

**JOINT  
SDG  
FUND**

**Joint Programme  
Document:**

Provision of inclusive quality education  
to children affected by the Sudanese  
crisis in Wadi Fira



ding Track



<b>MPTFO Project Reference Number</b>	
<b>Country</b>	CHAD
<b>Region</b>	Africa
<b>Joint programme title:</b>	Provision of inclusive quality education to children and adults affected by the Sudanese crisis in Wadi Fira.
<b>Duration:</b>	12 months
<b>Anticipated start and end dates:</b>	10/2025 to 09/2026
<b>Short description:</b>	By addressing key structural and quality-related barriers to education—including limited teaching capacity, insufficient learning materials and facilities —the joint programme seeks to create safe, inclusive, and gender-responsive learning environments that enable increased enrolment, retention, and learning outcomes for school-aged children from returnee and host communities in Eastern Chad
<b>Joint Programme team:</b>	IOM and UNESCO
Resident Coordinator	François Xavier BATALINGAYA francois.batalingaya@un.org
Joint Program RCO focal point	Yahaya Balima, Head of Office, yahaya.balima@un.org
Lead PUNO JP Focal point	IOM: Aminta Dicko, Head of Programs, <a href="mailto:adicko@iom.int">adicko@iom.int</a>
PUNO 2 JP Focal point	UNESCO: Ag Muphtah, Elmehdi, <a href="mailto:e.ag-muphtah@unesco.org">e.ag-muphtah@unesco.org</a> N’Djamena UNESCO Antenna Coordinator
<b>Total budget:</b>	800 000 USD
<b>Source of funds:</b>	
UN Joint SDG Fund	\$ 749,967
PUNO 1 co-funding	\$0
PUNO 2 co-funding	UNESCO \$ 50 000
PUNO 3 co-funding	N/A
Government co-funding	N/A
International donor co-funding	N/A
Other sources co-funding	N/A
<b>Legal context</b>	<i>The legal basis for the joint programme is the Legal Annex for the signed United Nations Sustainable Development Cooperation Framework (2024-2026). It refers to the cooperation or assistance agreements that is the existing legal basis for the relationship between the Government of Chad and each Participating UN Organization.</i>

### Joint Programme Profile

<b>Contribution to Cooperation Framework Outcome(s) and Output(s)</b>	<b>RESULTAT STRATÉGIQUE 1 : SERVICES SOCIAUX DE BASE DE QUALITE</b>
	Output 1.1. Social sector ministries have strengthened institutional and technical capacities to develop, implement, monitor and evaluate inclusive, gender-sensitive sectoral policies enabling the capture of the demographic dividend, including in humanitarian situations.
<b>SDG Targets directly addressed by the Joint Programme</b>	SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
	Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
	Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
	Target 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
<b>Expected key results of the Joint Programme</b>	The education system ensures adapted, inclusive and quality learning for children and adults affected by the crisis.
<b>Anticipated direct beneficiaries</b>	<p>Total target: 6,500 children and adults (59% females) comprising:</p> <ul style="list-style-type: none"> <li>• 4,500 children (49 % girls) aged 5-12</li> <li>• 2,000 (80% females) youth and adults aged 15 and beyond.</li> </ul>
<b>Anticipated financial leverage</b>	50,000 USD
<b>Localization marker score</b>	2

The primary focus on SDG Transitions in the JP. <i>Select all that</i>	<input type="checkbox"/> Digital Transformation <input type="checkbox"/> Food Systems <input type="checkbox"/> Decent Jobs and Universal Social Protection
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<p><i>are incorporated into the JP strategy and results.</i></p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Energy Access and Affordability</li><li><input checked="" type="checkbox"/> Transforming Education</li><li><input type="checkbox"/> Climate, Biodiversity, Pollution</li></ul>
<p>Main engine room actions that the JP supports. <i>Select all that are incorporated into the JP strategy and results.</i></p>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Shifts across policy and regulatory frameworks</li><li><input checked="" type="checkbox"/> Capacity building at scale</li><li><input type="checkbox"/> Deal room (financing mix)</li><li><input type="checkbox"/> Pipeline of bankable and market-ready projects</li></ul>

## JOINT PROGRAM DESCRIPTION

### Situation analysis *(maximum of 500 words)*

Chad faces a multitude of crises – inter-community conflicts as well as conflicts involving Non-State Armed Groups, disease outbreaks, extreme food insecurity and climate change impacts, including massive flooding in 2022 and 2024. The biggest impact, however, has been the influx of more than 306,000 Chadian returnees from Sudan since April 2023 (IOM, May 2025)<sup>1</sup>. They arrived in Chad through over 32 border entry points, in the provinces of Ouaddaï, Sila, Wadi Fira, and Ennedi Est in Eastern Chad. Returnees often lack economic and social resources to rebuild their lives in Chad after decades in Sudan. The majority are living within host communities already grappling with scarce resources. According to IOM, among the nearly 208,000 registered thus far in the East, 67% are children and 90% of households are led by women.

This massive influx in Chad's Ouaddaï, Sila and Wadi Fira provinces has put an additional burden on an already very fragile education system. Even before the onset of the crisis, these provinces had a very low record of school attendance - up to 85 per cent of school age children were out of school - with an estimate of more than 600,000 Chadian children deprived of their right to education. In Ouaddaï, Sila and Wadi Fira the number of pupils per permanent or semi-permanent classroom is 87, 60 and 61, respectively. Given the national norm of 40 pupils per classroom, the need for permanent and semi-permanent classrooms in these three provinces was already significant before the Sudan crisis, with a requirement of 2,945 classrooms for primary education alone. Moreover, according to the 2022-2023 annual education census, the gross enrolment rate at the primary school level stands at 55.5, 57.5 and 73.8 per cent respectively, for Wadi Fira, Sila and Ouaddaï provinces, far below the 92 per cent at the national level.

In light of the ongoing crisis and aforementioned pre-existing needs, the National Plan for the East Response highlights Education as a priority sector, underlining critical needs regarding infrastructure (expansion of classrooms and WASH facilities), provision of equipment and materials as well as capacity building of teachers among key actions.

This project will target Wadi Fira province, which is hosting a total of 65,351 returnees as of May 2025. Among the nearly 61,000 registered returnees in this province, 64% are children. In this province, existing schools face several challenges including inadequate access to drinking water and latrines as well as a limited number of classrooms and qualified teachers. The arrival of refugees and returnees has put pressure on the already limited basic services, including education services. If no support is provided to strengthen social cohesion in the region, the situation can deteriorate, resulting in the deprivation of the right to education to thousands of children and it can lead to conflicts between host communities and refugees/returnees.

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<sup>1</sup> <https://dtm.iom.int/reports/chad-sudan-crisis-response-situation-returnees-june-2025?close=true>

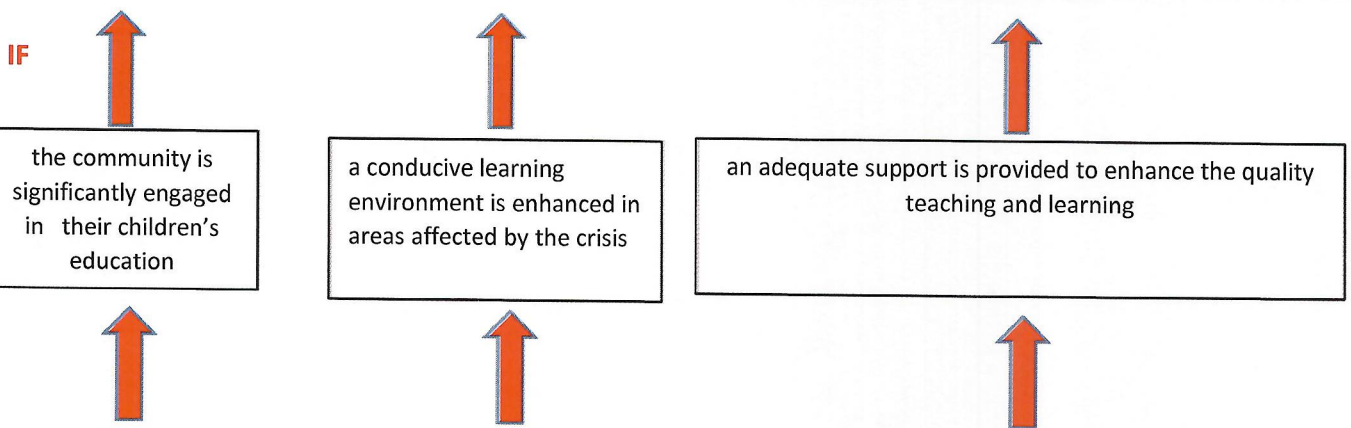
**Programme Strategy and theory of change (maximum of 1500 words)**

*This section summarizes the JP strategy, describes the expected results and how they relate, complement and are coherent. Including:*

- (1) Brief written explanation and simple graphical diagram of the Theory of Change, including major assumptions. This defines the change pathway required to achieve the expected results.

**So** At the end of 2026, enrolment and retention of school-aged boys and girls ( returnees and children from host communities) in inclusive quality education in Wadi Fira province are increased.

**IF**



1. Awareness raising on peaceful coexistence
2. Organization of extra-curricular activities (socio-cultural, psychosocial) by parent/teacher associations and/or community members

1. Training of teachers and/or school staff on MHPSS
2. Light infrastructure works

1. Teacher training/capacity building on Education in Emergencies (condensed curriculum) and inclusive education approaches.
2. Support for schooling through the distribution of school kits/materials and/or provision of dignity (menstrual hygiene management) kits
3. Support for adult literacy in the area (distribution of individual and collective kits)
4. Training of Literacy and Nonformal Education (AENF) pedagogical facilitators on the National Adaptation Plan (NAP) and innovative pedagogical practices (chained formula).
5. Institutional support to produce school statistics in emergencies.



Outputs	
1	<b>Primary school aged children (5-12 years) affected by the Sudanese crisis have improved means to access education.</b>
2	<b>The quality of Education is improved for primary school aged children and youth affected by the Sudanese crisis.</b>
3	<b>Community members are actively engaged in promoting peaceful co-existence to support improved education environment.</b>

<p><b>Risks (cf Annex 3):</b> State failure/ political crisis</p> <ol style="list-style-type: none"> <li>1. Restricted access to areas of intervention</li> <li>2. Recurrent strikes (civil service/teachers) pose a risk to the timely implementation of the programmes.</li> <li>3. Living conditions for returnees and host community members lead to an increase in the risk of cases of sexual abuse and exploitation.</li> <li>4. High level of teacher absenteeism rates for community teachers in the targeted sites due to lack of payment of subsidies.</li> <li>5. Escalating tensions between displaced populations and host communities disrupt service provision.</li> <li>6. Reputational loss</li> <li>7. Insecurity leads to threats to physical security of UN personnel</li> </ol>	<p><b>Assumptions:</b></p> <ol style="list-style-type: none"> <li>1. Strong commitment by national authorities at all levels to political, institutional and social stability;</li> <li>2. Strong community involvement to ensure respect for children's rights;</li> <li>3. The commitment and availability of all players in the education system to deliver an inclusive, high-quality education service.</li> </ol>
<p><b>Risk mitigations (cf Annex 3) :</b></p> <ol style="list-style-type: none"> <li>1. IOM and UNESCO work with national and sub-national public stakeholders to promote continuity of service.</li> <li>2. IOM and UNESCO follow the security situation closely with the United Nations Department for Safety and Security (UNDSS).</li> <li>3. All staff, partners, and contractors will be mandated to complete a prevention against sexual, exploitation, and abuse training which cover's the United Nations zero-tolerance policy, individual responsibilities, reporting mechanisms for misconduct, and actions to uphold the principle of "do no harm" in the event of any disclosure.</li> <li>4. To promote continuous communication with communities, IOM and UNESCO will ensure context-relevant complaint and</li> </ol>	



feedback mechanisms (CFMs). Awareness sessions on CFMs will be provided within the targeted communities, covering beneficiaries' rights to provide feedback, as well as how to disclose sensitive complaints, including allegations of sexual exploitation or abuse.

5. IOM and UNESCO will apply an area-based approach to ensure impartial delivery of services within the targeted area. To mitigate the potential for the intervention to contribute to feeding tensions, both agencies will systematically engage relevant stakeholders through the project cycle, including communities, to explain the intervention, activities, and approach.
6. UNESCO and IOM will work with governmental, humanitarian, and civil society partners to identify solutions to meet the most urgent needs.
7. The two agencies have been operating in Chad for many years and have strong support in the public sector and among the public. The organizations have mechanisms in place to identify and manage various risks, including reputational risks.

Implementing partners :

- Ministère de l'Éducation Nationale et de la Promotion Civique (MENPC)
- Délégation Provinciale de l'Éducation Nationale et de la Promotion Civique (DPENPC)
- Agence pour la Promotion des Initiatives Communautaires en Education (APICED)
- Centre National des Curricula (CNC)
- Commission Nationale d'Accueil et de Réinsertion des Réfugiés (CNARR)
- Civil Society Organizations (CSO)
- Local communities (Parents Associations, community and religious leaders, ...)
- Private sector

*(2) How JP complement the efforts of other development partners and programmes already working on the same or similar problems. Indicate also what the added value of the UN working jointly on this JP.*

The proposed joint project will be complementary to the support already available for education in Wadi province, in particular expanding this support to a new area (Tine). It is designed to enable the UN system to bridge the persistent gap in the field of education observed regarding the right to education for all, the improvement of the social, security and community environment and the capacities of actors to ensure adapted, inclusive and quality learning for children and adults, especially in emergency situations.

More specifically, this project will complement the fundings listed below which target the same province:



1. Resilience Building Program in Wadi Fira (Kourigué canton) in response to the Sudanese crisis (German Cooperation-BMZ)
2. Provision of inclusive quality education for children affected by the Sudanese crisis in Wadi Fira and Sila provinces (United Arab Emirates-UAE)
3. Enhancement of the Safe Schools approach for children affected by the Sudanese crisis in Chad (Spanish Natcom)
4. Chadian School Rebuilding Program (Global Partnership for Education-GPE funding)

#### Overall objective

The project will contribute to the Education in Emergency response in eastern Chad through strengthening access and retention to a quality and inclusive education as well as protection for children affected by the Sudanese crisis.

*(3) The expected JP outputs, their contribution to accelerating the SDGs and how they are anchored and contribute logically to the country's CF outcome/ outputs and national priorities. Indicate how the JP aligns with different SDG transitions and capacities engine room actions<sup>2</sup>.*

The program outputs will contribute to the following strategic goals:

- **UNSDG / Goal 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- **UNSDCF:** At the end of 2026, people, especially women, young people, adolescents, children and the most vulnerable groups, benefit from equitable access to and use of inclusive, quality basic social services.
- **Vision 2030 : Axe 2**
  - Strengthening good governance and the rule of law
    - 2.1: Promoting good performance and motivation in public administration.
    - Guaranteeing citizens equitable access to public services.
    - Providing quality public services adapted to citizens' needs.

*(4) Include explanation about how people, and especially marginalized and vulnerable groups, will benefit directly from the JP. Please select the groups from the table below that have a dedicated output in the joint programme. Be mindful that the joint programme will be requested to monitor and report on its direct contribution to the selected marginalized and vulnerable groups. Explain also briefly how the project will*

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<sup>2</sup> (1) shifts in policy and regulatory frameworks; (2) development of market-ready bankable pipelines; (3) devising a financial mix (deal room); and (4) capacity-building at scale.

*seek meaningful participation of rightsholders, including marginalized and vulnerable groups, in the implementation of the project.*

The project will target the following categories of vulnerable persons :

- Out-of-school and/or at-risk returnee and host community member
- Vulnerable adults among returnee and host community members

The intervention will employ an area-based approach to target crisis-affected populations within returnee hosting communities in Wadi Fira. Project activities will directly support Chadian returnees and host community members who will be provided with mitigation measures against the risk of developing psychological distress stemming from conflict-related shocks or stressors. To this end, teachers and school staff will be trained on mental health and psychosocial support (psychological first aid, socio-relational group activities, and safe referral pathways). This training will help improve mental health outcomes for students by fostering safe spaces and healthy coping mechanisms within schools. Strengthening the psychosocial capacities of teachers and school staff to enhance protective factors within school environments will also reduce the likelihood of stress and trauma being expressed as tensions between returnees and host communities. In addition, by improving local capacity to accommodate more students and promoting peaceful coexistence and supporting improved mental health, the intervention will contribute to stronger social cohesion between returnees and host communities, thereby reducing risk of conflict.

The distribution of menstrual hygiene management kits to adolescent girls and small-scale WASH infrastructure support (repair, maintenance, construction) aims to support their retention in schools, reduce their exposure to various protection risks, including early marriage, the prevention of sexual abuse and exploitation, and various forms of violence, including GBV. In addition, the project will include training teachers on condensed primary and secondary programs adapted to the needs of learning continuity in crisis, conflict, and natural disasters situations. The actions planned will also consider literacy and life skills development of adult returnees as well as host communities mainly women to contribute to the boosting of the local economy and for a better socio-professional integration of the beneficiaries.

Given the low levels of enrollment in the province, challenges with retention, and issues such as teacher absenteeism, the project builds on lessons learned from previous interventions. In particular, it underscores the importance of adopting a participatory approach that systematically engages all stakeholders—including local authorities, community members, and especially parents, teachers, and students themselves. Ensuring strong community buy-in is critical to sustaining education, particularly in fragile and crisis-affected contexts.

The project will emphasize local ownership through a community-led approach, especially in light of limited state resources and the evolving context. By addressing barriers to access while

strengthening participation and accountability at the community level, the project aims to create more inclusive, resilient, and sustainable education opportunities for returnee and host community members.

List of marginalized and vulnerable groups <sup>34</sup>	Dedicated Output
Women and girls	Output 1 ,2 and 3
Children	Output 1 and 2
Youth	Output 1 2 and 3
Persons with disabilities	N/A
Older persons	N/A
Indigenous peoples	N/A
Refugees & asylum seekers	N/A
Internally displaced persons	N/A
Other groups: host communities	Output 1, 2, and 3
Other groups: Returnees	Output 1, 2, and 3
Other groups: (please specify which)	N/A

*(5) Identify up to 5 UN Human Rights Mechanisms<sup>5</sup> that the implementation of the programme will contribute to (eg. from the UPR, treaty bodies, or special procedures; you may want to use the Universal Human Rights Index to identify these). Explain in at least one sentence per recommendation how the programme will contribute to that recommendation.*

**Committee on Economic, Social and Cultural Rights (CESCR) :**

This joint project contributes to the social and economic integration of adults, mainly women, benefiting from the literacy program.

**Committee on the Elimination of Discrimination against Women (CEDAW) :**

This joint project contributes to support access to schooling and literacy for girls and women as a lever in the fight against gender discrimination.

<sup>3</sup> The other marginalized and vulnerable groups include, amongst other, minorities (incl. Ethnic, religious, linguistic...), people of African Descent, persons deprived of their liberty, peasants and rural workers, human rights defenders (incl. NGOs, journalists, union leaders, whistleblowers...), migrants, stateless persons, LGBTQ+ persons (sexual orientation and gender identity), persons living with (HIV/AIDS, leprosy...), persons with albinism, victims or relatives of victims of enforced disappearances, victims of (slavery, torture, trafficking, sexual exploitation and abuse...). List as per the standard 20 LNOB groups according to the Implementation Guide for the Output Indicator Framework for measuring the United Nations contribution towards the Sustainable Development Goals: [https://1102656428-files.gitbook.io/~files/v0/b/gitbook-x-prod.appspot.com/o/spaces%2F-MbDdHe\\_y0zwBb9YT4W%2Fuploads%2F4114YgYQuQo7qKb5ycyL%2FG%20-%20221031-%20Implementation%20Guide.pdf?alt=media&token=e54c735a-c0a6-4984-8025-2f8b777d1d89](https://1102656428-files.gitbook.io/~files/v0/b/gitbook-x-prod.appspot.com/o/spaces%2F-MbDdHe_y0zwBb9YT4W%2Fuploads%2F4114YgYQuQo7qKb5ycyL%2FG%20-%20221031-%20Implementation%20Guide.pdf?alt=media&token=e54c735a-c0a6-4984-8025-2f8b777d1d89).

<sup>5</sup> Please consult the full list of human rights mechanisms here: [https://docs.google.com/document/d/1Yu6wJSoFqhZV\\_J5HpC-iJsmUBWtA4Baw/edit?usp=drive\\_link&oid=102351661986173461034&rtpof=true&sd=true](https://docs.google.com/document/d/1Yu6wJSoFqhZV_J5HpC-iJsmUBWtA4Baw/edit?usp=drive_link&oid=102351661986173461034&rtpof=true&sd=true) Please, consult this database, as well: <https://uhri.ohchr.org/en/>

Committee on the Rights of the Child (CRC) :

This joint project will help to realize children's rights through awareness-raising, and in particular their right to education through support the access to quality education.

Special Rapporteur on the right to education :

This joint project contributes to the realization of the right to education for all, regardless of gender, age, social status.

Special Rapporteur on the human rights of migrants :

This joint project targets migrants affected by Sudan crisis and supports realization of their rights.

**Sustainability and Exit Strategy (maximum 500 words)**

The sustainability of the project is ensured by its strong emphasis on a community-led approach, to promote local ownership. Local authorities, school administration and members of the target populations will be involved throughout project implementation. The teacher's capacity building on targeted subjects will remain applicable beyond the project life cycle to continue to contribute to improved mental health outcomes for crisis-affected students. In addition, literacy support provided to individuals under this initiative will greatly support resilience in the long-term. Moreover, given that trainings will be implemented in close coordination with the Ministry of Education and Civic Promotion enhances the government's ownership of this project and contributes to its sustainability.

**Steering and management arrangements (maximum 500 words)**

*This section describes steering and management arrangements for the JP. It does not substitute for organization-specific arrangements required by the respective internal policies of PUNOs. It offers a brief description of key groups, their composition, and major roles and responsibilities. Explain the specific roles and responsibilities of RC/RCO, PUNOs and other partners – to ensure integrated implementation and decision-making as well as effective governance under the RC leadership. Focus on coordination, decision-making, reporting and how transaction costs will be reduced. Explain why this is the best approach including how it avoids introducing parallel structures to those that already exist, and confirm that existing structures and mechanisms of UNCT, government, and related programs/initiatives are leveraged. It includes:*

- *The JP Steering Committee: Refer to ToRs in the [UNSDG Guidance Note on Joint Programmes](#). Specify Co-chairs (one of this has to be the RC), members, frequency of meetings and tasks, only if deviating from ToR.*
- *The JP Team: Refer to ToRs in the [UNSDG Guidance Note on Joint Programmes](#). Specify members, frequency of meetings and tasks, only if deviating from ToR.*

The proposed intervention will be jointly implemented by IOM and UNESCO in the Wadi Fira province. The PUNOS (IOM and UNESCO) will implement activities leveraging each agency's respective expertise. All activities will be coordinated with the local education authority, school administration, community members and education cluster through active participation in relevant coordination mechanisms. As the lead agency, IOM will work closely with UNESCO to compile and submit required reports to the Office of the Resident Coordinator (RC) throughout the duration of implementation. The RC will support coordination between the donor and PUNOs as well as support in resolving high-level issues as they may arise.

Humanitarian coordination frameworks in the field will serve as a platform to regularly discuss incidents and emergencies and to quickly set up multisectoral assessments and analyses. The education cluster and refugee working group will ensure continuous monitoring of the humanitarian situation and the predictability of different crises and disasters through their strategic frameworks and underlying analyses. Inter-cluster meetings will ensure synergies between the different sectors and the exchange of experiences and information.

### **Coordination with national and local authorities**

The education cluster, co-led with the Ministry of Education and CNARR (Commission National pour l'Accueil et la Reinsertion des Refugies et des Rapatries) will serve as the principal frameworks for coordination with authorities at the national level. At the provincial level, in addition to the education sub-working group, coordination will be organized through sectoral working groups under the provincial delegates of education and local CNARR delegates. The two agencies will use the IOM sub-national office in Iriba to hold regular meetings with administrative authorities involved in the management of interventions to assess the level of implementation and propose options to address any gaps observed. At the provincial level, the provincial delegations of Education and Civic Promotion will centralize information on the progress of implementation through their close monitoring and permanent contacts with the Departmental Inspectors of Education (IDEN) and the Pedagogical Inspectors of Primary Education (IPEP).

### **Monitoring, accountability, financial management, and public disclosure**

*Standard text – do not change*

Reporting on the Joint SDG Fund will be focused on concrete results and grounded in evidence. The RCO focal point and lead PUNO is responsible for coordinating and drafting a concise annual report (using the Fund Secretariat template/guidance), which will be submitted to the Joint SDG Fund Secretariat through the RC by January 31st of the following year. Additionally, a final narrative report will be prepared and submitted

to the Joint SDG Fund Secretariat through the RC no later than two (2) months after the operational closure of the Joint Programme activities.

The JP Steering Committee, co-chaired by the RC, is mandated to oversee and monitor the implementation of the joint programme, with the involvement of Joint SDG Fund Secretariat to which it must submit data and information upon requested. Additionally, the Joint SDG Fund Secretariat may request additional insights, such as policy papers, value-for-money analysis, case studies, infographics, or blogs/articles, as needed.

PUNOs will be required to include information on complementary funding received from other sources (both UN cost sharing, and external sources of funding/financing) for the activities supported by the Fund, including in kind contributions and/or South-South Cooperation initiatives, in the report.

PUNOs at Headquarters level shall provide the Administrative Agent with the following statements and reports prepared in accordance with its accounting and reporting procedures, consolidate the financial reports, as follows:

- Annual financial reports as of 31st December each year with respect to the funds disbursed to it from the Joint SDG Fund Account, to be provided no later than four months after the end of the applicable reporting period; and
- A final financial report, after the completion of the activities financed by the Joint SDG Fund and including the final year of the activities, to be provided no later than 30 April of the year following the operational closing of the project activities.

The JP will be using a pass-through fund management modality where UNDP Multi-Partner Trust Fund Office will function as the Administrative Agent. The programmatic UN entity of the Facility shall assume full programmatic and financial accountability for the funds disbursed to it by the Administrative Agent of the Joint SDG Fund (Multi-Partner Trust Fund Office). Such funds will be administered by each UN Agency, Fund, and Project in accordance with its own regulations, rules, directives, and procedures. The entity shall establish a separate ledger account for the receipt and administration of the funds disbursed to it by the Administrative Agent.

A minimum of 5% of the JP budget is allocated for monitoring, reporting, evaluation, audit, and communications. Indirect costs of the Participating Organizations recovered through project support costs will be 7%, with exception of WFP and UNHCR which should be 6,5%. All other costs incurred by each PUNO in carrying out the activities for which it is responsible under the Fund will be recovered as direct costs. Procedures on financial transfers, extensions, financial and operational closure, and related administrative issues are stipulated in the Operational Guidance of the Joint SDG Fund. PUNOs and partners must comply with Joint SDG Fund brand guidelines, which includes information on donor visibility requirements.

## Annex 1: Integrated results framework and workplan

### Remarks:

The [Excel file provided](#) includes nearly all the annexes listed below, except for the markers. These markers must be filled out in this document only. When submitting this document, please ensure to **upload the Excel file to the [online application platform](#)**, reflecting the information shared in the document.

- The link with CF should be reflected through at least one CF outcome indicated in the Joint Programme profile, but not a part of the JP Results Framework, as well as through CF outputs.
- There should be a maximum of 4 outputs in total, with at least one from the CF.
- Add one additional output that integrates joint programme management, monitoring and reporting, and communications.
- All results and related budgets under a JP are tagged as 'joint' in UN Info and UNO ERP systems for reporting on the QCPR and Funding Compact.
- A minimum of 5% percent of the JP budget is allocated for monitoring, reporting, evaluation, audit and communications.
- For [gender equality, human rights, and peace markers \(the latter optional\)](#) as well as [QCPR function](#) the coding is done per output. Further annex provides total scoring and justification.

### JP Outputs

<b>Output 1: Primary school aged children (5-12 years) affected by the Sudanese crisis have improved means to access education</b>			
Output indicator 1: # of children provided with individual learning materials	Baseline: 0	Target: 4,500 (49% girls)	Means of verification: Progress report; Distribution list
Output indicator 2: # of adolescent girls provided with menstrual hygiene kits	Baseline :0	Target: 500 (100% females)	Means of verification: Progress report

<b>Output 2: The quality of education is improved for primary school aged children and youth affected by the Sudanese crisis.</b>			
Output indicator 1: # of teachers and school staff trained on mental health and psychosocial support	Baseline : 0	90 (35% females)	Means of Verification: Activity Reports
Output indicator 2: # of learners in literacy centers with individual kits	Baseline :	Target : 2,000 (80% females)	Means of verification: Progress report
Output indicator 3: # of literacy centers equipped with collective literacy kits	Baseline :	Target : 68	Means of verification: Progress report
Output indicator 4: # teachers trained on the use of the condensed curriculum for primary school	Baseline :	Target : 120 (35% females)	Means of verification: Progress report
Output indicator 5: # of Provincial Statistical Yearbook incorporating Education in Emergencies indicators	Baseline :	Target : 1	Means of verification: Activity report of the Provincial Department of National Education.
<b>Output 3: Community members are actively engaged in promoting peaceful co-existence to support improved education environment</b>			
Output indicator 1: # of awareness raising campaigns carried out	Baseline:0	Target:1	Means of verification: Activity Report
Output indicator 2: # of extra-curricular activities (events, meetings etc.) organized	Baseline:0	Target: 10	Means of verification: Activity report

**Annex 1.2 JP contribution to Joint SDG Fund global indicators (select only relevant indicators for the JP)**

<b>Engine room 1. Shifting policy/regulatory frameworks</b>			
Number of individuals benefiting from the integrated policy solutions and regulatory changes implemented with Joint SDG Fund support, disaggregated by population segments (e.g. sex, age, persons with disabilities, etc.) with a focus on Leaving No One Behind.	Baseline: 0	Target: 4,500 students (49% girls) and 2,000 adults (80% females)	MOV: Progress report Distribution list
<b>Engine room 2. Capacity building at scale</b>			
Number of tools, procedures, and mechanisms (e.g. SOPs, training module, incentive structures) developed or implemented, focused on building capacities for SDG acceleration with Joint SDG Fund support (disaggregated by central and local actors).	Baseline: 0	Target: 4 (75% local, 25% central)	MOV: Progress report Training modules
<b>Engine room 3. Developing market-ready pipeline of actions.</b>			
<b>Engine room 4. Devising a financing mix (deal room)</b>			

**Annex 1.3 Joint Programme Workplan**

Output	Geographic focus	Start	End	PUNO	SDG Target	Human Rights Marker	Gender Marker	QCPR function	Available Budget (US\$)
Output 1:	Wadi-Fira	Oct -	September 2026	IOM	SDG 4	2	2	4	274,952 (Joint SDG Fund)

<p><b>Primary school aged children (5-12 years) affected by the Sudanese crisis have improved means to access education</b></p>		<p>2025</p>							<p>Allocation IOM: 274,952</p>
<p><b>Output 2: The quality of Education is improved for primary school aged children affected by the Sudanese crisis.</b></p>	<p>Wadi-Fira</p>	<p>Oct - 2025</p>	<p>September 2026</p>	<p>UNESCO</p>	<p>SDG 4</p>	<p>2</p>	<p>2</p>	<p>4</p>	<p>495,531 (445,531 from the Joint SDG Fund and 50,000 as co-funding from UNESCO.  Allocation: UNESCO: 399,967 IOM: 45,564</p>
<p><b>Output 3: Community members are actively engaged in promoting peaceful co-</b></p>	<p>Wadi-Fira</p>	<p>Oct 2025</p>	<p>September 2026</p>	<p>IOM</p>	<p>SDG 4</p>	<p>2</p>	<p>2</p>		<p>79,484 (Joint SDG Fund) Allocation IOM: 79,484</p>

<b>existence to support improved education environmen t</b>									
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The amounts include:

- The activity costs including contribution to salaries for technical assistance
- Contributions from agencies (UNESCO USD 50,000)
- Local operation costs
- Recovery cost (7%)

**Annex 2: Risk Matrix**

*Assess the main risks related to implementation of the JP in the simplified risk matrix below. Risk level should be determined by multiplying the likelihood by the impact. Risk level should be described as Very High, High, Medium, or Low based on the image below. See further instruction below (delete the instructions before finalizing the ProDoc)*

Risks	Categories	Risk Level: (Likelihood x Impact, as per instructions)	Likelihood: Certain - 5 Likely - 4 Possible - 3 Unlikely - 2 Rare - 1	Impact: Essential - 5 Major - 4 Moderate - 3 Minor - 2 Insignificant - 1	Mitigation measures	Risk owner
State failure/ political crisis	Political	Medium	3	2	IOM and UNESCO work with national and sub-national public stakeholders to promote continuity of service.	Government
Restricted access to areas of intervention	Safety and Security	Medium	3	2	IOM and UNESCO follow the security situation closely with the United Nations Department for Safety and Security (UNDSS). Furthermore, the two agencies work closely with administrative, political and religious/traditional leaders to facilitate access to all activity sites, including during crises or increased tension.	UNESCO, IOM, RC

<p>Recurrent strikes (civil service/teachers) pose a risk to the timely implementation of the programmes</p>	<p>Social and Environmental</p>	<p>High</p>	<p>3</p>	<p>3</p>	<p>UNESCO and IOM will work with governmental, humanitarian, and civil society partners to identify solutions to meet the most urgent needs.</p>	<p>Government</p>
<p>Living conditions for returnees and host communities may heighten risks of sexual abuse and exploitation.</p>	<p>Social and Environmental</p>	<p>Medium</p>	<p>3</p>	<p>2</p>	<p>UNESCO and IOM have a unit in charge of prevention of sexual exploitation and abuse (PSEA). In the case implementing partners are utilized, partners are selected based on an assessment of the fundamental values and mechanisms related to PSEA. Partnership documents with NGOs include indicators specific to the prevention of SEA and are mandatory. Further, all staff are required to undergo PSEA training.</p> <p>Additionally, to promote continuous communication with communities, IOM and UNESCO will ensure context-relevant complaint and feedback mechanisms (CFMs). Awareness sessions on CFMs will be provided within the targeted communities, covering beneficiaries' rights to provide feedback, as well as how to disclose sensitive complaints, including</p>	<p>IOM and UNESCO</p>

					allegations of sexual exploitation or abuse.	
Escalating tensions between displaced populations and host communities disrupt service provision.	Social and Environmental	Medium	3	2	IOM and UNESCO will apply an area-based approach to ensure impartial delivery of services within the targeted area. To mitigate the potential for the intervention to contribute to feeding tensions, both agencies will systematically engage relevant stakeholders through the project cycle, including communities, to explain the intervention, activities, and approach. CFMs will also enable continuous communication with communities, enabling corrective actions as needed.	IOM and UNESCO
High level of teacher absenteeism rates	Social and Environmental	Medium	3	2	IOM and UNESCO will utilize information collected from implementation to support the government in advocating for further support from partners and donors	Government
Reputational loss	Organizational	Medium	3	2	The two agencies have been operating in Chad many years and will leverage this experience to navigate to identify and manage various risks, including reputational risk.	IOM and UNESCO

<p>Insecurity leads to threats to physical security of UN personnel</p>	<p>Safety and Security</p>	<p>Low</p>	<p>2</p>	<p>2</p>	<p>UN personnel operate within humanitarian principles and impartiality and are not targeted by any groups in Chad. The UN Department of Safety and Security monitors security development and provides guidance on activities and mobility. No present or planned activities are in areas that are subject to any travel or activity restrictions due to security reasons.</p>	<p>IOM, UNESCO, RCO</p>
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Likelihood	Occurrence	Frequency	Consequence	Result
Very Likely	The event is expected to occur in most circumstances	Twice a month or more frequently	Extreme	An event leading to massive or irreparable damage or disruption
Likely	The event will probably occur in most circumstances	Once every two months or more frequently	Major	An event leading to critical damage or disruption
Possibly	The event might occur at some time	Once a year or more frequently	Moderate	An event leading to serious damage or disruption
Unlikely	The event could occur at some time	Once every three years or more frequently	Minor	An event leading to some degree of damage or disruption
Rare	The event may occur in exceptional circumstances	Once every seven years or more frequently	Insignificant	An event leading to limited damage or disruption

Likelihood	Consequences					Level of risk	Result
	Insignificant (1)	Minor (2)	Moderate (3)	Major (4)	Extreme (5)		
Very likely (5)	Medium (5)	High (10)	High (15)	Very High (20)	Very High (25)	Very High	Immediate action required by executive management. Mitigation activities/treatment options are mandatory to reduce likelihood and/or consequence. Risk cannot be accepted unless this occurs.
Likely (4)	Medium (4)	Medium (8)	High (12)	High (16)	Very High (20)	High	Immediate action required by senior/ executive management. Mitigation activities/treatment options are mandatory to reduce likelihood and/or consequence. Monitoring strategy to be implemented by Risk Owner.
Possible (3)	Low (3)	Medium (6)	High (9)	High (12)	High (15)	Medium	Senior Management attention required. Mitigation activities/ treatment options are undertaken to reduce likelihood and/or consequence. Monitoring strategy to be implemented by Risk Owner.
Unlikely (2)	Low (2)	Low (4)	Medium (6)	Medium (8)	High (10)		Low
Rare (1)	Low (1)	Low (3)	Medium (3)	Medium (4)	High (5)		

**Risk Categories (for reference)**

1.Social and Environmental	2. Financial	3.Operational	4.Organizational	5. Political	2.Regulatory	7. Strategic	8. Safety and Security
1.1. Human rights 1.2. Gender 1.3. Biodiversity and use of natural resources 1.4. Climate change and disaster 1.5. Community health and safety 1.6. Labour conditions/standards 1.7. Cultural heritage 1.8. Rights of Indigenous Peoples 1.9. <b>Displacement and resettlement</b> 1.10. Pollution and resource efficiency 1.11. Stakeholder engagement 1.12. <b>Sexual exploitation and abuse</b>	2.1. Cost recovery 2.2. Value for money 2.3. Corruption and fraud 2.4. Fluctuation in credit rate, market, currency 2.5. Delivery	3.1. Alignment with national priorities 3.2. Responsiveness to lessons learned and evaluations. 3.3. Leadership & management 3.4. Flexibility and opportunity management 3.5. Synergy potential (linking with other initiatives as relevant) 3.6. Reporting and communication 3.7. Partnership 3.8. Capacity development of national partners 3.9. Engagement of national	4.1. Governance 4.2. Monitoring 4.3. Independence and quality of evaluation 4.4. Knowledge management 4.5. Grievances 4.6. Due diligence of private sector partners 4.7. Human Resources 4.8. Budget availability and cash flow 4.9. Internal control 4.10. Procurement 4.11. Innovating, piloting, experimenting,	5.1. Government commitment 5.2. Political will 5.3. Political instability 5.4. Change/turnover in government.	6.1. Changes in the regulatory framework within the country of operation 6.2. Changes in the international regulatory framework affecting the whole organization. 6.3. Deviation from UN internal rules and regulations	7.1. Theory of change 7.2. Alignment with UN Strategic priorities 7.3. Capacities of the partners 7.4. Roles and responsibilities among partners 7.5. Code of conduct and ethics 7.6. Public opinion and media 7.7. Synergy with UN / Delivery as One	8.1. Armed Conflict 8.2. Terrorism 8.3. Crime 8.4. Civil Unrest 8.5. Natural Hazards 8.6. Manmade Hazards

		partners in decision-making 3.10. Transition and exit strategy					
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### Annex 3: Localization, Gender Equality and Human Rights markers

#### SDG Localisation Marker

Please see refer to the detailed guidance on applying the marker here: <https://www.jointsdgfund.org/publication/sdg-localization-marker>

Dimensions	Criteria or eligibility	Responses	Explanation	Means of verification
Programme Design	<ul style="list-style-type: none"> <li>Does the programme or initiative explicitly include results and/or expected outcomes related to advancing SDG localization?</li> </ul>	No		
	<ul style="list-style-type: none"> <li>Is at least 70% or more of the programmatic budget allocated specifically to activities that enhance advocacy, actions or monitoring related to SDG localization?</li> </ul>	No		
	<ul style="list-style-type: none"> <li>Were local and regional governments actively engaged and consulted during the programme design phase?</li> </ul>	Yes		
	<ul style="list-style-type: none"> <li>Were local service providers and/or other local actors and stakeholders actively engaged and consulted during the programme design phase?</li> </ul>	Yes		
Advocacy	<ul style="list-style-type: none"> <li>Has the programme or initiative planned to develop new knowledge material, research, publication, or relevant resources related to SDG localization, specifically building on local experience?</li> </ul>	No		
	<ul style="list-style-type: none"> <li>Has the programme or initiative planned to develop specific events, campaigns, communications, or capacity-building activities on SDG localization, especially targeted at local or regional governments, local service providers, or other local actors and stakeholders?</li> </ul>	Yes		
Actions	<ul style="list-style-type: none"> <li>Does the joint programme or initiative incorporate mechanisms, spaces or activities designed to bolster coherent</li> </ul>	No		

	<p>policies, regulations, plans, programmes, and service-delivery approaches or models by local and regional governments and/or local service providers, facilitating their meaningful contributions to the SDGs and addressing the principles of leaving no one behind?</p>			
	<ul style="list-style-type: none"> <li>• Does the joint programme or initiative have an inclusive and participatory multi-stakeholder approach, involving civil society, academia, citizens, the private sector, and/or others to jointly implement transformative initiatives toward localizing the SDGs? This could include, for example, mobilizing and sharing knowledge, expertise, technologies, and financial resources to support the achievement of the SDGs at the local level.</li> </ul>	Yes		
	<ul style="list-style-type: none"> <li>• Does the joint programme or initiative include a multi-level governance approach to address the SDG challenges through collaboration between different levels of government, as well as with international organizations, and local communities? This approach recognizes that effective action requires coordinated efforts at various scales, from local and regional to national and global.</li> </ul>	Yes		
	<ul style="list-style-type: none"> <li>• Does the joint programme or initiative feature mechanisms or activities aimed at improving the transparent and accountable financing of SDG localization? This may include the development of decentralized financing policies, the creation of market-ready pipeline of local actions, expansion of local fiscal space, resource mobilization by local or regional governments, participatory budgeting approaches, etc.</li> </ul>	No		
<p><b>Accountability &amp; Sustainability</b></p>	<ul style="list-style-type: none"> <li>• Does the joint programme or initiatives include dedicated results, supported by a robust accountability framework, to systematically collect and report on contributions to SDG localization, both at the outcome and output levels?</li> </ul>	Yes		

	<ul style="list-style-type: none"> <li>Does the joint programme or initiative include a dedicated plan to ensure the sustainability, leveraging of financial resources and replication/expansion of the SDG actions in additional localities, developed in collaboration with local and regional governments, local service providers and other local actors and stakeholders?</li> </ul>	Yes
<b>Criteria for Scoring</b> <ul style="list-style-type: none"> <li>Marker 3: Between 9 and 12 criteria marked as Yes.</li> <li>Marker 2: Between 4 and 8 criteria marked as Yes.</li> <li>Marker 1: Between 1 and 3 criteria marked as Yes.</li> <li>Marker 0: None of the criteria marked as Yes.</li> </ul>		<b>Total # of Yes 7</b>

### Gender Equality Marker

Please copy the output as per in the workplan and add the Gender Equality marker score and justify the scoring. Please refer to the UNSDG guidance here: <https://help.uninfo.org/un-info/results-framework/results-framework-structure/suboutput-level/guidance-on-applying-tags-and-markers/guidance-on-applying-the-gender-equality-human-rights-and-sustaining-peace-markers>

Joint Programme Outputs	GEM Score	Justification
Primary school aged children (5-12 years) affected by the Sudanese are provided access to Education	2	The focus of the activities planned for this product is not gender issues. However, there is a gender disaggregation in the project's targets and indicators. The project supports equal access to schooling for children through the enrolment of girls (49% of girls targeted). Raising awareness among local authorities will focus on strategies to promote girls' schooling.
The quality of Education is improved for primary school aged children affected by the Sudanese crisis.	2	The focus of the activities planned for this product is not the gender issue. However, some activities, such as awareness-raising on children's rights, will also address the issue of girls' schooling. In addition, the project provides support in menstrual hygiene management kits to promote the schooling and retention of adolescent girls. Finally, there

		is a disaggregation of women and men in the project's targets and indicators. Activities related to adult literacy (15 years +) will target more females (80%) than males.
Community members are actively engaged in promoting peaceful co-existence to support improved education environment	1	The activities proposed under this output do not focus on gender issues. However, involvement of both boys and girls, men and women will be promoted in awareness raising and extra-curricular activities.

### Human Rights Marker

Please copy the output as per in the workplan and add the Human Rights marker score and justify the scoring. Please refer to the UNSDG guidance here: <https://help.uninfo.org/un-info/results-framework/results-framework-structure/suboutput-level/guidance-on-applying-tags-and-markers/guidance-on-applying-the-gender-equality-human-rights-and-sustaining-peace-markers>

Joint Programme Outputs	HRM Score	Justification
Primary school aged children (5-12 years) affected by the Sudanese are provided access to Education	2	The main objective of the intervention is to enable children affected by the crisis in Sudan to enjoy their right to education through provision of access to education.
The quality of Education is improved for primary school aged children affected by the Sudanese crisis.	2	The main objective of the intervention is to enable children and adults affected by the crisis in Sudan to enjoy their right to a quality and inclusive education.

Community members are actively engaged in promoting peaceful co-existence to support improved education environment	2	The main objective of the intervention is to enable children and adults affected by the crisis in Sudan to enjoy their right to a quality and inclusive education. Activities under this output will encourage peaceful co-existence, promoting the respect of rights for all.
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**Sustaining Peace Marker** *(optional- please only fill out if you added the marker to the workplan above)*

Please copy the output/outcomes as per in the workplan and add the Sustaining Peace marker score justify the scoring. Please refer to the UNSDG guidance here: Please refer to the UNSDG guidance here: <https://help.uninfo.org/un-info/results-framework/results-framework-structure/suboutput-level/guidance-on-applying-tags-and-markers/guidance-on-applying-the-gender-equality-human-rights-and-sustaining-peace-markers>

Joint Programme Outputs	SPM Score	Justification
Output 1: Primary school aged children (5-12 years) affected by the Sudanese crisis have improved means to access education	2	The activities are intended to reduce risk of tension linked to access to basic services (education), ultimately contributing to peace in the target location.
Output 2: The quality of Education is improved for primary school aged children and youth affected by the Sudanese crisis.	1	The activities are intended to reduce risk of tension linked to access to basic services (education).

Output 3: Host community members and returnees are actively engaged in promoting peaceful co-existence	3	The principal objective of the proposed activities is to contribute to peace in the target location, through awareness raising and activities, bringing community members together to promote peaceful co-existence.
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#### Annex 4: Budget per UNSDG Categories

Budget per UNSDG Categories										
UNSDG BUDGET CATEGORIES	PUNO 1 IOM		PUNO 2 UNESCO		PUNO 3 name		PUNO 4 name		TOTAL	
	Joint SDG Fund (USD)	PUNO Contribution (USD)	Joint SDG Fund (USD)	PUNO Contribution (USD)	Joint SDG Fund (USD)	PUNO Contribution (USD)	Joint SDG Fund (USD)	PUNO Contribution (USD)	Joint SDG Fund (USD)	PUNO Contribution (USD)
1. Staff and other personnel	69,960.00		41,996						111,956	
2. Supplies, Commodities, Materials	163,631.78		32,452.96		0		0		196,084.74	
3. Equipment, Vehicles, and Furniture (including Depreciation)	0	0	0	50,000	0		0		0	50,000
4. Contractual services	101,000.00		211,962		0		0		312,962	
5. Travel	14,400.00		12,664		0		0		27,064	

6. Transfers and Grants to Counterparts	0		0		0		0		0	
7. General Operating and other Direct Costs	24,840.00		27,997		0		0		52,837	
<b>Total Direct Costs</b>	<b>373,831.78</b>		<b>327,071.96</b>		<b>0</b>		<b>0</b>		<b>700,903.74</b>	
8. Indirect Support Costs (7% of total direct costs – except for WFP and UNHCR which should apply 6.5% of total direct costs)	26,168.22		22,895.04		0		0		49,063.26	
<b>TOTAL Costs</b>	<b>400,000</b>	<b>0</b>	<b>349,967</b>	<b>50,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>749,967</b>	<b>50,000</b>

*The minimum budget committed by the Joint SDG Fund per PUNO involved is US\$ 100,000.*

#### **Declaration of commitment and signatures of Joint Programme**

By signing this Joint Programme document, all signatories commit to work together in a spirit of partnership to achieve the results identified in the results framework, work plan and budget.

I hereby confirm that the funds requested are in accordance with the approved Work Plan & Joint Programme Document. I also certify that the copy transmitted to the MPTF Office is a true copy of the original which is secured by the RC Office. I have received documentation from Participating Organizations demonstrating committed amounts where applicable. I also confirm that the PUNOs' indirect cost does not exceed 7%.

**Co-Chairs of IP Steering Committee**

**GOVERNMENT COUNTERPART** Name of Representative:  
Date and Signature  
Name of Ministry or Department

**RESIDENT COORDINATOR** Name, Title:  
Date and signature

 **François Batain**  
Coordonnateur Résident

**UN Entities**

**Lead PUNO - IOM** Name, Title:  
Date and Signature

**PUNO 2 - UNESCO** Name, Title:  
Date and Signature

**PUNO 3** Name, Title:  
Date and Signature

