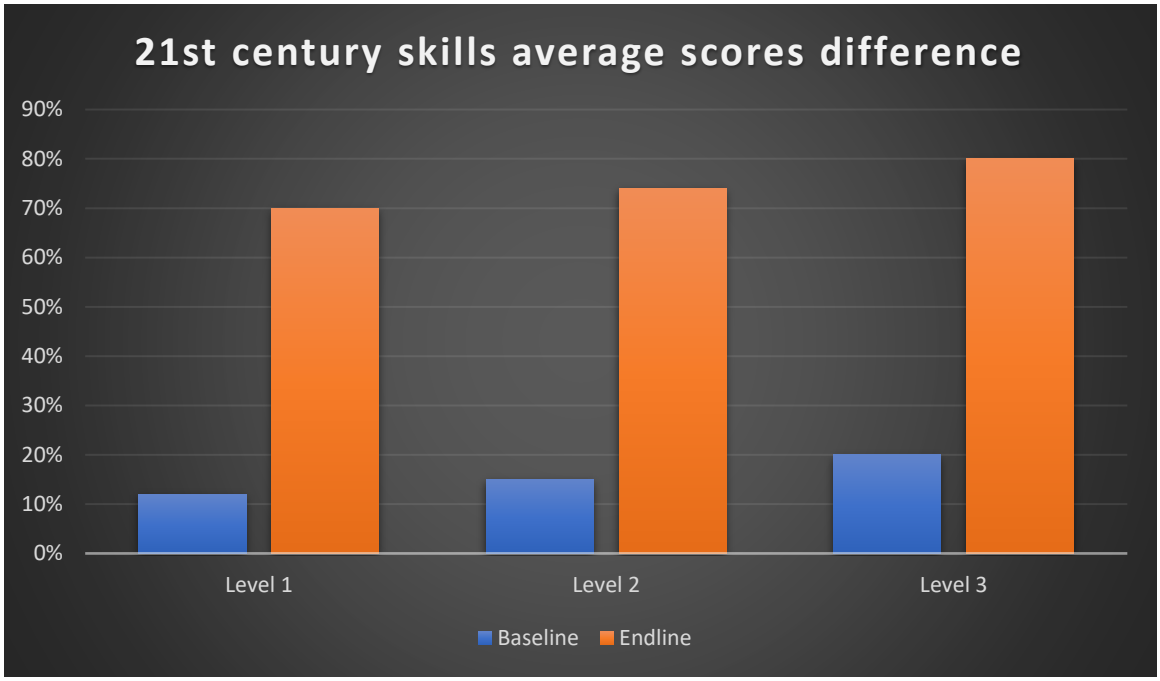
Student Learning Enhanced
Include tables or graphs with (as applicable to your context):

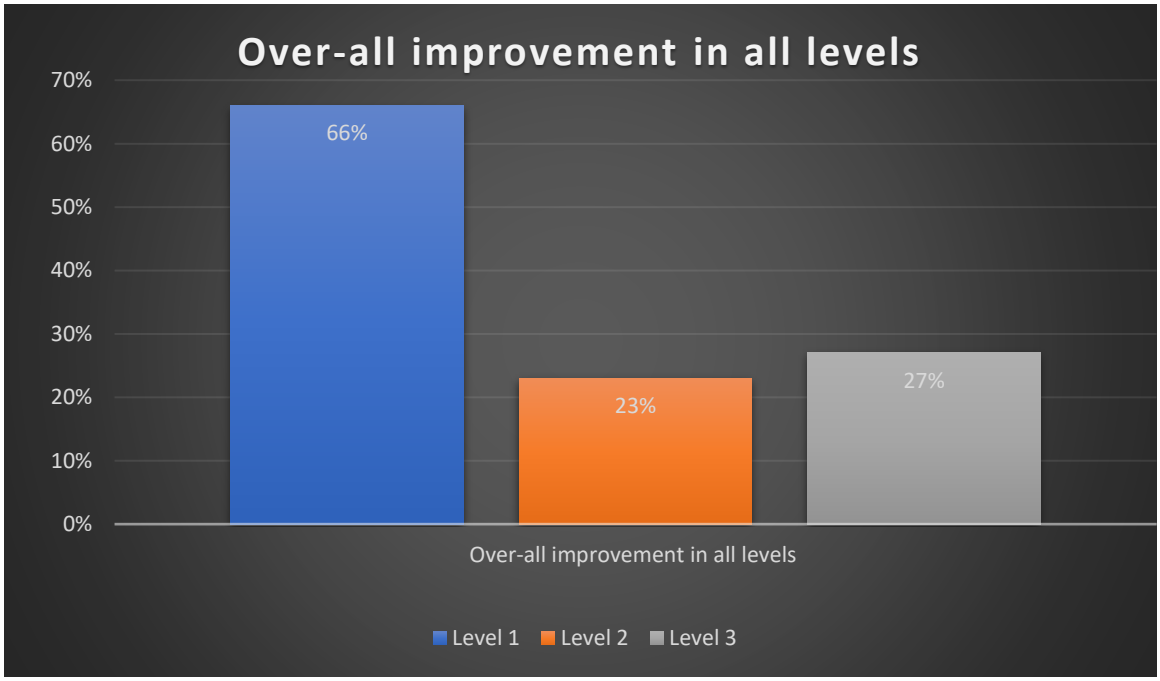
- Change in student assessment scores for learning and 21st century skills, then (if differences exist) broken down by:
  Average scores for baseline and endline:

	Level 1	Level 2	Level 3	Over-all average scores
Baseline	**24%**	**12%**	**18%**	**18%**
Endline	**90%**	**35%**	**40%**	**56%**



Change in student assessment scores for learning and 21st century skills were certainly noticed due to the difference between their Baseline assessment results and their endline assessment results.





- In-school vs out-of-school

According to the Focus group discussions with teacher and PTAs, they all think there's a noticeable change in attitudes of students towards the following:

1) Their learning:

   After students were divided into different groups, after a week or so, teachers and parents commented that they started to see the change in attitude in students. Teachers noticed that students are always on time, sitting waiting for the IFERB lesson to start-which was out of the ordinary. Moreover, the PTA representatives

also added that their kids are very excited about the IFERB lessons and noticed a more responsible, confident attitude from the children in the area.
2) Their attitude:
Increased citizenship in school was particularly noticed by everyone in the neighborhood.

IV. Key Learnings

In this section, include any other reflections on the insights gathered from the pilot experience from all stakeholder groups, as well as details of the post-intervention plan including the sustainability plan to take the approach forward beyond the pilot, if applicable. Data for the lessons learned can come from program staff and teaching staff survey reflections and/or focus group discussions. What should future implementers know?
Most teachers who were involved, were volunteer teachers, who were not qualified enough in skills and pedagogical practices, on the other hand they were doing the best to create some change and improvement, they expressed that they gained basic skills in very effective and learner centered teaching methods, parents also had opportunity to learn how to help their children learn . EAA piloting is a unique project in the sense that it has offered opportunities for vulnerable learners in conflict-affected areas who were unable to benefit from distance internet based learning. IFERB content developed into a low learning solution and with effort can be a huge factor in improving or solving the deeply rooted issues of the education system in Sudan as it can be integrated into the curriculum as one of the sustainability plan.

According to feedback received from teachers and students involved in surveys and focus group discussion, IFERB projects have indeed made a difference in teachers and students' capacity, promoting literacy and numeracy through material creation, teacher training and community support to teach children to apply the science of numbers and quantitative language.

Involvement of parents

PTAs were trained and oriented about EAA and the IFERB projects. They were specifically trained in areas of how to support their kids with a highlight of creating SIPs; furthermore- the crucial roles they hold in their communities and schools.
In the future SCI will involve more parents by regularly conducting focus group discussions and include trainings from the community for childcare. A group of mother groups established and trained to lead the literacy boost and book club for students, further

engaging the community. 5 PTAs (3 F & 2M) implemented the EAA projects in schools like Gurni and Sagaa Der.

Recruitment of teachers / schools

After an orientation of EAA's objectives and the methodology of implementation of IFERB projects separated by levels, most teachers and volunteers were divided based on the classes they are used to teaching. After the PBL training sessions, All 260 teachers and volunteers signed a contract that entailed their incentives that to affirm their participations. The contract entailed the following:
The training session attendance: 6,600 SDG
The Implementation of the projects: 6,600 SDG
Based on the performance checklist from the IFERB implementation booklet provided for all teacher, 30 teachers with the best performance were promised 10,000 SDG bonus to encourage teachers further. **79 teachers & volunteers (39 M, 40 F)** implemented phase 1 However after starting the 1st implementation phase, teachers complained that Project-Based learning-although very useful for students but takes a lot from their time because of all the preparation and complained that the incentives were low. Towards the end of 1st phase of implementation, when the team started preparing for the 2nd phase, it was noticed that a lot of teachers backed down, due to the low pay and the timing (farming season). Consequently the original target of **the 2nd phase teachers dropped from188 teachers to 109 teachers & volunteers only (43 M & 66 F).** So, to implement the 2nd phase as summer course in the farming season-we decided to embolden and encourage teachers who will continue the summer course- by dividing the planned incentives of the 77 teachers who dropped out among those who chose to continue. So, each of the 109 teachers received a payment of 20,000 SDG.

A big challenge was visiting the schools regularly to monitor and evaluate the projects' implementation due to the long distances between the schools and safety and security incidences, sometimes causing a delay in our operations.

Teacher / facilitator training

More than one training method was used for both the TOT training and the volunteers training and those included lecturing, group work, pair work and role-play.
The training sessions were conducted in the school premises, Kryfal school was the exception though as it's an un-accessible far area which is also very hard to reach. Therefor the teachers and volunteers of Kryfal school were invited to Nertiti and the training was conducted in a Shimalia school in the center of Nertiti- recommended by Education head of Nertiti locality Mr. Ramadan. All the teachers and volunteers coming from Kryfal were

compensated for their meal, accommodation and transport allowance. The amount paid for each was 10,000 SDG.

Both training sessions were structured the same: training sessions started with an introduction of the EAA IFERB projects and the expectations of individuals in a form of KWL. The training time table was divided into 5 sessions.

6) Introduction and Quality framework of PBL
7) Giving instruction to students, introducing activities to students and differentiating instruction
8) Fostering effective learning environments and guideline to working with students-KWL framework
    D) Building curiosity and interest
    E) Creating space for Creativity & ownership
    F) Developing capacity for reflection child safe-guarding policies
9) Receiving students work, conducting assessments & evaluation
10) Practical exercises (role plays, post-test, trainees' evaluation of the training session)

TOT session conducted by Dr. Elyassaa who trained 125 teachers:

The pre-test was 10% and post-test was 68%

Training session conducted by the 5 TOTs who trained 135 volunteers:

The pre-test was 3% and post-test was 38%, the post test results were low due to trainees being fresh graduates with barely no teaching experience, due to the over-all lack of teachers.

Participants' recommendation was that more trainings on the new common approaches are needed.

Lessons learned from the implementation of the IFERB projects:

Teachers need a strong basic teaching skills as a foundation to be able to reach their peak performance teaching students using PBL. So more training was needed and also perhaps a demo lesson done by the facilitator for them to have a standardized level of teaching performance or a quality benchmark for a PBL lesson. Maybe require teachers to apply or do a demo lesson. Different motivational methods were used and one of them was ensuring all teachers have a "star chart" or "UK's house systems in schools" so students are motivated when it is visible to them; It is also easier for teachers to keep track of students' progress this way.

Include the implementation booklet's performance checklist in the teaching performance evaluation they already have when implementing projects to ensure proper capacity building of teachers.

Student assessments

The Baseline and end-line had 4 sections (knowledge, skill, discovery/conceptual, 21st century skills) with 3 questions each. The sample for the baseline was 375 students (188 Boys, 187 girls), however to the downsizing of students due to all the challenges mentioned above, the endline was only done to 236 students (130 girls, 106 boys)

Maybe if informal assessment including the KWL as a part of the IFERB, assessing students during the lessons regularly to know exactly where the gaps are would help a teacher differentiate in their lessons.

Sustainability

Vision:

The IFERB projects can indeed serve as a low resource solution in Darfur based on the tremendous positive feedback received from all parties, however a lot of effort is needed to ensure this is to be achieve. EAA's focal point visited Darfur and has a meeting with MOE members from Zalingi accompanied by Education head of Nertiti locality. MOE welcomed the potential of integrating the IFERB projects into the curriculum, however further detailed discussions are needed to ensure the possibility becomes reality.

MOE was extremely impressed with the IFERB projects and demonstrated their readiness for it to be sustained by exploring ways of integrating IFERB projects into the curriculum. ALL teachers demonstrated their excitement to continue using IFERB, furthermore it can be emphasized for MOE to ensure the implementation of the remaining projects. Quality check provided by SCI will require raising funds to continue to monitor the implementation. Further discussions on this matter can be done.

Capacity:

The IFERB content accommodates a lot of foundational clear content that can serve as a holistic approach for teachers training with champions regularly monitoring and evaluating the quality of teaching to build the capacities of teachers and ensuring projects are implemented properly.

Annex I: Summary of Projects

Include a summary table of all the projects implemented

The target projects to be implemented were 36, but due to the challenge mentioned above, only 32 projects were printed and implemented (88% of the target):

Level 1(Literacy)

7) ABC by me
8) Be your own author
9) ID cards
10) Act it out
11) My family trees
12) Healthy lifestyle

Level 1 (Numeracy):

7) Bonding with numbers
8) Place value machine

9) Beauty in shapes and measurements
10) Changing patterns
11) Jumping math
12) My lovely bird

Level 2 (Literacy)

6) My encyclopedia
7) Be your own author
8) ID cards
9) Act it out
10) My family tree
11) My dialect & MSA (wasn't implemented)

Justification: Due to the time that was at premium and all the challenges mentions above, the project names in red weren't implemented. Teachers and students were busy with the farming season.

Level 2(Numeracy)

6) Money matters
7) Population census
8) Draw & calculate like an architect
9) Changing patterns
10) Less is more
11) Set up your own shop (wasn't implemented)

Justification: Due to the time that was at premium and all the challenges mentions above, the project names in red weren't implemented. Teachers and students were busy with the farming season.

Level 3 (Literacy)

6) Be your own author
7) Write your own poem
8) Act it out
9) Write a persuasive letter
10) My family tree
11) My dialect & MSA (wasn't implemented)

Justification: Due to the time that was at premium and all the challenges mentions above, the project names in red weren't implemented. Teachers and students were busy with the farming season.

Level 3 (Numeracy)

6) Money matters
7) Population census
8) Draw like an architect
9) Changing patterns
10) Less is more
11) Set up your own shop (wasn't implemented)

Justification: Due to the time that was at premium and all the challenges mentions above, the project names in red weren't implemented. Teachers and students were busy with the farming season.

Annex II

Other relevant or detailed outputs/activities tables: workshops, trainings, meetings, community mobilization, learning circles, etc.

- Teacher's feedback was overwhelmingly positive. Teachers agreed that students are able to absorb the information from the projects much better than traditional lessons
- It's been reported that teachers' team spirit has been enhanced since they discussed and exchanged notes before and after a lot of the IFERB sessions to help each other
- Story weavers for literacy boost were printed, but due to the challenges stated above they were only distributed not used, so it has been agreed upon that they'll be used next year.
- The PTAs structure is crucial in implementing this modality, as through this, the information will be communicated to the communities, and this is crucial to ensure community ownership. Also Save the Children will look at other structures available in the same communities of the targeted school such as Mothers/Women Groups for health and nutrition and will use them to support this pilot.
- The projects mainly depended on teachers; however, community engagement is crucial to support learning at home, as well as to ensure continuity of the project if any emergency is raised- natural or human made. Hence, the PTA's involvement is to encourage siblings and caregivers to support implementing this pilot. These individuals shall be trained as facilitators to support the students taking forward the assignments to enhance their literacy and numeracy skills