Strategy to integrate vocational training graduates into the labour market in Gedaref and Kassala

2021 – 2023

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>وزارة المالية والتخطيط الاقتصادي كسلا</td>
<td>وزارة المالية والتخطيط الاقتصادي القضارف</td>
</tr>
<tr>
<td>Department of Labour Kassala</td>
<td>Department of Labour Gedaref</td>
</tr>
<tr>
<td>مكتب العمل كسلا</td>
<td>مكتب العمل القضارف</td>
</tr>
<tr>
<td>Kassala Vocational Training Centre</td>
<td>Gedaref Vocational Training Centre</td>
</tr>
<tr>
<td>مركز التدريب المهني كسلا</td>
<td>مركز التدريب المهني القضارف</td>
</tr>
</tbody>
</table>

In collaboration with: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
Content

Abbreviations..................................................................................................................................................3

Preface from the Ministry of Finance and Economic Planning of Gedaref and Kassala states......................4

Executive Summary............................................................................................................................................7

1 Transition from Training into Employment – Introduction...........................................................................11

2 Challenges to graduates in their integration into the labour market...............................................................13

3 Interventions..................................................................................................................................................29

4 Proposed Implementation Plan......................................................................................................................48

5 Way Forward...................................................................................................................................................79

ANNEX..............................................................................................................................................................80

I Bibliography....................................................................................................................................................81

II The preparation of the strategy....................................................................................................................82

III Barriers to labour integration......................................................................................................................82

   Sudan in Crisis .................................................................................................................................................83

      1 Orientation phase ......................................................................................................................................84

      2 Training Phase..........................................................................................................................................86

      3 Transition..................................................................................................................................................88

      4 Employment...........................................................................................................................................89

      5 Business set-ups......................................................................................................................................90

      6 Context ....................................................................................................................................................92
Abbreviations
BMZ – Federal Ministry of Economic Cooperation and Development
DoL – Department of Labour
EU – European Union
GIZ – Deutsche Gesellschaft für Internationale Zusammenarbeit/ German Cooperation
GVTC – Gedaref Vocational Training Center
KVTC – Kassala Vocational Training Center
MoF – Ministry of Finance
RDPP – Regional Development and Protection Programme
SICU – Small Industries and Crafts Union
SVCTA – Supreme Council for Vocational Training and Apprenticeship
TVET – Technical Vocational Education and Training
VTC – Vocational Training Center
VTFS – Vocational Training and Food Security project
Preface from the Ministry of Finance and Economic Planning of Gedaref and Kassala states

In the name of Allah, Most gracious, Most merciful

The Ministry of Finance and Economic Planning (MoFEP) with its employees of the finance and economic sector are crucial in the role to support the national economy to serve the interests of the country and its generous people. As a part of the MoFEP activities is the development and modernization of financial services based on the best practices and international experiences in this field. The MoFEP supports the implementation and achievement of the strategic objectives of the country. It is within this context that a continuous mutual exchange with partners, citizens and other ministries is maintained and access to knowledge and information is provided.

It is the first function of the MoFEP as specified by the republican decree No 12 (2001) that the MoFEP draws up strategies, economic and financial management policies, and development programs. It is thus one of the key parts of the MoFEP to engage in the field of trainee integration into the labour market and to support the states in its drawing up of the strategy and its implementation. Thus, MoFEP would establish effective techniques, approaches and institutional frameworks for coordination and integration of plans and development programs on local, federal and sector level to serve national objectives.

The strategy to integrate trainees is developed based on the core values of our mission. Namely

- Citizen is First: Providing the state with services by supplying the necessary money, according to justice required for improving the general performance of employees working with the civil servants for the interest of worshipers and the state, through the programs which satisfy citizens and make them comfortable.
- Leadership: Initiating and moving economy by providing the necessary finance by any legal means and making every effort to attract the external financial component and employ new means of finance to implement a development program in different areas.
- Transparency: making every effort to apply more potential economic alternatives which suit the state and providing an accurate database to be submitted to legislative bodies for approval and work according to it.
- Collective work: Presenting the budget and economic issues to different work organizations in the state to benefit from their point of views to ensure trust and build strong relations among parties who contribute to economic improvement.
- Strategic Approach: working according to clear strategies and plans approved by the state and apply policies and objectives which lead to economic performance improvement.

We believe that a thoughtfully developed and sustainably implemented strategy will contribute not only to the integration of trainees in the labour market but will contribute to the overall goal of our ministry:

Improve and develop internal resources and modernize new resources by introducing mechanisms that enable us to increase potential resources and, employ them effectively. It also works to attract external resources and orient them toward production to realize a high sustainable growth to achieve the required social and economic objectives.

Furthermore, the strategy is aligned with our key strategic objectives:

- Developing economic capabilities for the state and providing infrastructures and pushing Sudan to be at the top of developing countries.
- Liberating the national economy from restrictions and administrative control for the state and realize free competition in economic activities.
- Creating balanced social and economic development.
- Employing economic resources of the state to provide citizens with a decent life.
- Securing the strategic stock and realizing food security.

With these thoughts in mind, the strategy to integrate vocational training graduates into the labour market in
Gedaref and Kassala state was developed with a sincere wish to contribute to the improvement of our states and country\textsuperscript{1}.

Collaboration and implementation can function efficiently with reliable partners and dedicated engagement. Thus, we would like to thank our collaborating partners for this strategy; mainly the Departments of Labour in both states, the vocational training institutes, as well as the German Development Cooperation financed by the European Union and Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (BMZ).

\textsuperscript{1}Based on http://mof.gov.sd/en/ as seen 19.07.2020
توجه وزارة المالية والتخطيط الاقتصادي لولايات القضارف وكسلا

بسم الله الرحمن الرحيم

لتعب وزارة المالية والتخطيط الاقتصادي وموظفيها في القطاعات المالي والاقتصادي دورًا حاسمًا في دعم الاقتصاد الوطني لخدمة مصالح الدولة وشعبها المغترب.

كجزء من خطة الوزارة، يتم تطوير وتحديث الخدمات المالية بناءً على أفضل الممارسات والتجارب الدولية في هذا المجال.

تدعوه وزارة المالية والتخطيط الاقتصادي تنفيذ وتحقيق أهداف الاستراتيجية للدولة. وفي هذا السياق، يتم تحليل من التدابير المستمرين المتبقي، مع الشركاء والمواطنين والمؤسسات الأخرى، لتوسيع الوصول إلى المعرفة والمعلومات.

وبهذا الهدف، تقوم وزارة المالية بوحدة الاستراتيجية وسياسات الإدارة الاقتصادية والمالية وإصلاحات التنمية. وبالتالي، فإن أحد الأجزاء الرئيسية في وزارة المالية والتخطيط الاقتصادي هو الاتجاه نحو تحقيق المساواة في مجال دعم الملتزمين في سوق العمل ودعم الدولة في رسم الاستراتيجية وتنفيذها، وعليه، تتعاون وزارة المالية والتخطيط الاقتصادي تقدمها وآليته، وأطاره، وносلي، ونقوم بال لتحقيق.

فعالية تطبيق وتكامل الخطط وبرامج التنمية على المستوى المحلي والإقليمي والوطني، وتحقيق الأهداف الوطنية.

تم تطوير استراتيجية دمج الملتزمين بناءً على النقاط الأساسية التالية:

- المبادرات الأولية: تقدم الخدمات للمحليين من خلال توفير الأموال اللازمة، وفق النصائحة المطلوبة لتحسين الأداء العام للموظفين العاميين، مع مشاركة جهود المجتمع
- المبادرات الأخرى: تقدم الخدمات للمواطنين من خلال توفير التمويل لمشاريع صغيرة، و베نسا قانونية، وبدء كل جهد لجذب المكون المالي الخارجي، وتوفير وسائل تمويل أخرى
- القيادة: بدء الاستراتيجية حسب المواصفات المتفق عليها في مختلف المجالات
- الشفافية: محاولة تطبيق المزيد من البدائل الاقتصادية الممكنة التي تتطلب الدولة وتوفر قاعدة بيانات دقيقة لتشجيع الجهات التشريعة

- الاختيار والعمل بحرية.
- العمل المجتمعي: عرض الميزانية والخطط الاقتصادية على منظمات العمل المختلفة بالدولة للنقد والتحليل من وجهات نظرها لضمان التنفيذ وبناء علاقات قوية بين الأطراف.
- الخطة الاستراتيجية: العمل وفق استراتيجيات وخطط واضحة ومستهدفة من الدولة وتطبيق السياسات والأهداف التي تؤدي إلى تحسين الأداء الاقتصادي.
- الاحتياجات: القدرة على لعب دور في إعداد الدراسات وتقييمها بشكلرشداني لتضمن أدق من قطاعات في دمج الملتزمين في سوق العمل ولكنها تستفيدون في النهاية.

تعقد أن الاستراتيجية المتوفرة بعناية والمنظفة بشكل رشدي يمكن أن تسهم في رفع مستوى الدمج والمشاركة بشكل فعال.

تتضمن وتطوير المؤسسات الداخلية وتحديث المؤسسات جامعة من خلال إدخال الابتكارات، وكذلك تحسين انتقادات الالتباس والتسامح، بشكل فعال. كما تعمل على جذب الموارد وتحقيقها نحو تحقيق أهداف التنمية الاقتصادية والاجتماعية المشتركة.

علاءوًا على ذلك، توفر الاستراتيجية مع أهداف الأساليب الرئيسية:

- تطوير الفرص الاقتصادية للدولة وتوفر الفائدة الاقتصادية ورفع مستوى التحقيق. وتحقيق استراتيجية رأس المال الجديد على رأس الدولة.
- تحقيق الاستقرار ال/>. من وهوبرقية وليسائدة للدولة وتحقيق المساهمات العامة في الأنشطة الاقتصادية.
- خلق نمطية إنتاجية واقتصادية مكثفة.
- تطوير الطرق الاستراتيجية للمواطنين، وتحقيق حياة كريمة للمواطنين.
- تطوير المؤسسات الالتباسية تدابير الأمن الغذائي.

مع وضع هذه الأفكار، تم تطوير استراتيجية دمج خريجي التدريب المهني في سوق العمل في ولاية القضارف، وكسلا، مع الرغبة الصادقة في المساعدة في تحقيق الظروف المعيشية لسكان بلادنا.

يمكن أن يعمل التعاون والتنافسة كإيجابية مع شركاء متخصصين في العمل الانتقائي. وبالتالي، نود أن نشأ شركائنا المتخصصين على هذه الاستراتيجية، ونشأ رئيس الاحتلال في كل ولاياتنا، معاهد التدريب المهني، وكذلك الوكالات الأممية لتعاون الدول المستقلة من الأمم الأوروبية وعالم المتخصصين.

الدول الإسمن.

Director General MoF Gedaref

Director General MoF Kassala
Executive Summary

Context: The successful ‘transition’ from training periods into the labour market is among the pivotal benchmark that determines the success of a vocational education system. It is this last, albeit key obstacle that needs to be overcome and decides whether the years of learning practising, preparation and efforts will yield returns in the form of a satisfying career, reliable and sufficient income, successful entrepreneurship and self-fulfillment, that in turn are often among the prerequisites for a content home life.

The value of transition can't be underrated, neither should the challenges be overlooked. It requires extraordinary efforts from all involved to support trainees in smoothing the transition into labour market. The strategy at hand has been developed through a considerable effort by the six major actors in the field of vocational training in the States of Gedaref and Kassala: The Ministries of Finance and Economic Planning, the Vocational Training Centres and the Labour Departments. It aims to cover a minimum period of three years (2021 – 2023) and involves a variety of actors and partners that could, directly and indirectly, contribute to the strategy. Concurrently, the partners to the strategy could take an active lead to bring their interventions forward.

The document consists of three parts that interlock to identify intervention areas for the upcoming three years (2021 – 2023). The meaningful use of the recommendations depends on the ability of all involved stakeholders to agree on specific sub-interventions.

The overview chart below displays the three parts according to which this paper is organized. It commences with the ‘challenges’ that graduates face on their path to a sustainable livelihood that can be found in chapter two. The second part addresses the key ‘interventions’ suggested by the partners which can be found in chapter three. The third part of the paper addresses the potential ‘implementation plan’ in its current state.

Main Findings. The main challenges that trainees face are divided into six different categories organized based on the different phases a student goes through. The paper addresses training offered by VTC centres irrespective of their duration. During the orientation phase, qualified and motivated potential trainees may face a lack of information. Specifically, about the possibilities of vocational trainings, the enrolment procedures, choices in the informal apprenticeship system or other forms of education, that may not suit their interests or abilities. The training phase is challenged by limited opportunities to seek practical experiences or for some the opportunity costs are too high to continuously participate in the courses. The contents of the training are not always adjusted to the current market needs and do not put sufficient emphasis on social skills and professionalism. During the transition phase, more specialization courses are requested and the lack of access to finances makes a transition especially difficult in cost-intensive professions. While seeking employment, the students are faced with inadequate matching procedures for the few employment options that exist. When instead looking to self-employment through entrepreneurship activities, they find in transparent formal procedures, limited suitable places for business set-ups and small networks to market to offer services. Especially this field is riddled with chronic gender discrimination. The overall context is not encouraging for economic activities since basic services are limited especially during the on-going crisis. The context also limits the chances for certain groups, this includes non-Sudanese and refugees, who are challenged via numerous ways e.g. obtaining a work permit. Also, people with disabilities are given very limited possibilities to participate in labour and training. The context also leads to a misinterpretation of the labour law that reduces the abilities of women to work. Many current institutional systems are targeting the formal market, while there is a large informal labour market, that is challenged by over formalisation, a scepticism towards formal procedures.

Intervention summary. The interventions that aim to mitigate the challenges resemble around seven broader intervention areas: awareness raising, coordination, data collection, advocacy, internal reorganization, trainings, and stand-alone. Many of the activities cannot be solved without addressing the perception of the general population regarding vocational training through (1) awareness-raising activities. This includes communication of the advantages of vocational trainings, the possibilities that women have in vocational training and how vocational training is connected to the formalised education system. Services that require awareness-raising is women inclusion, the function of unions and services that are provided by
the Labour Department and the Vocational Training Center. Several challenges can be resolved by improved (2) coordination. This includes collaboration with the private sector, community centres, tax chambers and unions in different areas mainly aiming to improve the conditions for training and business set up. Few topics require further investigation, (3) data collection and analysis that can then feed into the remaining interventions. Suggested data collection needs to include the labour market, requested state services, analysis of the existing processes (finance, marketplaces, registration services) and how they align with inclusion efforts. Despite the influence of the involved actors some activities cannot be resolved on the state level and require (4) advocacy to entities on the federal level. This includes advocacy for obtaining work permits for refugees, for fair and transparent procedures on souks, adjusted state service fees, requests for mandates and equal participation and access. Although some of the interventions demand improved advocacy efforts, however other conditions can be improved easily from the inside. This is the reason why several interventions are targeting (5) internal reorganization. Especially efforts addressing diversity and inclusion can be implemented by lead institutions themselves. The suggestions also include mentoring programs, capacity raising and advanced planning and budget allocation. Interventions that require additional technical input and capacity building are summarized under (6) training. Some of these targets the trainees themselves, e.g. with courses focused on access to finance, marketing, and customer relations courses. Few courses require a different set up such as an expanded course choice the establishment of mobile trainings and the inclusion of students from other Vocational Training Centres. Demand for course by others aims at the teachers and the involvement of partners such as labour law training, improved teacher trainings in technical fields and gender diversity training. Finally, a range of interventions could not be grouped under the 6 key interventions thus they are under (7) stand-alone. Interventions that do not fit in any other categories are improved self-employment services, simplification of work permits, set up of production areas residential neighbourhoods, career guidance sessions, job fair implementations, curriculum development and the job scouting activity.

Overall, the range of suggested interventions could largely address all existing challenges directly or indirectly. Some of them are cost intense, while others do not require funding, rather collaboration and joint efforts. This strategy could be considered as a document that could further incorporate suggestions. The decision of incorporating specific actions from the range of sub-interventions in the annual plan would certainly support the graduates to secure their livelihood.
9

The context: Consider "the transition" of a group of workers to a new field of work, moving from traditional to modern. This has implications for the training system, and the ways in which the workforce is prepared for the new roles.

Services: Providing services for the transition (e.g., job placement, skills assessment, etc.), and what measures are possible to take in this regard.

Training: Consider the training needs of the workforce, and what measures are possible to take in this regard.

Policy: Formulating policies to guide the transition, and what measures are possible to take in this regard.

The main policy recommendations are:

1. The need for a comprehensive strategy.
2. The need for coordinated efforts.
3. The need for government intervention.

In conclusion, it is necessary to develop a comprehensive strategy that takes into account the various stakeholders and their interests. The strategy should be developed in consultation with all relevant parties, including the workforce, the government, and the private sector. This will ensure that the strategy is effective and sustainable.

References:


1 Transition from Training into Employment – Introduction

Mastering the transition from training into gainful employment is not swiftly solved by delivering supplies to the disadvantaged but is a continuous collaborative effort by a variety of educational, political, and private sector entities that requires mainstreaming and coordination. Ideally, the process strengthens the educational participation of youth from all parts of society, independent from social and ethnic background, who as a result could actively shape their own educational and professional biography. While the combination of quality vocational education paired with practical experience in dual vocational trainings is a highly effective way in itself to help transition youth from pure theoretical education to the labour market, the seamless integration requires several smaller transitional steps that end in gainful employment.

1.1 Objectives. The strategy of integrating trainees into the labour market is situated in this last-mentioned field of matching i.e. training to gainful employment. The key objectives of this strategy are two-fold:

a) Understanding the challenges and current reality of the transition from training to gainful employment, by consulting previous graduates, current trainees, relevant actors as well as consulting secondary data and literature to base the document on a solid knowledge foundation.

b) Coordinating and mainstreaming interventions for a three-years’ time frame among the most relevant actors engaged in the field of trainee integration of the Kassala Vocational Training Center as well as the Gedaref Vocational Training Center.

As a result of the two interlinked objectives, the document will be divided into two parts. The first will address the challenges regarding the vocational training transition and will display the identified challenges that are re-confirmed through data collection. The second part of the strategy is state-specific and includes the agreements made between the different actors in either Kassala or Gedaref. Once agreed, this strategy could then work as a reference for further strategies and could extend to other vocational training centres or craft institutes.

1.2 Target group and Strategy Partners. The focus target groups of the interventions that will be identified in the second part are the graduates of the long and short-term courses of the Vocational Training Center in Kassala and Gedaref.

The active target group for the implementation of the strategy and collaboration are the key institutions in two Eastern Sudanese states. Namely

- Ministry of Finance (state level)
- Department of Labour (state level)
- Vocational Training Center (city-level)

Initially, other strategy partners (like SICU and SCVTA) were tried to be included, but due to the special circumstances, the COVID-19 pandemic and challenges related to the recent change of government, the strategy was limited to these three actors. Main partners were free to add further partners and to engage with them specifically in the chosen intervention areas. Within this document, the main collaborating partners (MoF Gedaref, MoF Kassala, DoL Kassala, DoL Gedaref, GVTC and KVTC) will be further referred to as the Strategy Partners. The key leading actors will be the Vocational Training Center due to their heightened interest in the smooth transition of their graduates into the labour market. Within the role as the leading partner, one has agreed to move the topic forward and to hold the other partners accountable after agreements have been reached.
1.3 Methodology. The GIZ VTFS project has experiences in supporting the Vocational Training Center in Gedaref and Kassala since 2016. Within the process of collaboration, the GIZ has conducted several assessments and studies and undertook monitoring and evaluations activities to document the challenges and identify root causes of problems. These data were taken as the first base to add to the information collected for this strategy. After enquiry with Strategy Partners, it was found that there are no pre-existing formal strategies currently implemented or previously formulated that could be included and used as a base for this strategy development. The information that was collected will be shared with all the partners to enable them to address the challenges in a targeted way. Targeted were a range of respondent’s groups. Below they are named with the number of respondents.

- Current trainees (14)
- Private and public Vocational Training institutes (6)
- Private sector actors (8)
- Previous graduates turned employees (11)
- Previous graduates turned workshop owners (6)
- Additional representatives of organizations shedding light on specific demographic groups (4)

The questionnaires for the collection of qualitative data of the different target groups can be found in the attachment together with the responses can be found in annexe IV “Questionnaires and responses (Excel)”. The data were gathered by the team members of the VTFS project. The collection of data commenced with the digital group discussions via WhatsApp with current trainees from different backgrounds and was followed by individual group interviews with the other respondents. The results were then transformed into a list of challenges that complicate the integration into the labour market for graduates. The challenges were organized into six different phases that trainees traverse through on their pathway towards consolidating their position in the labour market: Challenges faced during the orientation, the training, transition, when entering employment, when setting up their business, and overarching contextual challenges. A short version of the challenges was used as a guideline for the partner interviews, but was given the space to be discussed, and embedded in the context in the following chapter.

1.4 Limitations. The composition of the strategy was affected by a deteriorating economic situation in Sudan, including limited electricity and internet access. Furthermore, the strategy composition commenced during the height of the COVID-19 pandemic. This prevented group discussions, partner meetings and workshops. It complicated all in-person meetings and led to a temporary closure of the activities of some of the key state actors during the coordination efforts which was then re-activated with limited hours, while still prohibiting inter-state movements. The overlap of the electricity (and fuel) crises with the COVID 19 crises made collaboration via digital means including through computers, online programs, mails and videoconferencing of all kinds near impossible, especially considering that the partners of the strategy are not digitally equipped to work remote e.g. there are no institutional mail addresses, nor landline phones, or institutional phones. Instead, partners intercommunicate from person to person through private phones. As a mitigation strategy, the team switched to WhatsApp and phone calls as a mean of communication. This affected the ability to exchange in larger groups and lead to phone chains. The fragile economic and political situation made predictions and planning uncertain and the availability of financial means to conduct activities based on the agreed-on intervention areas uncertain. During the composition of this strategy, the state of Kassala went through a political crisis, including a change of governor, with uncertain effects on the staffing politics in the states, affecting the ability to commit to interventions and allocation of monetary reserve even further. Hence, this
2 Challenges to graduates in their integration into the labour market

The challenges young graduates face during the transition from training into employment are embedded in the broader economical context of Sudan and cannot solely be explained through the fate of individuals. The challenges that are mentioned here are based on the data collection described above. They were not excluded based on their perceived legitimacy (e.g. when trainees requested monetary compensation for the training, which may be connected to GIZ team members conducting the data collection) nor on the expectation that the partners to the strategy can change them (e.g. it is assumed that the partners have limited scope in providing access to electricity or labour law). Most of the responses and challenge descriptions that were given are narrations that seem logical and consistent with the context, but most cannot be verified by quantitative data.

Below an overview could be found for the challenges faced by the graduates. They are differentiated based on six different categories organized alongside the natural pathway a trainee traverse through.

Detailed descriptions and analysis of the challenges can be found in attachment No II “Barriers to labour migration”.

الانتقال من التدريب إلى التوظيف - مقدمة

إن إتقان التانتقال من التدريب إلى العمل المربح لا يتم بسرعة من خلال توفير الإمدادات للمخرجين ولكنه جهد تعاوني مستمر من قبل مجموعة متنوعة من كيانات القطاع التعليمي والسياسي والخاص التي تتطلب التعميق والتنسيق. من الناحية المثالية، تعتبر هذه العملية المشاركة التعليمية لشباب من جميع أجزاء المجتمع، بعض النظر عن الخلفية الاجتماعية والعرقية، والذين يمكنهم نتيجة لذلك تشكيل سيرتهم الذاتية التعليمية والمهنية.

في حين أن الجمع بين التعليم المهني الحدي المقرر بالخريطة العملية في التدريبات المهنية المزودة هو وسيلة عامة للغاية في حد ذاته للمساعدة في إتقان الشباب من التعامل النظري للبحث إلى سوق العمل، فإن الأدامج السلس يتطلب عدة خطوات انتقالية أصغر تنتهي بالتوظيف المربح.

1.1 الأهداف

تتفاوض استراتيجيات دمج المتدربين في سوق العمل في هذا المجال الأخير المذكور وهو المضامكة، أي التدريب على العمل المربح. الأهداف الرئيسية لهذه الاستراتيجية ذات شقين:

أ) فهم التحديات والواقع الحالي للانتقال من التدريب إلى العمل المربح، من خلال استشارة الخريجين السابقين والمتدربين الحاليين والجهات ذات القوة ذات الصلة بالإضافة إلى استشارة البيانات الثانوية لتأسيس الوثيقة على أساس معرفي متين.

ب) تشخيص ومتابعة التدخلات في إطار زمني محدود لفترة ثلاث سنوات بين أكبر الجهات ذات الصلة المشاركية في مجال دمج المتدربين في مكان المدرب المربح في كسا وكمركز التدريب المهني في القضارف.

نتيجة للهدفين المتبقيين، سيتم تنظيم الوثيقة إلى جزأين. ستكون الأول الاستراتيجيات المتعلقة بالانتقال من التدريب المهني وسبع وREW

التسيّس الشامل للحاجات المطلوبة، يتم إعادة تأكيدها من خلال جمع معلومات الجدوى في الإستراتيجية، وهو لمثل جميع الجوانب الأخرى على هذه الاستراتيجية يمكن أن يتم نظامًا نمطيًا من الإستراتيجيات ويشمل تطبيق الإستراتيجيات في كسا، وفي القضارف، بعد وضع الوضعية الأخيرة.

1.2 المجموعة المستهدفة وشركاء الاستراتيجية

المجموعات المستهدفة من التدخلات التي سيتم تحديدها في الجزء الثاني من خريجي الدورات الطويلة والقصيرة الأمد المركز التدريب المهني في كسا، والقضارف. المجموعة النشطة المستهدفة تنفيذ الاستراتيجية، ومن المنظمات الأكاديمية في ولاية شرق السودان. يشمل:

* وزارة المالية (على مستوى الولاية)
* وزارة العمل (على مستوى الولاية)
* مركز التدريب المهني (على مستوى المدينة)
يمكن العثور على الاستبيانات الخاصة بجمع البيانات النوعية للمجموعات المستهدفة المختلفة في المرفق مع الإجابات التي يمكن تنفيذها حاليًا أو تمت صياغتها مسبقًا ويمكن التحقق من هذه الوثيقة. سيتم الاستجابة لهذه الاستراتيجية، تبين أنه لا توجد استراتيجيات موجودة مسبقًا تم تعريفها حاليًا أو تم صياغتها مسبقًا ويمكن استحداث مجموعة متنوعة من استراتيجيات متجه في سوق العمل.

1.3. المنهاجية: يعتمد مشروع التدريب المهني في القضارف وكسا، منذ عام 2016. في إطار عملية التدريب، أجريت العديد من القيادات والدراسات بمشاركة المشاركين والجهات الرافعة والمحتوى والتقييم. تحقق هذا عبر أحد الأساليب الجريدة للتكامل. هذه الاستراتيجية تبين أنها لا توجد استراتيجيات موجودة مسبقًا تم تعريفها حاليًا أو تم صياغتها مسبقًا ويمكن استحداث مجموعة متنوعة من استراتيجيات متجه في سوق العمل.

7. اقتصرت الاستراتيجية على هؤلاء الفاعلين الثلاثة. كان للشركاء كرامته، بمعايير، والموارد، ولكن تم إعطاؤهم مساحة لمناقشةها وإدراجها في الفصل التالي.

9. تم استخدام نسخة Excel في ست مراحل مختلف من التدريب المهني، مما أثر على القدرة على التداخل والتخصيص، ومع ذلك، فقد اقتصرت الاستراتيجية على هؤلاء الفاعلين الثلثة. كان للشركاء كرامته، بسبب استبعادهم من التدريب المهني للسلاسل،Aws.

8. تم استخدام نسخة Excel في ست مراحل مختلف من التدريب المهني، بما في ذلك محدودية الكهرباء والوصول إلى الإنترنت، مما أثر على القدرة على التداخل والتخصيص. ومع ذلك، فقد اقتصرت الاستراتيجية على هؤلاء الفاعلين الثلثة. كان للشركاء كرامته، بمعايير، والموارد، ولكن تم إعطاؤهم مساحة لمناقشةها وإدراجها في الفصل التالي.

14. الهدف: تأثرت تركيا الاستراتيجية بتوافر الوضع الاقتصادي في السودان، بما في ذلك محدودية الكهرباء والوصول إلى الإنترنت. علاوة على ذلك، بدأت تؤثر الاستراتيجية على سعة الإنتاج، مما أدى إلى تعدد المزايا، والقياس، والتحديات، والتحديات، والتحديات، والتحديات، والتحديات، والتحديات، والتحديات، والتحديات، والتحديات، والتحديات، والتحديات.

2. التحديات التي تواجه الخريجين في النماذج في سوق العمل

إن التحديات التي تواجه الخريجين في النماذج في سوق العمل لا يمكن التصور أن تمارس عن طريق استخدام النماذج غير المعتمدة. ومع ذلك، تم إعطاء الأولوية للتحديات، وهي تتعلق بالاستراتيجية، وتعتبرها جزءًا من التدريب المهني. ومع ذلك، تم إعطاء الأولوية للتحديات، وهي تتعلق بالاستراتيجية، وتعتبرها جزءًا من التدريب المهني. ومع ذلك، تم إعطاء الأولوية للتحديات، وهي تتعلق بالاستراتيجية، وتعتبرها جزءًا من التدريب المهني. ومع ذلك، تم إعطاء الأولوية للتحديات، وهي تتعلق بالاستراتيجية، وتعتبرها جزءًا من التدريس المهني.
فيما يلي نظرة عامة على التحديات التي يوجهها الخريجون. يتم تمييزها بناءًا على ست فئات مختلفة مرتبة جنبًا إلى جنب مع المسار الطبيعي الذي يجتازه المتدرب.

يمكن العثور على أوصاف تفصيلية وتحليل للتحديات في الملحق رقم 2 "العوائق أمام هجرة اليد العاملة."
Challenges

1. Orientation phase
   - 1.1 Social expectations prevent some from entering vocational training
   - 1.2 Professional orientation to attract the skilled and engaged
   - 1.3 Knowledge of TVET opportunities, Certification and Recognition
   - 1.4 Limited choices in the Vocational Training and problems with access
   - 1.5 Enrollment procedures

2. Training
   - 2.1 Opportunities to seek practical experience for example through internships also through practice during class is limited
   - 2.2 Trainings are not always relevant to the market and quality of trainings is not ideal
   - 2.3 Reliable financing of trainings in the training institutes and for the students
   - 2.4 Emphasis on social behaviors/ Professionalism/ Social skills during training is not sufficient

3. Transition
   - 3.1 Availability of courses to upgrade or specialize skills
   - 3.2 Access to (Micro-)Finance
   - 3.3 Social exclusion of some graduates
   - 3.4 Lack of follow up and Data Collection after graduation

4. Employment
   - 4.1 Matching procedures are inappropriate
   - 4.2 Lack of employment options
   - 4.3 Costs for job announcements and matching service

5. Context
   - 5.1 Formal procedures are extensive and nontransparent
   - 5.2 In the beginning a small network
   - 5.3 Finding suitable places for business set-ups
   - 5.4 Marketing possibilities and challenges to offer services

6. Business Set-Up
   - 6.1 Access to basic services (fuel, electricity, Internet, water etc.)
   - 6.2 Efforts towards including people with special needs into vocational training are at its very beginning
   - 6.3 Ignoring informal economy as the norm and imposing rigid structures
   - 6.4 Provisions in the labour law are misunderstood and are interpreted in a harmful way

Exclusion of non-Sudanese

16
**1 Orientation phase**

The description of challenges to integrating into the labour market starts in the orientation phase of the trainees – at the point in time when potential trainees decide which vocational training course they might choose, or even earlier when they decide whether vocational training is a suitable option for them. It is at this crucial step in which the course of future integration into the labour market is set. It can be assumed that intrinsically motivated students, with previous experiences, who chose a work field that suits their abilities and interest and have contact to the work field can be easier integrated into the labour market. While those who choose vocational training because no other options remain, who would be interested in other fields of work or those who do not see sustainable future income in their education, can be expected to show less engagement not only during the training but also during the job-search. In this stage, a fine balance should be kept between providing training and labour market integration to those who are already close and those who are very far from the labour market because they are part of a vulnerable group and need specific support.

<table>
<thead>
<tr>
<th>Number</th>
<th>Challenge</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1.1    | Social expectations prevent some from entering vocational training | • Vocational training as a field undervalued compared to university education  
• Perception of vocational training as a male-only field with few spaces for jobs that are considered suitable or even open for women |
| 1.2    | Professional orientation to attract the skilled and engaged | • Professional orientation left on the shoulders of families and societal perception  
• Schools play small to no role in professional orientation  
• Professional orientation based on grades (high grades → university, low grades → vocational training) and do generally not consider talents or interests into account  
• Turk the vocational field requires to include all the existing educational levels and degrees (the technical field — university — the vocational field) and consider the preferences and interests in the assessment process |

** sistem για δημιουργία και ανακοίνωση του μεγαλύτερου κειμένου**

• Vocational training as a field undervalued compared to university education  
• Perception of vocational training as a male-only field with few spaces for jobs that are considered suitable or even open for women  
• Turk the vocational field requires to include all the existing educational levels and degrees (the technical field — university — the vocational field) and consider the preferences and interests in the assessment process. 

**หย่อมรับสู่ตลาดแรงงาน**

การอธิบาย挑战ที่เกี่ยวกับการสอดแทรกเข้าสู่ตลาดแรงงานเริ่มต้นที่ระยะการเตรียมความพร้อมของนักเรียน – จุดเวลาที่นักเรียนที่อาจจะตัดสินใจเลือกหลักสูตรการฝึกหัดที่เหมาะสมหรือตั้งแต่เวลาที่พวกเขาตัดสินใจว่าการฝึกหัดมืออาชีพเป็นทางเลือกที่เหมาะสมคนหนึ่งๆ ได้. ในขั้นตอนนี้มีการตั้งค่าเอดุเรนซ์ที่สำคัญในการจัดการในตลาดแรงงานในอนาคต. นักเรียนที่มีความสนใจในตัวเอง มีประสบการณ์ที่ทันสมัย ซึ่งเลือกสิ่งที่ทำงานที่เหมาะสมกับความสามารถและความสนใจของพวกเขา มีการสัมผัสกับสิ่งที่ทำงานนั้น สามารถสอดแทรกเข้าสู่ตลาดแรงงานได้ง่าย. ขณะเดียวกันนักเรียนที่เลือกการฝึกหัดเพราะไม่มีทางเลือกอื่นๆ ที่ดี หรือคนที่สนใจในสิ่งที่ทำงานอื่นๆ หรือคนที่มองเห็นไม่มีการเงินที่สอดคล้องกับการศึกษา คาดว่าจะมีการมีส่วนร่วมน้อยไม่เฉพาะอย่างไรในระหว่างการฝึกหัด แต่ยังในระหว่างการค้นหางาน. ในทางนี้ การทำสัมผัสเมื่อเท่ากับการสอดแทรกและตลาดแรงงานการสอดแทรกเข้าสู่ตลาดแรงงานของนักเรียนที่มีความสัมพันธ์ใกล้ชิดกับนักเรียนที่มีความสัมพันธ์ใกล้ชิดกับนักเรียนที่มีความสัมพันธ์ใกล้ชิดกับตลาดแรงงานเพราะพวกเขาเป็นส่วนหนึ่งของกลุ่มที่มีความเสี่ยงและต้องการการสนับสนุนที่มีประสิทธิภาพ.

| 1.1 | Social expectations prevent some from entering vocational training | • Vocational training as a field undervalued compared to university education  
• Perception of vocational training as a male-only field with few spaces for jobs that are considered suitable or even open for women |
| 1.2 | Professional orientation to attract the skilled and engaged | • Professional orientation left on the shoulders of families and societal perception  
• Schools play small to no role in professional orientation  
• Professional orientation based on grades (high grades → university, low grades → vocational training) and do generally not consider talents or interests into account  
• Turk the vocational field requires to include all the existing educational levels and degrees (the technical field — university — the vocational field) and consider the preferences and interests in the assessment process. |
Knowledge of TVET opportunities, Certification and Recognition

- Vocational Training options are not widely known among primary school graduates
- Informal apprenticeship system absorbs interested candidates
- Trade test to formalize practical experiences are available but little known
- Little knowledge about the educational system and how vocational training can be a steppingstone towards further education and university education through a secondary education path

Limited choices in the Vocational Training and problems with access

- Number of trainings are small compared to demand and interested candidates
- Limitations in access based on gender, age, nationality, and disability
- Previously applied gender segregation (VTC only open to men) continues to have an effect
- Some training institutes open specific courses only for one gender and limit choices based on the created sections
- Cultural, religious, and structural limitations discourage women from accessing all courses
- Access to vocational training limited for people in the countryside and even more so for women from the countryside because no accommodations for women are available

Enrollment procedure

- Enrollment procedures were described as transparent
- It is claimed that not all course participants are identified by selection committees and rather identified via criteria like motivation and ability. Furthermore, some are based on prior registration lists (sometimes...
because financing is unreliable and arrives unplanned). These processes leave room for favouritism.

• وصفت إجراءات التسجيل بأنها غير شفافة
• يُزعم أنه لا يتم تحديد جميع المشاركين في الدورة من قبل لجان الاختيار بل يتم تعيينهم من خلال معايير مثل الدافع والقدرة. علاوة على ذلك، يعتمد بعضها على قوائم التسجيل السابقة (في بعض الأحيان لأن التمويل غير موثوق به ويصل غير مخطط له). هذه العمليات تترك مجالًا للمحاية
Even though the training phase is still taking place before the actual transition into the labour market, qualitatively high practical experiences facilitates the integration into the labour market significantly and are thus critical to the integration. It is not only the theoretical knowledge that is transmitted in the school, that leads to employment, but especially practical experiences, as well as the transfer of soft skills that form essential parts of being a mature and professional future employee.

Detailed explanations and rationales can be found in the ANNEX III Chapter 2.

<table>
<thead>
<tr>
<th>Number</th>
<th>Challenge</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2.1    | Opportunities to seek practical experience for example through internships but also through practice during class is limited. | - Possibilities to seek practical experiences through internships were described as limited generally.  
- The idea that women should connect only through female networks harm them because there are fewer female teachers with good connections to the free market, or owning workshops and there are fewer workshops led by women, so there are very few internship placements for them if the idea prevails that women can only connect through other women.  
- Widely accepted discrimination leads to workshop owners and private sector entities freely admitting not to accept women due to the complications with them, despite the same formal qualifications.  
- Misinterpretations of the labour law (supported by official channels and the private market) reduce the possibilities of women to seek high-quality experiences even if accepted for internships since they will often not be given the same tasks that are given to men (e.g. some people suggest that women cannot climb ladders).  
- Teachers are the primary entry point for internship experiences, but not all teachers are equally connected to the free market.  
- Practical experiences during working hours are reduced by the time the electricity cuts affect the study time.  
- Practical experiences through supporting teachers in the afternoon (when the school turn into a workshop) cannot be done by all students, but only by few selected ones and only those who are allowed, to stay outside after class hours. |
Trainings are not always relevant to the market and quality of trainings is not ideal

Despite changes, the training quality does not necessarily lead to employment and is still lacking in many courses.

The quality of trainings differs from institute to institute and from subject to subject, to teacher to teacher thus they are little comparable, and standards are unclear.

On average a division can be seen between the courses that address “female subjects”, which are designed often shorter and of lesser quality without upgraded curricula, while courses usually attended by men are of higher quality and designed as long one year or three-year courses.

Students are challenged by financing their trainings, especially those who depend on a reliable income and have family members to care for often cannot attend continuously without a day job, attendance depends on costs for transportation and food being secured.

It seems as the “women departments” are not only lower in the hierarchy than any other department, despite teaching not just on one subject, but many subjects and courses, but they also receive money later than the departments serving fields addressing male students.

Reliable financing of trainings in the training institutes and for the students

Students are challenged by financing their trainings, especially those who depend on a reliable income and have family members to care for often cannot attend continuously without a day job, attendance depends on costs for transportation and food being secured.

It seems as the “women departments” are not only lower in the hierarchy than any other department, despite teaching not just on one subject, but many subjects and courses, but they also receive money later than the departments serving fields addressing male students.

Reliable financing of trainings in the training institutes and for the students

Students are challenged by financing their trainings, especially those who depend on a reliable income and have family members to care for often cannot attend continuously without a day job, attendance depends on costs for transportation and food being secured.

It seems as the “women departments” are not only lower in the hierarchy than any other department, despite teaching not just on one subject, but many subjects and courses, but they also receive money later than the departments serving fields addressing male students.

Reliable financing of trainings in the training institutes and for the students

Students are challenged by financing their trainings, especially those who depend on a reliable income and have family members to care for often cannot attend continuously without a day job, attendance depends on costs for transportation and food being secured.

It seems as the “women departments” are not only lower in the hierarchy than any other department, despite teaching not just on one subject, but many subjects and courses, but they also receive money later than the departments serving fields addressing male students.

Reliable financing of trainings in the training institutes and for the students

Students are challenged by financing their trainings, especially those who depend on a reliable income and have family members to care for often cannot attend continuously without a day job, attendance depends on costs for transportation and food being secured.

It seems as the “women departments” are not only lower in the hierarchy than any other department, despite teaching not just on one subject, but many subjects and courses, but they also receive money later than the departments serving fields addressing male students.
The transition is the actual crucial point that all trainees eventually face when leaving the trainings. The phase in which it shows whether previous efforts were successful. This part of the data analysis will include some challenges that may apply to both general pathways that follow afterwards: becoming an entrepreneur and becoming an employee.

### 3 Transition

<table>
<thead>
<tr>
<th>Number</th>
<th>Challenge</th>
<th>Description</th>
</tr>
</thead>
</table>
| 3.1    | Availability of courses to upgrade or specialize skills | - Upgrade training courses were requested strongly and seen as an entry point into jobs because the basic training is not sufficient  
- Not only a problem when entering the workplace, but also a challenge to continue working if market demands change, but specializations are not available.  
  - تم طلب دورات تدريبية للترقية بقوة واعتبرت نقطة دخول إلى الوظائف لأن التدريب الأساسي غير كاف  
  - ليس فقط مشكلة عند دخول مكان العمل، ولكن أيضًا تحدي لمواصلة العمل إذا تغيرت متطلبات السوق ، ولكن التخصصات ليست متاحة. |
| 3.2    | Access to (Micro-)Finance | - Access to microfinance remains difficult, especially for non-Sudanese who are often not provided with any funds or only through NGOs  
- Women are challenged by difficult procedures that do not reflect their living reality (e.g. guarantees are required, paperwork difficult)  
- Special needs of people with disabilities are not respected in the process of getting access to microfinance.  
  - لا يزال الوصول إلى التمويل الأصغر أمرًا صعبًا، خاصة بالنسبة لغير السودانيين الذين لا يتم تزويدهم غالبًا بأي تمويل أو من خلال المنظمات غير الحكومية فقط. |
3.3 Some professions are cost-intensive and are challenged by tools, equipment, and raw materials. Some of the professions require more in-kind support through microfinance systems but have high initial costs that can only be met by regular banks. Sometimes students can join a workshop only if they provide the workshop owner with tools and equipment. This challenge is more severe for men since their professions are often more cost-intensive than the work related to female professions. Not always sufficient raw material is provided for the training courses and students lack practical experiences.

3.4 Lack of follow up and Data Collection after graduation. Almost no data are available after students graduate and almost no tracer studies are done. Reliable assessments are made by the end of the school year and the data is not accurate.

4 Employment

The following section addresses the challenges specifically related to seeking employment. Looking at the data from the tracer study of the GIZ internal monitoring system a division between jobs that lead to employment and jobs that lead to entrepreneurship is visible. Trades that lead to employment seem to be General Electrics, General Mechanics, Cooling and Refrigeration and potentially IT. Courses that lead to business set up are all other courses including food processing, leather works, tailoring, mobile phone repair, henna and to a lesser extend also welding.

Detailed explanations and rationales can be found in the ANNEX III Chapter 4.
### Number
<table>
<thead>
<tr>
<th>Challenge</th>
<th>Description</th>
</tr>
</thead>
</table>
| **4.1** Matching procedures are inappropriate | - Matching procedures are inadequate, and employers rely on their close network to fill positions  
- Support from public/private training centers towards the efforts of their students to find a job are limited to connecting them to their own network  
- Matching through networks inherently leads to the danger of favouritism and danger of negative consequences for less well connected and less privileged like non-Sudanese and women, who are encouraged to look within their own networks (e.g. women networks) |
| **4.2** Lack of employment options            | - Few formally/officially announced jobs lead to the impression that only very few jobs are available  
- GIZ Job scouting activity led to the finding that jobs are there, but that matching is inadequate and jobs hard to find  
- The jobs that are there are mostly under the absolute poverty line of 1.9 $ per day, despite requiring prior education and training |
| **4.3** Costs for job announcements and matching service | - The few official matching procedures that are available are inadequately costly, come with intransparent services and may lead to negative side consequences like increased taxation |

### 5 Business Set-Up

As an alternative to finding employment, graduates may opt to become an entrepreneur and offer services or goods in the free market. The process to become an entrepreneur is highly different from one job to another, but some challenges that recent graduates face should be displayed here.

Detailed explanations and rationales can be found in the ANNEX III Chapter 5.
<table>
<thead>
<tr>
<th>Number</th>
<th>Challenge</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Formal procedures are extensive and in-transparent</td>
<td>As confirmed by the business owners and entrepreneurs the formal procedures to open a business are extensive and transparent: This includes starting businesses, receiving construction permits, building workshops and dukans [Shops] (average time 270 days! As per World Bank “Doing Business Report 2018”)</td>
</tr>
<tr>
<td>5.2</td>
<td>In the beginning a small network</td>
<td>Small network at the beginning of opening a business and forming a customer base was a challenge. This challenge is more difficult for societal groups who are challenged by a lot of prejudice, like women and people with disabilities whose capabilities are assumed to be lower than able-bodied men. Women are also encouraged to only sell within their own (female) networks, even though the female networks are less affluent, which limits their possibilities to find profitable customers even more and reduces the number of potential customers by 50% Network also difficult for refugees who have less access to cities or affluent customer groups due to their location outside of city centers.</td>
</tr>
<tr>
<td>5.3</td>
<td>Finding suitable places for business set-ups</td>
<td>Respondents from the workshop owners explained the big challenge to find a suitable place for their workshops since many places were already taken and renting may be expensive. Women were additionally challenged since they are encouraged to work from their homes or in residential areas and not in areas where they can access benefit from divided labour and communal supply and sales chains in specialized production areas and ales places. Women are thus excluded from these production areas.</td>
</tr>
</tbody>
</table>
5.4 Marketing possibilities and challenges to offer services

- While the production of certain goods may be possible within households and neighbourhood, the challenge of marketing and selling is again difficult for women.
- Extensive and daily harassment in public areas makes it difficult for women to sell in these areas and work publicly.
- The places to which women are reduced in the market are called Souk al Nusuan and do not even constitute 5% of all sales areas in the cities even though women are 50% of the population and even though many women produce and prepare goods.
- The sales areas for women are not only a few but widely inadequate for selling the same products that men sell.
- Since sales areas in Eastern Sudan are divided by-products (e.g. area for fruit shops in one area, household products in another area and jewellery in another area) women cannot profit from customers going to these specialized areas but are limited to the Souk al Nusuan and the products that are customarily sold there (e.g. weaved products, bahour, perfume, kisra) which are a lot less profitable. The Souks al Nusuan also do not come with production areas, even though men do produce on the markets their products.
- Another problem is connected to the provision of services, while men can offer their services as painters or electricians or in other service fields, women cannot safely open a stand on the market and then go to customers houses to offer the service.
- Again, they are reduced to their neighbourhoods and families and like this to a much smaller customer base.
Some factors that influence the integration of trainees into the labour market are linked to the overall context. These factors are especially hard to address, may not be tackled within this strategy, but were validly mentioned and have large-scale effects in preventing sometimes whole population groups to transfer into the labour market.

Detailed explanations and rationales can be found in the ANNEX III Chapter 6.

<table>
<thead>
<tr>
<th>Number</th>
<th>Challenge</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Access to basic services (fuel, electricity, internet, water etc.)</td>
<td>• Services and products depend on key infrastructure (e.g. electricity, water, internet) this basic infrastructure is often unreliable.</td>
</tr>
<tr>
<td>6.2</td>
<td>Efforts towards including people with special needs into vocational training are at its very beginning</td>
<td>• The failure to include people with special needs in vocational training and the labour market is structural and examples are abundant. It includes the construction of buildings, inadequate procedures (e.g. microfinance), translations not provided, not included in the structures of institutions and decision-making boards, extra classes not given, no support systems in place, institutions shying away from the effort, no quotas to include them. Sometimes people with disabilities are outright denied access to certain professions.</td>
</tr>
<tr>
<td>6.3</td>
<td>Considering the informal economy as the norm</td>
<td>Informal apprenticeship systems are often still the norm and imposition of formal procedures of this learning form is not always compatible with the informal form of learning. While efforts like the trade-test to formalize informal learning fit the informal economy it is not yet widely known. Diversified income creation needs to be considered as the norm, and too rigid structures (e.g. in the form of three years training) that lead to three years of opportunity costs are difficult to align to the need to work in the harvesting seasons in the field of the agricultural states.</td>
</tr>
</tbody>
</table>

| 6.4 | Provisions in the labour law are misunderstood and interpreted in a harmful way | Labour law protections in the Labour Code that aim to protect women are interpreted in a way that they disadvantage women disproportionately (e.g. rules that apply to minors are used for women) and even professionals involved in the field of the labour code interpret the rules in a way that they do not allow women to participate equally in trainings and work (e.g. prohibit them to climb on ladders). Women cannot work during night hours. The Domestic Servants Act 1955 protects employers only and not the employees (most often women). |

| 6.5 | Exclusion of non-Sudanese | There are numerous structural, cultural, and legal disadvantages faced by non-Sudanese. This starts with higher school fees for foreigners including for South Sudanese and refugees, continues with fewer available training courses in reach of the camps of refugees, includes limitations to buy immovable objects, and ends with the most detrimental of all: access to work permits. |
3 Interventions

The suggested interventions are based on the partner’s declarations of interest to address a specific challenge. The suggestions of intervention areas were also provided by the partners of the strategy and enriched with suggestions by the data collection team. The graphic below displays an overview of all interventions that were suggested and additionally provides a connection to the challenges. If an intervention addresses several challenges these will be highlighted with colours and numbers relating to the challenges as stated in the table above in chapter 2.

The questionnaires that collected information on the partner’s opinion and inputs can be found in annexe V “Partner questionnaire and Joint partner agreements (Excel)

Detailed descriptions on tangible outcome examples, responsible institutions and the rationale can be found in annexe VI “Interventions, descriptions and details (Excel)

التدخلات:

تستند التدخلات المقترحة إلى تصريحات الشريك عن الاهتمام لمواجهة تحدي معين. كما تم تقديم اقتراحات مجالات التدخل من قبل شركاء الإستراتيجية وتم إثرائها بمقترحات من قبل فريق جمع البيانات. يعرض الرسم البياني أدناه نظرة عامة على جميع التدخلات التي تم اقتراحها ويوفر بالإضافة إلى ذلك صلة بالتحديات. إذا كان التدخل يعالج العديد من التحديات، فسيتم إبرازها بالألوان والأرقام المتعلقة بالتحديات كما هو مذكور في الجدول أعلاه في الفصل 2. يمكن العثور على الاستبيانات التي جمعت المعلومات حول رأي الشريك ومبادئه في الملحق الخامس "استبيان الشريك واتفاقيات الشركاء المشتركين (Excel)."
Suggested Interventions

1. Awareness Raising
   - 1.1 Awareness raising about Women in Vocational Training
   - 1.2 Awareness raising in Schools about the possibilities of VT
   - 1.3 Awareness raising about the function of unions
   - 1.4 Awareness raising about gender mainstreaming in training
   - 1.5 Awareness raising about the function of the Trade Union

2. Coordination
   - 2.1 Coordination forum in public sector
   - 2.2 Founding a graduate union
   - 2.3 Collaboration for special internship places
   - 2.4 Collaboration for tax security for internship providers
   - 2.5 Collaboration for advance specialization
   - 2.6 Collaboration with Community Centers for training areas

3. Data Collection and Analysis
   - 3.1 State labor market survey
   - 3.2 Skill Gap Assessment
   - 3.3 Assessment of registration and licensing procedures during business set up
   - 3.4 Study on service fees
   - 3.5 Review of the policy environment

4. Advocacy
   - 4.1 Advocacy for mandatory data collection
   - 4.2 Advocacy for adapting service fees of the DLS
   - 4.3 Advocacy for sanitary facilities in public areas
   - 4.4 Advocacy for equal participation and access to the market
   - 4.5 Advocacy for safe, fair, and corruption-free systems
   - 4.6 Advocacy for work permits for refugees

5. Internal Reorganization
   - 5.1 Diversity in selection committees
   - 5.2 Diversification of employment and involvement in decision-making
   - 5.3 Institutional capacity raising
   - 5.4 Advanced budget allocation
   - 5.5 Setting up a mentoring program

6. Trainings
   - 6.1 Course choice expansion
   - 6.2 Inclusion of other localities in VT planning
   - 6.3 Mobile training approaches
   - 6.4 Inclusion of gender in all other trainings
   - 6.5 Marketing and consumer relations courses
   - 6.6 Access to finance courses (including microfinance)
   - 6.7 Diversity training/Gender sensitivity training

7. Stand alone
   - 7.1 Self-employment services and funding
   - 7.2 Practical curriculum development
   - 7.3 Raw material financing
   - 7.4 Cancer guideline sessions
   - 7.5 Job fair conduct
   - 7.6 Jobseeking activity
   - 7.7 Set up of market in residential areas

Trainee integration into the labour market
3.1 Awareness raising

<table>
<thead>
<tr>
<th>Lead Institution</th>
<th>Proposed Sub intervention</th>
<th>Description</th>
<th>No. of the challenges it addresses</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Awareness raising about women in vocational training</td>
<td>Awareness Raising (with a focus on women) for the importance of Vocational Trainings and its importance in the current economic situation in Eastern Sudan. Debunking female stereotype and including working with female role models and working women of all backgrounds.</td>
<td>1.1, 1.3, 5.4, 1.2</td>
</tr>
<tr>
<td>V</td>
<td>Raising awareness in schools about the possibilities of VT</td>
<td>Collaboration with local primary and secondary schools; presentation to teachers about the possibilities of vocational training, inviting primary and secondary school students to the VTCs or going to the schools and offering explanations about VTs. The involvement of the Technical collage to explain the possibilities for continuing the education path</td>
<td>1.1, 1.3, 1.2</td>
</tr>
<tr>
<td>1.3</td>
<td>Raising awareness about the function of unions</td>
<td>Community awareness sessions to explain the benefit of forming or joining unions</td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>Awareness-raising of the Trade Test</td>
<td>Awareness for employers on the certificate (all courses) validation and advocacy for national government support on recognition of prior learning (RPL) / Trade Test Clear communication also within the VTCs about the recognition of the different certificates.</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Awareness raising about gender mainstreaming</td>
<td>Highlighting the need for inclusion of women on all levels, also whenever dealing with external partners.</td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td>Awareness raising about labour law advice</td>
<td>Continued awareness-raising about the possibility to receive free of cost labour law advice at the DoL.</td>
<td></td>
</tr>
<tr>
<td>1.7</td>
<td>Advertising courses to the diverse target group</td>
<td>Opening the courses to a wider group of applicants and announcing these courses to diverse target groups.</td>
<td></td>
</tr>
<tr>
<td>1.8</td>
<td>Communication about enrollment procedures</td>
<td>Improved enrollment procedure and trainee selection with clear rules on all levels that are communicated from the beginning. Identifying the available seats early and communicating the selection criteria.</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

- `V` indicates a strong recommendation.
- `D` indicates a weak recommendation.
- `5.2` refers to the relevant section of the guidelines.
- `6.3` refers to the relevant section of the guidelines.
- `6.4` refers to the relevant section of the guidelines.
- `6.5` refers to the relevant section of the guidelines.
- `6.6` refers to the relevant section of the guidelines.

*VTCs* are vocational training centers.
Clear communication about the services of the DOL. Which are the costs and what are the services provided in return. Public advertisement of the services.

Depends on 3.4

The problem appears that if the employment is conducted by official channels, then the taxation office will be alerted. Employers will be prevented from employing. Therefore a potential collaboration with the Chamber of Commerce is needed in order to find a good balance between for fair taxation.

اتصال واضح حول خدمات وزارة العمل. ما هي التكاليف وما هي الخدمات المقدمة في المقابل. الإعلان العام عن الخدمات.

يعتمد على 3.4

يبدو أن المشكلة إذا تم التوظيف عن طريق القنوات الرسمية، سيتم تنبيه مكتب الضرائب. سيتم منع أي راب العمل من العمل. لذلك هناك حاجة إلى تعاون محتمل مع الغرف التجارية من أجل إيجاد توازن جيد بين الضرائب العادلة.
### 3.2 Coordination

#### Lead Institution
- **Institution:** Lead Institution
- **Proposed Sub-intervention:** Proposed Sub-intervention
- **Description:** Description
- **No. of the challenges it addresses:** No. of the challenges it addresses

<table>
<thead>
<tr>
<th>Lead Institution</th>
<th>Proposed Sub-intervention</th>
<th>Description</th>
<th>No. of the challenges it addresses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong>&lt;br&gt;Coordination forum public/private sector&lt;br&gt;مندّب التنسيق بين القطاعين العام والخاص</td>
<td>Establishment of a coordination forum to enhance the networking between the public and private sector. إنشاء منتدى تنسيقي لتعزيز التواصل بين القطاعين العام والخاص.</td>
<td>V</td>
<td>2.1 3.1 5.2 2.2</td>
</tr>
<tr>
<td><strong>2.2</strong>&lt;br&gt;Founding a graduate union&lt;br&gt;تأسيس اتحاد الخريجين</td>
<td>Founding a graduate union إنشاء اتحاد الخريجين تتسيق التواصل بين القطاعين العام والخاص.</td>
<td>V</td>
<td>5.2</td>
</tr>
<tr>
<td><strong>2.3</strong>&lt;br&gt;Collaboration for special internship places&lt;br&gt;التعاون لأساليب التدريب الخاصة</td>
<td>Creation of exchange links with workshop owners, the private sector and SICU, women organizations and disabled unions to create a list of available institutions willing to take on women &amp; disabled interns and apprentices SICU إنشاء روابط تبادل مع أصحاب ورش العمل والقطاع الخاص وmlinstitutions and disabled unions to create a list of available SICU والمنظمات النسائية والاتحادات المعاقين لوضع قائمة بأسماء المؤسسات المتاحة للراغبين في استقبال النساء والتمريضيات.</td>
<td>V</td>
<td>1.4 6.5 2.1 6.2 5.2</td>
</tr>
<tr>
<td>2.4</td>
<td>Collaboration for tax security for internship providers</td>
<td>Collaboration/ finding an agreement with the tax office to make sure that tax officers do not charge workshop owners or employers who accept unpaid interns (e.g. providing them with recognized letters).</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>Collaboration for advanced specialization courses</td>
<td>Collaboration with associations, unions and private sector employers who offer upgrade courses to their employees already. Some of the private sector entities have already mentioned their interest to offer upgrade trainings.</td>
<td></td>
</tr>
<tr>
<td>2.6</td>
<td>Collaboration with Community Centers for sales areas (Kassala)</td>
<td>Collaboration with unions and community centers (in Kassala) to enable graduates (especially female ones) to offer their services from the community centers and display and sell products in the areas. (e.g. display areas for products or blackboards for offering services with a note, or for exchanging or searching for products, maybe with tablas and enable that women exchange and form production groups)</td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td>Collaboration with Dukan owners for product placement</td>
<td>Collaboration between VTC teachers and local Dukan owners to identify and rent spaces for products of students. Establishment of a network of sellers for products and goods and support from the side of the school to maintain and expand these networks.</td>
<td></td>
</tr>
<tr>
<td>2.8</td>
<td>Promoting graduates to unions and associations</td>
<td>Collaboration and lobbying with unions and committees to encourage them aiming for graduates being able to join their unions and associations.</td>
<td></td>
</tr>
</tbody>
</table>

- Collaboration/ teamwork من أجل الأمن الضريبي لمقدمي التدريب
- Collaboration/ teamwork من أجل توسيع الفئات ورتب العمل في القطاع الخاص الذين يقدرون دورات تدريبية لموظفيهم بالفعل. وقد ذكرت بعض كيانات القطاع الخاص بالفعل اهتمامها بتقديم تدريبات ترقية.
- Collaboration/ teamwork مع الجمعيات والنقابات وأرباب العمل في القطاع الخاص الذين يقدرون دورات ترقية لموظفيهم بالفعل. وقد ذكرت بعض كيانات القطاع الخاص بالفعل اهتمامها بتقديم تدريبات ترقية.
- Collaboration/ teamwork مع النقابات والمراكز المجتمعية (في كسل) لتمكين الخريجين (وخاصة الإناث) من تقديم خدماتهم من المراكز المجتمعية وعرض وبيع المنتجات في المناطق. (على سبيل المثال، مناطق العرض وبيع المنتجات أو الأسواق للتقديم الخدمات، أو تبادل المنتجات أو البحث عنها، ربما باستخدام وتمكن النساء من تبادل وتشكيل مجموعات الإنتاج.
- Collaboration/ teamwork بين معلمي VTC وأصحاب الدكان المحليين لتحديد واستناد مساحات لمنتجات الطلاب. إنشاء شبكة من البائعين للمنتجات والسلع ودعم من جانب المدرسة لتسبيها وتوسيع هذه الشبكات.
- Collaboration/ teamwork من الانضمام إلى نقاباتهم وجمعياتهم.
### 3.3 Data collection and analysis

#### 3.1 State labour market survey
- **Description**: Conduct a labour market survey for the state.
- **No. of the challenges it addresses**: 2.2

#### 3.2 Skill Gap Assessment
- **Description**: Conduct a Skill Gap Assessment to identify how the human resources of the state need to be developed.
- **No. of the challenges it addresses**: 4.1, 2.2

#### 3.3 Access to finance (including microfinance)
- **Description**: Conduct a microfinance study.
- **No. of the challenges it addresses**: 3.1

#### 3.4 Study on service fees
- **Description**: Conduct a study on service fees.
- **No. of the challenges it addresses**: 3.3

### Lead Institution

<table>
<thead>
<tr>
<th>Proposed Sub intervention</th>
<th>Description</th>
<th>No. of the challenges it addresses</th>
</tr>
</thead>
<tbody>
<tr>
<td>State labour market survey</td>
<td>Conduct a labour market survey for the state</td>
<td>2.2</td>
</tr>
<tr>
<td>Skill Gap Assessment</td>
<td>Conduct a Skill Gap Assessment to identify how the human resources of the state need to be developed.</td>
<td>4.1, 2.2</td>
</tr>
</tbody>
</table>

The table above shows the lead institution and the proposed sub-interventions along with their descriptions and the number of challenges they address.
| 3.3 | Access to finance (including Microfinance) | Study on access to finance and on identifying challenges on graduates receiving access to (micro)finances. |
| 3.4 | Study on service fees | Conduction of a study to establish the right amount of fees connected to job advertisement services and identification of the kind of matching services needed (at DoL) |
| 3.5 | Review of the policy environment regarding women in markets and sales areas | Lobbying/education towards a review of the policy environment to see if there is anything preventing women from getting access to the market and then lobby for a change so that women can get access to the market and public places. |
| 3.6 | Assessment of registration and license procedures during business set up | Collaboration with localities to identify the challenges in registration and license procedures for establishing workshops and setting up businesses and addressing them in gender and nationality sensitive way to reduce existing barriers for all graduates and simplify procedures for everyone. |
### 3.4 Advocacy

#### 4 Advocacy

<table>
<thead>
<tr>
<th>Lead Institution</th>
<th>Proposed Sub intervention</th>
<th>Description</th>
<th>No. of the challenges it addresses</th>
</tr>
</thead>
<tbody>
<tr>
<td>موسسه رائدة</td>
<td>التدخل الفرعي المقترح</td>
<td>الوصف</td>
<td>عدد التحديات التي يعالجها</td>
</tr>
</tbody>
</table>

#### 4.1 Advocacy for mandate for data collection

<table>
<thead>
<tr>
<th>Description</th>
<th>No. of challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>التسجيل إجراءات تقييم والترخيص أثناء إقامة الأعمال</td>
<td>4.1</td>
</tr>
<tr>
<td>Needs Assessments</td>
<td></td>
</tr>
<tr>
<td>للحصول على تقييم جمع البيانات وبناء قدرات الموظفين من أجل أن يكونوا قادرين على إجراء مسوحات سوق العمل الثلاثية</td>
<td></td>
</tr>
<tr>
<td>وتقييمات الاحتياجات</td>
<td></td>
</tr>
</tbody>
</table>

#### 4.1 Advocacy for adapting service fees at the DoLs

<table>
<thead>
<tr>
<th>Description</th>
<th>No. of challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>الدعوة لتعديل رسوم الخدمة في وزارة العمل</td>
<td>4.1</td>
</tr>
<tr>
<td>Connected to 1.9</td>
<td></td>
</tr>
<tr>
<td>Depends on 3.4</td>
<td></td>
</tr>
</tbody>
</table>

#### 4.2 Advocacy for sanitary facilities in public areas

<table>
<thead>
<tr>
<th>Description</th>
<th>No. of challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>للمشاركة الدعوة المشتركة والوصول إلى الأسواق</td>
<td>5.1</td>
</tr>
</tbody>
</table>

#### 4.3 Advocacy for equal participation and access to the souks

<table>
<thead>
<tr>
<th>Description</th>
<th>No. of challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>الدعوة لأسواق أمنة وعائدة وخالية من الفساد</td>
<td>4.1</td>
</tr>
</tbody>
</table>

#### 4.4 Advocacy for work permits for refugees

<table>
<thead>
<tr>
<th>Description</th>
<th>No. of challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>الدعوة لإثارة مسألة أن التكاليف المرتبطة بعرض الوظائف في وزارة العمل تمثل أصدقاء العمل من النساء مساعدتهم وأنه يجب تقديم رسوم خدمة مناسبة ومتوازنة وجب تحديد الخدمات (وإعادتهم)</td>
<td></td>
</tr>
</tbody>
</table>

#### 4.5 Advocacy for safe, fair and corruption free souks

<table>
<thead>
<tr>
<th>Description</th>
<th>No. of challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>الدعوة لأسواق أمنة وعائدة وخالية من الفساد</td>
<td>4.1</td>
</tr>
</tbody>
</table>

#### 4.6 Advocacy for work permits for refugees

<table>
<thead>
<tr>
<th>Description</th>
<th>No. of challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>الدعوة لإثارة مسألة أن التكاليف المرتبطة بعرض الوظائف في وزارة العمل تمثل أصدقاء العمل من النساء مساعدتهم وأنه يجب تقديم رسوم خدمة مناسبة ومتوازنة وجب تحديد الخدمات (وإعادتهم)</td>
<td></td>
</tr>
</tbody>
</table>

---

The table provides a breakdown of the advocacy strategies proposed for each sub-intervention, detailing the number of challenges they address.
**4.3 Advocacy for sanitary facilities in public areas**

Advocacy for sanitary facilities in public areas (like souks).

**Advocacy for sanitary facilities in public areas (like souks).**

**4.4 Advocacy for equal participation and access to the souks**

Advocate strongly for the ability of all groups to enjoy the benefits of working and selling in the market. Potential areas to advocate for:

1) Allocation of (more) marketplaces for women (maybe with a rent-based system) so they can work in these protected areas.

2) Opening dukans[shops] for short term rents for groups of people and some reserved e.g. refugees.

3) Reintroduction of Souk-al-Jumma or temporary markets that are more flexible in including women, people from the countryside and refugees.

4) Discussion of minimum quota systems (e.g. 10-20%), that can only be ignored if there are no female applicants.

**Advocacy for equal participation and access to the souks**

Connected to 3.5

Even though officially everyone may be allowed there, not everyone actually is included. This points towards direct or indirect discrimination or disadvantages.

Advocate strongly for the ability of all groups to enjoy the benefits of working and selling in the market. Potential areas to advocate for:

1) Allocation of (more) marketplaces for women (maybe with a rent-based system) so they can work in these protected areas.

2) Opening dukans[shops] for short term rents for groups of people and some reserved e.g. refugees.

3) Reintroduction of Souk-al-Jumma or temporary markets that are more flexible in including women, people from the countryside and refugees.

4) Discussion of minimum quota systems (e.g. 10-20%), that can only be ignored if there are no female applicants.

**Advocacy for equal participation and access to the souks**

Connected to 3.5

Even though officially everyone may be allowed there, not everyone actually is included. This points towards direct or indirect discrimination or disadvantages.

Advocate for clear and inclusive management of the market and public sales areas and safety measures in the streets.

**Advocacy for safe, fair and corruption free souks**

Advocate for clear and inclusive management of the market and public sales areas and safety measures in the streets.

Connected to 3.5

At the moment there are several safety concerns in the market for women including harassment and catcalling. There are also reports of
unjust procedures in who will get the ability to rent spaces. There are also difficult conditions for small scale sellers without space in the market. There is a report of confiscated products and charging of unfair and intransparent "fees". This creates an atmosphere of fear. منفصل بـ 3.5 متوسط في الوقت الحالي هناك العديد من المخاوف المتعلقة بالسلامة في السوق للنساء بما في ذلك التحرش والفساد. هناك أيضًا متابع عبر إجراءات غير عادلة ومقررة على من سيحصل على القدرة على تأجير المساحات. هناك أيضًا ظروف صعبة للبائعين الصغار بدون مساحة في السوق. هناك تقرير عن منتجات "رصيد" غير عادلة وشفافة. هذا يخلق جواً من الخوف.

<table>
<thead>
<tr>
<th>4.6</th>
<th>Advocacy for work permits for refugees</th>
<th>Advocate with COR to lobby for work permit and easing procedures to enable refugees to acquire work permits</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td></td>
<td>المفاوضة مع مجلس النواب للضغط من أجل تصريح العمل وتسهيل الإجراءات لتمكين اللاجئين من الحصول على تصاريح العمل.</td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead Institution</td>
<td>Proposed Sub intervention</td>
<td>Description</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>5.1</strong></td>
<td>Diversity in selection committees</td>
<td>Diversity in the selection committee for the applicants for new training courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5.2</strong></td>
<td>Diversification of employees and involvement in decision-making</td>
<td>Employ female, non-Sudanese and people with disabilities at the VTC in technical and administrative positions and involve them in decision-making on all hierarchical levels.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.1 Diversity in selection committees

- لجنة الاختيار

5.2 Diversification of employees and involvement in decision-making

- تنويع العاملين والمشاركة في صنع القرار

5.3 Institutional capacity raising

- المؤسسة القدرات رفع

5.4 Advanced budget allocation

- المتقدم الميزانية تخصيص

5.5 Setting up a mentoring program

- إرشادي برنامج إشادة
| 5.3 | Institutional capacity raising | Strengthening of the institutional capacity of the VTC by adding sections to the KVTC that could constitute of sections like: planning, monitoring and evaluation, development of the training programs; potentially done through capacity raising of current staff, or alternatively through hiring temporary consultant |
| 5.4 | Advanced budget allocation | Clear funding strategy that identifies resources and participants numbers in advance |
| 5.5 | Setting up a mentoring program | Finding mentors (maybe teachers, maybe older students, maybe from the private sector) to support students and giving them advice and exchange for a predefined period of time |
## 3.6 Trainings

<table>
<thead>
<tr>
<th>Lead Institution</th>
<th>Proposed Sub intervention</th>
<th>Description</th>
<th>No. of the challenges it addresses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1</strong> Mobile training approaches</td>
<td>Mobile training approaches</td>
<td>مناهج التدريب المتنقل</td>
<td>1.4</td>
</tr>
<tr>
<td><strong>6.2</strong> Inclusion of other localities in VT planning</td>
<td>Including other localities in our VT planning and expand courses being taught in other localities</td>
<td>إدراج مواقع أخرى في تخطيط VT الخاص بنا وتوسيع الدورات التي يتم تدريسها في مناطق أخرى</td>
<td>1.4</td>
</tr>
<tr>
<td><strong>6.3</strong> Course choice expansion</td>
<td>Offering a broader choice of courses in a high quality that is demand-oriented and offering courses that are currently taught as short-term courses, instead of a long-term version with extensive practice and demand-driven content</td>
<td>توسيع خيار الدورة</td>
<td>1.1</td>
</tr>
<tr>
<td>6.4</td>
<td>Teacher trainings in practical fields</td>
<td>Regular training of teachers, the establishment of a plan for ongoing teacher training (e.g. one-week training per school year) including an allocation into the budget of the school for regular training in their fields as well as in didactics</td>
<td></td>
</tr>
<tr>
<td>6.5</td>
<td>Marketing and customer relations courses</td>
<td>Training trainees in how to deal with customers, establishing a reliable customer network and how to market products.</td>
<td></td>
</tr>
<tr>
<td>6.6</td>
<td>Access to finance courses (including microfinance)</td>
<td>Organization of workshops and sessions to familiarize the trainees with microfinance institutes including addressing group-specific challenges, that include appropriate procedures for people with disabilities, refugees and women</td>
<td></td>
</tr>
<tr>
<td>6.7</td>
<td>Diversity training/ Gender sensitivity training</td>
<td>Conduction of diversity training/ or a gender sensitivity training for teachers, employers, and workshop owner</td>
<td></td>
</tr>
</tbody>
</table>
**6.8 Labour law training**

All partners (including DoL) should be trained on the labour law and how to interpret it in a way that supports and protects all parts of society. Specific attention should be given to the sections addressing women and how to interpret them so that they are not limiting the possibilities of women.

**6.9 Inclusion of gender in all other trainings**

All other courses (e.g. master trainer courses, marketing, microfinance) and trainings should be gender sensitive (gender mainstreaming) and should be adjusted to fit the needs of women AND men equally.

---

### 3.7 Standalone

- **7.1 Self employment services and funding**
- **7.2 Practical curriculum development**
- **7.3 Raw material financing**
- **7.4 Career guidance sessions**
- **7.5 Job fair conduction**
- **7.6 Jobscouting activity**
- **7.7 Set up of market in residential areas**

---

<table>
<thead>
<tr>
<th>Lead Institution</th>
<th>Proposed Sub intervention</th>
<th>Description</th>
<th>No. of the challenges it addresses</th>
</tr>
</thead>
<tbody>
<tr>
<td>موسيزة</td>
<td></td>
<td>النشاط الفرعي المقترح</td>
<td></td>
</tr>
</tbody>
</table>

---
<table>
<thead>
<tr>
<th>رائدة</th>
<th>عدد التحديات التي يعالجها</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.1 Self-employment services and funding</strong></td>
<td><strong>5.1</strong></td>
</tr>
<tr>
<td>دعم الخريجين بخدمات التوظيف الذاتي والأموال لرواد الأعمال الجدد</td>
<td><strong>3.3</strong></td>
</tr>
<tr>
<td>نشاطات التوظيف الذاتي والتمويل</td>
<td><strong>5.4</strong></td>
</tr>
<tr>
<td><strong>Activating the role of employment offices and encouraging self-employed graduates.</strong></td>
<td><strong>5.3</strong></td>
</tr>
<tr>
<td><strong>1. Capacity building for the Job Centre staff and hiring additional qualified staff for the job center.</strong></td>
<td><strong>3.1</strong></td>
</tr>
<tr>
<td><strong>2. Collaborating with training providers and the private sector to have a list of volunteer career guidance coaches in various trades and occupations.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>7.2 Practical curriculum development</strong></td>
<td><strong>2.2</strong></td>
</tr>
<tr>
<td>تطوير المناهج الدراسية أكثر توجهاً عمليًا وقد يتضمن نماذج لتحري الخلل وإصلاحه</td>
<td><strong>2.1</strong></td>
</tr>
<tr>
<td><strong>Curriculum development that is more practically-oriented and may include troubleshooting models.</strong></td>
<td><strong>2.4</strong></td>
</tr>
<tr>
<td><strong>7.3 Raw material financing</strong></td>
<td><strong>1.3</strong></td>
</tr>
<tr>
<td>تخصيص أموال منتظمة وموثوقة للمواد الخام، بحيث يمكن للمتدربين ممارسة في مراكز التدريب</td>
<td><strong>1.4</strong></td>
</tr>
<tr>
<td><strong>Regular and reliable allocation of money for raw materials, so that trainees can practice in the training centers.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>7.4 Career guidance sessions</strong></td>
<td><strong>1.2</strong></td>
</tr>
<tr>
<td>جلسات التوجيه الوظيفي للمتقدمين الممهنيين وتاريكي المدرسة / الجامعة عبر بطريقة تراعي الفوارق بين الجنسين وغير السودانیة</td>
<td><strong>6.5</strong></td>
</tr>
<tr>
<td><strong>Career guidance sessions to interested applicants and school/university leavers via the Job centers (implemented in a gender-sensitive and non-Sudanese sensitive way).</strong></td>
<td><strong>1.3</strong></td>
</tr>
<tr>
<td><strong>7.5 Job fair conduction</strong></td>
<td><strong>4.1</strong></td>
</tr>
<tr>
<td>توصيل معرض الوظائف مع خطة احتياطية لمعرض افتراضي</td>
<td><strong>4.2</strong></td>
</tr>
<tr>
<td><strong>Implementation of a job fair (with a virtual job fair back up plan).</strong></td>
<td><strong>1.1</strong></td>
</tr>
<tr>
<td>7.6</td>
<td>Job scouting activity</td>
</tr>
<tr>
<td>7.7</td>
<td>Set up of the market in residential areas</td>
</tr>
<tr>
<td>7.8</td>
<td>Simplification of work permit procedures for refugees</td>
</tr>
</tbody>
</table>
4 Proposed Implementation Plan

Below a simplified version of the implementation plan is displayed that is available below in more details and with a deep dive as well as in the attachment VI “Interventions, descriptions and details” (Excel)

<table>
<thead>
<tr>
<th>1 Awareness raising</th>
<th>2 Coordination</th>
<th>4 Advocacy</th>
<th>3 Data collection and analysis</th>
<th>5 Internal Reorganization</th>
<th>6 Trainings</th>
<th>7 Stand alone</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For what (sub-area)</strong></td>
<td><strong>For who (Target)</strong></td>
<td><strong>Expected Results</strong></td>
<td><strong>Improve access to information on training and career perspectives</strong></td>
<td><strong>Improved matching of supply and demand in labour market</strong></td>
<td><strong>Improved quality of trainings and enlarged offer of training programmes</strong></td>
<td><strong>Improved skill and knowledge transfer and better jobs search services</strong></td>
</tr>
<tr>
<td><strong>VT, certificate, value, women inclusion, enrollment, course, union function</strong></td>
<td><strong>Labor Law, DOL services</strong></td>
<td><strong>VT, certificate, value, women inclusion, enrollment, course, union function</strong></td>
<td><strong>Market needs, internship place, internship placement, tax break, course upgrading</strong></td>
<td><strong>Membership, products, design, promotion, women entrepreneurs promotion</strong></td>
<td><strong>Student Needs</strong></td>
<td><strong>Student Needs</strong></td>
</tr>
<tr>
<td><strong>For what (sub-area)</strong></td>
<td><strong>For who (Target)</strong></td>
<td><strong>Expected Results</strong></td>
<td><strong>VT, certificate, value, women inclusion, enrollment, course, union function</strong></td>
<td><strong>Market needs, internship place, internship placement, tax break, course upgrading</strong></td>
<td><strong>Membership, products, design, promotion, women entrepreneurs promotion</strong></td>
<td><strong>Student Needs</strong></td>
</tr>
<tr>
<td><strong>VT, certificate, value, women inclusion, enrollment, course, union function</strong></td>
<td><strong>Labor Law, DOL services</strong></td>
<td><strong>VT, certificate, value, women inclusion, enrollment, course, union function</strong></td>
<td><strong>Market needs, internship place, internship placement, tax break, course upgrading</strong></td>
<td><strong>Membership, products, design, promotion, women entrepreneurs promotion</strong></td>
<td><strong>Student Needs</strong></td>
<td><strong>Student Needs</strong></td>
</tr>
<tr>
<td>Number of Actors</td>
<td>Proposed sub-intervention</td>
<td>Examples of measurable Output</td>
<td>Fund requirement</td>
<td>Timeline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------</td>
<td>--------------------------------</td>
<td>------------------</td>
<td>----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>عدد الممثلين</td>
<td>تدخل فرعي</td>
<td>أمثلة على المخرجات القابلة للقياس</td>
<td>متطلبات الصندوق</td>
<td>الجدول الزمني</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. **Awareness raising / Communication / Advertisement: رفع الوعي / الاتصال / الإعلان**

**1.1 Lead:** MoF

**Partner:** VTC

**Joint Action Group:**
- **جهة الرائدة:** وزارة المالية
- **الشريك:** مركز التدريب المهني
- **مجموعة العمل المشترك:**

**Rationale: الأساس المنطقي:**
- **The challenges that women in vocational training face widely differ from the experiences of male graduates. Since women constitute 50% of the population and thus 50% of potential trainees & graduates,**

- **One poster campaign with 50 attached photos in central areas of the city displaying women of all backgrounds in uncommon professions**, * THIRD MENSUAL ARTICLE IN TWO LOCAL NEWSPAPERS EACH HIGHLIGHTING THE STORIES OF WOMEN WHO ARE WORKING IN THE FIELD OF VOCATIONAL TRAINING AND HOW THEY DEAL WITH EVERYDAY CHALLENGES.*

- **Visiting two product fairs or two job fairs per year in Sudan and bringing successful female previous graduates to the fairs as representatives of the VTCs and explain about the VTCs options.**

**Fund requirement:**
- **No cost / low cost**
- **medium cost**
- **high cost**

**Partner institution:**
- **مؤسسة شريكة متساوية**

**Medium costs**

**Year 1**
they should not be left disadvantaged, but their challenges need to be considered.

The challenges facing women in vocational training are large compared to the graduates. Since women make up 50% of the population and 50% of the trainees and graduates, they should not be left disadvantaged, but their challenges need to be considered.

1.2 Lead: VTC
Partner: MoF
Joint Action Group: Primary and secondary schools and the Technical Colleges

Raising awareness in schools about the possibilities of VT

* Arranging visits of students from four primary schools (two males, to female schools) to the VTC and presenting the school and the possibilities the students have at the VTC
* Sending groups of three (one teacher, one graduate and one technical college student) to primary schools displaying videos of the vocational training
* Arranging one-afternoon meeting inviting all primary school teachers of the city to explain the sections of the VTC, their advantages and how it is connected to the educational school system, equipping the primary school teachers with information material to distribute to their students

No cost/ low cost

Year 1-3
| 1.3 | Lead: VTC  
Partner:  
Joint Action Group: Unions and associations | **Raising awareness about the function of unions**  
Rفع مستوى الوعي حول وظيفة الاتحادات | * Holding regular school meetings (one time per all two months) and bringing all students together (male and female) to address the challenges they are facing and organizing one speaker (for example from the different unions) per session to share about the ways to overcome some of the challenges and to display the role of the different unions. *  

--- **Rationale**  

**الأساس**  

This suggestion aims at mitigating the challenge that especially young graduates have a limited network and customer base. As a part of an established union, they might be able to access upgrade trainings and learn from those who are already established in the work field. يهدف هذا الاقتراح إلى تخفيف التحدي المتمثل في أن الخريجين الشباب خاصة لديهم شبكة محدودة وقاعدة عملاء. كجزء من الاتحادات الراسخة في مجال العمل، يمكنهم أن يتلقوا تدريبات الترقية والتعلم من الذين عملا في المجال.  

--- **No cost/ low cost**  

Year 1-3 من سنة الي 3 |
possibilities of trade test and sharing this flyer in the souks in which workshop owners are working
* Conduction of three radio interviews in two statewide radio channels that address the possibilities of the VTC and the possibilities to have practical skills formally recognized
* Visit two or three exhibitions of products or jobs every year in Sudan and present opportunities to take a trade test to introduce the skills
* Conduct 3 radio interviews in 2 statewide radio channels that discuss the possibilities of the VTC and the possibilities to have practical skills formally recognized
* Raise awareness about gender mainstreaming
Rationale:
Depends on 6.7 on 6.7
* Inviting five different women who are working in VTC fields and understanding their challenges in-depth
* Analyzing where the challenges that these women face are structural and how they can be reduced, then reducing these barriers first in the VTCs, then addressing further challenges with partners
* Listening to the female students and actively following up with external partners (e.g. microfinance institutes, internship placements, dukan owners) when they face problems and considering gender, stereotypes, and prejudice from the other side as a potential reason for the problem
* Bringing all female trainees together in groups (once every six months) and have them address the gender-related challenges they face and the solutions they suggest.

No cost/ low cost
Year 1-3
3
<table>
<thead>
<tr>
<th>1.6</th>
<th><strong>Lead: DoL</strong></th>
<th>Awareness raising about labour law advice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner:</td>
<td></td>
<td>* Visiting two product fairs or two job fairs per year in Sudan and presenting the possibilities free of cost labour law advice at the DoL</td>
</tr>
<tr>
<td>Joint Action Group:</td>
<td></td>
<td>زراعة معلومات حول قانون العمل المشورة في وزارة العمل</td>
</tr>
<tr>
<td>شريك:</td>
<td></td>
<td>المجموعة المشتركة</td>
</tr>
</tbody>
</table>
| مجموعة العمل المشترك | | Rationale منطقية:
| | | Depends on 6.8 |
| | | Year 1-3 |

<table>
<thead>
<tr>
<th>1.7</th>
<th><strong>Lead: VTC</strong></th>
<th>Advertising courses to a diverse target group.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner:</td>
<td></td>
<td>* Opening the courses to a wider group of applicants</td>
</tr>
<tr>
<td>Joint Action Group:</td>
<td></td>
<td>* Preparation of information material that clearly addresses men, women, refugees, people with disabilities and people from all backgrounds, preparation of information materials displaying themselves people from all backgrounds*</td>
</tr>
<tr>
<td>شريك:</td>
<td></td>
<td>Fتح الدورات لمجموعة أكبر من المتقدمين</td>
</tr>
</tbody>
</table>
| مجموعة العمل المشترك | | Rationale منطقية:
| | | This will enable broader groups of motivated students to attend the courses and the ability to join a course will no longer be silently influenced depending on the background or gender. |
| | | سيتمكن هذا مجموعة أكبر من الطلاب المنتمين من حضور الدورات التدريبية ولن تتأثر القدرة على الانضمام إلى دورة تدريبية بحسب اعتبارات الجنس أو الخلفية |
| | | Year 1-3 |

| | | No cost/ low cost |

---
<table>
<thead>
<tr>
<th>1.8</th>
<th>Lead: VTC</th>
<th>Partner: MoF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Joint Action Group:</strong></td>
<td><strong>Communication about enrollment procedures:</strong> التواصل حول إجراءات التسجيل</td>
<td></td>
</tr>
<tr>
<td><strong>Rationale:</strong></td>
<td><strong>Establishment of clear enrollment procedures for all courses (also short courses) in the VTCs. Identification of a selection committee, that attempts to include people from all backgrounds including Sudanese and non-Sudanese and women.</strong></td>
<td></td>
</tr>
<tr>
<td>Depends on 5.4</td>
<td>On 5.4</td>
<td></td>
</tr>
<tr>
<td>* Identification of available seats and the announcement of the enrollment procedures, the criteria, and the expectations towards the trainee clearly from the beginning. *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* ووضع إجراءات تسجيل واضحة لجميع الدورات (أيضًا الدورات القصيرة) في مراكز التدريب المهني. تحديد لجنة اختيار تحاول ضم أشخاص من جميع الخلفيات بما في ذلك السودانيين وغير السودانيين النساء. *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* تحديد المقاعد المتاحة والإعلان عن إجراءات التسجيل والمعايير والتوقعات تجاه المتدرب بشكل واضح منذ البداية. *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No cost/ low cost</td>
<td>بدون تكلفة / تكلفة منخفضة</td>
<td></td>
</tr>
<tr>
<td><strong>Preparation in year 1 implementation ongoing</strong></td>
<td><strong>الإعداد في سنة مع استمرار التنفيذ</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.9</th>
<th>Lead: DoL</th>
<th>Partner: MoF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Joint Action Group:</strong></td>
<td><strong>Clear communication about DoL services to citizens.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Rationale:</strong></td>
<td><strong>Preparation of standard operational procedures for applicants and employers who contact DoL</strong></td>
<td></td>
</tr>
<tr>
<td>Depends on 3.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* The problem appears that if the employment is conducted by official channels, then the taxation office will be alerted. Employers will be prevented from employing. Therefore a potential collaboration with the Chamber of Commerce is needed in order to find a *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* إعداد إجراءات تشغيلية قياسية للمتقدمين وأصحاب العمل الذين ياتكون بدارة العمل التواصل. مما يمكن أن توقعه مقدم الطالبات وأصحاب العمل بشكل متوق وشفاف*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* من خلال (على سبيل المثال إعلانات إذا عيان في ثلاث محطات إذاعية مختلفة / مقابلات نظرية بروتوبلاين / 3 مقابلات في الصحف / أو حملة إعلامية في مناطق بها العديد من ورش العمل) *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* إعادة التقييم بعد ثلاثة أشهر بعد الحملة الإعلامية لإعداد ضبط وظائف وجدوى*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium costs</td>
<td>تكلفة متوسطة</td>
<td></td>
</tr>
<tr>
<td><strong>Preparation in year 1 implementation ongoing</strong></td>
<td><strong>الإعداد في سنة مع استمرار التنفيذ</strong></td>
<td></td>
</tr>
</tbody>
</table>
good balance between for fair taxation. It is crucial to ensure a fair taxation system that is both equitable and efficient. This can be achieved by establishing a coordination forum between private and public sector representatives and arranging three meetings over six months. Each of them organized one week in advance with a pre-communicated minimum of three agenda items to enhance the chances to generate internships and specified trainings for the trainees, but will also enable that the trainings can be adapted to the market needs and will give employers the chance to engage with qualified and motivated graduates.

**Rationale**

* Establishment of a coordination forum including at least five private and five public sector representatives and arranging three meetings over six months. Each of them organized one week in advance with a pre-communicated minimum of three agenda items.*

**No cost/ low cost**

No cost/ low cost

**Year 1-3**

من سنة الي 3
<table>
<thead>
<tr>
<th>2.2</th>
<th>Lead: VTC</th>
<th>Partner:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Action Group: Unions and associations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>رابحة الجهه الرائدة مركز التدريب المهني</td>
<td>شريك:</td>
<td>مجموعة العمل المشترك: النقابات والجمعيات</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td><strong>الأساس المنطقي:</strong></td>
<td></td>
</tr>
<tr>
<td>This aims to enable exchange and mutual advice for the graduates as well as being able to provide targeted support.</td>
<td>هذا يهدف إلى تمكن التبادل والمشورة المتبادلة للخريجين وكذلك القدرة على تقديم الدعم المستهدف</td>
<td></td>
</tr>
<tr>
<td>* Voting of student representatives in all classes, voting of year-representatives among the class representatives (voting rules: democratic, BUT including female representatives with minimum 30%), contacting all alumni (male and female!) and collecting them in a WhatsApp group to invite them to a meeting for the founding of a union, explanation of the process of registering a union and voting for representatives and sharing of that information in the networks, bringing the alumni representatives in contact with other unions (with both sides the female and the male sides)</td>
<td>* التصويت لممثلي الطلاب في جميع الفصول، والتصويت لممثلي السنة بين ممثلين للنوع (قواعد التصويت: ديمقراطية، ولكن بما في ذلك ممثلات بنسبة لا تقل عن 30 %)، والاتصال مع جميع الخريجين (ذكر وإبنة) وجمعهم في مجموعة WhatsApp لدعوتهم إلى اجتماع لتأسيس نقابة، وشرح عملية تسجيل النقابة والتصويت للممثلين ومشاركة تلك المعلومات في الشبكات، وجعل ممثلي الخريجين على اتصال مع النقابات الأخرى (مع كلا الجانبين ، الإناث و الجوانب الذكور)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>No cost/ low cost</strong></td>
<td><strong>Year 1 بدون تكلفة / نكليك منخفضة</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.3</th>
<th>Lead: VTC</th>
<th>Partner:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Action Group: Workshop owners, private sector entities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>رابحة الجهه الرائدة مركز التدريب المهني</td>
<td>شريك:</td>
<td></td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td><strong>الأساس المنطقي:</strong></td>
<td></td>
</tr>
<tr>
<td>Strongly related to 2.1</td>
<td>ترتبط بـ 2.1</td>
<td></td>
</tr>
<tr>
<td>* visiting the named institutions and creating a list of possibilities for internship placements and contact details, especially listing up all the possibilities for people with disabilities, women, and refugees to conduct an internship at that place</td>
<td>* زيارة المراكز المذكورة وإنشاء قائمة بإمكانيات التدريب الداخلي وتواصل الإتصال، ولا سيما سرد جميع الاحتمالات للأشخاص ذوي الإعاقة والنساء واللاجئين لإجراء تدريب داخلي في ذلك المكان</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>No cost/ low cost</strong></td>
<td><strong>Year 1 بدون تكلفة / نكليك منخفضة</strong></td>
</tr>
<tr>
<td>Lead: MoF</td>
<td>Partner: VTC</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Joint Action Group: Tax chamber, workshop owners</td>
<td>Partner: VTC</td>
<td></td>
</tr>
<tr>
<td>Collaboration for tax security for internship providers.</td>
<td>Joint Action Group: Tax chamber, workshop owners</td>
<td></td>
</tr>
<tr>
<td>* Creating a memorandum of understanding e.g. detailing that lists of the VTCs will be handed out before the start of the internship season to the tax chamber in which workshop owners and interns will be listed so that they will not be overcharged by the tax office. Or providing the interns with signed letters from the VTC, explaining that they are unpaid interns and that for them no taxes should be deducted.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rationale: The challenge of workshop owner is that with an apprentice in their shop they might run the risk that the tax office assumes greater revenues and charges additional taxes. So workshop owners do not want to run the risks that they are charged additionally for taking on an intern.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No cost/ low cost</td>
<td>Year 1, then ongoing</td>
<td></td>
</tr>
<tr>
<td>* بدون تكلفة / تكلفة منخفضة</td>
<td>سنة مع الاستمرار</td>
<td></td>
</tr>
</tbody>
</table>

شريك: مجموعة العمل المشترك: أصحاب الورش وكيانات القطاع الخاص

* التفاهم المتبادل من أجل الأمان الضريبي لـ مقدمي التدريب.*

**Rationale:**

التحدي الذي يواجهه صاحب ورشة العمل هو أنه مع وجود مبتدئ في مجارهم، فقد يواجهون خطر أن يصبح الضرائب يفرض ضرائب إضافية. لذا:

- **Year 1, then ongoing**

- **No cost/ low cost**
لا يرغب أصحاب الورشة في المخاطرة بأنهم يتفاوضون رسومًا إضافية مقابل أخذ متدرب.

<table>
<thead>
<tr>
<th>2.5</th>
<th>LEAD: VTC</th>
<th>Partner:</th>
<th>Collaboration for advance specialization.</th>
<th>No cost/ low cost</th>
<th>Year 1, then keeping up to date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Joint Action Group:</td>
<td>التعاون لترقية الدورات</td>
<td>إعداد المعلومات والقواعد الخاصة ب祇لات التي يتم ترقيتها ويتقدمها من قبل الجهات وإعسوها حتى يكون الطلاب على دراية بها.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Preparing information and lists about which upgrade courses are offered by which entities and for which prices, so that students are aware of them.*

2.6 | LEAD: MoF Kassala | Partner: | Collaboration with Community Centers for sales areas (Kassala). | No cost/ low cost | Year 1, if success also year 2-3 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Joint Action Group: High Council of Youth and Sports, area committees, Community Centers</td>
<td>التعاون مع المراكز المجتمعية للمناطق البيع (كسلا).</td>
<td>إعداد أربع لوحات إعلانات كل عام للتبادل بين الأحياء وتقديم الخدمات (مثل الكهرباء، وتركيب السباكة، والثمار المنزلية، والحلوى ، وما إلى ذلك من النساء)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>رationale <strong>الأساس المنطقي:</strong></td>
<td>إعداد أربع خزانات أو دواليب زجاجية للعرض المنتظم للمنتجات مع ملاحظات حول المنتجات التي يمكن شراؤها ونُبي سعر مع تفاصيل الاتصال بالنساء في الحي</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This possibility is an option for Kassala, since Gedaref does not have such a large number of community and youth centers.</td>
<td>إنشاء أربع طالبات لكل مركز مجتمعي مع تغيير خطة وصول المرأة لعرض منتجاتها</td>
<td></td>
</tr>
</tbody>
</table>

* Setting up four notice boards each year for neighbourhood exchange and offering of services (like electricity, plumbing fixing home supplies, henna, etc. from women) *

* Setting up four glass cabinets for the regular display of products with notes on which products can be bought for what price with contact details of women in the neighbourhood *

* Establishment of four tablias per community center with changing access plan for women to offer their products *

* Connecting women from the VTCs to these community centers in their area and share the display possibilities*

* إنشاء أربع لوحات إعلانات كل عام للتبادل بين الأحياء وتقديم الخدمات (مثل الكهرباء، وتركيب السباكة، والثمار المنزلية، والحلوى ، وما إلى ذلك من النساء) *

* إعداد أربع خزانات أو دواليب زجاجية للعرض المنتظم للمنتجات مع ملاحظات حول المنتجات التي يمكن شراؤها ونُبي سعر مع تفاصيل الاتصال بالنساء في الحي *

* إنشاء أربع طالبات لكل مركز مجتمعي مع تغيير خطة وصول المرأة لعرض منتجاتها *

* نربط النساء من مراكز التدريب المهني بهذه المراكز المجتمعية في مناطقهن ومشاركة امكانيات العرض*
<table>
<thead>
<tr>
<th>2.7</th>
<th>Lead: VTC</th>
<th>Collaboration with dukan owners for product placement.</th>
<th>Organizing with each class (that produces something to sell) one visit to the souk in which trainees will be encouraged to enquire with dukan[shop] owners the possibilities to sell the products in their dukan. Every teacher (who teaches products that can be sold) establishes the connection to three dukan owners or workshop owners and discusses with them the conditions under which products can be sold (through renting space/through receiving commission etc.) on their premises. *</th>
<th>No cost/ low cost</th>
<th>Year 1</th>
</tr>
</thead>
</table>
| **V** | Partner:  
Dukan owners and workshop owners |  
Joint Action Group:  
Dukan owners and workshop owners |  
Group work:  
Dukan owners and workshop owners |  
Every teacher (who teaches products that can be sold) establishes the connection to three dukan owners or workshop owners and discusses with them the conditions under which products can be sold (through renting space/through receiving commission etc.) on their premises. * |  
No cost/ low cost | Year 1 |
| | **V** | | | Promoting graduates to unions and associations. * |  
Inviting the union leaders/ representatives to the school once a year to present their institutions on the premises of the VTC* | No cost/ low cost | Year 1-3 |
| 2.8 | Lead: VTC |  
Joint Action Group:  
Unions, Associations |  
Group work:  
Unions, Associations |  
Inviting the union leaders/ representatives to the school once a year to present their institutions on the premises of the VTC* |  
No cost/ low cost | Year 1-3 |
### Data collection and analysis

<table>
<thead>
<tr>
<th>3.1</th>
<th>Lead: DoL</th>
<th>Partner: MoF</th>
<th>Joint Action Group:</th>
<th>State labour market survey</th>
<th>* Conduction of a labour market survey for the state of Kassala/ Gedare*</th>
<th>Medium costs</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Rationale: This will enable that the trainings will be adjusted to the market needs.</td>
<td>إجراء مسح لسوق العمل لولاية كسلا / القضارف</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Rationale: Depends on 4.1 This will enable the human resources activities are aligned to the actual needs.</td>
<td>إجراء تقييم فارق المهارات</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.3</th>
<th>Lead: MoF</th>
<th>Partner: MoF</th>
<th>Joint Action</th>
<th>Access to finance (including microfinance)</th>
<th>* Conducting a study on access/ challenges related to microfinance institutes addressing the needs for all population groups (men, women, young, old, refugees, non-Sudanese, Sudanese, disabled (blind, hearing impaired, etc.)</th>
<th>Medium costs</th>
<th>Year 2</th>
</tr>
</thead>
</table>
| 3.4 | **D** | Lead: DoL | Partner: MoF | **Joint Action Group:** Research into service fees.*  
**Rationale:** Connected to 1.9  
*Data collection among private sector entities and workshop owners on which services they want (organized in which way) and how much they would be ready pay for it and what prevents them from using the services now.*  
Medium costs | Year 1 |
| 3.5 | **M** | Lead: MoF | Partner: DoL | **Joint Action Group:**  
All other institutions may be involved in these  
Review of the policy environment regarding women in markets and sales areas.*  
*Writing a review of all existing regulations and processes that need to be conducted to access certain services (renting a dukan on the market, renting a fruit shop on the market, registering a business, selling on the street, licensing services, paying taxes, opening a saloon) and conducting interviews with women going through these processes explaining the actual challenges they faced and still face.*  
Medium costs | Year 1-3 |
<table>
<thead>
<tr>
<th><strong>Rationale</strong></th>
<th><em>Highlighting with the entities involved, those steps in which women face more challenges and discuss these problems can be solved or the procedures can be adjusted so that women have the same changes of men to access these services.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lead:</strong> MoF  <strong>Partner:</strong> DoL  <strong>Joint Action Group:</strong> All other institutions may be involved in these processes (e.g. tax chamber, mahalia, planning office) Disabled Union, Women representatives, refugee representatives  <strong>جهة الرائدة:</strong> وزارة المالية  <strong>الشريك:</strong> مكتب العمل  <strong>مجموعة العمل المشترك:</strong> قد تشارك جميع المؤسسات الأخرى في هذه العمليات</td>
<td><em>Writing a review of all existing regulations and processes that need to be conducted to access certain services (renting a dukan on the market, renting a fruit shop on the market, registering a business, selling on the street, licensing services, paying taxes, opening a saloon etc.) and conducting interviews with specific groups e.g. women and refugees going through these processes explaining the actual challenges they faced.</em></td>
</tr>
<tr>
<td><strong>Assessment of registration and license procedures during business set up.</strong>  تقييم إجراءات التسجيل والترخيص أثناء إقامة الأعمال</td>
<td><em>Arranging one meeting for each of the processes that were researched (e.g. renting a dukan) and inviting all entities that are part of the process. Then identifying the steps where the system can be simplified, eased, or made more transparent.</em></td>
</tr>
<tr>
<td>Medium costs  تكاليف متوسطة  <strong>Year 1-3</strong> من سنة الي 3</td>
<td><strong>الجهة الرائدة:</strong> وزارة المالية  <strong>الشريك:</strong> مكتب العمل  <strong>مجموعة العمل المشترك:</strong> قد تشارك جميع المؤسسات الأخرى في هذه العمليات</td>
</tr>
</tbody>
</table>
المشتركة مكتب العمل

قد تشارك جميع المؤسسات الأخرى في هذه العمليات (مثل غرفة الضرائب، والمحلية، ومكتب التخطيط) في عدم الفقراء، ممثلت النسا، ممثلت اللهجين، اتحاد المعوقين، ودعم تجمعات محددة على سبيل المثال النساء واللجئين.

**4 Advocacy**

**4.1 Lead: DoL**
**Partner:**
**Joint Action Group:**

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Advocacy for mandate for data collection.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In order to identify the needs of the market for trainings, data collection and analysis are necessary.</strong></td>
<td><strong>Preparing a capacity building plan and presenting the implementation plan, its benefits, proposed timeline, and estimated costs in a meeting to the relevant authorities.</strong></td>
</tr>
</tbody>
</table>

**No cost/ low cost**

<table>
<thead>
<tr>
<th>Year 1</th>
</tr>
</thead>
</table>

الأساسي:

**Preparation of a capacity building plan and presenting the implementation plan, its benefits, proposed timeline, and estimated costs in a meeting to the relevant authorities**

* إعداد خطة بناء القدرات وتيميد خطة التنفيذ وفقاً لها والجدول الزمني المقترح والتكاليف التقديمية في اجتماع للجهات المختصة

<table>
<thead>
<tr>
<th>بدون تكلفة / تكلفة مخفضة</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Joint Action Group: Connected authorities</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.3</th>
<th>Lead: MoF</th>
<th>Partner: VTC</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Action Group: Connected authorities</td>
<td>Advocacy for sanitary facilities in public areas.</td>
<td>Rationale: The aim is to connect with the relevant authorities to prepare a one-page brief to explain the issue, how it affects women and how a solution could look like, identifying the right authority to address this topic and add it to the agenda of a meeting with that institution to explain the matter.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Preparation of a one-page brief to explain the matter, how it affects women and how a solution could look like, identifying the right authority to address this topic and add it to an agenda on a meeting with that institution to explain the matter.</em></td>
<td>No cost/ low cost</td>
<td></td>
</tr>
</tbody>
</table>

*After conducting the study under 3.4, identify the appropriate amount of fees and arrange one meeting on the state level and one meeting on the federal level to explain the data collection, its results and the proposed solutions to the relevant authorities.*

*Preparation of a one-page brief to explain the matter, how it affects women and how a solution could look like, identifying the right authority to address this topic and add it to an agenda on a meeting with that institution to explain the matter.*
Advocacy for equal participation and access to the souks.

Rationale: The need to ensure equal opportunities for women in the souk economy.

Preparation of a one-page brief to explain the matter, how it affects women and how a solution could look like, identifying the right authority to address this topic with and add it to an agenda on a meeting with that institution to explain the matter.

Raising this issue in at least three meetings with relevant authorities and in meetings with the private sector to raise awareness about it.

Rationales:

Connected to 3.5
Even though officially everyone may be allowed there, not everyone actually is included. This points towards direct or indirect discrimination or disadvantages.

Medium costs

Advocacy for safe, fair and corruption free souks.

Rationale: The need to ensure a safe and transparent environment for women in the souk economy.

After conducting 3.5 or 3.6.
Identifying suitable measures to make the market a safe space for women.

* conduction of a gender diversity training for all policepersons on the market
* awareness-raising campaign about harassment of women being immoral on the market.

No cost/ low cost

High initial costs, but revolving system through rent collection.

Medium costs

Year 1

No cost/ low cost

Year 1

No cost/ low cost

Year 1
Connected to 3.5 At the moment there are several safety concerns in the market for women including harassment and catcalling. There are also reports of unjust procedures in who will get the ability to rent spaces. There are also difficult conditions for small scale sellers without space in the market. There is a report of confiscated products and charging of unfair and intransparent "fees". This creates an atmosphere of fear.

In the current situation, there are many concerns related to the market and other entities related to the market, such as the Ministry of Finance, the training center, and other partners. There are also complaints about corruption and illegitimate fees, illegal confiscations of products. A complaint mechanism has been introduced with civil society actors/NGOs who collect complaints and prepare a report and presentation each year, reporting about the difficulties and progress.

* After identifying the process of renting areas and laying out clear rules of the market, these should be published, and the rules shared widely.

* Identification of complaint mechanisms for the mahalia (about corruption and illegitimate fees, illegal confiscations of products) with a civil society actor/NGO who collects those incidents and prepares a report and presentation each year reporting about the difficulties and progress.
<table>
<thead>
<tr>
<th>4.6</th>
<th>Lead: MoF, DoL, VTC</th>
<th>Advocacy for work permits for refugees. <em>Preparation of a 3 pages brief (done by each partner: MoF, DoL, VTC from their perspective) about the situation of the refugees in the camps when they want to work and laying out the process they should go through (both: the official and the unofficial ones) and why they are challenged in succeeding in it and how that affects the labour situation for the state.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>M</td>
<td>V</td>
</tr>
<tr>
<td>Partner: Refugee representatives</td>
<td><strong>Rationale</strong></td>
<td><em>Presenting this brief in short 15 minutes preparations in at least three different meetings with relevant authorities in the states or (ideally) on the federal level.</em></td>
</tr>
<tr>
<td>5 Internal reorganization</td>
<td><strong>No cost/ low cost</strong></td>
<td>Year 1-3</td>
</tr>
<tr>
<td>5.1</td>
<td>Lead: VTC</td>
<td>Diversity in selection committees. <em>Identifying at least one person per selection committee that is a woman, that has a (visible) disability or is a non-Sudanese per each selection committee.</em></td>
</tr>
<tr>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partner:</td>
<td><strong>No cost/ low cost</strong></td>
<td>Year 1</td>
</tr>
</tbody>
</table>
| 5.2 | **Lead:** VTC  
**Partner:**  
**Joint Action Group:** | **Rationale** | **No cost/ low cost** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diversification of employees and involvement in decision-making.</strong></td>
<td><em>Equipping all committees, all boards, all panel discussions, all associations, all decision-making bodies, all meetings, all representatives, with at least 30% women, people with disabilities and non-Sudanese (proportion wise) in their rows and keeping track of these persons talking time to be as much as the talking time of any other member of the committee.</em></td>
<td><em>Making sure that female, disabled and refugee students and female teachers are included on all level of organizations, starting with student representatives, WhatsApp chats, informal meetings that will address school topics, outings, donor meetings, capacity building training, as department heads and as director board members)</em></td>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td><strong>The employment process takes a long time.</strong></td>
<td><em>Choice</em></td>
<td><strong>No cost/ low cost</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Equipping all committees, all boards, all panel discussions, all associations, all decision-making bodies, all meetings, all representatives, with at least 30% women, people with disabilities and non-Sudanese (proportion wise) in their rows and keeping track of these persons talking time to be as much as the talking time of any other member of the committee.</em></td>
<td><em>Making sure that female, disabled and refugee students and female teachers are included on all level of organizations, starting with student representatives, WhatsApp chats, informal meetings that will address school topics, outings, donor meetings, capacity building training, as department heads and as director board members)</em></td>
<td><strong>Year 1</strong></td>
</tr>
</tbody>
</table>

---

| 5.3 | **Lead:** MoF  
**Partner:** VTC  
**Joint Action Group:** | **Rationale** | **High costs** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institutional capacity raising.</strong></td>
<td><em>Identifying two sections most in need and developing an implementation plan (including capacity development plan, and estimated costs and tentative timeline) for the establishment of these sections.</em></td>
<td><em>Choice</em></td>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>No cost/ low cost</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td>5.4</td>
<td>Lead: MoF</td>
<td>Advanced budget allocation.</td>
<td>* Allocation of the budget of the upcoming year by November of the previous year, so that appropriate planning can take place, the preparation of a yearly plan for courses and participants numbers in the upcoming year.</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Partner: VTC</td>
<td>Tخصيص الميزانية المتقدمة.</td>
<td>تخصيص ميزانية العام القادم بحلول شهر نوفمبر من العام السابق، بحيث يمكن التخطيط المناسب، وإعداد خطة سنوية للدورات وأعداد المشاركين في العام المقبل.</td>
</tr>
<tr>
<td>Joint Action Group:</td>
<td></td>
<td>Rationale</td>
<td>الآباص المنطقي:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>While this does not address the direct integration into the Labour market, it is the prerequisite to other points.</td>
<td>في حين أن هذا لا يعالج الاتصال المباشر في سوق العمل، إلا أنه شرط مسبق للفئات الأخرى.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Year 1-3</td>
<td>High costs</td>
<td>تكلفة عايلة</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.5</th>
<th>Lead: VTC</th>
<th>Setting up a mentoring program.</th>
<th>* Identification of three students per class in each senior year of the trainings that are capable to advise the students in the lower classes. Arranging 2-3 capacity development meetings between teachers and these selected students on basic knowledge (non-discrimination, collegial support systems, rights and duties etc.) arranging meetings between these mentor students and smaller groups of the younger students at the beginning of each school year and repeatedly throughout the course for exchange and providing advice. *</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Partner:</td>
<td>إنشاء برنامج إرشادي</td>
<td>تحديد ثلاثة طلاب لكل فصل في كل سنة من سنوات التدريبات التي تكون قادرة على تقديم المشورة للطلاب في الفصول الدنيا. ترتيب 2-3 اجتماعات لتنمية القدرات بين المعلمين وهؤلاء الطلاب المختارين حول المعرفة الأساسية (عدم التمييز وأنظمة الدعم الجماعي والواجبات وما إلى ذلك) ترتيب اجتماعات بين هؤلاء الطلاب الموجهين ومجموعات أصغر من الطلاب الأصغر سنًا في بداية كل مدرسة عام وبشكل متكرر طوال الدورة للتبادل وتقديم المشورة.</td>
</tr>
<tr>
<td>Joint Action Group:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>إنشاء برنامج إرشادي</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1-3</td>
<td>No cost/ low cost</td>
<td>بدون تكلفة / تكلفة منخفضة</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Year 1-3 | 3 | 3 |</p>
<table>
<thead>
<tr>
<th>6 Trainings التدريبات</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1</strong> Lead: VTC</td>
</tr>
<tr>
<td>Partner:</td>
</tr>
<tr>
<td>Joint Action Group:</td>
</tr>
<tr>
<td>VTC</td>
</tr>
<tr>
<td><strong>6.2</strong> Lead: MoF</td>
</tr>
<tr>
<td>Partner: VTC</td>
</tr>
<tr>
<td>Joint Action Group: SCVTA</td>
</tr>
<tr>
<td><strong>M</strong></td>
</tr>
</tbody>
</table>

**Rationale** الأساس المنطقي:

In order to provide choices for motivated students from the countryside and from camps mobile training approaches should be offered to them. من أجل توفير خيارات للطلاب المتحمسين من الريف ومن المخيمات يجب تقديم مناهج تدريب متنقلة لهم.

In order to provide choices for motivated students from the countryside and from camps mobile training approaches should be offered to them. من أجل توفير خيارات للطلاب المتحمسين من الريف ومن المخيمات يجب تقديم مناهج تدريب متنقلة لهم.

In order to provide choices for motivated students from the countryside and from camps mobile training approaches should be offered to them. من أجل توفير خيارات للطلاب المتحمسين من الريف ومن المخيمات يجب تقديم مناهج تدريب متنقلة لهم.
<table>
<thead>
<tr>
<th><strong>6.3</strong></th>
<th><strong>Lead:</strong> MoF</th>
<th><strong>Partner:</strong> VTC</th>
<th><strong>Joint Action Group:</strong> SCVTA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course choice expansion</strong></td>
<td>* Implementation of one long (1 or 3 years) course each year to be added to the current range of courses. Course priorities based on market analysis and including the development of up-to-date curricula.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>نشوء خيار الدورة*</td>
<td>تنفيذ دورة واحدة طويلة (1 أو 3 سنوات) كل عام تضاف إلى مجموعة الدورات الحالية. تعتمد أولويات الدورة على تحليل السوق بما في ذلك تطوير مناهج جديدة.</td>
<td></td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher trainings in practical fields</strong></td>
<td>* Development of a capacity development plan for teachers including allocating a budget line for continuous teacher training (e.g. one-week training per school year), to spend and chosen by the teachers based on their wishes and in coordination with the school board and the needs of the school.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>نشوء خيار الدورة*</td>
<td>تطوير خطة تنمية القدرات للمعلمين بما في ذلك تخصيص بند في الميزانية للتدريب المستمر للمعلمين (على سبيل المثال تدريب لمدة أسبوع لكل عام دراسي)، لإفاغة واختياره من قبل المعلمين بناءً على رغباتهم وبالتنسيق مع مجلس إدارة المدرسة والاحتياجات للمدرسة*</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>6.4</strong></th>
<th><strong>Lead:</strong> MoF</th>
<th><strong>Partner:</strong> VTC</th>
<th><strong>Joint Action Group:</strong> SCVTA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher trainings in practical fields</strong></td>
<td>* Establishment of tax breaks or in-kind support for teachers who chose to participate in further education aiming to expand their knowledge in line with the interests of the school*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>نشوء خيار الدورة*</td>
<td>إنشاء إعفاءات ضريبية أو دعم عيني للمعلمين الذين اختاروا المشاركة في التعليم الإضافي بهدف توسيع معرفتهم بما يتناسق مع مصالح المدرسة*</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>High costs</strong></th>
<th><strong>Year 1-3</strong></th>
<th><strong>Medium costs</strong></th>
<th><strong>Year 1-3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1-3</strong></td>
<td><strong>Year 1-3</strong></td>
<td><strong>Year 1-3</strong></td>
<td><strong>Year 1-3</strong></td>
</tr>
<tr>
<td>6.5</td>
<td>Lead: VTC</td>
<td>Partner: MoF</td>
<td>Joint Action Group: SCVTA, external trainers</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

6.6 | Lead: VTC | Partner: MoF | Joint Action Group: | Access to finance courses (including microfinance) | Training one teacher as the focal point for microfinance and banks and including a 1-2 weeks course into the curriculum of all students. * Inviting microfinance institutes and banks into the school to offer courses on how to access microfinance and credits from banks (while making sure that students are not exploited into taking loans they cannot afford), organized once every six month and open to the access of all students of the school. * Training one teacher as the focal point for customer relations and customer network training and including a 1-2 weeks course into the curriculum of all students. | Medium costs | Year 1-3 |

6.7 | Lead: VTC | Partner: MoF | Joint Action Group: | Diversity training/Gender sensitivity training | Identification of a suitable trainer to conduct a training on gender in vocational training and gender in class and teaching, implementation of a one-week training for all teachers, directors and student representatives, including repeated follow up reflection days after some month | Medium costs | Year 1 |

6.8 | Lead: DoL | Partner: MoF | Joint Action Group: | Labour law training | Implementation of one training for teachers, master trainers, student representatives, directors and DoL employees on labour law including specific parts addressing people with special needs, non-Sudanese and women and how to avoid discrimination and implementing the law, fairly | Medium costs | Year 1 |
A workshop in Labour law for all partners of the strategy, as well as teachers and everyone interested, can help to straighten up the misunderstandings that women are not allowed to do certain jobs. Some people refer to the about law and claim that women cannot do certain jobs. This is not true and should be debunked.

<table>
<thead>
<tr>
<th>- 6.9</th>
<th>Lead: VTC</th>
<th>Inclusion of gender in all other trainings.</th>
<th>* Conduction of thorough gender analysis on all levels including training visits, observations of teaching, and revisiting the teaching plans of all trainings and teaching being done by the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Partner:</td>
<td></td>
<td>* Conduction of a thorough gender finance analysis addressing the question of whether female students on average are receiving just as many resources as male students (gender monitoring)</td>
</tr>
<tr>
<td></td>
<td>Joint Action Group:</td>
<td></td>
<td>Medium costs</td>
</tr>
<tr>
<td></td>
<td>جهة الرائدة مركز التدريب المهني</td>
<td>Year 1</td>
<td>تكاليف متوسطة</td>
</tr>
</tbody>
</table>
### 7 Stand alone

<table>
<thead>
<tr>
<th>Lead: DoL</th>
<th>Partner: MoF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Action Group: Institute of university graduates</td>
<td></td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td><strong>Implementation</strong></td>
</tr>
<tr>
<td>تطوير المناهج العملية. This aims to enhance the graduates ability to diagnose problems.</td>
<td></td>
</tr>
<tr>
<td>&quot;Development of an implementation plan for the fund for new entrepreneurs and self-employment services&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;Hiring additional qualified staff for the job center&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;Identifying and implementing a capacity-building strategy for the job center staff&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;Collaborating with training providers and the private sector to have a list of volunteer career guidance coaches in various trades and occupations&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;Implementation of at least 80 self-employment counselling sessions for interested persons&quot;</td>
<td></td>
</tr>
<tr>
<td><strong>High costs</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lead: VTC</th>
<th>Partner: DoL, MoF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Action Group: SCVTA</td>
<td></td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td><strong>Implementation</strong></td>
</tr>
<tr>
<td>&quot;Identification of one curriculum each year to be updated and adjusted to the market needs&quot;</td>
<td></td>
</tr>
<tr>
<td><strong>High costs</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Year 1-3</strong></td>
<td></td>
</tr>
</tbody>
</table>

| 7.1 | 7.2 |
| 7.3 | **Lead:** MoF  
**Partner:** VTC  
**Joint Action Group:** a) Private sector, b) Other public sector actors | **Raw material financing.**  
* Identification of a reliable budgeted line each November that includes realistic and market-adjusted budget for raw material for the appropriate number of students*  
 تحديد خط موازنة معتمد في شهر نوفمبر من كل عام يتضمن ميزانية واقعية ومعدلة حسب السوق المواد لعدد مناسب من الطلاب | **Medium costs**  
**Year 1-3** |  
**تكاليف متوسطة**  
**من سنة الي 3** |
| 7.4 | **Lead:** DoL  
**Partner:** VTC  
**Joint Action Group:** a) Private sector, b) Other public sector actors | **Career guidance sessions.**  
* Conduction of 150 career guidance sessions to interested applicants and school/university leavers via the job centers in a gender-sensitive and nationality sensitive way per each year*  
إجراء 150 جلسة توجيه مهني للترشحين بدوافع الخريجات والطلاب عبر مراكز التوظيف بطريقة تراعي النوع الاجتماعي والجنسية كل عام | **High costs**  
**Year 1-3** |  
**تكلفة عالية**  
**من سنة الي 3** |
| 7.5 | **Lead:** MoF  
**Partner:** VTC  
**Joint Action Group:** a) Private sector, b) Other public sector actors | **Job fair conduction.**  
* Implementation of one Job Fair at least every two years*  
تنفيذ معرض الوظائف واحد على الأقل كل سنتين | **Medium costs**  
**Year 1 and year 3**  
**Year 3 and 4** |  
**تكاليف متوسطة**  
**سنة و 3 سنين** |
| 7.6 | **Lead:** DoL  
**Partner:** VTC  
**Joint Action Group:** a) Private sector, b) Other public sector actors | **Job scouting activity.**  
* Conduction of one job scouting session each year*  
إجراء دورة كشف عن الوظائف كل عام | **Low cost**  
**Year 1-3** |  
**تكلفة منخفضة**  
**من سنة الي 3** |
The question remains regarding the fees and who would pay them if the jobs were scouted. Connected to challenge 15 regarding the amount of the fees being not aligned to what the market is willing to pay for the service. The problem appears that if the employment is conducted by official channels, then the taxation office will be alerted. Employers will be prevented from employing.

<table>
<thead>
<tr>
<th>7.7</th>
<th>Lead: MoF</th>
<th>Set up of the market in residential areas</th>
<th>* Identification and allocation of three market areas in residential neighbourhoods that include renting space for workshops, dukans and tablias, a sales area, a secured space for locking belongings, materials and equipment,</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Partner:</td>
<td>Rationale</td>
<td>High costs</td>
</tr>
</tbody>
</table>

* تكلفة عالّة من سنة الـ 3
| 7.8 | **Lead:** DoL  
**Partner:** MoF, VTC |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Joint Action Group:</strong></td>
<td><strong>Simplification of work permit procedures for refugees</strong></td>
</tr>
<tr>
<td><strong>all other actors related to the process and including refugee representatives, civil sector representatives and NGOs</strong></td>
<td><em>Identification of all actors relevant to the provision of work permits to refugees and holding a meeting to discuss the current procedure, its challenges and how to simplify the procedure</em></td>
</tr>
</tbody>
</table>
|  | *الجهة الرائدة: مكتب العمل  
 الشريك: مركز التدريب المهني وزارة المالية  
 مجموعة العمل المشترك: جميع الجهات ذات الصلة بالعملalar جمعية المجالات ذات الصلة بالعمل عامة بما في ذلك ممثلي اللاجئين ومتالمي القطاع المدني* |
|  | **No cost/ low cost** |
|  | **Year 1** |

**Joint Action Group:** Mahalia, area committees, private sector

**Shrink:** مجموعة العمل المشترك: المحلية، لجان المناطق، القطاع الخاص

**What would speak against larger areas allocated for women in the market places or a reservation of new dukan places for women?**

ما الذي يمكن أن يتلكم ضد المساحات الأكبر المخصصة للمرأة في أماكن السوق أو حجز أماكن الدكان الجديدة للنساء؟

**access to the electricity grid, sanitary facilities and running water and the establishment of fair and transparent management and renting system**

**تحديد وتخصيص ثلاث مناطق أسواق في الأحياء السكنية تشمل تأجير مساحات للورش والدكان والطبليات، ومنطقة بيع، ومساحة أمنة لنقل المعدات والمواد، والوصول إلى شبكة الكهرباء، والمرافق الصحية والمياه الجارية. إنشاء نظام إدارة وتأجير عادل وشفاف**

**Simplification of work permit procedures for refugees**

تبسيط إجراءات تصاريح العمل لللاجئين

**No cost/ low cost**

بدون تكلفة / تكلفة منخفضة

**Year 1**
المنظمات غير الحكومية
5 Way Forward

With the comprehensive list of suggested interventions above a first step is done to support the integration of vocational training graduates into the labour market. The interventions mitigate some of the biggest challenges that were raised by graduates, private sector actors, workshop owners and vocational training staff and can be expected to ease the path for graduates. Nevertheless, the interventions can only be observed as a starting point for further collaboration, coordination, and activities.

Several suggestions should be made towards the future of this strategy

- Preparation of a workshop for all strategy partners shall be made to reach a final agreement on the interventions and transfer the suggestions into a measurable output with a clear timeline, allocated budget, and clear responsibilities.
- Arrangement of meetings with relevant partner institutions and joint action groups
- Regular updating of the strategy and reflection meetings every six months to reflect on the progress
- A more extensive re-evaluation would be recommended after half of the strategy time frame has passed
- When the time is right, and the institutions are further stabilized after the change of government in 2019, the strategy could make efforts to include further key partners to it and expand the range and the influence of this strategy. Potential partners include the SCVTA, SBA, SICU, and state actors.
- For some knowledge, intensive or costly interventions sponsorships may be sought, in the private sector as well as in the donor landscape of Sudan
- After the strategy has commenced the most successful interventions could expand to other vocational training centers in the city, with the VTCs taking on a leading while. Similarly, city-wide activities can be expanded to other localities of the states.

Overall, this document and the strategy needs to be observed as an ongoing effort that requires repeated reflection, adjustment and revision based on changing circumstances and new insights. The interventions stated here are not cast in stone and additions should be made based on need and possibilities.

البداية

مع القائمة الشاملة للتدخلات المقترحة أعلاه، يتم اتخاذ الخطوة الأولي لدعم اندماج خريجي التدريب المهني في سوق العمل. تخفف التدخلات أكبر التحديات التي أثارها الخريجون والجهات الفاعلة في القطاع الخاص وأصحاب ورش العمل وما يؤثر على التدريب المهني ويمكن توقع أن تسهل الطريق أمام الخريجين. ومع ذلك، لا يمكن ملاحظة التدخلات إلا كنقطة انطلاق لمزيد من التفاوض والتنسيق والأنشطة.

يجب تقديم العديد من الاقتراحات تجاه مستقبل هذه الاستراتيجية

- يجب إعداد ورشة عمل لجميع شركاء الاستراتيجية للوصول إلى اتفاق نهائي حول التدخلات وتحويل الاقتراحات إلى مخرجات قابلة للقياس مع جدول زمني واضح وميزانية مخصصة ومسؤوليات واضحة.
- ترتيب الاجتماعات مع المؤسسات الشريكة ذات الصلة ومجموعات العمل المشترك.
- التحديث المنتظم لل استراتيجية واجتماعات تعكس الإشراف بعد كل ستة أشهر للتفكير في التقدم المحرز.
- يوصى بإعادة تقييم أكثر شمولا بعد مرور نصف الأطر الزمني للإستراتيجية.
- عندما يحين الوقت وتستقر المؤسسات أكثر بعد تغيير الحكومة في عام 2019، يمكن للإستراتيجية أن تشمل جهودًا لإدراج المزيد من الشركاء الرئيسيين فيها وتوسيع نطاق وتلقي هذه الاستراتيجية. يشمل الشركاء المحتملين SCVTA و SBA و SICU والجهات العامة الحكومية.
- بالنسبة لبعض المعرفة، يمكن البحث عن رعاية مكلفة أو مكلفة في القطاع الخاص وكذلك في مشهد المانحين في السودان.
- بعد بدء الاستراتيجية، يمكن أن تتوسع أكثر التدخلات تناها لتشمل مراكز التدريب المهني الأخرى في المدينة، مع تولي مراكز التدريب المهني دورًا رائدا. وبالمثل، يمكن توسيع الأنشطة على مستوى المدينة لتشملمناطق أخرى في الولايات.
 بشكل عام، يجب مراعاة هذه الوثيقة والاستراتيجية كجهد مستمر يتطلب التفكير المتكرر والتعديل والمراجعة بناءً على الظروف المتغيرة والرؤى الجديدة. المداخلات المذكورة هنا ليست ثابتة ويجب عمل الإضافات على أساس الحاجة والإمكانيات.

ANNEX

I Bibliography
II The preparation of the strategy
III Barriers to labour integration
IV Questionnaires and responses (Excel, only available online)
V Partner questionnaire and Joint partner agreements (Excel, only available online)
VI Interventions, descriptions, and details (Excel, only available online)

To download the documents please visit www.miro.com: (www.miro.com) https://miro.com/app/board/o9J_ksnRAJA=/
I Bibliography


GIZ internal data
Gender study
Monitoring Data
Job scouting data

IGAD (no date) The Contribution of Livestock to the Sudanese Economy. Khartoum


ILO/ UNDP (2014) A Roadmap Toward A National Employment Policy For Sudan

International Monetary Fund (2020) Country Information Sudan


World Bank (2020) Data Base – Country Profile Sudan
https://data.worldbank.org/indicator/SL.UEM.TOTL.ZS?locations=SD retrieved on 1st June 2020


Referenced laws
Labor Code 1997
Protection in the Domestic Servants Act 1955
Sudan Asylum Act 2014
II The preparation of the strategy

The preparation of the strategy. The preparation of the strategy involved several sub-steps to involve the adequate partners, collect information and providing the partners with their decision-making on how to proceed. These steps are outlined below.

1. Agreement with the key partner Ministry of Finance
The Ministries of Finances were presented with the possibility of GIZ support for the setup of the Strategy for the Integration of Vocational Training Graduates. The idea was welcomed by the ministries and minutes of the exchanges were prepared to document the agreement.

2. Getting further partners on board
Other potential partners were contacted to exchange on their interest in strategy development. KVTC, GVTC, DOL Gedaref and DOL Kassala agreed to participate in the strategy. GVTC and KVTC were involved in the questionnaire development.

3. Data Collection
The data collection team interviewed 50 respondents ranging from graduates, over private sector representatives to other vocational training centres regarding their experience in trainee integration via phone and online chat programs to gather information on the challenges. The gathered information was analysed and converted into a list of challenges faced by trainees in their integration process.

4. Partner state their interest in addressing specific challenges and mention intervention areas
The strategy partners were presented with the collected challenges. The strategy partners stated their interest in the challenges that they thought they could engage in mitigating, then they declared if they needed a collaboration partner for the mitigation of a certain challenge and the intervention area on how to address the challenge.

5. Intervention Formulation
The suggestions by partners were sorted, commented as well as elaborated on by the data collection team, who then prepared a list of intervention areas and sub-interventions. The partners were asked for final feedback and the interventions were included in the draft version of the paper.

6. Formulation of final strategy and agreement
A workshop is planned to prepare some final agreements and adjustments and kick off the strategy.

III Barriers to labour integration

The challenges young graduates face in the transition from training into employment are embedded in the broader economical context of Sudan and cannot solely be explained through the fate of individuals. Therefore, within this chapter information should be provided on the economic situation of Sudan. After a general introduction, the different phases that a vocational training trainee traverses are addressed and challenges with direct or indirect influence on the integration into the labour market are elaborated on. The challenges that are mentioned here are based on the data collection described above. They were not excluded based on their perceived legitimacy (e.g. when trainees requested monetary compensation for the training, which may be connected to GIZ team members conducting the data collection) nor on the expectation that the partners to the strategy can
change them (e.g. it is assumed that the partners have limited scope in providing access to electricity or labour law). Most of the responses and challenge descriptions that were given are narrations that seem logical and consistent with the context, but most cannot be verified by quantitative data.

Sudan in Crisis

Sudan’s Gross Domestic Product (GDP) has been on a steady rise since 1996 and plummeted only in 2009 shortly to increase further. However, since 2015 Sudan’s GDP has declined from 97.1 to 95.5 Billion USD. Since the secession of South Sudan, the North has lost 75% of its access to oil sources. Estimations by IGAD in the year 2013 based on unpublished data assume that petroleum contributed to 9.65% of the GDP in 2010 - way below livestock production - but amounted to 91% of the exported products in 2009², which explains their importance. Austerity plans of the 30-year lasting Bashir government have led to protests that resulted in the overthrow of the government in 2019. The transitional government that has since been established inherited a country in economic crises, leading to continuous shortages of gas, oil and electricity. Bread and medicine subsidies have been cut and inflation continues to soar. With inflation at 63% in 2018 before the change of government, reduced to 51% in 2019, they are predicted by the International Monetary Fund to reach 81% in the year 2020³. As a result, people are affected by mounting prices that affect consumer goods, staple food and imported products and diminish the demand. This difficult economic insecurity affects potential employment and businesses and destabilized existing labour.

Starting from the beginning of the population count in the 1960s the population of Sudan increased to today’s 39.5 Million people and increases annually by 2.4%⁴. Accordingly, Sudan has a young population; 62% of Sudanese residents are under the age of 25⁵. The Labour Force Statistic of the Central Bureau of Statistics assumes that the number of economically active people over 15 years in Sudan was 8,972,096 in 2011. For Gedaref the full labour force was identified as 390,700, with 25.7% being women. In Kassala, the full economically active labour force is 494,400; these include only 8% of all adult women in Kassala who work; rendering Kassala together with the Northern state the two states with the lowest level of female work participation⁶. The rural-urban divide displays even stronger disparities. Only 2.8% of women in rural Kassala were economically active as compared to Kassala city at 18.1%. The divide in Gedaref displays the opposite with 26.3% of female participation in the labour force in the countryside and 25.1% in the city.⁷ The calculated number of working poor people lies at about 30%, meaning that not all professions provide sufficient income to lift their graduates out of poverty⁸. A survey of open jobs in Kassala city conducted by GIZ in 2020 has identified the income level of available vacancies in full-time paid jobs at around 3.000 SDG. This is a salary that effectively lies under the poverty line of 1.25 USD per day per person, while often requiring prior education and training. One effect of this is continuous fluctuations in the labour force and among the workers who diversify income opportunities during different seasons of the year and a continuous opportunity-seeking among male adults, who shoulder the highest pressure to contribute to the household.

---

² IGAD (no date) The Contribution of Livestock to the Sudanese Economy
³ International Monetary Fund: https://www.imf.org/en/Countries/SDN retrieved 29 June 2020
⁴ World Bank (2018) Data Base – Country Profile Sudan
⁷ ILO/ UNDP (2014) A Roadmap Toward A National Employment Policy for Sudan
⁸ ILO/ UNDP (2014) A Roadmap Toward A National Employment Policy for Sudan
With around 16.5% unemployment assumed in 2020 and a high degree of informal labour, the supply side of the labour is quantitatively strong\(^9\), but the educational background of the workforce coincides with the market needs.

In 2007, the Federal Ministry of Labour assessed the labour needs across a selection of priority sectors. The highest demands were found in the two fields “Technical and Technological labour in various sectors” and “Skilled and semi-skilled labour in various sectors”. These work fields require technical trainings as they include metal and plate forming/welding, suits tailoring, driving, machine operation, machinery repair, electrical technicians and furniture designing. Increasing the availability of market-driven quality trainings could solve the problem of the mismatch between demand and skill supply. Public Technical and Vocational Education Trainings (TVET) in Kassala and Gedaref focus on general electricity, welding, tailoring and food processing\(^10\). Many of these centres also offer short courses targeting dropouts, youth or women, and thus are roughly matched to the previously identified needs and favours the integration into the labour market.

The arrival of the COVID-19 pandemic in March 2020 with subsequent introductions of lockdowns, temporary closures of markets, offices and movement restrictions limits income opportunities and complicates employment in the already shaken environment. The full picture of the consequences of the COVID-19 pandemic and the timeframe they can be expected remains to be seen.

1 Orientation phase

The description of challenges to integrating into the labour market starts in the orientation phase of the trainees – at the point in time when potential trainees decide which vocational training course they might choose, or even earlier when they decide whether vocational training is a suitable option for them. It is at this crucial step in which the course of future integration into the labour market is set. It can be assumed that intrinsically motivated students, with previous experiences, who chose a work field that suits their abilities and have contact with the work field can be easier integrated into the labour market. While those who choose vocational training because no other options remain, who would be interested in other fields of work or those who do not see sustainable future income in their education, can be expected to show less engagement not only during the training, but also during the job-search. In this stage, a fine balance should be kept between providing training and labour market integration to those who are already close and those who are very far from the labour market because they are part of a vulnerable group and need specific support.

1.1 Social perceptions prevent entering vocational training. Despite recent changes in perception, vocational training is little valued in Sudan and often referred to as the last option for dropouts thereby underestimating the changes of skills enhancements for higher productivity, employment opportunities and income growth\(^11\). Only 6% of male school leavers joined national VTCs in 2003\(^12\). The current orientation phase of potential students in Eastern Sudan is heavily influenced by the perception of vocational training as a secondary choice if a university education is unattainable. Directors of Vocational Training Schools or training institutes even spoke of a “stigma” connected to the vocational training that requires awareness-raising. Also, employees mentioned this part and explained how it influenced the

---

10 ILO (2013) Skills Development in Sudan- The formal and the informal reality, Khartoum
11 ILO. (2013) Skills Development in Sudan- The formal and the informal reality, Khartoum
self-perception of the students. With those being proud of the manual work and their knowledge performing better than those, who were ashamed not to have reached anything better. Due to the economic crises and promotional campaigns by JICA and other development organizations a rethinking of manual work might have started. One respondent saw among his peers increased considerations of learning manual labour skills from their relatives and fathers. While before the crisis the social standing of university education was undoubted, the reduced purchasing power of office clerks made education in the universities not only less accessible but decreased the overall return on investment in higher education. Another challenge in the orientation phase is due to the perception that vocational training is suitable only for men, but not for women. Accordingly, this prejudice of vocational training being too physically demanding for women challenges the participation of women in the courses or limits them to specific choices.

1.2 Professional orientation to attract the skilful and engaged. The Labour Office and both Ministries of Education in Gedaref and Kassala reported that they were not involved in the educational choice of their students. Professional orientation is also rarely provided by primary or secondary schools, but instead is influenced by grades, with students with higher grades moving onwards to university, while students with lower grades move on towards vocational training or directly into the labour market or informal apprenticeships. Some of the biggest influencing factors are parents and their perceptions, which are as described influenced by the perception of vocational training, while talents, abilities, previous experiences, and wishes would remain secondary factors.

1.3 Knowledge of TVET opportunities, Certification and Recognition. Some current trainees have reported that they were not aware of vocational training as an option at all before they heard of it through a marketing campaign. It can also be assumed that the informal apprenticeship system absorbs some of the interested candidates, who then receive practical work experiences, but may not attend formalized education, which allows for direct formal recognition. Even though trade-tests to formalized previously acquired practical knowledge are available, but also little publicized.

Still, many students, but also teachers are unaware of how vocational training can result in informally recognized degrees that allow continued education and even joining the university, despite not qualifying in the first education path.

1.4 Limited choices in the Vocational Training and problems with access. The number of VTCs in Kassala and Gedaref is in the central range compared to other states, with Khartoum at the higher end of the scale, and states such as South Kordofan and West Darfur falling on the lower end with few facilities. In 2010/2011, 1,699 students were enrolled in Kassala state in Vocational Training Center and Crafts Institutes and 2,138 in Gedaref state.

Still, respondents explained that there were only limited choices and problems with access to vocational training. Even those who formally qualify report that the number of trainings available is limited compared to the demand. The Ministry of Education (MoE) Gedaref and the director of the Men Crafts Institute (MCI) in Gedaref explained in 2018 that due to the economic crisis the number of applicants to their two years courses outnumbers by far the seats available (1200:120/year in 2017 MCI, 1000:100 in 2017 as per MoE during the interview), the MCI representative of Kassala said they were able to accommodate all applicants in their courses.

Beyond mere numbers, access was made difficult for some specific groups. Some highly motivated trainees are facing limitations in their course choice due to their age, gender, nationality or because some educational fields are not open to people with disabilities. Sometimes participation in specific educational paths is prevented for people with disabilities by regulation, not by the actual ability of the student. Some students reported that their

---

13 ILO. (2013) Skills Development in Sudan - The formal and the informal reality, Khartoum
access was limited because they did not fit the age criteria of many courses. The previously applied gender segregation of some of the schools (e.g. division into male and female crafts institutes, as well as the prohibition of women to join the three years vocational training courses) formally did not allow access for women to join the trainings continues to have its effects. If they consider joining the training sometimes not all choices are offered to them, but only those fields that are deemed adequate or perceived as fitting to women and thus limit the choices of women to join trainings. The limitation may even exist despite founded interest or previous experience in those fields. The institutional, cultural, and structural limitations for women to join vocational trainings are mirrored in what they report as lacking family support or even direct prevention or prohibitions of family members to have their female family members join vocational trainings.

As a result of the limited choices their chances to gain a sustainable income are also reduced, since the courses considered adequate for them are often shorter, of lesser quality, less often standardised and less profitable, and sometimes also institutionally disadvantaged by receiving finances later than other departments.

Another factor limiting the access for qualified and motivated students in the far distance of vocational training schools, which may not always offer accommodations. Even if accommodations for men are available, the chance that they are equipped to accommodate women is even less likely.

1.5 Enrolment procedure. Interlinked with the above-described gendered experiences in the enrolment procedures, some trainees found that the enrolment procedure was intransparent. In other settings, there are no interviews or selection councils that identify suitable candidates, but candidates are called by teachers based on registration lists, which may leave room for favouritism. The selection procedure is challenged by balancing out a tension field, since on the one hand, the support of disadvantages supports equality, while on the other hand choosing those most qualified, may enhance their chances to be easily absorbed labour market. Thus, there is a danger of “creaming” which is the process of improving the access to the training for groups that are already close to the labour market. This can be considered critical, since it may support groups who are already privileged. As a result, the schools may potentially lose motivated and skilled candidates, who have not profited from education and training and good connections before.

2 Training Phase

Even though the training phase is still taking place before the actual transition into the labour market, qualitatively high practical experiences facilitates the integration into the labour market significantly and are thus critical to the integration. It is not only the theoretical knowledge that is transmitted in the school, that leads to employment, but especially practical experiences, as well as the transfer of soft skills that form essential parts of being a mature and professional future employee.

2.1 Opportunities to seek practical experience through internships and apprenticeships. Practical experiences, ideally in-company trainings, are crucial for student’s ability to apply the learned lessons in workplaces. As a part of the data collection, many private sector representatives offering internships highlighted the benefits of them to connect specifically women to the work market. Not all organizations offering vocational training have connections to the private market, but some actively raise opportunities for trainees to conduct internships. One training centre explained that they were in contact with hospitals and health centres and place women for one-month internships to facilitate their employment at these institutions, which often led to employment afterwards, but at least to formal certificates handed out by the educational institutes. One director of an educational institute pointed at teachers as a good connection point between quality internship placements and trainees. When enquired about female teachers, he acknowledged that
female teachers are less often involved in their own businesses, do not have shops in the souk just like other women. Accordingly, the availability of internship placements for women was limited. After deliberation with a female teacher, the respondent could think of only one case in which a woman in his institution had undertaken a one-month internship. Based on responses by female apprentices and teachers, female trainees are considered as complicating to accommodate into training and women report having to overcome social stigma that they are observed as less competent despite having the same prior training. The possibility for students to gain experiences and learn how to use tools and equipment is not only possible in companies, but also within the schools. These, however, depend on electricity. Access to electricity has steadily declined throughout the economic crises in Eastern Sudan and prevents students from applying their knowledge. Sometimes the practical parts of the classes can be moved into later hours of the day, when electricity has returned, or when schools turn into workshops, where teachers offer their services. This way students may make up for missed hours during the school day. However, this option is not only limited to students coming from faraway places, but also for women, who are expected to return home after class early.

2.2 Trainings relevant to the market and quality of trainings. Numerous current students, graduates-turned-workshop-owners, and private sector representatives have raised the quality of the training repeatedly and as a distinctive factor that would enable employment. This concerns the appropriateness of the lengths of the training, updated and relevant curricula, as well as that the equipment available in the training centres is chosen based on the needs in the private companies. A repeated interest that was mentioned by almost all interviewed groups and will be addressed later in this paper was the need to upgrade trainings or specialized trainings. While no courses or no specific specializations were mentioned, the multiple repetitions of this request point to a general need to improve the quality of the trainings and specialized upgrade courses, since the existing ones are not sufficient to find work. In turn for receiving well-educated trainees, some private sector representatives mentioned that they can provide upgrade courses, can offer training placements, and fair employment, through formalized and transparent hiring processes. They noted their interest in private-public partnerships to exchange what is needed. The quality of training differs from institute to institute and from subject to subject, but there is a general trend that many of the short courses are adjusted to work field traditionally occupied by women, while many of the longer courses target professions that are often chosen by men. This has a direct influence on the quality of the courses as well as on employability. Since the courses that are open for women on average generate less income, it seems of heightened importance to provide the best quality of training to those courses, to enable its graduate to access employment opportunities.

2.3 Reliable financing of training. It was a repeated concern of the graduates, but also the camp leaders and the teachers, that students may interrupt the trainings if they are unable to cope with the opportunity costs or with the transportation and meal costs. Some individuals also requested monetary incentives to participate in the courses, since they otherwise could not participate in them. While this point must be seen with caution, there may be some groups who are indeed affected by this. This refers to highly marginalized groups who are already working in menial day jobs and would in theory profit from added income through finalizing vocational training but cannot afford to halt their work. Another aspect of the financing of trainings refers to the payments of the courses. The societal and cultural marginalization of women is continued on the structural level, which may sometimes lead to female training courses receiving monetary reserves later than courses addressing men. This is despite female associated professions (like tailoring, leatherwork, food processing) often require fewer tools and equipment than male-oriented courses and are on top of that even shorter than male courses and thus require less teaching and workshop space. Therefore, attention should be paid as to whether the resources are spent
gender-equal, a challenge certainly not only faced by vocational training institutes, but also throughout other educational facilities, and development and aid organizations.

2.4 Social behaviours/ Professionalism/ Social skills. The perception of the employers and in-company trainers seems divided on whether the students of the vocational training institutes have better knowledge or a better skills base, but they are undivided in their view that they are in general a skilful and motivated group and have achieved a better balance between practical and theoretical knowledge as an example university or college-educated students. The private sector representatives also mentioned the need to transfer social skills and professionalism in the training institutes. The distinctly mentioned properties are punctuality, ability to listen, patience and most often mentioned the willingness to learn. The lack in the transfer of soft skills was also mentioned by the graduates who themselves realized that after they finalized the school, they still had to learn for example “presentation skills”. Others mentioned that one of the biggest challenges was to pass through the interviews, which requires self-presentation abilities. Vocational Training sometimes must overcome conflicting objectives. These include learning that is oriented towards the demand of the labour market, which stands in partial opposition to the learning that allows general skills training and deployment beyond the individual workplace needs. Within dual vocational training the earlier is often taught at the individual work placements while the latter is taught at schools and is included as an obligatory part of the workplace training14.

3 Transition

The transition is the actual crucial point that all trainees eventually face when leaving the trainings. The phase in which it shows whether previous efforts were successful. This part of the data analysis will include some challenges that may apply to both general pathways that follow afterwards: becoming an entrepreneur and becoming an employee.

3.1 Availability of upgrade courses or specializations. As mentioned before, the basic courses that the vocational training graduates attended do not always suffice to find employment or enable graduates to set up workshops that serve the specific requirements of the market. Therefore, many graduates and current trainees described an interest in visiting upgrade courses. The private vocational training centres directors addressed these lacking upgrade courses as the main contributor to finding work, but some private sector abilities also described that they would be willing to offer them to qualified trainees, who have received a qualitative first training in their subject. Lacking availability of upgrade courses or specializations can, on the one hand, be seen as a hindrance to commence work, but also pose a challenge to continue working if the market-demands change, but the employee is not educated in the new demands and cannot access further training.

3.2 Access to (Micro-)Finance. A problem described by many current graduates, but also by their teachers and by other vocational training institutes was the challenge to access microfinance. The reasons behind this challenge are diverse and might require some more background research, but generally, it can be said that for some groups it was harder to access microfinance. The disabled union explained that microcredit processes were inadequately implemented for people with disabilities. Also, representatives of working women explained that for women the process to access funding is more complicated since many may not be very familiar with formal processes and require more guidance; at the time they had less access to reliable guarantors, which makes the processes in the loan

institutions gender-insensitive. Overall, access to funding was described as crucial to open a business and as the main hindrance for many.

The GIZ internal data from the monitoring system back up the challenges to access microfinance. From the 288 graduates of short courses that responded to the GIZ internal tracer study, 63% reported not having followed through with the business set up plans that they had developed during the course. The realistic number of those who did not follow through with their plan may be even higher since 26% were employed. That means that less than one quarter (19.8%) of all respondents of the tracer study set up their own business. 96% of respondents (who said not to have followed the action plan) associated that with economic reasons (multiple answers possible). This seems supported by comparing the different trades with each other. There was a tendency that trades that require more expensive equipment like welding have been less successful in setting up own businesses, while other trainings that require less expensive equipment led to immediate income (henna, food processing, tailoring etc.). In this field, it seems that men are more challenged than women since many of their professions are more cost-intense than the ones of women.

3.3 Cost-intensive professions, tools, equipment, and raw material. Alongside the struggle to access finance, the majority of respondents reported that graduates struggled to pay for tools, equipment and raw material needed. These seemed to be crucial not only for groups that strive for independent work as entrepreneurs but also for those that seek employment since it was raised that some people could find work immediately if they joined someone else’s workshop together with tools. Some respondents went around the challenge to buy tools by renting them instead. One example of how the availability of tools leads to immediate employment are small-appliance repair services offered in the Gedaref souk. In that area, several small appliance repair workshops have set up their business by each bringing a single table with tools and old small appliance for spare parts. Instead of seeking employment with these workshop owners, the graduate could simply place a table with their tools next to the existing ones and start offering the repair services.

This example corresponds to the GIZ internal monitoring data. Though the monitoring data were not differentiated by gender, it was visible that courses associated with female work and with many female participants were more successful in business setups than courses with subjects associated with men. This corresponds to the use of heavy machinery, tools, and costly raw materials. While courses directed to traditional male interests like welding, carpentry, car machinery tends to be more equipment-intensive courses that attract many female participants like sewing, leather decorations, henna and those painting are associated with lower initial costs. Concerning raw materials, those who received them from donors complained that it would have been too little. Others explained how they had raw material in the beginning, but when the prices of material rose did not make sufficient profit with their products to buy new material for new goods, pointing to the need for bookkeeping/business courses.

3.4 Follow up and Data Collection. The transition process from the finalization of the degree until after the entering and the consolidation in the labour market is rarely followed up in a formalized manner or by tracer studies. From the interviewed institutions only the Community Development Center in Gedaref reported having developed such a system. Other public and private training centre report to remain in close contact with their students via phone and WhatsApp. Other areas in the field remain under-documented, too. This includes data on the market needs, emerging markets, unemployment data and matching needs.

4 Employment

The following section addresses the challenges specifically related to seeking employment. Looking at the data from the tracer study of the GIZ internal monitoring system a division between jobs that lead to employment and jobs that lead to entrepreneurship is visible.
Trades that lead to employment seem to be General Electrics, General Mechanics, Cooling and Refrigeration and potentially IT. Courses that lead to business set up are all other courses including food processing, leather works, tailoring, mobile phone repair, henna and to a lesser extend also welding.

4.1 Matching procedures. Inappropriate matching between potential labourers and employers aggravates the problem of the unequal (mentioned before) demand-supply of labour in Eastern Sudan. An ILO study found that 44% of respondent’s recommendations from friends were the most important factor to recruit an apprentice. Further 30% named kinship as the main factor. Hope emerges from the results of the data collection that show that business owners are aware of the challenges in matching and are struggling to find suitable employees within their own social circles. This seems to mean that the appropriate matching procedure is a challenge, not necessarily a suspicion towards people outside of the social circle.

Despite the recognized need for formal matching procedures, the private and public training institutions that were interviewed reported that their own efforts towards helping their students to integrate into the labour market remain focused on the networking of the teachers. While this practice is culturally accepted and may lead to satisfaction among the favoured students, it is also prone to favouritism and partiality. Teachers are like all human beings not free from prejudice and it can be assumed that less well-connected students or those with fewer privileges will struggle more than others. Provided that in the given cultural context female networking functions to a certain extent independent from male networks then female graduates are significantly disadvantaged from such networking procedures after they finalize a training. Especially in jobs that relate to female associated trades, this may lead to a problem, since female teachers are less often engaged in their own business and fewer women have workshops or lead businesses that could employ other women.

4.2 Lack of employment options. Many students and graduates described an unspecified lack of formal employment as a challenge that leads to a hard pre-selection and only the best of the best, connected, will be able to find formalized employment. Based on a market search conducted by GIZ in February 2020 even fewer jobs are available in jobs that pay over the absolute poverty line of 1.9 international Dollars per day as identified by the World bank in 2015, most of the full-time paid jobs that require a previous training or other forms of education ranging around 3.000 SDG per month. Nevertheless, when GIZ conducted the market survey through partners a minimum of 500 jobs were found in a relatively short time span. This may indicate that again it is the lack of matching and not necessarily the lack of willingness from the side of employers that prevents the creation of new jobs.

4.3 Matching costs. The few matching procedures available are associated with formalized procedures and application costs as well as announcement costs that may be out of touch with the reality of the market demand. The costs related to announcing a job on the blackboards of the institutions related to matching procedures are relatively high compared to the outcome and the service received as was confirmed via a job market search conducted by GIZ. From the applicant’s side, the registration under the Department of Labour includes a small fee for applicants, that would not prevent a jobseeker to apply, but it is the formalized way of employment and a general suspicion towards everything related to governments and ministries that prevents applicants from accessing formally advertised jobs.

5 Business set-ups

As an alternative to finding employment graduates may opt to become an entrepreneur and to offer services or goods in the free market. The process to become an entrepreneur is

---

15 ILO (2013) Skills Development in Sudan - The formal and the informal reality, Khartoum
highly different from one job to another, but some challenges that recent graduates face should be displayed here.

5.1 Formal procedures extensive and in-transparent. Entrepreneurship may be a partial fix to the challenges in matching or for the non-existing formal jobs but is in itself challenged by a business-unfriendly environment. The World Bank ranks Sudan “below average” on place 170 of 190 counted countries (Egypt 128, Ethiopia 161, Eritrea 189, United Arab Emirates 26) and territories and evaluated that starting a business takes on average around 36 days for men and 37 days for women, as they have to seek permission from their husbands first. Construction permits relevant for building workshops and dukans are one of the longest procedures when aiming at opening a business, a process that takes on average 270 days. Furthermore, Sudan ranks particularly low in the field of protecting minority investors (186 of 190) and trading across borders (185 of 190). As a part of the data collection to this strategy, the graduates-turned-workshop-owners raised this as challenges that they faced after they had decided to set up their business and thus confirm the topicality of the World Bank report.

5.2 Networking. Some workshop owners reported that at the beginning of their business set up they were struggling because they had a limited network to sell their products to or to offer their services to. It took them some time to establish themselves in the market and until they had gained the trust of their customers. For some groups this challenge is more difficult than for others: For women, their business set up is complicated by a relative separation between male and female sales groups. Women are supposed to sell within their networks, which are often limited to other women, who have a lower disposable income than men. The same can be expected of refugees in the camps, who are limited to selling their products in the camps, where goods are offered with smaller profit margins to a less affluent consumer group. Women, as well as people with disabilities, reported that in certain professions they were not believed that they could provide quality products and good services. So, on top of having a small network they had to deal with prejudice towards their abilities and had to overcome this additional barrier.

5.3 Finding a suitable place for business set-ups. Respondents from the workshop owners explained one of their challenges finding a location to open their business. While some solved it by opening their business on their own premises, others are being challenged by high rent prices for workshops and dukans or limited space in sales areas and souks. One key challenge faced by female vocational training graduates is the cultural norm of not working outside the home. While privileged groups of society may work on the markets and in public places, 50% of the society is generally expected to remain inside the houses or in protected spaces and work from there. This affects the establishment of workshop and businesses significantly since entrepreneurs need to be able to come to the workplaces, production place and sales areas. Only a few jobs are effective in neighbourhood compounds. Implied in this problem are disadvantages connected to lacking possibilities to divide labour and to benefit from communal supply chains and sales chains in specialized production and sales places.

5.4 Marketing possibilities and challenges to offer services. While the production of certain goods may be possible within households and neighbourhoods, there is a specific challenge connected to marketing and selling those goods. With fewer options to travel (lesser access to private cars, fewer driving licences among women), women face not only a challenge to deliver goods to the big souks, but also face challenges to find space in these areas. Sales areas are gendered spaces in the East. There is a “general” market, which is another word for “male-market”, that may or may not encompass designated areas for women. Only within those areas, women may sell their goods, while men occupy almost all

---

other places in the markets, including dukans, fruit shops, stands on the sides of the roads and so on. Women are thus limited to the very few places designated to them, or to the ground, which will reduce the appeal of their products. Since sales areas in Eastern Sudan are divided by-product (e.g. fruit shops in one area, household products in another), women cannot profit from customers going to these specialized areas but are limited to selling the products that are sold in the women market (e.g. the women market in Gedaref mainly sells weaved products and kisra). Thus, women are often limited to market their products within their neighbourhoods, their networks and online marketing, which may exist in the Eastern States, but is not yet very established.

Another problem is connected to the provision of services. While men can offer their services as painters as electricians or in other service-oriented fields on the markets and own their own stands, women cannot safely open such a stand, again they are restrained to their own premises and offering their services among neighbours and family.

6 Context

Some factors that influence the integration of trainees into the labour market belong to the overall context. These factors are especially hard to address, may not be tackled within this strategy, but were validly mentioned and have large-scale effects in preventing sometimes whole population groups to transfer into the labour market.

6.1 Access to basic services. All services and products depend to a certain extent on the environment and the infrastructure they are produced in. While it may not affect all professions to the same extent, the lack of infrastructure including access to reliable electricity, water connection and fuel restricts businesses in offering their service and delivering their goods and was raised in the data collection as a part of this strategy.

6.2 Efforts to include people with special needs. The failure to include and regularize people with special needs into vocational training and the labour market is structural and examples are abundant. Most buildings are not disabled-friendly, it was raised that the procedures to access microfinance for the disabled are inadequate, mostly no translation into sign language is provided or specialized courses for people with special needs offered. Even though the possibilities to include people with disabilities into vocational trainings and the labour market are available, educational institutes, as well as the private sector, shy away from the effort. Few training institutes made exceptions, to offer courses to women with disabilities, when they did with the help of donors, they reported an astounding success with women with disabilities opening workshops, becoming online entrepreneurs, and training in all kinds of fields. The unions of the people with disabilities are very well organized and support their members every step of the way. Nevertheless, the burdens are overwhelming. At times official procedures are preventing the participation of the disabled in certain trainings. One example included a deaf woman who finalized secondary school with good grades but was not allowed to participate in Gedaref university to become a teacher, since the university claimed that disabled were prohibited from becoming teachers. It took her almost the whole first semester of her studies to find a way to access the study path with the help of institutions and legal aid that led to a change in procedure.

6.3 Considering the informal economy. The guidelines on TVET measures from the GIZ suggest accepting that the informal economy is a reality in many settings and that formalizing the informal economy is not realistic within a short time frame and considering the larger context of the country and the region. This includes acknowledging diversified income methods and functioning traditional apprenticeship systems and accepting the consequences resulting from this reality. For some settings, the guidelines suggest that because of that it is favourable aiming at improved conditions in the informal sector through promotion strategies to provide more security to the jobseekers. In Eastern Sudan, this can be explained through the aversion of workshop owners and the private sector to work through official channels to announce their jobs. The registration of their jobs may lead to a registration of these jobs with
the tax chamber, while certainly a justified process, the ability to pay taxes is limited for employers who can only pay their workers a salary below the poverty line and earn themselves assumably not considerably more. The same version can be seen in the process of accepting interns in their facilities. Every additional employer (even if an unpaid intern) may lead to increased tax demands.

6.4 Labour law protections. While the general aim of the labour law is to protect the labourers from harm and to establish the principles that guide employment and work, some provisions have a detrimental effect on employment. This includes some clauses aiming at the protection of women, which limit their ability to work at night or to work in certain demanding fields, from which men are not excluded17. As another example serves the Domestic Servants Act 1955 that aims to protect the employer and not so much the employee18, in most cases of course women.

6.5 Exclusion of non-Sudanese. There are several structural disadvantages faced by non-Sudanese. This starts with higher school fees for foreigners including South Sudanese and refugees, continues with fewer available training courses in reach of camps of refugees, further continues the limitations to buy immovable objects (like shops, workshops and houses) laid out in the Asylum Act 201419 and ends with the most detrimental of all: work permits. Whenever the issue of trainee inclusion turned to the topic of refugees, this predicament is mentioned as limiting the possibilities of refugees to seek employment outside of the camps. Some of the refugees stay in Sudan in the third generation, but still cannot access the work permit. While official procedures exist through which in theory such work permits can be accessed, in fact, the processes are in-transparent and depend on monetary reserves and connections.

17 1997 Labour Code § 19-20
18 Protection in the Domestic Servants Act 1955
19 2014 Sudan Asylum Act §13 (2)
Implemented by:

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

Registered offices:
Bonn and Eschborn, Germany

Address:
Al Mufargaat District
House No. 412
32214 Gedaref state
Sudan

E info@giz.de
I www.giz.de/Sudan

GIZ is responsible for the content of this publication.

On behalf of:
Federal Ministry for Economic Cooperation and Development (BMZ) and the European Union (EU)

February 2021