



AUW A h f a d
University for
W o m e n
جامعة الأحفاد للبنات



AUW Communication on Engagement



*AUW Commemorating 50 Years of Civic
Engagement [1966-2016]*

January 28th , 2016

www.ahfad.edu.sd

AUW Statement of Continued Support



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

AUW has been a participant of the UNGC since 2007, committed to achieve its ten principles through its different activities and programmes. In 2014 the University signed the "Business for Peace" initiative announcing its commitment to achieving its objectives.

The university activities were also aligned with the Millennium Development Goals (MDGs) which is clearly reflected in the report. AUW, as well, will continue to promote and address the Sustainable Development Goals (SDGs).

This commitment to the UNGC is a natural response of AUW coinciding with its philosophy and mission, being a non-profit private institution aiming at the education and empowerment of Sudanese women. Women as is well known constitute the nucleus of the family and the community at large, they are both the tools and beneficiaries.

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

Gasim Badri

President/ Ahfad University for Women

Preamble

It gives us pleasure to send our first Communication on Engagement Report to the UNGC at this period of time when AUW is preparing for the celebration of its Golden Jubilee. This means the involvement of the university in civic engagement for five decades since its inception.

The report provided a brief overview of the university history, stating its mission and vision. It casted light on its different schools, institutes, centers and units, as it also showed its engagement to UNGC since 2007 and its commitment to propagate the ten principles. AUW later on in 2014, signed the 'Business for Peace' initiative assuring this commitment.

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

This report provides a good opportunity for us 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.



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Representative of AUW at UNGC
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Glossary

| | |
|----------|--|
| AFHC | Ahfad Family Health Center |
| AUW | Ahfad University For Women |
| BBSAWS | Babiker Badri Scientific Association for Women Studies |
| CAFA | Community Animator Friendly Association |
| CIDA | Canadian International Development Agency |
| CSR | Corporate Social Responsibility |
| DAAD | German Academic Exchange Service |
| DFID | Department for International Development |
| GRACe | Gender Reproductive Health and Rights Resource and Advocacy Centre |
| HIV/AIDS | Human Immunodeficiency Virus / Acquired Immunodeficiency Syndrome |
| ICPD | International Conference on Population and Development |
| MDGs | Millennial Development Goals |
| NED | National Endowment for Democracy |
| NORAD | Norwegian Agency for Development Cooperation |
| PoS | School of Psychology and Pre-School Education |
| 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 |
| URC | University Required Course |
| UNGC | United Nations Global Compact |
| UNDP | United Nations Development Program |
| UNFPA | United Nations Population Fund |
| UN-Women | United Nations Fund for Women |
| UNICEF | United Nations Children's Fund |
| WHO | World Health Organization |

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1. Introduction

Ahfad University for Women (AUW) is a non-government, non-profit making exclusively women university established in 1966. It is governed by three boards: the Board of Trustees, the University Council and the Academic Council. The university has a unique experience in combining between teaching for degree award at undergraduate and postgraduate levels, as well as research promotion; being conventional roles of universities. However stemming from its philosophy, AUW has a great role in civic engagement that includes several programmes of advocacy, awareness raising, services, capacity building, establishing and offering institutional building, and strengthening of Non-Governmental Organizations, and Community Based Organizations. Some of the later are hosted within its premises. Moreover, partnership programmes that extend at local, national, regional and international levels are established, maintained and contained within principles of equality, transparency, justice and good will.

The university offers study chances for many students who come from disadvantaged areas and / or needy families by waiving fees or offering scholarships. All these to realize its mission to empower women, prepare them for leadership, close the gender gap and achieve a high level of civil engagement to serve the community in Sudan in general and to the marginalized in particular.

2. AUW Mission, Vision and Values

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 programmes, professional training, research, and community outreach activities.

Our 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.

To achieve our mission and vision, we adhere to the core values of social responsibility, academic freedom, leadership, innovation, excellence, respect, integrity, ownership, commitment, diversity, inclusiveness, partnership, and autonomy.

3. Engagement of AUW to UN Global Compact

In line with its mission, AUW took the initiative of participating in the launch of the private-public participation concept in 2006 in Sudan. That resulted in the formation of the Sudanese Network for Corporate Social Responsibility, of which the university is a member.

In September 2007, the university was proud to engage to the UN Global Compact and signed a commitment to embrace, support and enact, a set of core values in the areas of human rights, labour standards, the environment, and anti-corruption.

In 2014 AUW participated in the launch of the "Business for Peace" platform in the Sudan and signed a 'Statement of Support', being a member of Global Compact Local Network, expressing its willingness to engage in learning, dialogue and collective action to advance peace in the workplace, marketplace and local communities.

4. Synopses on AUW

AUW was established in 1966 as a university college by Professor Yusuf Badri. In May 1995 it was given the status of a full-fledged university by the Sudan National Council for Higher Education to become Ahfad University for Women. The university has seven schools offering various undergraduate and post graduate programmes.



4.1 School of Health Sciences (SHS) (1966)

The school provides interdisciplinary courses in health sciences to generate qualified and competent professionals in Human Nutrition and Dietetics, Public Health and Physiotherapy for the wellbeing of individuals, families, and communities.

SHS undergraduate Programmes are:

- B Sc. in Human Nutrition
- B. Sc. in Dietetics
- B. Sc. in Public Health
- B Sc. in Physiotherapy



SHS offers the following Post-graduate Programmes:

- M Sc. in Public Health
- M Sc. in Nutrition
- Higher Diploma in Diabetes
- Higher Diploma in Health Sciences

4.2. School of Psychology and Pre-school Education (SoP) (1967)

SoP enhances the learning and research in psychology to enable students to be professionals in the fields of counselling and health psychology, and early childhood education.

The school offers several programs and awards the:

- B.A. in Counseling and Health Psychology
- B.A. in Early Childhood Education
- M.A. in Health Psychology
- M.A. in Trauma and Community Counseling.
- M.A. in Multicultural Education and Development.



4.3. School of Management Studies (SMS) (1977)

SMS provides contemporary management approaches, techniques and innovative skills in career-oriented educational programs that enhance students' capacities and competencies in real business arena, to satisfy the needs of globally competitive markets. The students learn the concepts of quality management, diversity, business ethics and corporate social responsibility embedded in an up-to-date curricula.

The programs offered by SMS include:

- B.Sc. in Business Administration with majors in :
 - Marketing Management,
 - Procurement and Supply Chain Management
 - Human Resource Management.
- B.Sc. in Accounting and Finance
- B.Sc. in Management Information Systems

The School also offers post graduate programs:

- MBA in:
 - Marketing Management
 - Project Management
 - Human Resource Management
- Master in Microfinance and Development
- Ph D in Business Administration



SMS Empowering Business Women of Tomorrow



4.4. School of Rural Extension Education and Development (REED) (1987)



The mission of the School of REED is to advance and promote knowledge and practical skills in extension education and rural development through teaching, research, outreach and consultancies with the aim of promoting livelihoods improvement for rural population and women in particular in Sudan and the region.

The school offers the following Programmes:

- B Sc. Rural Extension Education and Development
- Master in Sustainable Rural Development,
- Master in Humanitarian Assistant and Post Disaster Development, and
- Ph D program in Sustainable Rural Development.

4.5. School of Medicine (1999)

The school provides quality medical education, adopting a system tallying with the national and international medical education standards to qualify female medical practitioners. It graduates physicians with a B Sc. degree in Medicine and Surgery.



4.6. School of Pharmacy (2001)

The School offers an outstanding, state-of-the-art education, training, research and pharmacy practice to serve the local, regional and international communities with competent graduates in pharmaceutical, medical and social arenas. In addition to the B Sc degree in Pharmacy and the school offers an M Sc program in Pharmaceutical Biotechnology.



4.7. School of Languages (2014)

Previously known as the Institute of Languages (1974) It provides quality language teaching and learning of English and Arabic for academic and/or professional purposes. The school offers B A programs of English and Arabic, a Master program in Teaching English Language and a Higher Diploma in English Language.



5. AUW Institutes and Centers and Units

The university offers supporting academic programs through various specialized institutes, centers and units that include:

1. The Regional Institute for Gender Diversity Peace Development and Rights (RIGDPR).
2. The Gender and Reproductive Health and Rights Resource and Advocacy Centre (GRACe).
3. The Nutrition Centre for Training and Research.
4. Ahfad Center for Science and Technology.
5. The Documentation Unit for Women Studies.
6. The Early Childhood Development Centre.
7. Ahfad Family Health Center.
8. The Research and Grant Unit.
9. El Hafeed Library

Brief information is provided on three of them (*for the rest see www.ahfad.edu.sd*).

5.1. The Regional Institute for Gender Diversity Peace Development and Rights

RIGDPR was established as a natural outcome of a regional project that took place in 2010-2014. It was led by the Gender Institute at AUW in partnership with the Gender Institutes of Addis Ababa University and Makerere University, and funded by the Norwegian Agency for Development Cooperation (NORAD).



RIGDPR is one of the leading institutes in Africa and the Arab world dedicated to influence policies to sustain peace, realize good governance, and achieve gender equality, management of diversity and respect for human rights, with special emphasis on women's empowerment and leadership. The institute offers Ph D and M Sc programmes:

- Gender and Development.
- Gender, Peace Studies and Human Rights.
- Gender, Multiculture and Migration.
- Gender and Governance.

5.2. Gender Reproductive Health and Rights Resource and Advocacy Centre

GRACe is the first national academic specialized training and research center in the field of Reproductive Health and gender in Sudan, that targets groups such as medical professionals, researchers and academicians from Sudan or different parts of the region.

Its mission is to promote gender equality and reproductive health and rights of the community in general, and women in Sudan and the region in particular. The Centre activities include capacity building, increasing knowledge and contributing to rights and evidence based planning, using a multidisciplinary approach.

GRACe is anticipated to contribute to the formulation of initiatives that can help our nation in achieving the Sustainable Development Goals (SDGs) and the plan of actions of the ICPD.



5.3. Ahfad Family Health Center (AFHC)

Established in 1994 in collaboration with the United Nations Population Fund (UNFPA). The Centre promotes the health of the local community by providing quality comprehensive services to population in the context of the public health of the Community strategies, as it also provides health care to the University students and employees.



The center provides health education to residents in the surrounding community at all levels, besides, it operates as a teaching center for medical students and postgraduates providing a learning experience in a community-oriented primary care setting. AFHC major activities include;

- Reducing high infant and maternal mortality rates.
- Promoting family planning service to eradicate harmful traditional practices.
- Affecting community changes in attitudes and gender relations that would have a positive impact on women's health.
- Serving staff, students and neighboring areas, specially displaced people.

- Offering a wide range of services including antenatal care, family planning, nutrition, diabetes, counseling and regular clinics.
- Undertake outreach activities that are linked to the center through the Family Attachment Program.

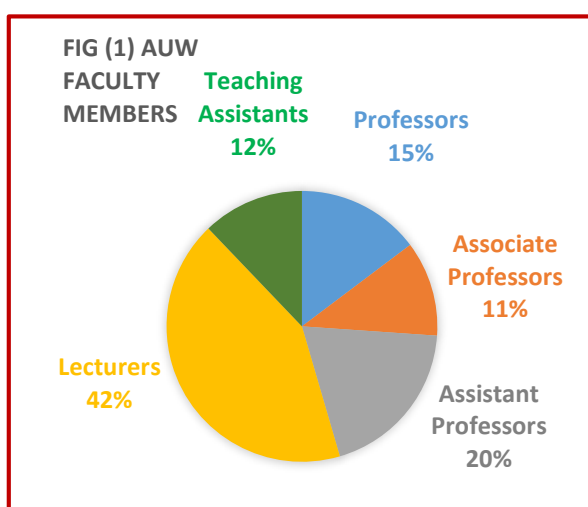
5. AUW Human Resources

The statistics of 2014/2015 shows that beside those who are in study leaves (59 faculty members) , the total number of human resources at AUW are **857** individuals. The academic staff is 292 { females constitutes 62% of them, while the rest are males (38%)}. Table (1) reflects the different categories.

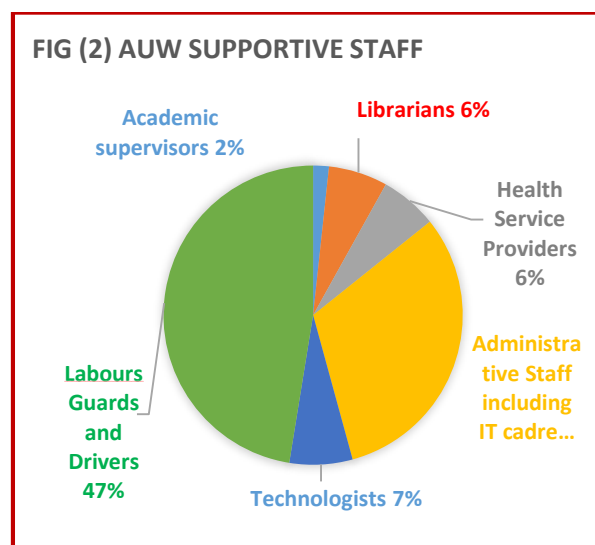
The university strives to develop and maintain a positive work environment; to recruit and retain capable, committed, and caring employees. It is believed that saving a healthy and satisfactory work environment is essential for providing quality and distinctive education and community outreach services.

| Table (1) Classified Human Cadre at AUW 2015 | | |
|---|---|------------|
| Staff Classification | Staff Categories | Sub –total |
| Academic Cadre | Professors | 57 |
| | Associate Professors | 44 |
| | Assistant Professors | 75 |
| | Lecturers | 164 |
| | Teaching Assistants | 47 |
| Supportive Cadre | Academic supervisors | 8 |
| | Librarians | 30 |
| | Health Service Providers | 29 |
| | Administrative Cadre | 148 |
| | Technologists | 32 |
| Labours | Labours (<i>Guards, Drivers, Gardners, Workers</i>) | 223 |
| Total | | 857 |

Our employees enjoy all their HR legal rights according to the international Laws and the Sudanese Labour Laws. They are offered equal professional development opportunities both locally and abroad, health services through AFHC, child care service through the Early Childhood Development Centre beside others.



Source: HR Unit - AUW - 2015



5. AUW Links and Partnership



To ensure quality and excellence in higher education AUW has always adopted internationalization as one of its strategies to foster its international cooperation and exchange to improve the levels of education and research; to improve its international reputation and recognition; provide better access for its staff, students and researchers to the world's best academic resources; to attract advanced knowledge and technologies; and have more access to international funding resources.

AUW has been actively engaged in national, regional and international links to serve the Sudanese community and achieve its vision, mission and goals. Some of its affiliations are reflected in the table below:

Table (2): Some of AUW Links and Partnerships Nationally, Regionally and Internationally.

| Level | University | Country |
|-----------------------|---|---|
| National | Sister Universities in Sudan: <ul style="list-style-type: none"> • Omdurman Ahlia University • Sudan University for Science and Technology • University of Nyala • University of Alfashir • University of Shendi • University of Deling • University of Gezira, • University of Khartoum | Omdurman Khartoum Darfur State South Darfur State River Nile State Kordofan State El Gezira State Khartoum State |
| Regional | <ul style="list-style-type: none"> • American University of Cairo • American University Beirut, • University of Cape Town, • University of Addis Ababa, • University of Dar-el-Salam, • Makrere University • African Center Institute • Center of Arab Women for Training and Research | Egypt Lebanon South Africa, Ethiopia Tanzania Uganda South Africa Tunisia |
| International | <ul style="list-style-type: none"> • Humboldt University of Berlin • Free University • UN-Peace University - • University of Manchester, • University of California, • The Institute of Social Studies, • The Royal Tropical Institute • Bergen University • Uppsala University | Germany Germany Costa Rica United Kingdom Los Angeles USA The Hague, Holland Norway Sweden |
| Partnerships; NGOs | UNICEF, UNFPA, WHO, UN-Women, UNEP, USAID, IDRC, CIDA, DFID, DAAD | International / UN Orgs |

| | | |
|--|---|--|
| <p>Affiliations; Networks and Associations</p> | <p>National</p> <ul style="list-style-type: none"> • Sudanese Corporate Social Responsibility Network • Sudanese Women Empowerment for Peace Network • HIV and AIDS Network • Reproductive Health Network • Eradication of Female Genital Mutilation Network • Desertification Combating Network • Ministry of Higher Education Council of Non-government Higher Education Institutions <p>Regional:</p> <ul style="list-style-type: none"> • Association of African Universities • Association of Arab Universities • African Private Universities Network • Association for Strengthening Higher Education for Women in Africa | |
|--|---|--|



Collaborative Faculty from Oslo University College, Norway and Western Cape University, South Africa (NOMA Graduation Ceremony at AUW 2013) .



8. AUW CIVIC ENGAGEMENT POLICIES

- 1- *Adhering to principles of democratic values, equality, inclusiveness, respect to diversity, human rights and dignity, resolving conflict peacefully; allowing the promotion of individuals' potentials and respecting individuals' freedom within the law.*
- 2- *Developing curriculum that is community oriented, which allows AUW to achieve its vision, mission and goals. Beside being up-to-date and academically sound in reference to international standards, the curriculum is relevant to the Sudanese context.*
- 3- *Integrating community outreach activities are in the curricula and are embedded in the university required courses such as the Rural Extension course, Women and Gender Studies Courses, Environmental and Population Studies courses, beside the family and field attachment programs and the post graduate programs.*
- 4- *Encouraging the development of programs and projects that allow AUW to maximize its civic engagement, offering space to staff promotion and self-education via participation in projects of eradicating harmful traditional practices such as female genital mutilation, promotion of reproductive health, visionary leadership, disseminating culture of peace, raising awareness on good governance and democracy principles.*
- 5- *Designing research and capacity building programs that would enhance the internationalization objectives as well as social responsibility achievement; such as those developed with western universities in Norway, Holland, Germany, and Tufts or at regional level with AUC, AUB, Dar al salaam, and Nairobi for example.*
- 6- *Using the university facilities to offer services for staff, students and the neighborhood or catchments areas within the university radius such as the kindergarten, primary and secondary schools, Ahfad Family Health Center, and farm.*
- 7- *The policy of students' intake stipulates that waiving tuition fees is to be provided to students who come from poor families, disadvantaged areas in Sudan, and refugee students. Such students usually comprise about 30% of the annual intake.*



9. AUW Strategies to achieve Corporate Social Responsibility

To realize its Policies, AUW adopts the following strategies and mechanisms:

- 1- Reaching all Sudanese sectors by offering diverse activities contributing to capacity building and institutional strengthening.*
- 2- Instilling in students and staff the values of volunteerism and social responsibility.*
- 3- Promoting students and junior staff communication and leadership skills within class and at outreach activities.*
- 4- Enhancing students and staff potentials for maximum self-realization through offering various curricula, extra curricula, outreach activities and networking opportunities.*
- 5- Influencing policies, institutions and legislations to achieve a transformed society of gender equality, overall justice and security through various advocacy programs, conferences, solidarity activism and targeted short courses and extra-curricula activities.*
- 6- Producing educational and communication materials, and publications to raise awareness about civic engagement, gender issues, reproductive health, women empowerment, harm traditional practices, human rights, environmental issues, peace and development , Diversity, CSR and Business Ethics among students, women, youth, the community at large..*
- 7- Establishing institutionalized or informal arms of AUW to contribute in achieving its objectives and work in line with its vision and mission as NGOs, such as Babiker Badri Scientific Association for Women Studies (BBSAWS), and Community Animators Friendly Association (CAFA).*

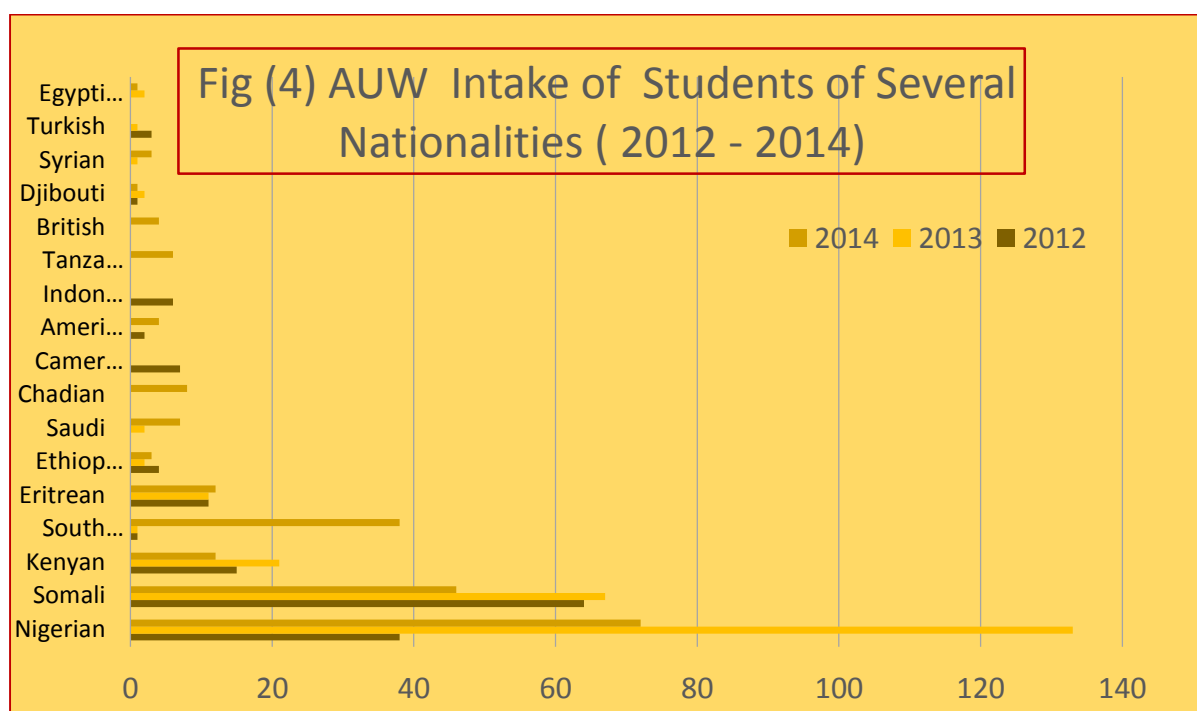
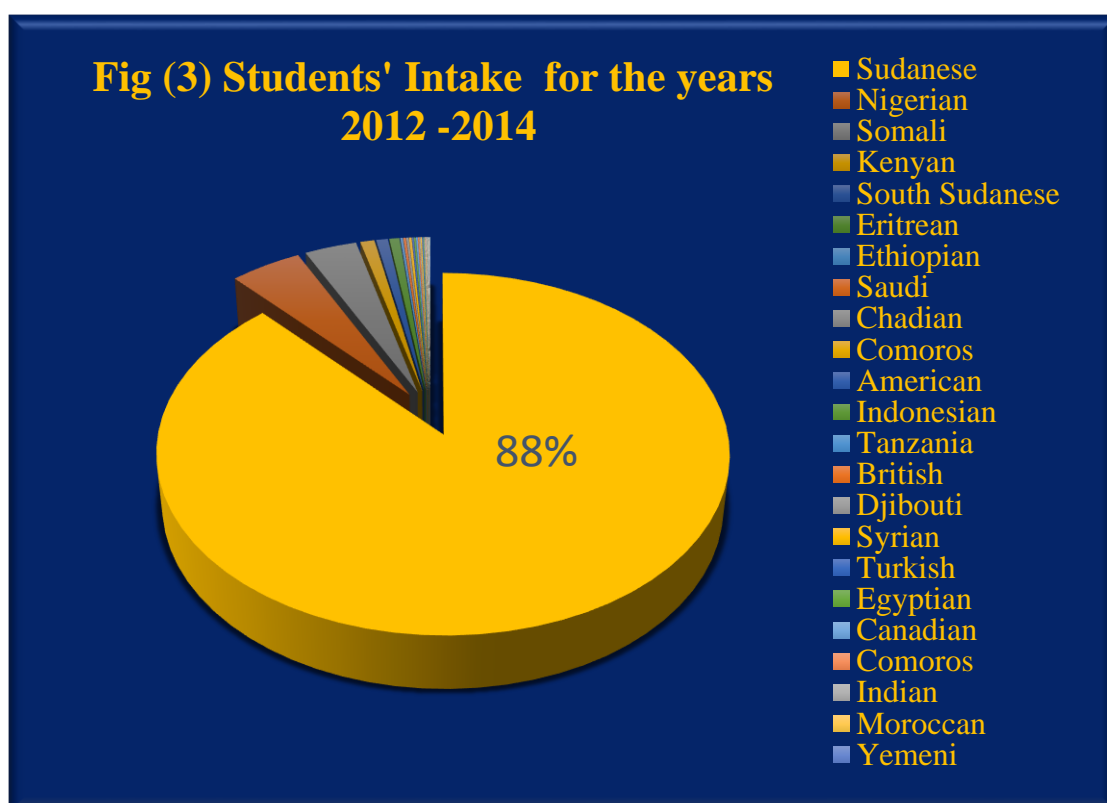
10. Activities that AUW Undertake to Promote the Global Compact Principles

10.1. Students Enrolment at AUW

The university offers special placement to regions of the Sudan known to be marginalized and disadvantaged in education opportunities such as Eastern Sudan, Darfur, the Nuba Mountains, as well as Southern Sudan, which continued up till after the separation. In addition other nationalities are also enrolled. AUW believes that the best means of nation building is through allowing of maximum diversity amongst the students body to co-share values of tolerance and respect to difference.

Table (3): Intake of Students by Nationality for the years 2012, 2013 and 2014.

| Nationality | 2012 | 2013 | 2014 | Total | % |
|-----------------|-------------|-------------|-------------|-------------|----------------|
| Sudanese | 1258 | 1718 | 1698 | 4674 | 88.12% |
| South Sudanese | 1 | 1 | 38 | 40 | 0.75% |
| Nigerian | 38 | 133 | 72 | 243 | 4.58% |
| Somali | 64 | 67 | 46 | 177 | 3.34% |
| Kenyan | 15 | 21 | 12 | 48 | 0.90% |
| Eritrean | 11 | 11 | 12 | 34 | 0.64% |
| Ethiopian | 4 | 2 | 3 | 9 | 0.17% |
| Chadian | | | 8 | 8 | 0.15% |
| Comoros | 8 | | 1 | 9 | 0.17% |
| American | 2 | | 4 | 6 | 0.11% |
| Indonesian | 6 | | | 6 | 0.11% |
| Tanzania | | | 6 | 6 | 0.11% |
| British | | | 4 | 4 | 0.08% |
| Djibouti | 1 | 2 | 1 | 4 | 0.08% |
| Saudi Arabian | | 2 | 7 | 9 | 0.17% |
| Syrian | | 1 | 3 | 4 | 0.08% |
| Turkish | 3 | 1 | | 4 | 0.08% |
| Egyptian | | 2 | 1 | 3 | 0.06% |
| Canadian | 1 | 1 | | 2 | 0.04% |
| Indian | | | 2 | 2 | 0.04% |
| Moroccan | | 1 | 1 | 2 | 0.04% |
| Yemeni | | | 2 | 2 | 0.04% |
| Afghanistan | | | 1 | 1 | 0.02% |
| Emirates | | | 1 | 1 | 0.02% |
| Libya | 1 | | | 1 | 0.02% |
| Pakistani | | | 1 | 1 | 0.02% |
| Palestinian | | | 1 | 1 | 0.02% |
| Swedish | | | 1 | 1 | 0.02% |
| Vietnam | | | 1 | 1 | 0.02% |
| Zambian | | | 1 | 1 | 0.02% |
| TOTAL | 1413 | 1963 | 1928 | 5304 | 100.00% |



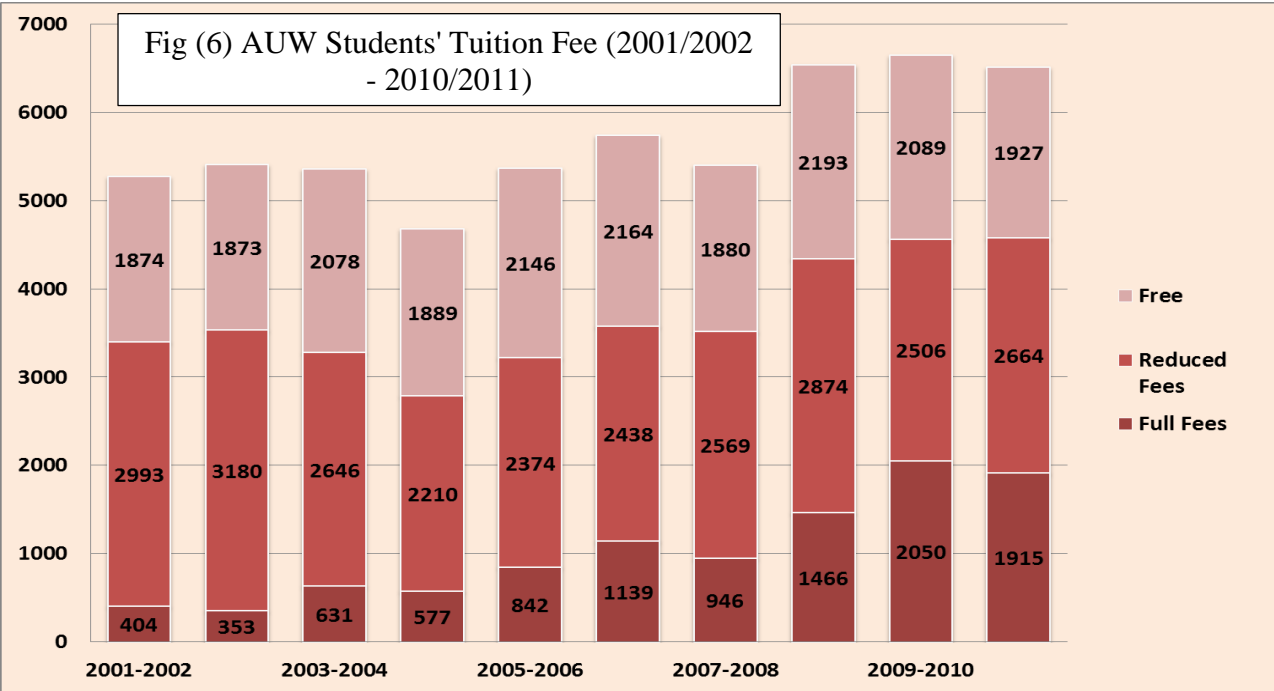
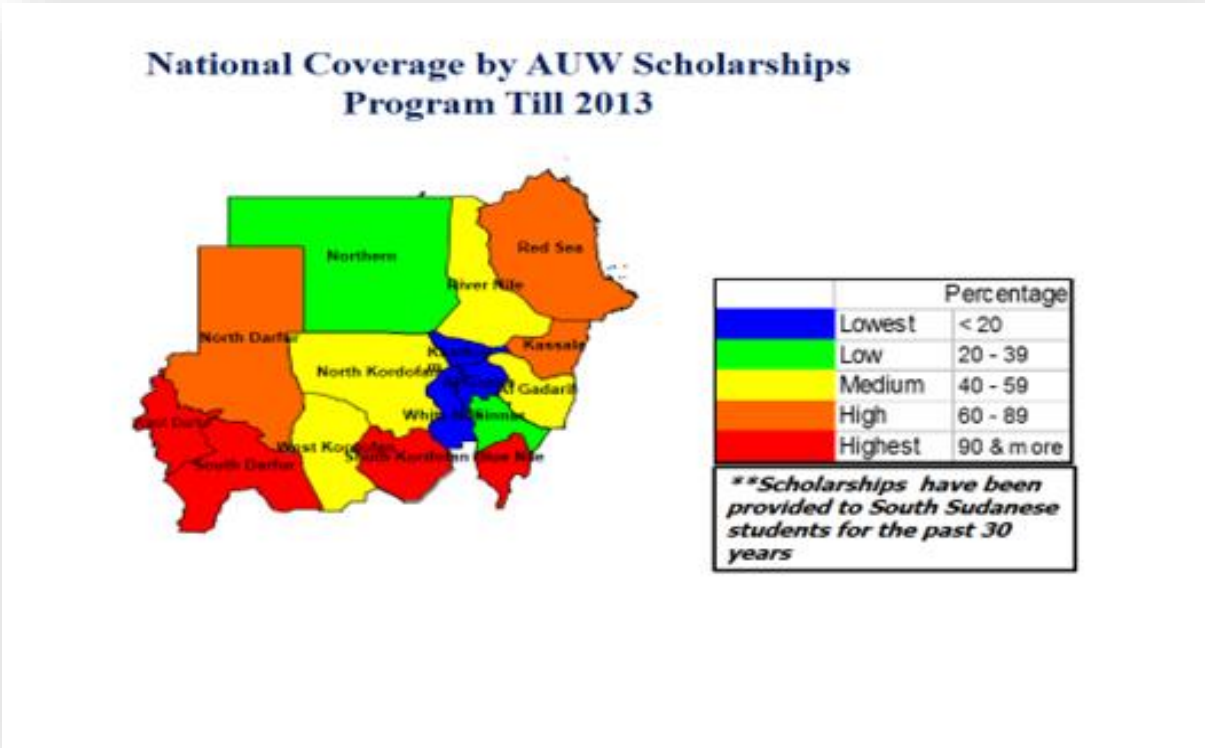
Source: Students Admission Office - AUW - 2015

10.2. AUW Scholarships Programme and Financial Aid

About 33% of students receive scholarships as a grant, 40% are accepted for free or with waived fees, while the remaining 27% pay full fees through personal payments. Scholarships are offered through direct contact with people, authorities, or NGOs to send nominees of

candidates. The bulk of scholarships goes to needy candidates in various 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.

Fig (5) AUW National Coverage of Scholarships programme 1990 - 2013



Furthermore, 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, Somalia, Eritrea and Ethiopia to contribute in the alleviation of women's trap of dis-empowerment due to conflict.

10.3. Relevance of AUW Curricula to Civic Engagement

Prof Gasim Badri, in Warned (2011) defined AUW as:

"Funded by the community, run by the community to serve the community, and the curricula reflect this. While they are in line with international standards, there is a strong concern to make the curricula community-oriented and highly relevant to the specific conditions in Sudan".

Beside being continuously updated, academically sound and coping with international standards, the curricula of AUW are community oriented, which coincides with its mission and allows for achieving its objectives. They are relevant to the Sudanese context, and permits students to mix knowledge with real practice through training, internship, and community outreach activities integrated in them.

AUW is the only university in Sudan that offers university required courses (URCs) taught to all students throughout the university. URCs include; Women Studies, Gender and Development, Environmental Studies, Rural Extension program, Research Methods, Sudanese Studies and Talents Development. The aim of these courses is to instill in the students values of love, tolerance, cooperation, loyalty, ethics, critical thinking, altruism, and civic responsibilities.

Besides, issues of gender, reproductive health, democracy, diversity, poverty, population education, social responsibility, business ethics and human rights have been integrated into the undergraduate courses as well as the postgraduate courses.

Table (4): Some of the Courses offered at AUW Supporting UNGC Principles, MDGs and SDGs

| Code | Course | School/Institute offering the Course | Course Description |
|-------------------|-----------------------|--------------------------------------|--|
| GDWD302 (2crs) | Gender Studies (URC). | RIGDPR | The course focuses on gender mainstreaming frameworks, methodologies and approaches. It enables students to acquire skills for gender analysis to address issues of gender gap and discrimination in development to achieve gender equity. |
| WSGS301 (2crs) | 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 |

| | | | |
|-----------------------------------|--|------------------------------|--|
| UPP101 (3cr hrs) (URC). | Talents development. It includes five options: music, drama, sports, fine art and journalism. | Talents Development Unit | It provides students the communication skills that enable them to participate in the university socio-cultural activities. |
| REXT301 (4 cr hrs) | 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. |
| ENVS101 (3cr hrs) | Environmental Studies (URC). | School of REED | It is an interdisciplinary course that discusses environmental issues combining perspectives from social sciences, natural sciences, and humanities. Topics include subjects such as pollution, global warming, ecotourism, erosion, ecology,.. etc . |
| ENMG202 (3crs hrs) | Environmental Management | School of REED | It examines environmental planning, management, policy formulation and the effect of environmental administration on communities, civil society, and business. |
| BUEC402 Business Ethics (3crs) | Business Ethics | School of Management Studies | It provides students an overview of business ethics at the individual, organizational, and societal levels. It introduces students 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 Catalogue - 2015

10.4. Research Activities in Line with Civic Engagement and UNGC Principles

Most AUW researches address issues of community. Different types of researches are conducted including; policy oriented research, action oriented research, knowledge production research and scientific researches. AUW responds to research areas and topics identified through its community oriented programs,

issues at business institutions (HR Policies, Labour Laws, Diversity, Business Environment, CSR..etc), State Strategies for Poverty Alleviation, Sudan performance in relation to MDGs and SDGs, Gender Issues, Women Empowerment Policies, base line surveys and needs assessment.

The Following tables (5), (6), and (7) present samples of the research areas tackled by post graduates, undergraduate students, and faculty members.

10.4.1. Post graduate Students' Research

Table (5) :Selected Students' Research Studies of the Master Programs at the Regional Institute for Gender Diversity Peace and Human Rights (2001 -2013)

| Graduation Year | Research Title | Research Area |
|-----------------|---|--|
| 2013 | Challenges and Prospects of the Sudanese Women Parliamentary Caucus in the National Parliament | Gender and Governance |
| 2009 | Sudanese Women Awareness with her Constitutional Rights in Khartoum State | Gender and Human Rights |
| 2012 | Addressing Rural Women's Reproductive Health Needs Under Decentralization | Reproductive Health |
| 2006 | Socio-economic factors Affecting Maternal Mortality in Khartoum State | Reproductive Health |
| 2008 | The Role of Azza Women Association in Empowering Displaced Women | Peace and Development |
| 2004 | Empowerment of Women via Micro-credit Finance Programs: Port Sudan Association for Micro- Finance | Gender and Development |
| 2009 | Gender Sensitivity in the Policies of the Sudanese Environmental Conservation Society. | Gender and the Environment |
| 2009 | Deprivation of Women and the Girl child from Education at North Kordofan State | Gender and Human Rights |
| 2004 | The Legal Status of Female Genital Mutilation in the Sudanese Laws | Gender and Human Rights |
| 2001 | The Impact of The United Nations Development Program Poverty Alleviation Project on Empowering the Internally Displaced Women in Urban Areas: A study on Mayo Mandella Displaced Camp | Poverty Alleviation |
| 2009 | Explorations into the Dynamics of Ethnic Identity: A study among Women Students from West Darfur in Khartoum | Gender, Multiculturalism and Migration |

Source: *Regional Institute for Gender Diversity Peace and Human Rights - AUW -2015*

10.4.2. 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 / Major. Students are encouraged and motivated to compete in conducting scientific researches in up-to-date issues in their areas of specialization and in other common

topics that are open to all schools. These common areas of research 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 (6) :Selected Undergraduate Students' Research Studies at Schools of Psychology, Management Studies, REED, and Health Sciences (2005 -2015).

| Year | Title | Research Area | School |
|------|---|------------------------|------------------------------|
| 2015 | Civil war and its Psychological and Social Impact among Displaced Women in South Darfur. | Peace and Development | School of Psychology |
| 2005 | A Study on the Rehabilitation of Child Soldiers | Child Labour | School of Psychology |
| 2005 | The Role of Youth in Spreading Culture of Peace through Voluntary Labour Organizations | Peace Education | School of REED |
| 2014 | Women Awareness and perception of Peace Building process | Peace Building | School of Management Studies |
| 2012 | Violence Against Children with Special Needs | Human Rights | School of Psychology |
| 2012 | The Role of Disabled Institutions on Human Capital Development: Focus on Ustratna Association of the Disabled Children | Diversity | School of Management Studies |
| 2013 | The Role of Corporate Social Responsibility in Developing the Sudanese Community | CSR | School of Management Studies |
| 2013 | The role of the social responsibility of the General Union of Sudanese women in the alleviation of poverty on women in Khartoum State | CSR | School of REED |
| 2014 | Factors Affecting contraceptives use among women at reproductive age in Umbada area | Reproductive Health | School of Health Sciences |
| 2014 | Factors Impeding the Management of Solid Waste in Omdurman Province | Environmental Studies | School of Management Studies |
| 2013 | Risks of Environmental Pollution on Human Health: Focus on: Areas around Al Genaid Sugar Factory. | Environmental Studies | School of Psychology |
| 2014 | The Role of Psychological Rehabilitation Centers in the Rehabilitation of Survivors of Domestic Violence in Khartoum State | Violence Against Women | School of Psychology |
| 2008 | The Non-Governmental Organizations Efforts in Poverty Alleviation in Sudan. | Poverty Alleviation | School of Management Studies |
| 2014 | The Role of Psychological and Therapeutic Counseling for People Living with HIV. | HIV/AIDs | School of Psychology |

Source: El Hafeed Library, Research Section, (2015), AUW

10.4.3. Researches, Programs and Projects undertaken at the University Level in line with UNGC Principles

Table (7): Research Studies, Programs and Projects implemented by AUW in Collaboration with National and International Organizations (2008 -2015).

| Donor | Project Name | Period | Cost | Scope |
|----------------------------|--|--|-------------------------------------|--|
| UNFPA and DFID | Conference on Women and Girl Health in Sudan, with special focus on Female Genital Mutilation and Girl Child Marriage. | 19th- 22nd of October 2015, Khartoum Sudan | ----- | Dissemination of Knowledge about Women and girls' health and setting recommendations and plan of action. |
| European Union FP7 Program | Equitable (a consortium research for Universal equitable accessible health service for vulnerable population) | 2009-2013 | Euros 239,838 | Policy Research and publications |
| NORAD | Gender, Equity, Education and Peace | 2008-2012 | \$ 116,339 | Joint research and capacity building. |
| UNICEF | House to house education in HIV/AIDS | 2007-2010 | \$ 161,984 AUW \$85,000 | Community awareness raising |
| UNFPA | Voluntarism and Community Mobilization for Combating FGM/C in Sudan | 2010- 2011 | | Mobilization and awareness raising. |
| UNFPA | Improving Maternal and Neonatal Health in Kassala State | 2011-2012 | \$ 332,660 | Research, training & service provision |
| US Department of State | Empowering Women in New Emerging State | 2011-2013 | \$ 470.000 | Research and Capacity Building. |
| USAID | Constitution Building Project | 2011-2012 | \$ 499,876 | Training and Scholarships for MSc |
| UNFPA | Human Rights and HIV/AIDS Capacity Building Program | 2012 | ----- | Capacity Building and awareness Raising |
| Embassy of France- Sudan | Youth Empowerment and Capacity Building for Inclusiveness and Human Rights | 2012 -2013 | Euros 46,530 AUW Euros 21,214 | Capacity building for youth and provision of revolving fund |

Source: International and External Relations Office , and RIGDPR - AUW- 20115

11. AUW Civic Engagement and Community Based Programmes

11.1. The Rural Extension Programme

The Rural Extension Programme at AUW, started in 1973, is an integral part of the curriculum and was initiated in response to the need to improve the quality of life for families in poor rural and peripheral urban settlements. It is offered by School of REED to all third year students in all schools, and all faculty and staff members take part in the preparation of its activities and the supervision of students during the fieldtrips.



11.1.1. How is the Rural Extension Programme Run?

The programme is divided into three components as follows:

- i. **Lectures** that provide knowledge about development and the living conditions in different rural areas in Sudan. The students learn how to identify and interact with various socio-economic issues that affect people's life, the potential resources they have, and the constraining factors that affect the development in these areas .
- ii. **Practical Sessions** from which students learn methods of social research and various tools that enable them to collect and analyze data related to the rural communities when they go to the fieldtrips. They are also exposed to and trained on various communication skills and means to enable them to interact with rural people in the field.
- iii. **Field trips:** The annual rural extension fieldtrips is a unique activity of AUW. Students are organized in multidisciplinary groups composed of 15-20 students from all schools and are supervised by a faculty member per group, to spend a period of seven to ten days in a village. On their return, each group of students write a collective report that reflects a situational analysis with proposed projects or recommendations suggesting appropriate interventions to assist in solving the villagers' problems.

The fieldtrips aims to :

- expose students to the different features of the Sudanese rural settlements.
- enable them to assess the needs and problems of rural communities specifically those related to women and family issues, and
- enable them to convey messages via different communication methods, to help in improving the quality of life of rural people.
- train students in the field of development and encourage them to act as Agents of Change.

Table (8) Themes and Topics usually tackled by the Rural Extension fieldtrips

| Family Health | Hygiene and Sanitation | Environment | Social issues | Economic issues |
|--|--|---|---|--|
| <ul style="list-style-type: none"> - Maternal and child health - Family planning - Immunization - Nutrition - Adolescence and Reproductive health - HIV/AIDS, FGM, Malaria, and TB | <ul style="list-style-type: none"> - Solid and liquid waste disposal - Water supply and sanitation - Food hygiene - Personal hygiene - Healthy home - Control of insects and rodents | <ul style="list-style-type: none"> - Cleanliness - Pollution - Use of fire wood - Desertification - Forestry and trees planting - Use of improved stoves, solar cookers, alternative and energy biogas. | <ul style="list-style-type: none"> - Peacemaking - Illiteracy - Girls' education, - Human rights, - Children rights, -Violence against women, - Gender roles , -Women's workload, - Early marriage -Migration | <ul style="list-style-type: none"> - Poverty - Food security - Female farmers - Income generating activities - Microfinance - Rotating Funds - Small scale projects |

Different communication methods are used to convey messages to rural communities which include home visits, posters, role play, exhibitions, public lectures, brainstorming and group discussions.

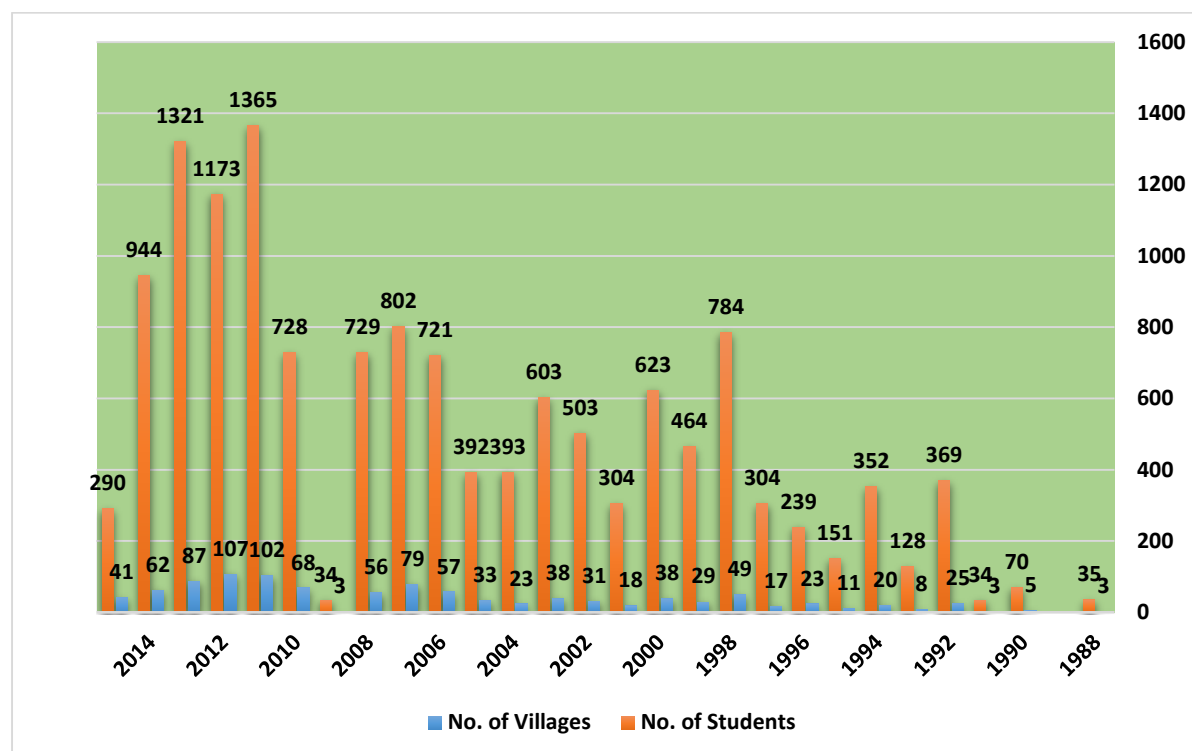


A student Delivering a talk to a group of villagers



Students experiencing life in a rural area.

Fig (7) Number of Students and Villages covered in the Fieldtrips within 1988 – 2015



AUW Change Agents interacting with women, men and school children to disseminate messages related to the Environment, Sanitation, Nutrition, RH Issues, Gender Issues,to assist them for the betterment their life.



Primary School Group receiving educational messages from the Students in a village.

11.2. Family Attachment Programme

The programme was initiated in 1994 in the School of Medicine to meet the need for engaging the students with the community and to provide them with first-hand experience in addressing health and illness within the scope of diverse cultural norms, attitudes, knowledge and practices towards health and illness. Pairs of medical students, starting in their second year, get attached to a family identified in collaboration with community partners. Through regular home visits, the students observe and apply the principles of community medicine (i.e. reproductive health, nutrition, and health education) and refer family members for

medical services if necessary. Students and faculty hold sessions for preparations for the home visits, and group discussions are held after each and every home visit to address any particular challenges that came up during the visit. The programme annually serves around 240 families in the poor neighboring areas of the university and other underserved urban areas.



11.3. The Students Attachment Program

The students of the Schools of Psychology, Health Sciences and REED, are attached to various organizations in urban and rural areas of the Sudan for one month during their study at the university to satisfy their studies requirements in relation to their fields, experience real situations and to have a hand on training. The organizations include; the hospitals, health centers, feeding centers, prisons, psycho-health centers, and psychiatric wards at hospitals, kindergartens, special handicapped centers, under privileged primary and secondary schools and NGOs working in under privileged areas.

11.4. Community Training Programs

AUW provides training services that target different groups such as women, youth, community leaders, policy makers, health personnel and others. Through these service and learning activities, the faculty members build their capacities in teaching and find opportunities to engage in serving the community. Many of these training programs have also informed the university curricula, such as the WHO Regional Training on Integrating Gender and Rights in reproductive Health, which has informed courses in health education, and behavioral and social health.

12. The Role of AUW Voluntary Organizations in Civic Engagement

AUW works in partnership with NGOs to address social problems in the society. This is done through capacity building, awareness raising programs, networking and research activities, implemented by outreach voluntary organizations that are formed by the university and are hosted in its premises. These are Babiker Badri Scientific Association for Women Studies (BBSAWS), Community Animators and Friendly Association (CAFA), and the Voluntary Organization for International Co-operation (OVCI) Nostra Famiglia, an Italian non-governmental organization for children with disability.

12.1. Babiker Badri Scientific Association for Women Studies (BBSAWS)

BBSAWS was formed in 1979. It is a registered voluntary, non-political, non-profit making, and non governmental organization 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. It uses different approaches of cooperation, integration and solidarity at the local, national and international levels to realize its purposes. Hence, it has established membership and networking with national and international NGOs and ministerial committees.

Table (9): Selected Projects and Programmes Implemented by BBSAWS (2007 -2016)

| Donors | Project Title | Duration | Budget | Out Come |
|--|--|----------------------|-------------|---|
| National Endowment for Democracy (NED) | Strengthening Parents - Teacher Association Role in Enhancing the Quality of Basic Education and School Environment | 2015 - 2016 | \$44,620 | -Training of Parents and Teachers on civic education component -Raising Awareness for the students -Rehabilitation of 6 schools in Blue Nile State |
| National Endowment for Democracy (NED) | Election Education and Mobilization (Khartoum, White Nile and Kordofan. | July 2007- July 2008 | \$36,426 | -Production of ICE materials on women political representation and women's elections -Training on elections and promotion of women's political participation. |
| European Commission (European Union) | An initiative to promote democracy, Human rights and culture pf peace by involving youth. | 2007-2009 | ----- | - Production of training manuals on Democracy, Human Rights and Culture of Peace. - Capacity Building on democracy, Human Rights and Culture of Peace. - Production of ICE materials. |
| Food Agriculture Organization (FAO) | Village Women's Training and Awareness Raising on Environmental Conservation, from forestry and non-wood forest products | 2007 – 2008 | SDG 305,300 | Awareness Raising about conserving the environment and tree planting. Training on producing seedlings, establishing and managing nurseries, and planting trees. Production of Training manual on the benefits of NWFPs. |
| AID | Art for Peace (Khartoum State) | 2010 | | - Awareness Raising of Fine Artists on the Comprehensive Peace Agreement and Darfur Peace agreement as well as the concepts of culture of peace and the Peace Building . - An exhibition was prepared by Artists to address importance of peace. |

12.2. The Community Animators Friendly Association (CAFA)

CAFA is a youth group from Ombadda community that was established in 1994 with the support of the United Nations Population Fund (UNFPA). It is committed to undertake awareness raising and advocacy programs in Reproductive Health issues, community development, and peace-making, using innovative methods such as mobile theatre, musical band, and songs that convey information and messages related to the tackled subject in a simple and interesting way.

Table (10) Projects Implemented by CAFA for Peace Building and Development in various Regions of the Sudan.

| Funding Agencies | Project Title | Duration | Fund | Outcomes |
|---|--|-----------------------------------|-----------|---|
| Catholic Relief Services and Darfur Peace and Stability Fund. | Phase I- Small Grant Program Manager (SGPM) Phase II: Capacity Building of Sudanese Local NGOs in North and East Darfur | 2011 -2015 renewed for 18 months. | \$410.000 | -Stabilization of Communities - Recovery and Restoring trust and confidence -Effective community conflict resolution and getting prevention platforms in place - Capacity Building and Income generation activities for improving livelihood issues and income generation. - creating effective networks for peace building and development |
| Catholic Relief Services | Saving and Internal Lending Communities (SILC) for Women in Khartoum State | 12 month renewed in 2014 | \$200.000 | Women Empowerment through training, capacity building, and income generation. |
| GIZ | Education Project in Khartoum State | 6 MONTH | \$120.000 | - Training of the PTAs (Parent – Teacher Association) - Awareness Raising - Resolving Educational Problems and developing action plans. |
| | RH / HIV Awareness Projects in Khartoum State and Blue Nile State . | 9 month renewable | \$500.000 | Awareness Raising on RH HIV/AIDs in communities . |

13. AUW Cultural Events Addressing Community Issues

AUW celebrates national and international days such as the World Food Day, the HIV/AIDS day, the Population 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.

13.1. Celebration of the International Women's Day

AUW celebrates the International Women's Day annually since 1975 under an announced theme. Students of all schools compete in preparing various cultural activities in relation to the theme, to be presented within the 3rd – 8th March of each year. The activities include theater, Drama, Music, Coral, Seminars, Exhibitions, Lectures, and Debates in English and Arabic. Through these activities , significant messages and positive criticism are sent to the community in an interesting and attractive way.

Table (11): Various Themes Tackled in the Annual Celebration of the Women's Week for Selected years (1987 – 2012).

| Year | Women's Week Theme |
|-----------|---|
| 1987-1988 | Rural women and Appropriate Technology |
| 1991 | Women and Development |
| 1992 | Towards Safe motherhood |
| 1997 | Women and Reproductive Health |
| 1999 | Aged people and Development |
| 2000 | Sudanese women; creation, modernity and traditions |
| 2002 | Women and the environment |
| 2006 | Women, education and the culture of peace |
| 2007 | Ahfad: A century of visionary leadership |
| 2010 | Women's rights and election. |
| 2011 | Equal rights and equal opportunities; progress for all. |
| 2012 | Towards A Green Sudan. |



A student acting in a drama show



Drama



Music – Students Band

13.2. Celebration of the Violence Against Women Day



One Billion Rising – A UW Students Dance to stop Violence Against Women

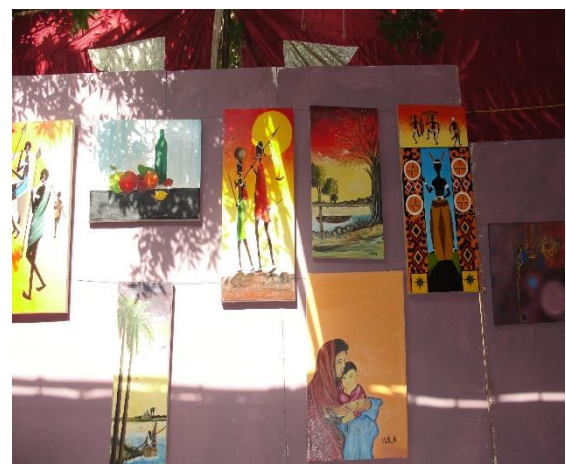


The President of A UW talks to the Students on the VAW Day

Celebration of the AUW Students International Day - 2015



Celebrating the World Food Day



ART for Peace Exhibition 2005

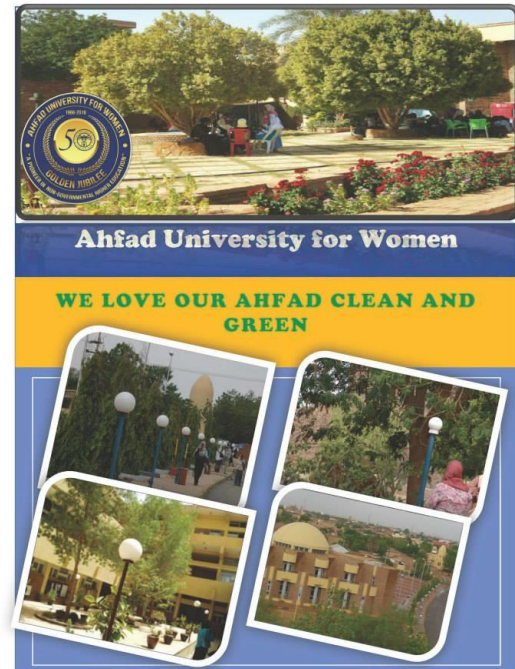


AUW Coral – The Launch of the “Business 4 Peace” 2014

14. AUW Concern in Environmental Issues

Beside including Environmental Studies and the Business Environment related courses in its curricula, the university directs special attention to dissemination of environmental culture and messages within the campus and through its events and outreach programs to the public.

It also encourages and motivates its students to participate in preserving its campus ever "Clean and Green".



15. International Prizes Awarded to AUW For its Civic Engagement

15.1. The European Commission Prize for Human Rights 2014

AUW was awarded the Prize of the Winner of the Champions of Human Rights (2014), by the Delegation of the European Commission in Sudan, on its annual celebration of the International Day for Human Rights (10th December). The goal of the award as stated by the Delegation is to appreciate the efforts of human rights defenders for their achievements in their countries.



http://eeas.europa.eu/delegations/sudan/press_corner/all_news/news/2015/20150212_en.htm

15.2. The MacJannet Prize 2015 (The Talloires Network)

School of Psychology -AUW- was awarded the MacJannet prize of 2015 for its program "I DEAL Sudan" program. The program provides psych-social support for children in primary schools in Khartoum state. It especially emphasize work with vulnerable children, which includes those affected by war, internally displaced people, children with special needs, drop outs and children living in extreme poverty. The I DEAL methodology was incorporated into the curriculum for all psychology majors at AUW.

AUW is a member of the Talloires Network, which is a global alliance of higher education institutions that are deeply committed to strengthening the civic roles.

<http://talloiresnetwork.tufts.edu/about-the-macjannet-prize/2015-macjannet-prize-winners>

