



**AUW** A h f a d  
University  
for Women  
جامعة الأحفاد للنساء



## AUW Communication on Engagement (2016 – 2017)



*AUW is a Beacon of Light for African Women*

April 28th, 2018

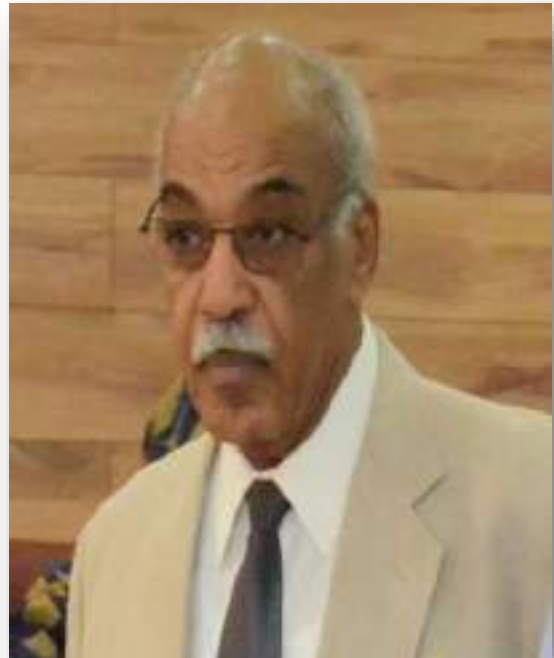
[www.ahfad.edu.sd](http://www.ahfad.edu.sd)

## ***AUW Statement of Continued Support***

*I am pleased to confirm that Ahfad University for Women re-affirms its support to the United Nations Global Compact and its Ten Principles in the areas of Human Rights, Labour, Environment and Anti-Corruption.*

*With this commitment we express our intent to advance these principles within our influence and will make clear statement of this commitment to our stakeholders and the general public.*

*This is our second Communication on Engagement (COE). It presents description of the activities that AUW has undertaken to support the UN Global Compact and its principles, as well as, the Sustainable Development Goals (SDGs), during 2016 and 2017.*



*This commitment to the UNGC is a natural response of AUW coinciding with its philosophy and mission, being a non-profit institution that is pioneer in women's education and focuses on the empowerment of Sudanese women to play productive role in the promotion and development of the Sudanese community.*

*By this we renew our commitment to continue to propagate the UNGC Ten Principles, objectives and goals within our curricula, research, community outreach programs and extra-mural activities, as well as to collaborate and work in partnership with national, regional and international institutions for realizing these goals.*

A handwritten signature in blue ink, which appears to be "Gasim Badri". The signature is written in a cursive style and is positioned above the printed name.

Gasim Badri  
President/ Ahfad University for Women

## **Preamble**

*This is our second Communication on Engagement (COE) which recaps Ahfad University for Women (AUW) support and commitment for the ten principles, initiatives and SDGs.*

*The report focused on the university civic engagement activities implemented throughout the past two years; 2016 and 2017, in various areas of relevance to the UNGC principles, Peace and SDGs.*

*The report also attempted to shed light on the university civic engagement programs that encompass a broad range of its effort and resources that have been applied, to support and develop the Sudanese community. This has been achieved through its scholarship program, curricula, applied research, community outreach programs, and community development partnerships.*

*The report provides us a good opportunity, to renew AUW commitment to continue supporting the UNGC principles, the Business for Peace initiative and the SDGs.*

*Great appreciation is due to all those who participated in providing the data and materials compiled to prepare this report.*



A handwritten signature in blue ink, appearing to read 'Sumaia El Zein A. Badawi'.

*Sumaia El Zein A. Badawi (Ph D)  
Representative of AUW at UNGC  
Member of the UNGC - Sudan*

## **Glossary**

AUW	Ahfad University for Women
BBSAWS	Babiker Badri Scientific Association for Women Studies
CSR	Corporate Social Responsibility
DFID	Department for International Development
GBV	Gender Based Violence
GRACe	Gender Reproductive Health and Rights Resource and Advocacy Centre
HIV/AIDS	Human Immunodeficiency Virus / Acquired Immunodeficiency Syndrome
MHPSS	Mental health and psycho- social support
PoS	School of Psychology and Pre-School Education
PTSD	Post Traumatic Stress Disorder
PSS	Psycho-social Support
REED	School of Rural Extension Education and Development
RH	Reproductive Health
RIGDPR	Regional Institute for Gender Diversity Peace and Rights
SDGs	Sustainable Development Goals
SHS	School of Health Sciences
SMS	School of Management Studies
UNGC	United Nations Global Compact
UNDP	United Nations Development Program
UNFPA	United Nations Population Fund
UNICEF	United Nations Children’s Fund
USAID	U S Agency for International Development
URC	University Required Courses
VAWG	Violence Against Women and Girls

## Table of Contents

-	AUW Statement of Continued Support	i
-	Preamble	ii
-	Glossary	iii
-	Table of Contents	v
-	List of Tables	vi
-	List of Figures	vii
1.	AUW : Background	1
2	AUW Profile in Brief	1
2.1	The Working Staff	1
2.2	AUW Profile in brief (2017)	2
3	Incorporating UNGC principles into Activities of AUW	4
3.1	AUW Scholarships Program and Financial Aid for 2017	4
3.2	Integrating UNGC Principles and SDGs in the Curricula of AUW Programs	5
3.2.1	Undergraduate Courses	5
3.2.2	Post-graduate Programs Courses	6
4	Research Studies in Line with UNGC Principles and SDGs	7
4.1	Post Graduate Students' Research	7
4.2	Undergraduate Students' Research	7
5	Research, Programs and Projects undertaken at the University Level in line with UNGC Principles and SDGs	8
6	On-going Civic Engagement Programs and Services at AUW	9
6.1	Rural Extension Fieldtrips 2016 and 2017	11
6.2	Yousif Badri Civic Engagement International Prize (YbCEIP)	14
6.3	Providing Community Service via Ahfad Trauma Centre (ATC)	17
6.3.1	The Roadmap to Resilience (2015-2017).	17
6.3.1.1	Trauma Recovery and Community Healing Project in Conflict States in Sudan	18
6.3.1.2	ATC and the “Healing and Hope Bazaar” 2016	19
6.3.2	Community Support through Narrative Theatre Events	20
7	AUW wins Ma’an Regional Competition for Social Responsibility- Cairo 2017	21
8	Reproductive Health, Rights and Advocacy Services	21
8.1	The "Pass it On” competition	21
8.2	Preparing Youth communicators to address Community Health and Well Being Issues	22
8.3	Training of Senior Students and Faculty Members in Kordofan University	22
8.4	Training workshop on GBV	22
8.5	One Billion Rising – Students Annual Celebration to stop Violence Against Women	22
9	AUW Voluntary Organizations Activities in Civic Engagement	23
	Selected Projects Implemented by BBSAWS in Collaboration with International NGOs (2016 - 2018)	23
9.1.		23
9.1.1.	The Superwomen Project	23
9.1.2.	E-Learning Sudan for Children out of the School project	24
9.1.3.	“Taking the war out of the child” Project	25
10	AUW Cultural Events Addressing Community Issues in relation to UNGC Principles and SDGs	25

## List of Tables

Table (1)	Classified Human Cadre at AUW- 2017	1
Table (2)	Intake of Students by Nationality for academic years 2016 and 2017	3
Table (3)	Financial support provided to students per school in 2016/2017	4
Table (4)	Sample of Undergraduate Courses offered	5
Table (5)	Sample of Courses offered in various Post-graduate Programs	6
Table (6)	Selected Post Graduate Students' Research Studies - AUW- (2016 -2017)	7
Table (7)	Selected Undergraduate Students' Research Studies (2016 and 2017).	8
Table (8)	Research, Programs and Projects implemented by AUW in Collaboration with National and International Organizations (2016 and 2017).	8

## List of Figures

Fig (1)	AUW Academic Staff - 2017	2
Fig (2)	Supportive Cadre - AUW- 2017	2
Fig (3)	Students' Intake for the years 2012 -2014	3
Fig (4)	Financial support provided to students per school in 2016/2017	4
Fig (5)	AUW Civic Engagement Programs and Services	10
Fig (6)	Tools and Methods used for implementing out-Reach Programs	10
Fig (7)	Targeted population of 55 villages in Five States in Sudan in 2016	12
Fig (8)	Rural Extension Fieldtrips held in 2017 to 7 States in Sudan	12

## 1. AUW: Background

AUW vision is “to be a nationally prominent university and a leading institution worldwide recognized for its academic excellence, research, women empowerment, civic engagement and social responsibility.”

We are committed to educate and empower Sudanese women to transform the lives of individuals, communities and the economy, and to exert change and development in rural and urban areas. We seriously take our responsibility to enhance learning opportunities for students from all backgrounds and particularly remote disadvantaged areas.

Our mission is “to provide quality education for women to strengthen their roles in national and rural development, and in seeking equity for themselves and fellow women in all facets of the Sudanese society using a combination of well-articulated academic programs, professional training, research, and community outreach activities”.

We are proud to adhere to our core values of "social responsibility, academic freedom, leadership, innovation, excellence, respect, integrity, ownership, commitment, diversity, inclusiveness, partnership, and autonomy”.

## 2. AUW Profile in Brief

### 2.1. The Working Staff

AUW caters for the diversity of its employees and their inclusion, preserving their rights and providing them friendly and healthy work environment, in which staff members enjoy freedom of expression, trust, respect and good social relations. The following table reflects the size of the university work force by categories.

**Table (1) Classified Human Cadre at AUW- 2017**

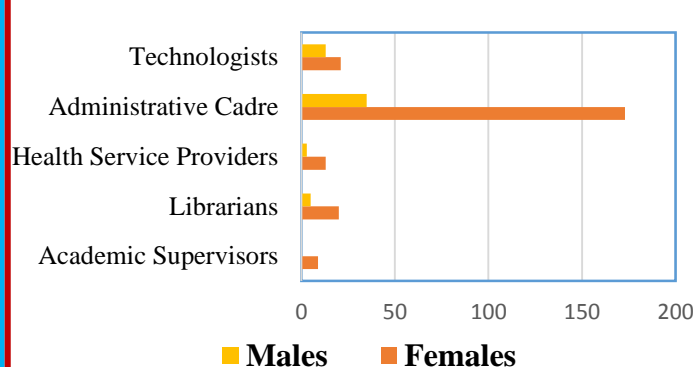
Staff Classification	Staff Categories	Female	Males	Sub –total
Academic Cadre	Professors	7	48	55
	Associate Professors	26	22	48
	Assistant Professors	58	28	86
	Lecturers	133	43	167
	Teaching Assistants	25	4	29
Supportive Cadre	Academic supervisors	9	0	9
	Librarians	20	5	25
	Health Service Providers	13	3	16
	Administrative Cadre	173	35	208
	Technologists	21	13	34
Labourers	Labourers ( <i>Guards, Drivers, Gardners, Workers</i> )	81	151	232
<b>TOTAL</b>		<b>566</b>	<b>352</b>	<b>918</b>

*Source: Human Resource Unit – AUW – April 2018*

**Fig 1. AUW Academic Staff - 2017**



**Fig 2. Supportive Cadre - AUW- 2017**



*Source: Table (1) Classified Human Cadre at AUW – 2017*

## 2.2. AUW Profile in figures (2017)

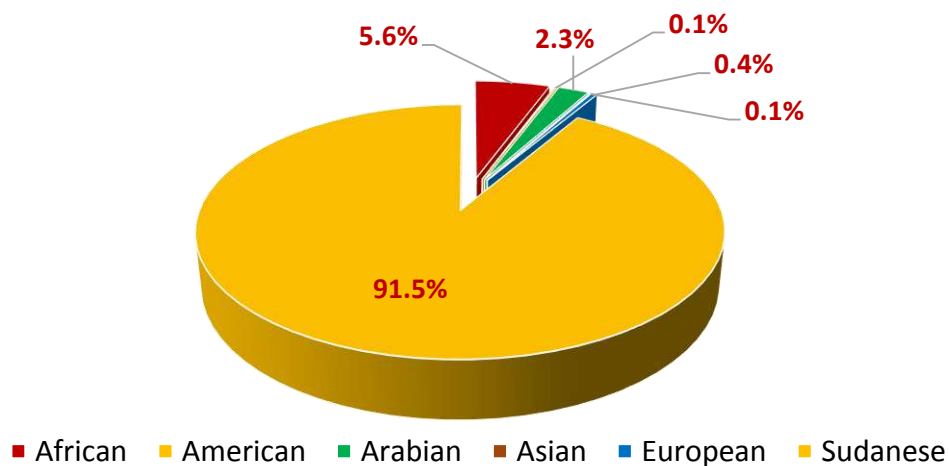
- *52 years in non-governmental higher education , being a beacon of light for African Women.*
- *8000 students from 29 countries (including Sudan and South Sudan) are enrolled.*
- *7 schools offering Bachelor degree in Health Sciences, Psychology and Pre-school Education, Management Studies, Medicine, Pharmacy and Linguistics.*
- *17 Master programs and 8 Ph D programs.*
- *9 Specialized Institutes, Centers and Units*
- *providing; capacity building programs, research, and service for the community development.*
- *23,136 alumni from different disciplines.*



**Table (2): Intake of Students by Nationality for academic years 2016 and 2017.**

Nationality	2016/2017	2017/2018	Total	%
Sudanese	1461	1594	3055	91.5
South Sudanese	24	36	60	1.8
American	2	1	3	0.1
Bahraini	-	1	1	0.0
Bangladeshi	1	-	1	0.0
British	4	3	7	0.2
Chadian	10	3	13	0.4
Comoros	1	2	3	0.0
Djibouti	1	-	1	0.0
Egyptian	7	4	11	0.3
Eritrean	10	16	26	0.8
Ethiopian	1	6	7	0.2
German	1	4	5	0.1
Indian	2	-	2	0.1
Iraqi	1	-	1	0.0
Irish	1	-	1	0.0
Jordanian	1	-	1	0.0
Kenyan	5	-	5	0.1
Mauritanian	2	-	2	0.1
Mexico	2	-	2	0.1
Moroccan	-	2	2	0.1
Nigerian	38	27	65	1.9
Palestinian	3	2	5	0.1
Somalian	24	23	47	1.4
Swedish	1	-	1	0.0
Syrian	-	3	3	0.1
Ugandan	-	3	3	0.1
Yemeni	2	3	5	0.1
Zimbabwe	1	-	1	0.0
Total	1606	1733	3339	100

**Fig 3. Intake of Students by Nationality 2016 and 2017**



Source: Admission Office, AUW, 2017.

### 3. Incorporating UNGC principles into Activities of AUW

#### 3.1. AUW Scholarships Program and Financial Aid for 2017

Most scholarships goes to needy candidates in various disadvantaged states of the Sudan to contribute to the development of these regions, bring peace and allow for diversity and nationalization to prevail as a commitment of AUW to the Sudanese community.

In the academic year 2016/2017, about 20% of students received scholarships as a grant, 27% was admitted with waived fees, while the remaining 53% paid full fees.

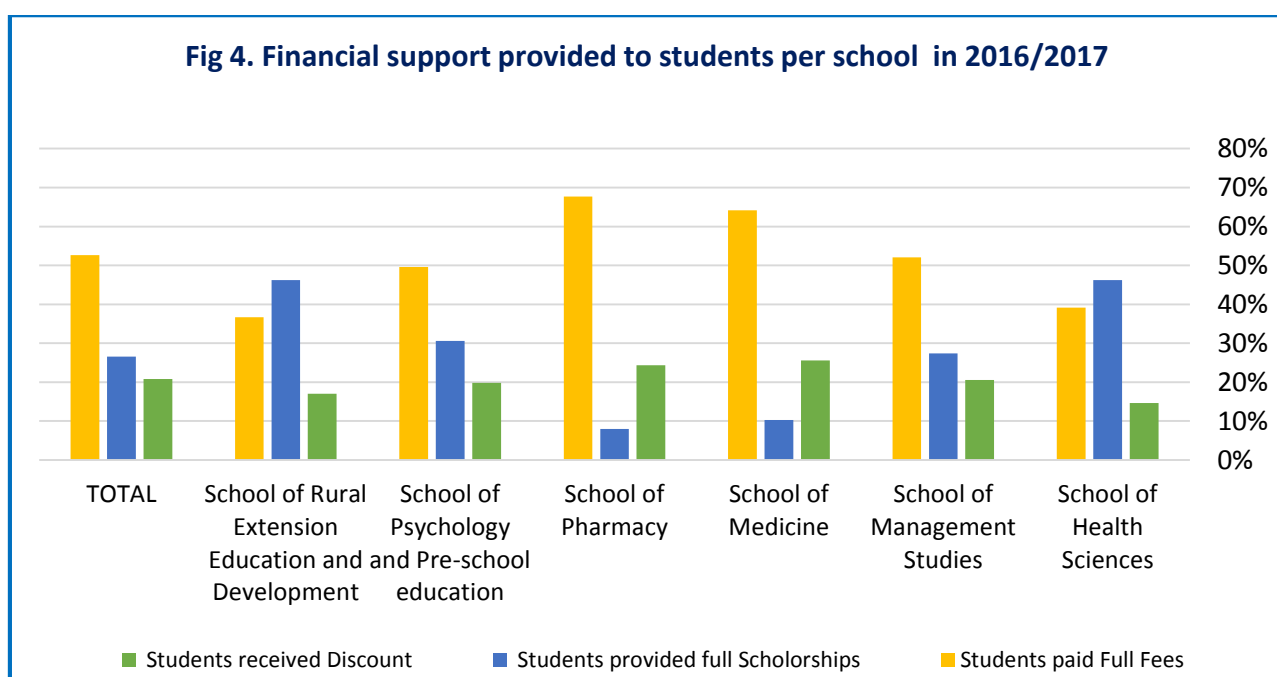
South Sudanese students have been receiving scholarships for the past 30 years.

Besides, , the university offers placement and some waiving of tuition fees to those in neighboring countries under strife, and refugees such as those from Camaro Islands and Somalia.

**Table ( 3 ) Financial Support provided to students per School in 2016/2017**

School	Students received Discount	%	Students provided full Scholarships	%	Students paid Full Fees	%	Total Students
School of Health Sciences	140	14.6	442	46	375	39	957
School of Management Studies	353	20.6	469	27	892	52	1714
School of Medicine	390	25.6	156	10	977	64	1523
School of Pharmacy	153	24.4	50	8	425	68	628
School of Psychology and Pre-school education	182	19.8	281	31	456	50	919
School of Rural Extension Education and Development	111	17.1	301	46	239	37	651
<b>TOTAL</b>	<b>1329</b>	<b>20.1</b>	<b>1699</b>	<b>27</b>	<b>3364</b>	<b>53</b>	<b>6392</b>

*Source: Students Information System (SIS) – AUW- 2018*



### 3.2. Integrating UNGC Principles and SDGs in the Curricula of AUW Programs

Beside being continuously updated, academically sound and coping with international standards, the curricula of AUW are community oriented coinciding with its mission. They are relevant to the Sudanese context, and permits students to mix knowledge with real practice through training, internship, and community outreach activities. Some offered courses are university required courses (URC) that are compulsory for all students. Thus, it largely encompasses almost all concepts in relation to UNGC Principles as well as the SDGs (*see table 4 and 5*).

#### 3.2.1. Undergraduate Courses

**Table (4): Sample of Undergraduate Courses offered**

Course Code	Course Title	School/Institute offering the Course	Course Description
GDWD302 (2 crs)	Gender Studies (URC).	RIGDPR	The course focuses on gender mainstreaming frameworks, approaches and methodologies. It enables students to address issues of gender gap and discrimination in community development to achieve gender equity.
WSGS301 (2 crs)	Women Studies (URC).	RIGDPR	It introduces women studies concepts and debates on women's rights, empowerment and position in the society at the national and international level
REXT301 (4 crs)	Rural Extension (URC).	School of REED	It provides students with the knowledge and mechanisms required to identify and analyze problems in rural areas they visit. It is based on problem solving approach and community work.
ENVS101 (3 crs)	Environmental Studies (URC).	School of REED	It discusses environmental issues combining perspectives from social sciences, natural sciences, and humanities.
BUEC402 Business Ethics (3 crs)	Business Ethics	School of Management Studies	It provides an overview of business ethics at the individual, organizational, and societal levels. Students are exposed to a wide array of current ethical issues in business to build more ethically-informed rationale for decision making.
SRBE501	Corporate Social Responsibility and Business Ethics	School of Management Studies	It casts light on the public - private partnership and the responsibility of the private sector towards the prosperity of the community.
BENV401	Business Environment	School of Management Studies	The course introduces the students to different environmental forces that interact with the business internally and externally, explaining how do they affect the business and how does the business affect the environment.

*Source: AUW Under-graduate Catalogue , 2016 - 2017*

### 3.2.2. Post-graduate Programs Courses

Table (5): Sample of Courses offered in various Post-graduate Programs

Course Code	Course Title	School/Institute offering the Course	Course/Module Description
PHLT 705 2cr	Gender and Health	M Sc Public Health - SHS	This module focuses on women and men health status using perspectives such as rights, gender and social determinants of health. It applies an analytical framework based on needs, status, problems, policies and interventions for solutions and improvements..
PHLT 725 3cr	Health Governance, Policy and Management	M Sc Public Health - SHS	The module provides students the components of management, characteristics of organizations to adopt the operational model of Leadership and Governance in health sector. Different analytical skills, type of plans, policy setting and analysis are offered with practical illustrations.
TRCC 705 5cr	Childhood Trauma and Child Counseling	M Sc in Trauma and Community Counseling - SoP	This module provides students a comprehensive understanding of various types of Childhood trauma with skill-based training in counseling of children and youngsters who had undergone traumatizing events or incidents individually or within their communities.
SRDE 703 3cr	Environmental Resources Management and Conservation.	M Sc in Sustainable Rural Development- School of REED	The course focuses on the concept, methods and strategies for environment, natural resources management and conservation.
HAPD 706 2cr	Gender, Gender Based Violence and Humanitarian Response	M Sc in Humanitarian Assistance and Post Disaster Development - School of REED	The course examines situations of armed conflict, civilian experiences of these crises, and the international and national humanitarian and military responses to these situations from a gender perspective.
GEGO 704 3cr	Public Policy and Governance	M Sc in Gender and Governance - RIGDPR	The course covers the fundamentals of public policy and the tools necessary for setting public policy, its concepts, approaches and processes. It also reflects the challenges associated with its application to apply good governance.
GEDP 701 3cr	Peace and Conflict Studies	M Sc In Gender, Development And Peace Studies – R IGDP	It introduces the concept of peace and theories of conflict and consequences of violence. Besides, the possibilities for conflict resolution, and foundation of peace. Students study and analyze the theoretical aspects of conflict studies and develop an understanding of the complex and interconnected of challenges in relation

Source: AUW Post-graduate Catalogue , 2016 – 2017

#### 4. Research Studies in Line with UNGC Principles and SDGs

Most AUW researches respond to areas and topics identified through its community oriented programs, issues at business institutions related to Diversity, Environment, CSR, State Strategies for Poverty Alleviation, Gender Issues, Women Empowerment Policies, base line surveys and needs assessment. Tables (6) and (7) present samples of the research areas tackled by post graduates and undergraduate students within 2016 -2017.

##### 4.1. Post Graduate Students' Research

**Table (6) :Selected Post Graduate Students' Research Studies -AUW- (2016 -2017)**

Year	Research Title	Research Area
2016	Women Economic Empowerment in South Sudan (Case Study: in Juba Town).	<b>Women Empowerment</b>
2017	Violence Against Street Vendor Women in Sudan.	<b>Violence Against Women</b>
2017	Syrian Migration and Refugees in Khartoum State: Level of presence, Legal status and Socio-economic condition.	<b>Refugees and Migration</b>
2016	Girls' Education Between Challenges and Difficulties in Omdurman Rural Area.	<b>Girls' Education</b>
2016	The Violence and coping Strategies among women street vender "Alsuk-El Shabbi" market.	<b>Violence Against Women</b>
2017	Investigating Women Traditional Community Healing Practice: South Darfur -Nyala city- "Deregge Camp".	<b>Trauma-(After war Healing Practice)</b>
2017	The psycho-social influence of Won Will Brand Disease among women in National Hemophilia Center in Khartoum Teaching Hospital in Sudan.	<b>Women Studies</b>

*Source: El Hafeed Library, Research Section, (2018), AUW*

##### 4.2. Undergraduate Students' Research

Graduates of all schools at AUW are required to submit a theses in partial fulfillment for the award of the B Sc degree in the relevant discipline. Students are encouraged to compete in conducting research studies in common areas that are open to all schools. These areas include; **Women and Gender Studies, Peace and Development, Environmental issues and Education.** Nominated theses are evaluated by a special committee from outside the university and the winning students are awarded prizes in the Graduation Ceremony.

**Table (7) :Selected Undergraduate Students' Research Studies (2016 and 2017).**

<b>Year</b>	<b>Title</b>	<b>Research Area</b>	<b>School</b>
2017	Floated Intake and Awareness of Pregnant Mothers Attending Maternity Clinic in Military Hospital, Omdurman, Sudan.	<b>Public Health</b>	School of Health Sciences
2017	The Effect of Poverty on Women's Education in Sudan: Jabarona- Omdurman Locality.	<b>Poverty</b>	School of Management Studies
2017	The Role of Babiker Badri Scientific Association in the Development of the Society.	<b>Community Development</b>	School of Psychology
2016	Sudanese Women Rights to Initiate Divorce: Distinguishing Between Religious, Legal Cultural Variations.	<b>Women Rights</b>	School of Psychology
2016	The Experience of the exploitation and violence among irregular female migration in Khartoum North.	<b>Violence Against Women</b>	School of REED
2016	Nutrition Assessment of Adult Patient with Liver Cirrhosis in Khartoum Hospital.	<b>Adult Nutrition</b>	School of Health Sciences
2016	Nutrition Assessment and Food Habits of Autistic Children.	<b>Child Nutrition</b>	School of Health Sciences
2017	Floated Intake and Awareness of Pregnant Mothers Attending Maternity Clinic in Military Hospital, Omdurman, Sudan.	<b>Public Health/.</b>	School of Health Sciences

*Source: El Hafeed Library, Research Section, (2018), AUW*

### **5. Research, Programs and Projects undertaken at the University Level in line with UNGC Principles and SDGs**

**Table (8): Research, Programs and Projects implemented by AUW in Collaboration with National and International Organizations (2016 and 2017).**

<b>Donor</b>	<b>Project Name</b>	<b>Period</b>	<b>AUW Institute/ School/Centre</b>	<b>Scope</b>
UNFPA	<b>Gender Equality and Reproductive Rights – FGM.</b>	2016 - 2000	GRACe	Community Development, Training and Advocacy

UNHCR	<b>Comprehensive Psychosocial Support Model For Youth Refugees In Khartoum.</b>	Jan –Dec 2016	Psychology	Capacity Building
UNFPA Arab State Regional Office	<b>Gender Based Violence (GBV)</b>	2016	GRACe	Capacity Building and Advocacy.
DFID	<b>The Host Agency for the Girl Generation Program in Sudan</b>	Nov2016 - Dec2018	GRACe	Communication and Youth Mobilization on FGM
Australian Embassy	<b>Engaging Youth Leaders and Peers in Promoting Community Reproductive Health.</b>	Sept 2016 – Sept 2017	IERO	Training and Mobilization of Medical Students Association and Community Youth
AECOM International Sudan	<b>Psychosocial Support Services for Gender Base Violence Survivors.</b>	2017-2018	Psychology	Capacity Building.
Life & Peace Institute	<b>Activity-based budget for Sustained Dialogue for Peaceful Environment</b>	2017-2018	BBSAWS	Capacity Building.
Embassy for the Royal Nether land Sudan	<b>Sustaining capacity for mental health and psychological support services in Sudan</b>	2017-2018	Psychology	Capacity Building.
DFID/ Population Council	<b>Female Genital Mutilation and Cutting (FGM/C) Research Program.</b>	2015-2019	GRACe	Research
UNICEF	<b>Prevent and address FGM Social marketing activities to support the 'Saleema Initiative'.</b>	2015 -2019	GRACe	Research and Capacity Building

*Source: International and External Relations Office - AUW- 2018*

## **6. On-going Civic Engagement Programs and Services at AUW**

*Civic engagement programs* at the university take a *number of forms*. They are compulsory for degree purposes in all courses offered by the university, and inform extra-curricular activities, as well as, activities directed to building the capacity of non-student constituencies. It is the policy of the university that community engagement is acknowledged for faculty promotion.

*Fig. 5. A UW Civic Engagement Programs and Services*



*Fig. 6. Tools and Methods used for implementing out-Reach Programs*



## 6.1. Rural Extension Fieldtrips 2016 and 2017

The university commitment to rural communities is reflected on its unique Rural Extension Program, started since 1973 with the long term goal of empowering rural women, their families and communities and to mobilize them towards sustainable rural development.

It involves annual fieldtrips to rural areas by third year students across all schools (disciplines) supervised by staff members. Each group of students usually spends around one week in a rural village and engage in awareness raising activities including house to house visits, group and individual discussions, group discussion with the community and a small scale survey. They are usually guided by an annual theme, on which they develop Information, Education and



**Students preparing for the fieldtrips Activities**



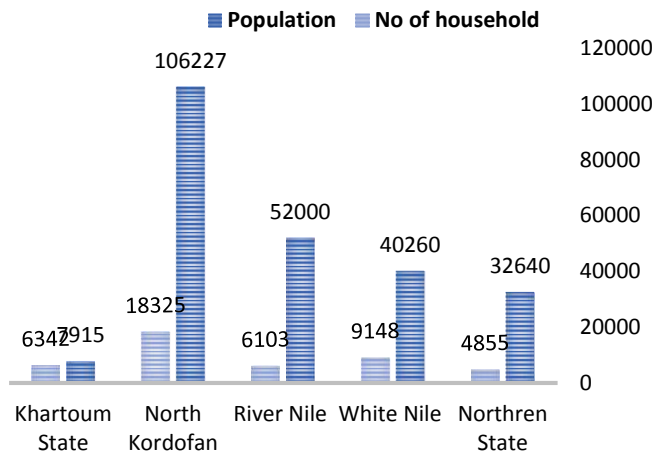
Communication (IEC) materials, role plays, songs and audio-visual shows wherever possible. Besides, other issues such as *women education, reproductive health (breast cancer, FGM, HIV/AIDS, early marriage, maternal health, child and mother nutrition, primary health care, and vaccination) environmental health, consumer protection, enhancement of women's participation, and child protection* are always tackled in every fieldtrip.

### **University Students prepared to Depart to Rural Areas**

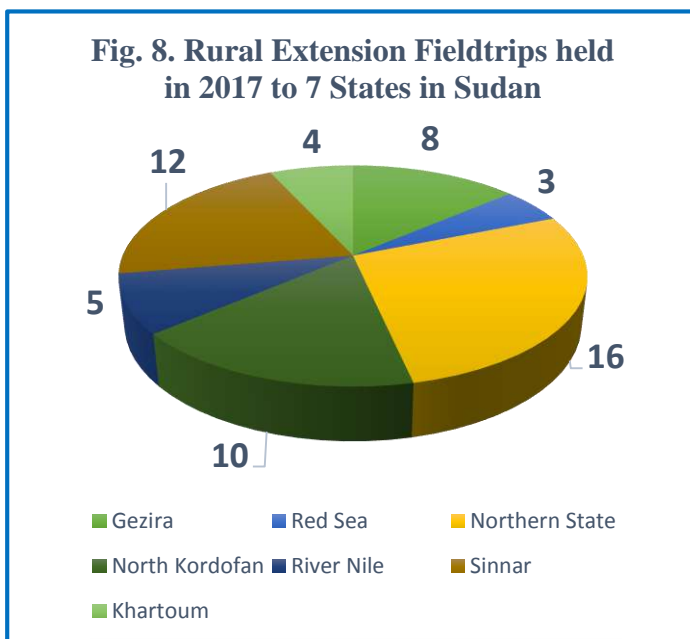
- On their return, students are requested to prepare a collective report summarizing their activities, challenges faced, outcomes and to set solutions and recommendations for community development.



- *The fieldtrips of 2016 and 2017 addressed different themes related to 'Women and Child Health', under Sustainable Development Goals (SDGs). The areas covered included; the environment, reproductive health, Violence Against Women and Girls (VAWG), girls' education and women's and child rights. The fieldtrips of both years were held in partnership with Zain Telecommunications Company-Sudan.*
- **In 2016**, 55 fieldtrips (20 students/group) moved to equivalent number of villages in five States of Sudan ( Northern State, White Nile, River Nile, North Kordofan and Khartoum State).



**Fig. 7. Targeted population of 55 villages in Five States in Sudan in 2016**



- **In 2017** the number of students participated in the fieldtrip were 1250, under the supervision of 90 faculty members.
- 59 fieldtrips were held to seven States (Gezira, Red Sea, Northern State, Sennar, River Nile, North Kordofan and Khartoum State)



**Women villagers in a public lecture by students**



**Students' Meeting with the community**





*Students planning for activities & issues to be conveyed to Rural Communities*



*AUW students giving a talk to pupils in a Secondary school*



*Students' visit to a Primary School of Boys*



*Students sending advisory messages via role play during 2016 Rural Extension fieldtrips*

*Family Visit in a village in North Kordofan*



*A Student giving talk to women in a village*



## 6.2. Yousif Badri Civic Engagement International Prize (YbCEIP)

AUW, in celebration of its Golden Jubilee in 2016, has established (YbCEIP) to pay tribute to the founding father Yousif Badri remarkable and life-long service to women's education and civic engagement .

YbCEIP has a three tier monetary prize offering; first, second, and third. The first prize winner gift is sponsored by AUW. The second and third winners are sponsored by Hagar Foundation, allocated by Mrs. Alice Hagar, a staunch supporter of women's education and philanthropy, and social responsibility .

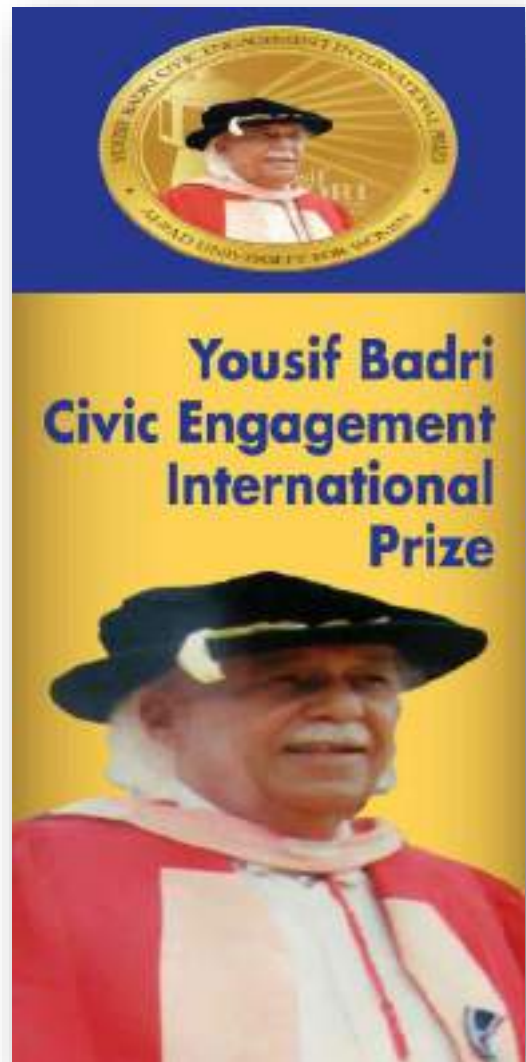
*YbCEIP was established to:*

Celebrate extraordinary university programs engaging and serving vulnerable communities;

Encourage civic engagement programs through the awarding of a one - time financial gift for the three prizes;

Promote and extend the values of Dr. Yousif Badri, the pioneer of non-government higher education in Sudan, the founder of AUW and a key figure in community engagement and service in Sudan.

<http://ahfad.edu.sd/index.php/news-1/59-ybceip>



*The Ceremony of awarding the first YbCEIP was held on 12<sup>th</sup> December 2016 at AUW Premises at Omdurman – Sudan. The three winners were as follows:*



*1<sup>st</sup> Winner of YbCEIP :  
University of Pretoria Law  
Clinic - Pretoria - South  
Africa- for the program :  
“Students’ initiative to give  
legal aid to those in need”*

*2<sup>nd</sup> Winner: Center for Civic  
Engagement and Community Services  
(CCECS) – AUB–for the Program:  
“Working with refugees and poor  
communities in Income Generating  
Activities”*



*AUB Delegate presenting their project*



*3<sup>rd</sup> Winner : UMEED –Institute of  
Space Technology - Islamabad,  
Pakistan; for the project:  
“Improving the Primary Education  
Standards along with Health and  
Clean water facilities at Government-  
Run schools”.*

**The second YbCEIP ceremony was held on 12<sup>th</sup> Dec 2017, honoured by the attendance of the Ministry of Higher Education and Scientific Research who, together with the President of the university, awarded the prizes to the winners.**

*The three winners of Dec 2017 were as follows:*

***1<sup>st</sup> Winner - Community Development College- University of Elimam Elmahdi – Sudan; For: "The Project of Enforcement of Girls Education outside School"***



***2<sup>nd</sup> Winner - Aga Khan University - Department of Community Health Sciences, Karachi, Pakistan. For the : "Urban Health Program for the development of an equitable and sustainable health care system for the under privileged and underserved segments of the population"***

***3<sup>rd</sup> Winner - The International University of Africa – Khartoum – Sudan; for the : "Convoys and camps of female students providing moral and material support to vulnerable communities"***



### 6.3. Providing Community Service via Ahfad Trauma Centre (ATC)

ATC is affiliated to the School of Psychology and Pre-school Education. Its mission is *"to help individuals, families and communities to recover from the trauma consequences and strengthen their resilience using free cultural sensitive therapeutic approaches"*.

Ahfad Trauma Centre (Khartoum State), funded by the Department of States, and in partnership with the State Ministry of Health, established other trauma centres at different States in Sudan that included;

- 1- Gedaref Trauma Centre – Algardarif State
- 2- Kosti Trauma Centre – White Nile State
- 3- Obeid Trauma Centre – North Kordofan State
- 4- Damazin Trauma Centre – Blue Nile State
- 5- Al Fashir Trauma Centre – North Drafur State

The Trauma Centres conduct workshops and training activities in subjects such as Community lay counselling, Psychological First Aid in Emergency, Communication skills, how to respond to trauma , beside others.



***Training of Counselling Service providers of Five States at School of Psychology – AUW- 6<sup>th</sup> - 14<sup>th</sup> Nov 2016***

#### 6.3.1. The Roadmap to Resilience (2015-2017).

- ATC with funding from the UNHCR- Sudan- designed, developed, and delivered “The Road to Resilience Program”. It is a comprehensive psycho-social support, resilience building, self-reliance, and community healing intervention program tailored for each urban refugee community based on sociocultural needs, socio-economic needs and mental health issues.

- The program targeted Ethiopian, Eritrean, Syrian and South Sudanese refugees in Khartoum –Sudan. The Road to Resilience addressed emotional struggles, stresses and adjustment problems of the youth refugees. The Psychosocial mental health focused on building resilience, child therapy and peer helping skills.
- 
- 40 Eritreans and Ethiopians became able to conduct community needs assessment, use problem solving skills additionally, expand their networking and strengthen platform through the platform meeting as well community interaction.



*Ethiopian and Eritrean Community Support Open Event ( Road to Resilience Program )*



*Syrian Refugees in a Training Session – 2016*

- 28 Syrian women actively participated in their group work. Gained skills in income generating activities and laid counselling peer helping skills.

### **6.3.1.1. Trauma Recovery and Community Healing Project in Conflict States in Sudan**

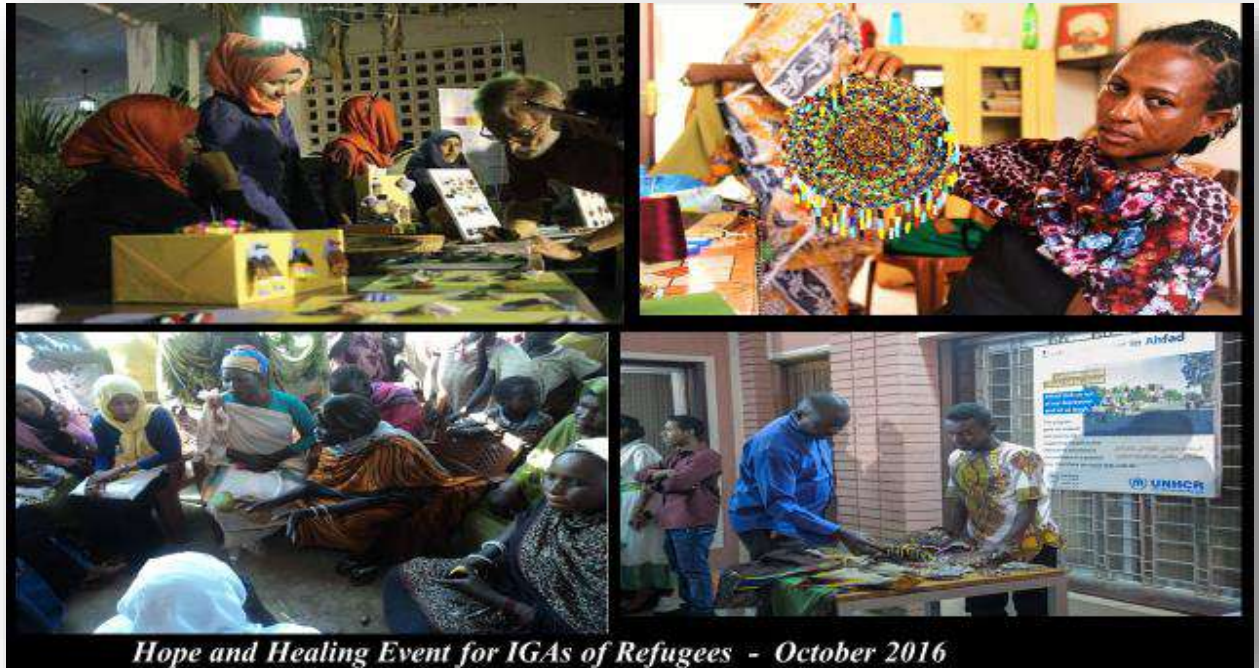
The project was implemented by ATC in 2016-2017. Its major goal was to build individuals resilience and community healing in conflict states in Sudan. Besides, training them on income generating activities aiming to combine economic empowerment and self-esteem building so as to increase refugees sense of security in their lives.

*The Trauma Recovery and Community Healing Project achieved the following:*

1. Establishing TRUST HUB.
2. Development of Monitoring and Evaluation tool and Quality Guidelines booklet.
3. Development of Trauma comprehensive training packages.
4. Establishing Trauma Centers in Conflict States.
5. Development of Enhancing mental health and psycho- social support (MHPSS) capacity in low resource settings – From individual to collective healing Trainer’s manual
6. Producing Trauma Radio Messages Program.

### 6.3.1.2. ATC and the “Healing and Hope Bazaar” 2016

Ahfad Trauma Center in collaboration with UNHCR and the British council had the "Healing and Hope Bazaar" to support the Syrian and Eritrean refugees women in overcoming barriers to cohesion, integration and self-esteem. The night of Healing and Hope reflected the productive face of the refugees Women.



- The overall aim of the project was to protect refugees and Asylums rights of Security from Violence and Exploitation.
- The specific objectives of the project were reflected in the Psycho-social Support (PSS) model that included four main pillars:
  - i. Strengthening the platform by equipping youth with lay-counselling and peer-helping skills.
  - ii. Strengthening community healing through Narrative Theatre approach.
  - iii. Introducing community-based case identification and referral mechanism.
  - iv Integrating PSS and self -reliance skills into income generating activities (IGAs).



### 6.3.2. Community Support through Narrative Theatre Events

- ATC strives to increase accessibility of its specialized therapeutic services by expanding types of services (child therapy and group therapy) and modality of offering the service (school based, and center based).
- The Project of Comprehensive Psycho-social Support Model For Youth Refugees in Khartoum is part of Strengthening Community Based Child Protection Mechanisms that was implemented by ATC in 2016 in collaboration with UNHCR.
- Child therapy KIDNET ( Narrative Exposure Therapy for KIDS ) aims at helping youngsters who met criteria of PTSD; to re-build their story chronologically. The aim of using this method to help children to claim their life by addressing the good and painful memories.



*KIDNET therapy sessions with South Sudanese refugees children who suffer from Post Traumatic Stress Disorder (PTSD)*

- Through the project several awareness raising days were organized. The awareness sessions addressed issues related to family violence, rape, illegal immigration risks as well as tailored actives for children at the school level.



*Group therapy for South Sudanese refugees children*



The program offers individual trauma counseling, group counseling, collective healing psycho-social support in the form of Narrative Theatre, and childhood trauma treatment in the form of KIDNET. Narrative exposure therapy for refugee youngsters traumatized by war.

## 7. AUW wins Ma'an Regional Competition for Social Responsibility- Cairo 2017

AUW achieved the second position at Ma'an Second Annual Regional Competition for Social Responsibility, which was held in the American University in Cairo in September 2017. It was awarded the competition prize out of thirteen universities from across the Arab region that were participating in the competition. The aim was to acknowledge the efforts and amplify the voices of civil society leaders, providing them with a platform to share their endeavors with specialists in the field.



## 8. Reproductive Health, Rights and Advocacy Services

### 8.1. The "Pass it On" competition

GRACe has launched the "Pass it On" competition for AUW students to raise awareness and to create a core of advocates against all forms of violence against girls and women as part of the AUW 16 Days of Activism to end Violence Against Women. An event was held on the 7th of December 2017 with the Talents Development Team at the university club calling for ORANGE AUW.



## ***8.2. Preparing Youth communicators to address Community Health and Well Being Issues***

GRACe held four days orientation sessions at AUW club targeted 300 participants from the university, to establish youth communicators to support public declarations among AUW students. These were held during the period of 3th-6th December-2017. The sessions addressed four main topics, FGM and Medicalization, FGM from Islamic point of FGM and GBV forms and the preparation for public declaration. In 2016-2017 over 5000 of RH educational materials (Flyers and booklets) were printed.



***GBV Training Workshop, GRACe, 2016***

## ***8.3. Training of Senior Students and Faculty Members in Kordofan University***

AUW conducted a GBV Training Workshop during the period 5th – 9th Dec 2016, targeting 25 participants from different faculties including Staff and students from Kordofan University. The content covered included; Gender issues, Importance of gender in health promotion activities, FGM, mother and child programs, HIV and sexually transmitted diseases, family planning and community health. The training covered; promotion of prevention information, care and response for survivors, communication, advocacy and social mobilization.

## ***8.4. Training workshop on GBV***

A five-days training workshop on GBV was conducted in collaboration with Violence against Women Unit during 20<sup>th</sup>-24<sup>th</sup> of May 2016. The main goal of this training was to build the capacity of frontline staff (senior and middle) in promoting information of the GBV prevention, response and care for survivors including advocacy, communication and social mobilization skills.

## ***8.5. One Billion Rising – Students Annual Celebration to stop Violence Against Women***

- AUW in collaboration with the British Embassy-Sudan used to celebrate the global event “One Billion Rising” , since 2014, calling for ending all forms of violence against women.
- The theme for the 2016 campaign was “Rise to keep the promise, our promise to protect women and girls!”



## 9. AUW Voluntary Organizations Activities in Civic Engagement

BBSAWS is a voluntary, non-profit making association dedicated to enhance women's status and to achieve equality, empowerment, development and the full realization of their human capacity. It also works for the development of a peaceful society, and is hosted in the premises of the university.

### 9.1. Selected Projects Implemented by BBSAWS in Collaboration with International NGOs within 2016 -2018:

#### 9.1.1. *The Superwomen Project*

BBSAWS in collaboration with the UNDP implemented a Project of "Empowering vulnerable women group (women released from the prison and those who are exposed to GBV) Superwomen project", within 2016-2017.

#### *The Project's Outcomes included:*

- Enabling 45 vulnerable women to create small enterprises to increase income.
- Creating a supportive network to provide the necessary support and to enable women social, psychological and economic transformation.
- Training 45 women in project management , communication skills and leadership
- Documenting successful stories of superwomen and the impact of their intervention.



*A vulnerable woman practicing income-generating activities*

**9.1.2. E-Learning Sudan for Children out of the School project**

BBSAWS has also been implemented the project of “E-learning Sudan for children outside school” funded by ; the War Child Holland Organization.

The project has been implemented in Kassala State in Eastern Sudan and in Sennar State at Central Sudan within 2017-2018.

***The project’s outcomes include:***

- Enrollment of 200 children in the e-learning project for children outside schools.
- Training of 35 facilitators in e-learning in each state.
- The Community benefit, in both states, from e-learning in the use of means of communication and solar energy.



***A Solar Energy Cell established at Sennar State***

### 9.1.3. *“Taking the war out of the child”* Project:

This is another project implemented by BBSAWS in collaboration with AECOM /USAID within 2016-2017 with a fund of (\$100.000). Its goal was to enhance making the basic schools’ environment in ED’ Damazeen (located in the Blue Nile state in Sudan ) Peace-zone.



#### *The project’ s outcomes achieved were:*

- *The establishment of Six Schools in ED’ Damazeen with - Six Parent and Teachers Associations (PTA)*
- *The Rehabilitation of the six basic schools and establishing “School Gardening, participatory theatre and Playground” in each school*
- *240 teachers from the six schools were trained in Peace culture and conflicts resolution, and teaching without violence.*
- 

## 10. **AUW Cultural Events Addressing Community Issues in relation to UNGC Principles and SDGs**

- *AUW celebrates national and international days such as the World Food Day, the HIV/AIDS day, Violence Against Women day, the Breast Cancer Day, and the International Women’s day.*
- *Students actively design drama sketches, compose poems, songs and choral, organize sports competitions, exhibitions , and hold seminars and public lectures of relevance.*

### *AUW celebrates the International Students’ Day ( 2016) Caring for Diversity:*



*Students Debate " Means to End Poverty " in the celebration of the World Food Day 2016.*



*AUW Students Celebrating the Breast Cancer Day 2017*



*AUW Students celebrated the International Women's Day (2016) and (2017) presenting cultural activities under the theme "Be Bold for achieving Change" and "Women are Original Partners in Sustainable Development", for the two years respectively.*



*Students raising awareness and sending messages to the public via role plays during the celebration of the Women's Week –March 2017*



*School of Health Sciences - A UW - Celebrating the "World Food Day" On the 17<sup>th</sup> October 2017, under the theme; "Ahfad Role and the Experience of food Security in Rural Development to Change the Future of Migration"*

*Some students and visitors in the World Food Day exhibition at A UW - 2017.*



*Students of School of Pharmacy advising their peers and their families on the impact of misuse of medicine and cosmetics on women and child Health during the exhibition they held on Dec 2017.*





*The President of AUW among some of the students (2017)*

