



Baseline study for a refugee children's programme in Sudan

©Adriana Mahdalova/Shutterstock

Client:	UNICEF Sudan
Duration:	2021-22
Objective:	To measure the baseline metrics of UNICEF's Integration and Mainstreaming of Refugee Children into the Sudanese Education System (IRCSES) programme.
Summary:	<p>One third of 800 000 South Sudanese refugees are children with basic or secondary level education. The IRCSES programme will ensure that South Sudanese refugee children are integrated into Sudan's national education system and receive quality education.</p> <p>The baseline study will:</p> <ul style="list-style-type: none"> • provide pre-intervention data that can be compared with future evaluations • examine the capacity of education systems, parents' behaviour and attitudes, and teachers' skills, knowledge, and attitudes that are critical for the success of the programme.
Significant challenges:	The survey was conducted during civilian protests and disturbances leading to delays in data collection. Non-availability of respondents and closure of schools also suggest replacement of schools in the sample to fulfil the required sample size.
Activities:	<p>The evaluation can be divided into three stages – desk review, primary data collection and analyses, and reporting.</p> <ul style="list-style-type: none"> • Secondary literature review: Reviewing the terms of reference (TOR) with the commissioning team and discussing the study plan, working out the methodology, designing the evaluation matrix, and finalising the tools for the study. • Baseline data collection: <ul style="list-style-type: none"> ◦ Conducting structured interviews with the identified groups in sampled schools (such as teachers, school principals, and parents) to determine their knowledge and attitudes towards the characteristics and practices of child friendly schools. ◦ Conducting interviews with representatives of the Ministry of Education, staff of the Department of Education in the region, and representatives of UNICEF to understand their expectations from the IRCSES programme and its alignment with Sudan's policy of mainstreaming refugee children into the education system. ◦ Administering a reading assessment to 1200 students in Grade 3 of sampled schools. • Analyses and reporting: Developing preliminary findings, organising a validation workshop, writing the draft and final study reports including key challenges and recommendations, preparing a database of schools and developing a monitoring and evaluation plan.