

Report to the Norwegian Refugee Council

Section 1: Background

Partner's Name	Child Development Foundation (CDF)
Project Name	Provide safe, comprehensive and preventive education in emergencies to girls and boys affected by conflict in the states of West Darfur, White Nile, Gezira and South Kordofan in Sudan.
Project Code	SDFM2405
Country	Sudan
Project Area (if applicable)	Zalingei
Report Period	July 1 to August 25, 2025
Project Start Date	June 1, 2025
Project End Date	30 November V 2025
Total Project Budget	USD 30,000,00

How to help

Method selection explained

Section 2: 8 Key Questions

Question 1: Overall Performance

The project aims to promote basic education for girls and boys in seven schools in Zalingei locality by establishing educational councils and activating their role in improving the educational process, reducing school dropout rates, raising community awareness of the importance of girls' education, and improving the school environment through renovation and maintenance. The project was initiated in response to an urgent community need, and so far, the project has succeeded in establishing educational councils in the targeted schools, including representatives of parents, school administration, teachers and members of the local community. This has provided a platform for dialogue and community engagement, ensuring the participation

of both women and men in discussing educational challenges and proposing solutions. Monthly action plans have been developed; student absenteeism is being monitored and awareness-raising sessions on the importance of education in the community are held.

In terms of objectives, the project has made clear progress in:

- Raising community awareness of the role of girls' education in development and poverty reduction.
- 6,315 children (3,089 boys and 3,226 girls) were enrolled in the targeted schools, demonstrating the success of the intervention in reducing dropout rates, and by the end of the 12th month, the number of pupils in the targeted schools reached 5,515,000.
- Enable local communities to participate more actively in the educational process by involving them in educational boards and outreach activities.
- Involve vulnerable groups (such as children with disabilities) in the educational process, recording their data and taking into account their needs appropriately.

Gender dimension: The project promoted gender equality, with outreach activities targeted entire families, with a focus on the participation of both mothers and fathers in supporting the education of their daughters and sons on an equal footing. It also helped to challenge some negative stereotypes about children's education, and enhance their chances of continuing their education.

Protection and risk reduction: The project adopted a preventive approach by raising awareness of the importance of education, and providing a safe and engaging learning environment through renovation and maintenance using local materials. Community involvement in monitoring mechanisms helped reduce potential risks to children and ensure the sustainability of outcomes.

Question 2: Changes and Modifications

The project was implemented according to the original design and implementation plan without making any changes, with full commitment to the planned activities to meet the needs of the beneficiaries

Initial Plan:

1. Conducting visits to the targeted schools and holding meetings with their departments.
2. Discussing the mechanism of forming educational councils within schools.
3. Setting dates for the formation of educational councils in the targeted schools.
4. Educational councils have already been formed in the designated schools.
5. Associations were formed and activated that included parents and the participation of teachers in schools.
6. Awareness sessions on the importance of education in emergencies were recorded in the targeted schools.

Question 3: Measuring the results

Significant progress in achieving project outputs and results

Significant progress has been made in achieving the project's outputs and targets, based on the objectives and milestones set out in the original proposal.

1. Outcomes: Formation and activation of educational councils

- **Objective:** To establish 7 effective educational councils in the selected schools.
- **Verification:** Educational councils have been established in all targeted schools (Aribo, Al Mustafa, Abazar, Al Humaira, Zaraya, Al Shuhda, UNAMID).
- **Impact:** The councils became platforms for dialogue between parents, school management, and teachers, contributing to attendance monitoring, identifying needs, and addressing challenges.

- **Indicator:** 100% of the boards are built as planned.

2. Outcomes: Increasing school enrolment and reducing dropout rates

- **Objective:** To increase student enrollment rates in the targeted schools.
- **6,315 children (3,089 boys and 3,226 girls)** were enrolled, exceeding the project's initial estimates at the start of the project in June and by the end of month 12, the student enrollment reached 5,515,000.
- **Impact:** A marked increase in attendance, particularly among girls, reflecting the success of community awareness campaigns and council interventions.
- **Indicator:** 10-15% increase over the initial target (based on a review of the enrollment record).

3. Outcomes: Enhancing community awareness of the importance of education

Two awareness sessions were held with the participation of both women and men, in each of the following:

- **Aribo School:** 37 women and 13 men participated.
- **Abazar School:** 64 women and 47 men participated.

Session Content:

- The importance of education and reducing the phenomenon of school dropouts.
- The risks of harmful practices for children and children's adaptation to a good school environment.
- Raising awareness of education based on reading and writing skills, and communicating the necessary information to education.

Level of results	Indicators(s)	Baseline (with data)	Goals and Milestones	Progress and Achievement to Date	Contrast Explanation	Source and method of verification
Results(s)	Increasing enrolment and continuity in basic education		Enrollment of 6,000+ children in 7 targeted schools with dropout monitoring	6,315 children enrolled (3,089 boys and 3,226 girls) - Girls' enrollment is higher than the initial estimates and by the end of Suhr 12, the number of pupils in the targeted schools reached 5,515,000.	Exceeding the target (significant increase in school enrolment due to awareness campaigns)	School Records – Attendance and Absenteeism Reports – Educational Council Minutes
Results(s)	Promoting community awareness of the importance of education in case of emergencies		Holding ≥7 awareness sessions involving women, men and the local community alike	Awareness sessions were held in which parents participated on literacy-based education.	No negative contrast – additional health sessions (cholera) added, not included in the original plan	Activity Reports – Attendance Lists – Field Observations
Outputs	Formation and activation of educational councils	There are organized councils in the targeted schools	Establishment of 7 effective educational councils	Established councils in all 7 schools (Aribo, Al-Mustafa, Abazar, Al-Humayra, Agriculture, Al-Shuhada, UNAMID)	100% Goal Achievement	Minutes of the formation of the Council – Minutes of the meetings of the Council
Outputs	Activating Absenteeism and Leakage Monitoring Mechanisms	Regular monitoring mechanisms are in place	Establishing mechanisms with councils to monitor attendance and leakage	The boards monitor attendance and report to the administration. Meetings with parents to combat leaks	Implementation is underway; not yet fully institutionalized	Attendance Reports – Board Meeting Minutes – Monitoring Forms

Question 4: Beneficiaries

Age Group	Boys	Girls	Total	Notes/Vulnerable Categories
Less than 5 years	0	0	0	There is no registration in kindergartens within the scope of the project
5 - 17 years (school-age children)	2,461,000	3,054,000	5,515,000	Main Target Audience (Students from 7 Schools)
18 - 49 years (parents/community)	60	101	161	Participants in Awareness Sessions and Meetings with Educational Councils
Total	2,461,060	3,054,101	5,515,161	Includes students, parents, and the target local community

Question 5: Participation and accountability of affected populations

- Being the first line of defense: They are the first to face the crisis, so their involvement is key to understanding local needs quickly and efficiently.
- Capacity building: They are involved in the development of qualified cadres, such as local teachers or from host communities.
- Leadership and planning: Involving them in the design and implementation of educational response plans ensures that solutions are realistic and appropriate for the local context, with a focus on the most vulnerable.
- Providing psychological stability: Education provides a familiar routine and alleviates psychological trauma, and communities play a role in creating a learning environment in schools and at home, especially after the role played by the NRC Free Education Organization and the rehabilitation and improvement of the maintenance of targeted schools in the city
- Empowering vulnerable groups: It opens up opportunities for girls and young women, increasing their safety and ability to contribute to society.

Question 6: Risk management

The City's Risk Management for Education in Emergencies focuses on continuity of education through flexible plans that include curriculum and teacher training, providing safe and supportive learning environments, and coordinating efforts with the NRC, CDF, the State Office of Education, and educational boards to support students and teachers and ensure access to education for all, with a focus on survival, protection, and addressing psychosocial needs, to address security and political challenges.

Question 7: Exit Strategy and Sustainability

Focuses on the transition from urgent response to a resilient and sustainable education system that ensures continuity of learning by integrating education into the city's contingency plans, utilizing the seven targeted schools and education, training local teachers, ensuring rapid funding, and providing psychosocial support to ensure pupils' hope and communities' ability to recover sustainably, with a focus on targeted standards for education in emergencies

Question 8: Lessons learned

- Providing psychological support to students in targeted schools.
- Providing psychological stability, protection and hope.

- Education must be flexible and inclusive through immediate response.
- Develop teachers' skills and develop their skills to support pupils.
- Coordinate between the educational councils, the school administration and the local community with the CDF and NRC teams.
- Regular meetings with educational councils are active and effective.

Section 3: Three Additional Questions

Question**: Value for money/cost-effectiveness**

Question **: Vision**

- Focuses on building a resilient and sustainable education system.
- Advance planning and sustainable funding to ensure continuity of learning for all.
- Providing a safe and psychologically stable environment.
- Restoring access to education for all affected students with a focus on the most vulnerable.
- Develop education capacity for crisis preparedness through training and resource allocation.

Question*: Coordination**

- 1- Coordination between the educational councils, the local community and the city's education office was based on the importance of education and its guarantee.
- 2- The monthly report for the past months was presented and submitted to the concerned authorities.
- 3- All the implemented activities were coordinated with the Educational Council, the local community, and the implementing partners in implementing the decisions and submitting proposals.
- 4- Full follow-up in the process of improvement, maintenance and supervision of schools with educational councils and committees in the process of workflow.
- 5- Holding regular meetings with the NRC partner towards the quality of the education process in case of emergencies.

Question*: Implementing Partners**

Question*: Activities or steps for implementation**

- 1- Initial visits to the sites of the seven targeted schools.
- 2- Educational councils have been formed and associations have been activated for parents.
- 3- Community awareness sessions were implemented in targeted locations and schools.
- 4- Holding periodic meetings with the educational councils of the targeted schools.

Question**: Environment**

- 1- Protection provides education with a safe haven, protects children from potential hazards, and increases their awareness and safety, especially after the maintenance and improvement of schools.
- 2- The school environment in the targeted schools was illiterate and gave students a sense

of continuity and protection and maintained their educational and academic progress.

Photos show: Awareness sessions with parents of students and the local community at Aribo School on 12/8/2025



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Photos show an employee from the CDF Education Department delivering an awareness session on the importance of girls' education, with the participation of parents of pupils and members of the local community at Abazar School on 12/8/2025.



Photos show Dr. [redacted] from Zalingei Hospital during an awareness session on the risks of cholera, with the participation of parents of students and members of the local community at the Abazar School on 12/8/2025.

