

West Darfur Sub Office

Final Project Report

Project Title:	lifesaving education for children affected by the recent conflict -57801965 -SDN_ECW_FER_2025
Location:	Habila Locality West Darfur
Start and end date Project:	June 1, 2025 to November 30, 2025
Budget:	\$350,027 Equivalent SDG
Amount Received:	669,331,650 SDG Equivalent \$262,483.18
Actual expenditure to date:	673,914,943.50 SDG
Report by:	[redacted] – Program Coordinator - [redacted]

Overview:

Child Development Foundation (CDF) is a national Sudanese NGO established and registered in 1999 under the act of Humanitarian Aid commission (HAC). It mainly works in the field of child protection and child rights. CDF targets male and female children as a main focus group, who are at risk and vulnerable (street children, child labor, child soldier, war and conflict affected children, displaced, school dropout, orphans, refugees, returnee etc.). CDF also targets other people of concerns such as children's families, pregnant and lactating women, women and persons with special needs (PSNs).

CDF have multi partnerships in deference location and sectors at West Darfur with, UNCEF, WR, UNFPA, NRC, funded from SHF, ECHO, BHA, CEFR, on GBV, CP, Education, Health, Nutrition and NFIs.

From June to November 30, 2025, the Child Development Foundation (CDF), in partnership with Save the Children International (SCI) and funded by Education Cannot Wait (ECW), implemented a lifesaving education project in the Habila locality of West Darfur. The project targeted 16 schools to provide quality education in emergency settings for vulnerable displaced children, specifically focusing on girls and out-of-school children affected by recent conflict.

Coordination to ensure project efficacy and sustainability, CDF participate multi-level coordination:

Governmental Coordination: Regular meetings were conducted with the Ministry of Education (MoE) and local administrative authorities. These meetings focus on project objectives, roles, and the follow-up of field activities, Regarding to Cluster Participation: CDF actively participated in Education Cluster/Sector coordination meetings at the West Darfur state level, providing regular updates on progress and addressing implementation challenges, coordination with SCI, CDF have Continuous coordination meetings with SCI teams in Geneina and country office.

Monitoring Visits: Technical teams from both SCI and the MoE conducted regular field visits to Habila to fallow up implementation construction and rehabilitation including progress of schools tragte area.

Field-Level Engagement: Strong coordination was established with Parent-Teacher Associations (PTAs) and community leaders. Regular PTA meetings were held to increase beneficiary ownership and involve them in the implementation process.

Handover Process: The MoE focal points, CDF SCI and community committees PTA, were integral to the final handover of construction sites, ensuring the facilities were ready for use by the students.

Impact and Feedback The intervention significantly enhanced access children to education for internally displaced persons (IDPs) and host communities, and increased community trust. Feedback from students, teachers, and the MoE indicated a high level of satisfaction with the rehabilitated of classroom and latrines.

Activity	Target	Performance Target(s)	Progress in the implementation of the activity	Location
----------	--------	-----------------------	--	----------

Construction / Rehabilitation of classrooms or temporary classrooms	6 classrooms and 1 office	6 classrooms and 1 office	CDF Completed construction and rehabilitation of 6 classrooms and 1 office 00%, across two different schools (Goz Alhar and Azza School) in Habila locality. Below Progress Details per school Location: Goaz Alhar School (Rehabilitation) At Goaz Alhar, the work was focused on rehabilitation and is 100% complete. • 2 classrooms completed the rehabilitation 100%. • 1 office completed the rehabilitation 100%. Azza School (Rehabilitation and Construction) The work in Azza School, covering 4 classrooms in total, is 100% completed. • Rehabilitation of 2 classrooms is 100% complete. • Construction of 2 classrooms is 100% complete.	Habila Twon
Construction / Rehabilitation of Latrines / Hand washing stations / improvement of Water supply	3 latrines	3 latrines	First Regarding to rehabilitation of latrine completed construction of three new latrines is across three schools in the Habaila locality, with an encouraging overall completion rate of 100%. The latrines are designed to significantly improve hygiene and sanitation facilities for students and staff. Each school will receive a new, dedicated latrine block, each featuring four seats. Detailed Progress by School The progress in the three schools is as follows: • Alamal School: Construction of the new four-seat latrine block has reached 100% completion. • Habila Primary School for Girls: Construction of the new four-seat latrine block has reached 100% completion. • Noor Almadina School: Construction of the new four-seat latrine block has reached 100% completion. Secondly: regarding to washing stations improvement of Water supply activities, CDF provided daily water support to all 16 schools	Habila locality (Alamal school, Azza School, Habila Primary School for girls, Noor Almadina school)

			via a water truck, for two months, ensuring a reliable and essential water source for the students and teachers, the water is utilized for a comprehensive range of daily hygiene and nourishment activities, including (Drinking and Personal Hygiene, Bathing and hand brushing (washing) for children and teachers.	
Number of teachers / administrators recruited / financially supported.	170 Teachers	170 Teachers	The payment was processed of 170 teachers Aug, Sept and Oct 2025, the attendance sheet submit to financial team. Regarding to mechanism of payment process Initial attendance sheets recording: Teachers sign the attendance sheet in schools, and according to the timetable and topic studies for pupils, it is signed off by the school principal/head. Verification: The community mobilizer follows up and collects weekly attendance and submits it to the education officer for review, reviews attendance, and checks for major variances, ensuring teachers sign in on the monthly sheet and making sure the total cost aligns with the budget and that calculations are correct for teachers. Once reviewed, submit the request with the support documents of teachers for authorized payment.	Habila locality
Train teachers on Comprehensive School Safety, including Positive discipline, Child Protection, Safeguarding & IE	170 Teachers	169 teachers	CDF in collaboration with ministry of Education West Darfur in partnership with SCI funded by ECW, successfully conducted 6 training workshops in Habila locality on comprehensive school safety, positive discipline, CP, Safeguarding, for teachers and schools inside Habila town. the primary goal of these workshops to equip teachers with the essential knowledge and skills to create and maintain safe, protective, and positive learning environments for all children in Habila locality schools. the total Participants are 169 teachers (97 female, 72 male) from Habila locality, West Darfur. The participants of teachers are from all 16 schools supported by CDF with SCI at Habila locality level	Habila locality
Train teachers on MHPSS and GBV	170 Teachers	218 Teachers	CDF team Completed conducted 4 training for 218 teachers (119 M, 99 F) on MHPSS and GBV for three days, the objective of the training to	Habila Locality level.

			enhance the capacity of teachers to address and manage issues related to Mental Health, Psychosocial Support (MHPSS) and Gender-Based Violence (GBV) within the educational environment.	
Establishment of functioning CP referral pathways in schools	16-schools	14 -schools	CDF Provided establishment of functioning 16 CP referral pathways in 16 schools in Habila locality, was a structured process involving collaboration with key stakeholders. The following steps were taken to successfully set up functioning CP referral pathways in each school: CDF team conducted meetings with community leaders and representatives from the Ministry of Education (MoE) at the locality level. The primary objectives of these meetings were to: • Discuss and align on the objectives of establishing the CP referral mechanism. • Determine the selection criteria for the members who would form the CP referral committees. Following the consultative meetings, a dedicated CP Referral Committee was established in each of the 14 schools. Each committee consists of 4 members, carefully selected based on their role and connection to the school and community (teachers, head of school, member; PTA members and CBCPN members). The total of members are 64 persons (39 male, 25 women). After the committees were established, the CDF team conducted orientation sessions for all selected members. Focus: The sessions were designed to educate and train the members on their specific roles within the CP referral mechanism. Their responsibilities include identifying, referring, and following up on child protection cases.	Habila Locality level.
Children enrolled and registered in school		6,696 children	Regarding children enrolled and registered in school, the project has seen a positive trend in student registration. At the start of the implementation, the baseline enrollment was 6,644 children; by the end of the reporting period, this number increased to 6,696	

Establishment and functioning CP referral pathways in schools



- Cash shortage or unavailability of cash and goods in the market at the state level, in addition to increase bankak the exchange rate deduction reached to 25% (per100 Sudanese pounds), and Most supplier require cash on delivery or a 25% discount on credit purchases, in all activities even incentives for teachers request Cash which doubles the cost of procurement.
- Heavy rains and flooding damage roads and cut off communities and making travel to staff for follow-up implementation of activities and transportation of construction pathways for materials from Geneina to Habila locality.

Photos:



Habila preschool learning process



Habila primary school for girls leaning process



Habila primary school. Learning process



Al Amel primary school. Learning process

Teachers Training on Comprehensive School Safety, including Positive discipline, Child Protection, Safeguarding & IE



Galaxy A34 5G



Galaxy A34 5G



Teachers Training on Comprehensive School Safety, including Positive discipline, Child Protection, Safeguarding & IE





Distribution of certificate for Teachers Training on Comprehensive School Safety, including Positive discipline, Child Protection, Safeguarding & IE

MHPSS and GBV Training



Training for teachers on MHPSS and GBV

MHPSS and GBV Training



Certificate for teachers on MHPSS and GBV training

Distribution of individual learning materials among pupils



CDF team and close with SCI provided distribution of individual learning materials among pupils

Rehabilitation of Latrine



Completed rehabilitation of Noor Almadina Latrine

Alamal School Latrine



Completed Construction of the new four-seat latrine in Alamal school

Azza School Rehabilitation and Construction



Azza School - completed Rehabilitation and Construction)