

## Report to Norwegian Refugee Council

### Section 1: Basic Information

|                                     |                                                                                                                                                                                    |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name of Partner</b>              | Child Development Foundation                                                                                                                                                       |
| <b>Project Name</b>                 | Provision of safe, inclusive and protective education in emergency for conflict-affected girls and boys in West Darfur, White Nile, Al Jazirah and South Kordofan states in Sudan. |
| <b>Project Code</b>                 | CDFM2405-ECHO                                                                                                                                                                      |
| <b>Country</b>                      | Sudan                                                                                                                                                                              |
| <b>Project Area (if applicable)</b> | Geneina and Sirba , Kereinik and Kulbus localities                                                                                                                                 |
| <b>Reporting period</b>             | 1/4/2025 to 31/9/2025                                                                                                                                                              |
| <b>Project start date</b>           | 1/9/2024                                                                                                                                                                           |
| <b>Project end date</b>             | 31/8/2025                                                                                                                                                                          |
| <b>Total project budget</b>         | 30,000,000USD                                                                                                                                                                      |

| <b>Modality of Assistance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Please estimate the value of cash, vouchers and/or in-kind assistance and, if possible, also of the related programme costs. You may provide the same kind of data for programmes with a service delivery component if its value and related programme costs can be measured:</i></p> <ul style="list-style-type: none"> <li><i>• [value] of cash transferred to recipients plus related programme costs</i></li> <li><i>• [value] of voucher-based assistance provided to recipients plus related programme costs</i></li> <li><i>• [value] of in-kind assistance given to recipients plus related programme costs</i></li> <li><i>• [value] of services delivered to recipients plus related programme costs (if measurable)</i></li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

### Explanation of modality choice

*Please provide a brief explanation why this modality or mix of modalities was chosen to deliver the best outcomes for the affected persons.*

We choose to deliver soft services because they are fully help in capacity building, lifesaving for most of the other types of services may not take long time and can vanish so soft services as training, and awareness secessions are useful and have positive impact,

## Section 2: The 8 Core Questions

### Question 1: Overall performance

*Write about the project/program so far. Include information about how successful it is and what results are achieved. Write about the objectives of the project/program, and whether or not it is meeting these. Include information about its effect on the different needs of women, men, boys, girls, and vulnerable people. Suggested length: up to 1 page*

The project aims to promote basic education for girls and boys in seven schools in West Darfur locality by 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 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.

#### 1. Teacher Training on Identification and Referral

A two-day workshop was conducted in Geneina (May 28–29) for 24 teachers (14 females, 10 males). Participants were selected from eight schools across the Geneina (12 teachers) and Sirba (12 teachers) localities.

- Objective: To build capacity in identifying child protection (CP) cases and establishing clear referral pathways to specialized centers.
- Outcome: The workshop successfully increased participant knowledge; however, the two-day duration was noted as insufficient given the technical depth required and the significant travel distance for Sirba staff.
- Recommendation: Increase the duration of future workshops and provide more localized training

sessions to reduce travel constraints.

## 2. Enrollment and Sensitization Campaigns

A total of 8 campaigns were conducted (4 in Geneina, 4 in Sirba).

- Objective: To prevent child exploitation by raising community awareness and empowering members to take proactive measures in safeguarding children.

## 3. Monitoring Child Protection in Schools

Child Protection Committees were established in 8 schools (4 per locality).

- Role: These committees improve the school environment by mediating conflicts between teachers and students or among peers. They also act as focal points for disseminating orientation messages and reporting Gender-Based Violence (GBV) cases.

## 4. Establishing/Activating Parent-Teacher Associations (PTAs)

We activated 8 PTAs (4 in Geneina and 4 in Sirba).

- Objective: To bridge the gap between home and school environments. PTAs foster teamwork, support teacher motivation, and ensure community oversight of school safety, the 8 PTAs in 8 schools (4 in Geneina and 4 in Sirba).

## 5. Monthly CP Service Mapping and Case Management

Orientation was provided to all project-supported schools regarding service mapping.

- Pathways: We maintained two service maps—one within CDF and one involving external partners—to ensure clear referral pathways are available when specific services are not accessible on-site.

## 6. PTA Training on GBV and Child Protection

A specialized training session was held for PTA members.

- Participants: 24 persons (17 males and 7 females).
- Focus: Understanding GBV risks and the specific role of parents in the child protection framework.

## **Question 2: Changes and amendments**

*Briefly explain any changes to the project/program from the original plan (whether in the implementation plan, activities, measures, or outcomes), and explain why you needed to make them, for example because of a change in needs or in the overall situation. Suggested length: 1/2 page to 1 page*

The amendment for extension of the project done and added Central Darfur , NRC expand to Central Darfur (CD), particularly to Zalingei, to implement the FPER and NFE in 7 schools under the ECHO SDFM 253 ECHO 2405 Top Up. NRC will extend/expand the partnership agreement with Child Development Foundation (CDF), the current partner under the project in WD, to carry out the following activities in collaboration with NRC and the MoE, which includes the below (in addition to continuing the activities under the current agreement in WD):

- Establish/activate and run PTAs in the schools under the project.

- Enrolment and sensitization campaigns and outreach in the community
- Lead the registration process of children in the schools
- Outreach sessions for the PTAS on BLP and community engagement

Extending the duration of the project agreement from 1 September 2024 to 30 November 2025.  
Adjustments to the funding/budget, which will impact the activity plan and the phased budget timeline.

Budget Changes: The total budget of project has been increased 30,000 USD for CD.

### Question 3: Measuring results

*Describe the progress in achieving the outputs, outcomes and associated targets in the project proposal, according to the milestones or indicators that were established. Where a logframe is required, the following logframe (sometimes described as an indicator tracking table) is recommended. Alternatively, you can use the logframe or indicator tracking table given in the original proposal*

| Level of results                                                | Baseline (with data) | Targets & Milestones | Progress & Achievement to Date | Explanation of Variance                                                                                                                                                                            |
|-----------------------------------------------------------------|----------------------|----------------------|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome(s)<br>Enrolment sensitization campaign on Geneina/Sirba |                      | 1,400                | 1,400                          | More outreach<br>Target achieved through intensified community-led sensitization, direct outreach in the project area, and the higher efficacy of face-to-face engagement in building local trust. |
| Output(s)<br>Monthly update on the CP service mapping           |                      | 8                    | 10                             | 8                                                                                                                                                                                                  |
| Train teachers on identification of case and referral           |                      |                      | 24                             |                                                                                                                                                                                                    |
|                                                                 |                      |                      |                                |                                                                                                                                                                                                    |
| Training of PTAs on GBV, CP related                             |                      |                      | 24                             |                                                                                                                                                                                                    |

|        |  |  |  |  |
|--------|--|--|--|--|
| issues |  |  |  |  |
|--------|--|--|--|--|

| Level of results                                                     | Indicator(s) | Baseline (with data) | Targets & Milestones | Progress & Achievement to Date | Explanation of Variance                                                                                             | Source & Method of Verification |
|----------------------------------------------------------------------|--------------|----------------------|----------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Outcome(s)<br>Child protection referral pathways are active in place | 6            |                      | 6                    | 6                              | This activity achieved by CP and Education team and conducted monthly fallow up in target area according to planned |                                 |
| Monitor cp in school                                                 | 10           |                      | 10                   | 10                             |                                                                                                                     |                                 |

#### Question 4: Affected persons

*Provide the number of people taking part in or affected by the projector relevant part of the program, split up by gender, age, and other guidance specified in the proposal. Best practice is to provide this information in quantitative (numerical) form, in a table. A suggested table is provided below, but the table provided in the proposal may be used instead.*

Establishment of CP Committees in School in Geneina, Seriba,

| School name         | Type         | Location | Female | Male | Total |
|---------------------|--------------|----------|--------|------|-------|
| King Abdula         | Secondary    | Geneina  | 15     | 0    | 15    |
| Al Naseem           | Primary      | Geneina  | 20     | 0    | 20    |
| Al Shaheed Al Zober | Intermediate | Geneina  | 13     | 2    | 15    |
| Al Humyrah          | Primary      | Geneina  | 20     | 2    | 22    |
| Manzula             | Primary      | Sirba    | 9      | 6    | 15    |
| Sawani              | Primary      | Sirba    | 9      | 6    | 15    |
| Banjadeed           | Primary      | Sirba    | 8      | 7    | 15    |
| Saraf Jidad         | Primary      | Sirba    | 9      | 6    | 15    |
| Total               | 8            | 8        | 103    | 29   | 132   |

Activation of PTAs at schools/ location; Geneina/Siba locality

| School name         | Type         | Location | Female | Male | Total |
|---------------------|--------------|----------|--------|------|-------|
| King Abdula         | Secondary    | Geneina  | 2      | 6    | 8     |
| Al Naseem           | Primary      | Geneina  | 3      | 13   | 16    |
| Al Shaheed Al Zober | Intermediate | Geneina  | 2      | 12   | 14    |
| Al Humyrah          | Primary      | Geneina  | 7      | 9    | 16    |
| Manzula             | Primary      | Siirba   | 1      | 15   | 16    |
| Sawani              | Primary      | Sirba    | 2      | 14   | 16    |
| Banjadeed           | Primary      | Sirba    | 1      | 13   | 14    |
| Saraf Jidad         | Primary      | Sirba    | 2      | 13   | 15    |
| Total               | 8            | 8        | 20     | 95   | 115   |

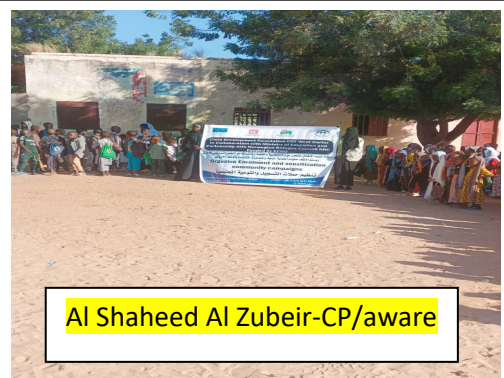




Manzula/Sirba- CP monitoring



King Abdalla/Campaign



Al Shaheed Al Zubeir-CP/aware



King Abdella-Geneina/ CP awareness campaign

S

### Question 5: Participation of and accountability to the affected population

Describe how the project/program has been designed to maximize accountability toward the affected population.

Suggested length: 1/2 page

The program was initiated a group session with the leaders of each of each location visited. The objective of these sessions was to make the affected populations be aware of some of the key point about the project aims and the shape of partnership with NRC Also they were addressed about the program and its aims and their role as they are part of it so they have to play positive role to keep it well and safe

The project Provision of Safe, Inclusive, and Protective Education in Emergencies for Conflict-Affected Children in West Darfur," was designed with Accountability to Affected Populations (AAP) as its foundational pillar. Accountability was maximized by shifting from a "delivery" model to a

partnership" model, ensuring that the affected community—specifically children, parents, and marginalized groups—remained the primary drivers of the intervention.

To ensure transparency, the project utilized a multi-layered communication strategy. Clear information regarding service packages, targeting criteria, and referral pathways was disseminated through inclusive awareness sessions, localized publications, and visual posters displayed at school sites. This ensured that beneficiaries understood their rights and the specific services they were entitled to receive.

#### Active Participation through PTA and CP Engagement

Central to our accountability strategy was the institutionalization of community-led oversight. This was achieved through:

- **Parent-Teacher Associations (PTAs):** Regular meetings with PTAs served as a formal governance mechanism. These sessions allowed parents to influence school safety protocols and monitor project progress, ensuring the education environment met the community's specific security and cultural standards.
- **Monthly Child Protection (CP) Meetings:** To ensure the "protective" element of the project remained responsive, regular monthly follow-ups were conducted. These meetings served as a platform for updating the CP Service Mapping, ensuring that referral pathways for vulnerable children remained accurate and functional.
- **Children Forums:** By engaging directly with children in safe spaces, the project captured the unique perspectives of the primary beneficiaries, allowing their feedback to shape the "inclusive" nature of the learning environments

*Describe how risks to the project or program were identified, managed, and mitigated, including any operational, security, financial, personnel management or other relevant risks. Suggested length: 1/2 page*

The main risks encountered was long distance between the locations of the program besides the tough roads specially when it rains, we manage these risks by coordination with NRC team we they plan to do field trip,

#### **Question 7: Exit strategy and sustainability**

*Briefly describe the exit strategy and steps to end the project or program. Assess the sustainability of its results.*

The exit strategy involved the training workshops and the awareness which left positive truck on the affected people also the CP established committees and their vital role in passing messages to their communities

The project's sustainability is anchored in the institutionalization of Parent-Teacher Associations (PTAs) and Child Protection Committees (CPCs). Rather than relying on external oversight, these bodies have been integrated into local governance structures to ensure functionality beyond the funding cycle:

- **Formal Handover & Mandate:** Management of CPC focal points has been transitioned to local governmental authorities. This ensures that committees have a formal reporting line and a recognized mandate to continue monitoring child welfare.
- **Self-Sustaining Operations:** PTAs and volunteers have been equipped with standardized referral toolkits and "Standard Operating Procedures" (SOPs). By documenting these procedures in secure, locally-held records, the committees can maintain consistent service delivery and onboard new members independently.
- **Community-Led Advocacy:** The vital role of passing protection messages has transitioned from a project activity to a community norm. Committees are now linked to local leaders who provide the social platform for continued awareness-raising without requiring project-led workshops.
- **Case Management Continuity:** To prevent protection gaps, a rigorous Transition Map was implemented. All active cases were either closed or formally referred to government social workers, ensuring that the committees have a clear, manageable starting point post-closure.

### **Question 8: Lessons learned**

*Describe any lessons learned, and how these will be applied to future projects or programs.  
Suggested length: 1/2 to 1 page.*

The lessons learned that activities should be executed as soon as possible to avoid market inflation also choosing summer season as a right time to do all program activities. Budget need to be increased and transferred on the appropriate time as was shown in the shared action plan

#### **1. Programmatic & Technical Insights**

- **Training Duration vs. Depth:** A key lesson from the teacher workshops in Geneina was that two days were insufficient for the technical depth required for Child Protection (CP) and referral pathways.
  - *Application:* Future projects will allocate a minimum of 3-4 days for technical CP training to ensure teachers feel confident in handling complex cases.
- **Localization of Training:** Travel distances from Sirba to Geneina created logistical fatigue and safety risks.
  - *Application:* We will adopt a "decentralized training" model, bringing trainers to the localities rather than moving participants across regions.

#### **2. Protection & Safeguarding**

- **Complexity of Case Management:** The successful referral of the GBV case from [a school community in Sirba locality] highlighted that protection is not just about referring" but requires sustained financial and psychosocial follow-up.
  - *Application:* Future budgets should include a flexible "emergency protection fund" to cover specialized medical costs and transport for survivors beyond the initial referral.
- **Identifying Gaps:** The mapping exercise showed that while internal pathways (within CDF/NRC) are strong, external partner availability in remote areas is inconsistent.

#### **3. Community Engagement & Accountability**

- **Gender Balance in Governance:** We observed a significant gender gap in PTA participation (20 females vs. 95 males).
  - *Application:* To ensure women's voices are heard in school governance, future phases will implement "targeted mobilization" for mothers and perhaps establish women-only focus groups to feed into the PTAs.
- **The Power of Institutionalization:** Integrating CP committees into local school structures (rather

than running them as separate project units) proved vital for community "buy-in." This shift from a delivery model to a partnership model improved trust.

### Section 3: Additional Three Questions

#### **Question\*\*\*: Value for money/cost effectiveness**

*Assess the value for money or cost effectiveness of the project or program.*

#### **Question\*\*\*: Visibility**

*Describe how the support for this project/program was made public. If any visibility or acknowledgement plans which were outlined in the proposal were not conducted, explain why, and what you will do instead.*

The project fully complied with ECHO and NRC branding and visibility guidelines as outlined in the partnership agreement. Support was made public through the prominent display of NRC, CDF, ECHO, and Ministry of Education logos on all project materials.

CDF developed banners and backdrop designs which were submitted to NRC for formal review and approval prior to printing. These branded materials were utilized across all key activities, including teacher training workshops and community awareness sessions. To ensure long-term visibility were placed, the visibility efforts have been documented through high-resolution photographs.

#### **Question\*\*\*: Coordination**

*Describe the impact of any coordination efforts, any synergies that developed, and recommendations for improving coordination in the future.*

CDF team in WD conducted Regular meetings with MoE local partners, government authorities, and community committees PTAs in schools to ensure the exchange of information on activities and needs, follow-up on CP and referred cases. This coordination helped to better allocate resources, clearly define priorities, and prevent duplication of efforts, thereby improving access to beneficiaries and the quality of services

There is remarkable coordination with NRC in solving transport issue through combined field trip, this reduces fuel consumption, vehicle costs, and staff time spent on logistics, allowing to be diverted programming.

Coordinating pre-assessments with the Ministry of Education ensures that data is synchronized with national standards, this prevents assessment fatigue" in schools and ensures that the project's baseline is recognized and supported by government authorities.

#### Recommendations for Future Coordination

- Formalize Communication Channels: Establish a monthly Technical Working Group or a simple shared digital calendar with the NRC and MoE to plan field movements and assessments.
- Integrated Monitoring & Evaluation (M&E): Move beyond joint assessments to joint monitoring. Inviting MoE officials to participate in end-of-cycle evaluations can increase

their "buy-in" and improve the sustainability of the project.

### **Question\*\*\*: Implementing partners**

*List any implementing partners for this project or program and assess their role and contribution.*

In this project CDF worked close and collaboration with the following partners

- West Darfur Ministry of Education and Education at state and locality level to Ensured activities met state curriculum standards; provided access to school facilities.
- West Darfur Education Sector partners both national and international.
- NRC team for Share expertise reporting updates on progress of activities and resources of training, funding, joint delivery).
- PTAs & Community Committees for Mobilizing beneficiaries and ensured local ownership of project outcomes.
- SARHO Provided necessary permissions/permits for field movements.

### **Question\*\*\*: Activities or steps towards implementation**

*Write about the implementation steps taken so far, the activities that have been conducted, and the management arrangements to ensure project/program implementation.*

The program activities have been implemented as fallow

1-A coordination meeting was made with ministry of Education on the first of October 2024

2-An assessment was made for the schools under program in Geneina and basic data were taken concerning the number of students males/females. Number of teachers. Female/males and number of PTAs for each school. This was on 30/Oct/2024

3-An assessment was made for schools under program in Sirba locality and basic information were taken concerning the number of teachers, students, and PTAS. This was on 4/Dec./2024

4-Rape case was transferred from [Sirba locality] to Geneina town and was given psychosocial support from GBV staff members the referred to Geneina Hospital for medication also the case was given financial support. This was on 7/Dec/2025

5- On 12/Jan/2025 the victim was taken to specialist doctor and provided by suitable medical care and was given an appointment by the doctor for fallow up

### **Question\*\*\*: Environment**

*Write about how environmental issues were addressed and the impact of the project or program on the environment.*

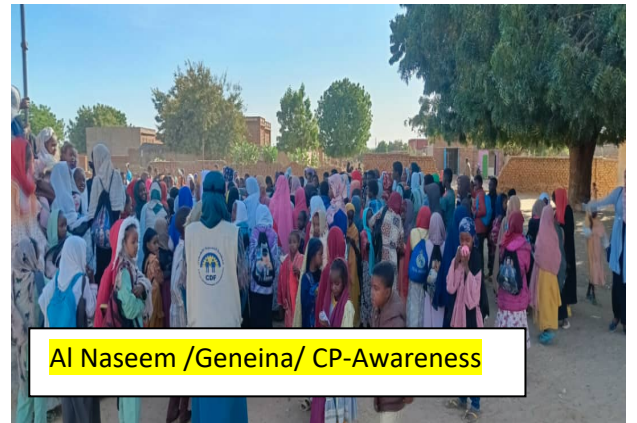
N/A



Banjadeed-CP monitoring

Sarafjidad-Sirba/CP monitoring

Sawani/Sirba/ PTAs meeting



Al Naseem /Geneina/ CP-Awareness



Manzula-Sirba/ CP campaign



Sarafjidad-Sirba/Teacher&PTAs Meeting