Ahfad University for Women
Quality Assurance and Institutional Assessment (QAIA) Office

FACT BOOK
2017-2018
# Table of Content

**General Information:**

1. About AUW
2. Mission
3. Vision
4. Strategic Planning
5. Core Values
6. History
7. Presidents of the University
8. Board of Trustees
9. Organization chart

**Students**

1. Enrollment by School
2. Students Faculty Rate
3. Graduation and Retention Rates by School
4. Tuition Fees 2017-2018
5. Student Financial Aid- University Summary
6. Applications, Acceptance and Enrollments by School and level
7. Distribution of International Students by School

**Academic Programs and Degrees Awarded**

1. Undergraduate and Graduate Degrees by School and Degree.
2. Average Class Size by School or Department” Specialization”.
3. Degrees Awarded by School.

**Faculty and Staff**

1. Faculty by Gender, Full-time, Part-time and Highest Degree Held.
2. Distribution of faculty per School

**Physical Facilities**

1. Major Campus Buildings
2. AUW Campus Map

**Services**

1. Academic services
2. Administrative services
3. Community services

**Research Centers and Programs**

1. The Regional Institute of Gender, Diversity, Peace and Rights (RIGDPR)
2. Ahfad Trauma Center
3. **Gender & Reproductive Health & Rights Resources & Advocacy Center (GRACE)**
4. Nutrition and Health Center for Training and Research (NHCTR)
5. Documentation Unit.
6. Early Childhood Development Center
7. Ahfad Journal

**Ahfad Family Health Center**

1. Vision
2. Mission
3. Core values
4. Strategy
5. Structure
6. School of Medicine Departments
7. Clinics in the Center

**Alumni**

1. Alumni Distribution by Decade
2. Alumni Distribution by School
GENERAL INFORMATION

About AUW:
The Ahfad University for Women (AUW) was established in 1966 with the aim to train and equip women to become active change agents in the development of Sudan. AUW is a pioneer higher education institution in Sudan whose philosophy is women’s education, development and empowerment. Its history goes back to 1907 when the first school for girls was established in Sudan. Currently AUW has 6533 students from all parts of Sudan, neighboring countries and around the all the world.

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

Mission:
AUW’s mission is to provide quality education for women to strengthen their roles in national and rural development, and to seek equity for themselves and fellow women in all facets of Sudanese society using a combination of well-articulated academic programs, professional trainings, research, and community outreach activities.

Core Values:
To achieve AUW’s vision and carry out its mission, we adhere to the core values of Social Responsibility, Academic Freedom, Leadership, Innovation, Excellence, Respect, Integrity, Ownership, Commitment, Diversity, Inclusiveness, Partnership, and Autonomy.

Strategic planning:
The basic strategy of QAIA is to enhance AUW ranking nationally, regionally, and internationally through:
- Academic Excellence
- Faculty Excellence
- Distinguished Research
- Excellence in Public Engagement
- Creating an appealing and conducive work environment.
- Continuous improvement in administrative and financial management.

History:
Ahfad University for Women is the direct result of the steadfast vision of two men, Sheik Babiker Badri (1860 - 1954) and Professor Yousif Badri (1912-1995). Sheik Babiker combined
the traditional Islamic devotion to learning with his own then radical notion of providing secular education in addition to religious instruction for both boys and girls. Babiker Badri established the first secular school for girls in Sudan at Rufa’a in 1907. In 1951, the Ahfad Girls’ Intermediate School was established in Omdurman, and in 1955, his son Yousif Badri established the Ahfad Girls’ Secondary School. Ahfad University College for Women was later founded at the School’s sites in Omdurman in 1966. The Ministry of Education granted the new College the right to confer diploma certificates upon completion of its four-year program. In 1984, an act of the National Council for Higher Education authorized Ahfad University College for Women to confer Bachelor of Sciences and Bachelor of Arts degrees. In 1995, the President of the Republic signed a decree to elevate the college to University status which was named Ahfad University for Women (AUW).

**Presidents of the University:**
- Sheik Babiker Badri.
- Professor Yousif Badri.
- Professor Gasim Y. Badri.

**Board of Trustees:**
- Gasim Y. Badri, President of Ahfad University for Women, chairman
- Ahmed H. El Jack
- Ali Shibeika
- Al Rashid M. Elamin Hamid
- Tagalsir Almagboul
- Amna E. Badri
- Babiker A. El Obied
- Balgis Badri
- Eltag M. Osman Salih
- Hassan Abdel Salam Kambal
- Kamil Shawgi
- Malik Badri
- Nadir Saad Abulela
- Nafisa A. Al Amin
- Babiker A. El Obied
- Abu Garja Kintiby
- Osman A/Alwahab A/Almoniem
## Students

### Enrollment by School:

<table>
<thead>
<tr>
<th>School</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate Level:</strong></td>
<td></td>
</tr>
<tr>
<td>HLSC (Health Sciences)</td>
<td>983</td>
</tr>
<tr>
<td>PSYC (Psychology and Preschool Education)</td>
<td>933</td>
</tr>
<tr>
<td>MGT (Management Studies)</td>
<td>1836</td>
</tr>
<tr>
<td>REED (Rural Extension Education and Development)</td>
<td>699</td>
</tr>
<tr>
<td>MED (Medicine)</td>
<td>1501</td>
</tr>
<tr>
<td>PHAR (Pharmacy)</td>
<td>627</td>
</tr>
<tr>
<td>LANG (Languages)</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Post Graduate Level:</strong></td>
<td></td>
</tr>
<tr>
<td>Diploma:</td>
<td></td>
</tr>
<tr>
<td>HLSC</td>
<td>14</td>
</tr>
<tr>
<td>LANG</td>
<td>19</td>
</tr>
<tr>
<td>MSC:</td>
<td></td>
</tr>
<tr>
<td>RIGDPR (Regional Institute of Gender, Diversity, Peace and Rights)</td>
<td>51</td>
</tr>
<tr>
<td>HLSC</td>
<td>114</td>
</tr>
<tr>
<td>PSYC</td>
<td>80</td>
</tr>
<tr>
<td>MGT</td>
<td>72</td>
</tr>
<tr>
<td>REED</td>
<td>28</td>
</tr>
<tr>
<td>MED</td>
<td>-</td>
</tr>
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</table>
### Student Faculty Ratio:

<table>
<thead>
<tr>
<th>School</th>
<th>SF/R</th>
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<tr>
<td>HLSC</td>
<td>15.12</td>
</tr>
<tr>
<td>PSYC</td>
<td>20.28</td>
</tr>
<tr>
<td>MGT</td>
<td>35.30</td>
</tr>
<tr>
<td>REED</td>
<td>29.12</td>
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<tr>
<td>MED</td>
<td>15.63</td>
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<tr>
<td>PHAR</td>
<td>14.58</td>
</tr>
<tr>
<td>LANG</td>
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</table>

- Ratio for number of students to faculty

### Graduation and Retention Rates by School:

- As per registered students 2017-2018
Graduation rate is the percentage of the initial 2012 cohort who completed the program in five years or fewer.
Retention rate is the percentage of the cohort of all full-time bachelor (or equivalent) degree seeking undergraduate students who entered the institution as new first-time students in semester 1 (2016) (or the preceding summer term) and were enrolled semester 2 (2017).

Tuition Fees 2017-2018

<table>
<thead>
<tr>
<th>School</th>
<th>Sudanese Pounds</th>
<th>US Dollars</th>
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</thead>
<tbody>
<tr>
<td>HLSC</td>
<td>16,000</td>
<td>2,500</td>
</tr>
<tr>
<td>PSYC</td>
<td>15,000</td>
<td>2,500</td>
</tr>
<tr>
<td>MGT</td>
<td>18,000</td>
<td>2,500</td>
</tr>
<tr>
<td>REED</td>
<td>15,000</td>
<td>2,500</td>
</tr>
<tr>
<td>MED</td>
<td>65,000</td>
<td>6,000</td>
</tr>
<tr>
<td>PHAR</td>
<td>50,000</td>
<td>5,000</td>
</tr>
</tbody>
</table>

Tuition and other fees can be paid in US dollars or SDG (Pounds)

Student Financial Aid- University Summary:

* Need-based
# Scholarship/Grants

<table>
<thead>
<tr>
<th>Scholarship/Grants</th>
<th>189</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total self-Help</th>
</tr>
</thead>
</table>

## Applications, Acceptance and Enrollments by School and level

By School and Semester one for 2017-2018

<table>
<thead>
<tr>
<th>School</th>
<th>Applied</th>
<th>Accepted</th>
<th>Accepted (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td>( % )</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Registered</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yield</td>
</tr>
</tbody>
</table>

### Undergraduate Level:

<table>
<thead>
<tr>
<th>School</th>
<th>Applied</th>
<th>Accepted</th>
<th>Accepted (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>( % )</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Registered</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yield</td>
</tr>
</tbody>
</table>

| HLSC   | 195     | 195      | 100%         |
| PSYC   | 245     | 245      | 100%         |
| MGT    | 300     | 300      | 100%         |
| REED   | 97      | 97       | 100%         |
| MED    | 288     | 288      | 100%         |
| PHAR   | 128     | 128      | 100%         |
| EL     | -       | -        | -            |

### Post Graduate Level:

<table>
<thead>
<tr>
<th>School</th>
<th>Applied</th>
<th>Accepted</th>
<th>Accepted (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>( % )</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Registered</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yield</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High Diploma:</th>
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</thead>
<tbody>
<tr>
<td>HLSC</td>
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<tr>
<td>PSYC</td>
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<tr>
<td>S.EL</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MSc:</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIGDPR</td>
</tr>
</tbody>
</table>

<p>|        | 51     | 51       | 100%        |</p>
<table>
<thead>
<tr>
<th>School</th>
<th>110</th>
<th>110</th>
<th>100%</th>
<th>114</th>
<th>96.49%</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLSC</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>PSYC</td>
<td>45</td>
<td>45</td>
<td>100%</td>
<td>80</td>
<td>56.25%</td>
</tr>
<tr>
<td>MGT</td>
<td>47</td>
<td>47</td>
<td>100%</td>
<td>72</td>
<td>65.27%</td>
</tr>
<tr>
<td>REED</td>
<td>30</td>
<td>30</td>
<td>100%</td>
<td>28</td>
<td>107.14%</td>
</tr>
<tr>
<td>MED</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHAR</td>
<td>33</td>
<td>33</td>
<td>100%</td>
<td>39</td>
<td>84.61%</td>
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<tr>
<td>S.EL</td>
<td>32</td>
<td>32</td>
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<td>PHD:</td>
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<td>RIGDPR</td>
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</tr>
<tr>
<td>HLSC</td>
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</tr>
<tr>
<td>MGT</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>REED</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S.EL</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</table>

Distribution of International Students by School

<table>
<thead>
<tr>
<th>School</th>
<th>Percent International enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLSC</td>
<td>8.20%</td>
</tr>
<tr>
<td>PSYC</td>
<td>6.12%</td>
</tr>
<tr>
<td>MGT</td>
<td>9%</td>
</tr>
<tr>
<td>REED</td>
<td>15.46%</td>
</tr>
<tr>
<td>MED</td>
<td>13.88%</td>
</tr>
<tr>
<td>PHAR</td>
<td>6.25%</td>
</tr>
</tbody>
</table>
# ACADEMIC PROGRAMS AND DEGREES AWARDED

Undergraduate and Graduate Degrees by School and Degree

- As of registered students in classes 2017-2018 semester “I”

<table>
<thead>
<tr>
<th>School</th>
<th>Degree</th>
<th>NO.</th>
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<tbody>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Undergraduate Level:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S.HLSC</td>
<td>BSc</td>
<td>983</td>
</tr>
<tr>
<td>S.PSYC</td>
<td>BSc</td>
<td>933</td>
</tr>
<tr>
<td>S.MGT</td>
<td>BSc</td>
<td>1836</td>
</tr>
<tr>
<td>S.REED</td>
<td>BSc</td>
<td>699</td>
</tr>
<tr>
<td>S.MED</td>
<td>BSc</td>
<td>1501</td>
</tr>
<tr>
<td>S.PHAR</td>
<td>BSc</td>
<td>627</td>
</tr>
<tr>
<td>S.LANG</td>
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<td>NA</td>
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<tr>
<td></td>
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<td></td>
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<tr>
<td><strong>Post Graduate Diploma:</strong></td>
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</tr>
<tr>
<td>S.HLSC</td>
<td>PDDE,DPH</td>
<td>14</td>
</tr>
<tr>
<td>S.PSYC</td>
<td>DELPC</td>
<td>-</td>
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<tr>
<td>S.LANG</td>
<td>EPC</td>
<td>19</td>
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<tr>
<td><strong>Post Graduate Level: M.Sc.</strong></td>
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<tr>
<td>RIGDPR</td>
<td>MSc</td>
<td>51</td>
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<tr>
<td>S.HLSC</td>
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<td>114</td>
</tr>
<tr>
<td>S.PSYC</td>
<td>MSc</td>
<td>80</td>
</tr>
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<td>S.MGT</td>
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<td>72</td>
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<td>S.REED</td>
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<tr>
<td>School</td>
<td>Specialization</td>
<td>Average Class Size</td>
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<td>S.PHAR</td>
<td>MSc</td>
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<td>S.HLSC</td>
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<td>S.PSYC</td>
<td>PHD</td>
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<td>S.MGT</td>
<td>PHD</td>
<td>-</td>
</tr>
<tr>
<td>S.REED</td>
<td>PHD</td>
<td>-</td>
</tr>
<tr>
<td>S.LANG</td>
<td>PHD</td>
<td>-</td>
</tr>
</tbody>
</table>

**Post Graduate Level: PHD**

**Average Class Size by School or Department” Specialization”**

- As of registered students in classes 2017-2018(Undergraduate).

<table>
<thead>
<tr>
<th>Program</th>
<th>Specialization</th>
<th>Department</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.HLSC</td>
<td>Human Nutrition</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nutrition and Dietetics</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Public Health</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physiotherapy</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>S.PSYC</td>
<td>Counseling and Health</td>
<td>60</td>
<td></td>
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<td></td>
<td>Psychology</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early Childhood Education</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>S.MGT</td>
<td>Business Administration</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accounting and Finance</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management Information System</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>S.REED</td>
<td>Rural Extension Education and Development</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>School / Faculty / Program</td>
<td>Degree or Certification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacy</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average class size is the average number of students in each main course session (common lecture, tutorials and lab lecture are excluded)

Degrees Awarded by School “Faculty”

<table>
<thead>
<tr>
<th>School ‘’ Faculty ‘’ , Program’’</th>
<th>Degree or Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Institute of Gender Development Peace and Rights</td>
<td></td>
</tr>
<tr>
<td>Gender and Development</td>
<td>MSc, PhD</td>
</tr>
<tr>
<td>Gender and Peace Studies</td>
<td>MSc, PhD</td>
</tr>
<tr>
<td>Gender and Governance</td>
<td>MSc, PhD</td>
</tr>
<tr>
<td>Gender, Migration and Multicultural Studies</td>
<td>MSc, PhD</td>
</tr>
<tr>
<td>School of Health Sciences</td>
<td></td>
</tr>
<tr>
<td>Human Nutrition and Dietetics</td>
<td>B.Sc, MSc, PhD</td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>B.Sc</td>
</tr>
<tr>
<td>Public Health</td>
<td>B.Sc, MPH</td>
</tr>
<tr>
<td>High Diploma in Diabetes Education</td>
<td>DDE</td>
</tr>
<tr>
<td>High Diploma in Family Science Education</td>
<td>DTFS</td>
</tr>
<tr>
<td>School of Psychology</td>
<td></td>
</tr>
<tr>
<td>Counseling and Health Psychology</td>
<td>B.Sc , MSc, PhD</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>B.Sc</td>
</tr>
<tr>
<td>International Education &amp; Development</td>
<td>MAIMED, PhD</td>
</tr>
<tr>
<td>Trauma Counseling</td>
<td>MSc, PhD</td>
</tr>
<tr>
<td>School of Management Studies</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Business Administration</strong></td>
<td>B.Sc, MSc (MBA), PhD</td>
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<tr>
<td><strong>Accounting and Finance</strong></td>
<td>B.Sc</td>
</tr>
<tr>
<td><strong>Management Information System</strong></td>
<td>B.Sc</td>
</tr>
<tr>
<td><strong>Microfinance</strong></td>
<td>MSc</td>
</tr>
<tr>
<td><strong>School of Rural Extension Education and Development</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Rural Extension Education and Development</strong></td>
<td>B.Sc</td>
</tr>
<tr>
<td><strong>Sustainable Rural Development</strong></td>
<td>MSc, PhD</td>
</tr>
<tr>
<td><strong>School of Medicine</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Medicine</strong></td>
<td>B.Sc</td>
</tr>
<tr>
<td><strong>School of Pharmacy</strong></td>
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</tr>
<tr>
<td><strong>Pharmacy</strong></td>
<td>B.Sc</td>
</tr>
<tr>
<td><strong>Pharmaceutical Biotechnology</strong></td>
<td>MSc, PhD</td>
</tr>
<tr>
<td><strong>School of Languages</strong></td>
<td></td>
</tr>
<tr>
<td><strong>English Proficiency and Communication</strong></td>
<td>DP</td>
</tr>
<tr>
<td><strong>English Language Teaching</strong></td>
<td>MSc</td>
</tr>
</tbody>
</table>
# School by Gender, Full-time, Part-time and Highest Degree Held:

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Instructors at all Schools</td>
<td>410</td>
<td>341</td>
<td>751</td>
</tr>
<tr>
<td>Total Number of male instructors</td>
<td>148</td>
<td>193</td>
<td>341</td>
</tr>
<tr>
<td>Total Number of female instructors</td>
<td>262</td>
<td>148</td>
<td>410</td>
</tr>
<tr>
<td>Total Number of non-resident aliens (international)</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Total Number with doctorate, or other terminal degree</td>
<td>194</td>
<td>101</td>
<td>295</td>
</tr>
<tr>
<td>Total Number whose highest degree is a master’s but not a terminal master’s</td>
<td>188</td>
<td>205</td>
<td>393</td>
</tr>
<tr>
<td>Total Number whose highest degree is a bachelor</td>
<td>28</td>
<td>28</td>
<td>56</td>
</tr>
<tr>
<td>Total Number whose highest degree is unknown or other (diploma)</td>
<td>-</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total Number of Faculty teaching Clinical Medicine</td>
<td>45</td>
<td>182</td>
<td>227</td>
</tr>
</tbody>
</table>

Distribution of faculty per School:

<table>
<thead>
<tr>
<th>School</th>
<th>faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLSC</td>
<td>65</td>
</tr>
<tr>
<td>PSYC</td>
<td>46</td>
</tr>
<tr>
<td>MGT</td>
<td>52</td>
</tr>
<tr>
<td>REED</td>
<td>24</td>
</tr>
<tr>
<td>MED</td>
<td>96</td>
</tr>
<tr>
<td>PHAR</td>
<td>43</td>
</tr>
<tr>
<td>LANG</td>
<td>46</td>
</tr>
<tr>
<td>ACST</td>
<td>28</td>
</tr>
<tr>
<td>RIGDPR</td>
<td>10</td>
</tr>
</tbody>
</table>
PHYSICAL FACILITIES

Major Campus Buildings:

University Administration Building: B
The buildings completed in 1994, the building is composed of 3 floors, the ground floor include the office of the President of the university, Procurement Unit, Student’s Affairs Unit, Admission Unit, physical plant Unit, music Unit, Meeting Hall and public relations the first floor for Al - Ahfad University Hospital Company and the second floor for External and International Relations Office.

Data Center Main Building: A (AL-AHFAD CENTER FOR SCIENCE AND TECHNOLOGY)
Completed in 2012 with 4 floors and Basement, the basement floor include IT Unit, Registrar Unit, the ground floor include Finance and Accounting Unit, Human Resources Unit and Research and Grants Unit besides multi-purpose hall and a Computer laboratory exist in the first floor, the second floor include Alumni Unit and 5 Computer laboratories, the third floor contains the Quality Assurance and Institutional Assessment Unit, there is a fifth floor but set for future expansion.

Maktabat El Hafeed: C
On November 12, 1991 Ahfad University for Women celebrated the opening of its new library Maktabat El Hafeed, the Library was donated by the Kingdom of Netherlands. This library is one of the most modern libraries in Sudan; it contains a basement, ground floor and first floor.

Ahfad Student’s Center: E
The buildings of the student’s center completed on 2000, including Super Market, Cafeteria, the Center’s administration, bookshop, Boutique, rest area with number of benches in the ground floor, in 2004 a new upper floor was added contains the Academic Affairs Unit, Guests Hall and Meeting Hall.

Southern Buildings:

School of Psychology: H
The buildings of the school completed on 1997 with 3 floors, in 1992 it was used as a dormitory for students of Ahfad Faculty, the ground floor includes lecture rooms for School of Psychology, Documentation Unit and Sudanese Women Museum and few administration offices, the first floor contains academic and administrative staff’s offices, lecture rooms and post graduate coordinator office, the third floor also contains a number of lecture rooms.
Early Childhood Development Center (ECDC): K

ECDC owes its origins to Ahfad Kindergarten which was established in the early seventies, the Kindergarten was reopened again 1996.

Northern Buildings:

The northern buildings composed of schools complex, the buildings construction completed on 2012 with 5 floors but since 2003 few floors was completed and occupies as follows:

- Western section school of Management Studies first floor and school of REED second floor.
- Eastern section with 3 floors, school of medicine occupied the first floor, school of pharmacy at the second floor and the third floor for school of Health Sciences.

Western section: F

School of Management Studies:

The ground floor contains several lecture rooms for Undergraduate, administrative staff’s offices and freshman coordinator office, the first floor also contain a number of lecture rooms, Academic staff’s offices and Post-graduate studies academic and administrative Staff’s offices.

It also contains the offices of UPP coordinator.

Awatif Imam Hall: U

The buildings of the Hall completed on 2012, this hall is used for multiple proposes and for large events set or hosted by AUW.

School of Rural Extension Education and Development:

School of REED in the second floor. It include lecture rooms for Undergraduate and Post-graduate studies, Academic and Administrative Staff’s offices.

School of Management Studies MIS (Specialization) Department:

The buildings of the school completed on 2009, it includes lecture rooms for Undergraduate studies, Academic and Administrative Staff’s offices.

School of Languages:

The School of Languages was established in 2015 (It was known since 1996 as The English Language Unit, then it was upgraded to an Institute in 2009) in order to coordinate the teaching of English in all schools of the University. The Buildings include University Preparatory Program Unit (UPP), lecture rooms for Undergraduate and Post-graduate studies, Academic and Administrative Staff’s offices.
Eastern Section: D

**School of Medicine: D**
The buildings of the school completed on 2012, the school of Medicine occupy the ground and first floor it contains lecture rooms for Undergraduate studies, Academic and Administrative Staff’s offices, Surgery Unit, Radiology Unit, Computer Lab and meeting hall.

**Mahmoud Haj Alshick Hall:**
The buildings of the Hall completed on 2012.

**Nutrition Center (NHCTR):**
The current buildings of the Nutrition Center completed on 2002, this center was established since 1997 to fill a huge training and research gap in the fields of nutrition and dietetics in the Sudan. **NHCTR** building contains lecture rooms, Administrative staff’s offices, Resource Room and Conference Hall.

**School of Pharmacy:**
The school of Pharmacy occupies the second floor, it contains lecture rooms for Undergraduate studies, Academic and Administrative Staff’s offices and a small Library.

**School of Health Sciences:**
The school occupies the third floor, it contains lecture rooms for Undergraduate studies, Academic and Administrative Staff’s offices.

**Faculty Training Unit:**
This unit was established since 1995, new buildings completed on 2012, it includes staff offices, Laboratories and a Meeting Hall.

**Al Ghaba Student’s Rest Area:**
Al Ghaba Student’s Rest Area completed construction on (2014), it’s a resting area for students and staff with a cafeteria.

**Eastern Buildings:**

**Ahfad Club: Y**
The Buildings of the club were completed since 1955, it contains Swimming Pool, Theater, Basket and Volley ball Stadium, Tennis and Chess club and Ahfad Printing House.

**Staff Residence: R**
The staff Residence consists of number of residential houses for AUW faculty
Regional Institute of Gender, Diversity, Peace and Rights (RIGDPR): G

Was born as a women’s studies unit in 1986 which led to the creation of the Gender and Development Institute in the year 2000, the current RIGDPR buildings completed on 2012, the buildings of the institute contains 3 floors, the ground floor include several number of lecture rooms and academic staff’s offices and a meeting room, the first floor as well contains a number of lecture rooms and offices beside a library, the second floor include one office, conference hall and a number of several lecture rooms.

Gender & Reproductive Health & Rights Resources & Advocacy Center (GRACe): X

Is Sudan's first academic center for training and research in the field of reproductive health and gender, the buildings of the Center was completed in 1952. This building is full of history it was originally build as residence for boys in intermediate level, then it became a house for Prof. Yousif Badri and his office was inside the buildings, again when Ahfad School upgraded into Ahfad Faculty the building was used as residence for students in the faculty.

Ahfad Center for Science and Technology: L

The first two laboratories of Ahfad University for Women were established in 1966 starting with the school of family sciences (Now Health science). These laboratories multiplied and developed to provide the necessary facilities for the new schools that were opened at AUW in order to develop the skills and competencies of the future scientists, the buildings were completed in 1952.

Babiker Badri Scientific Association for Women Studies:

The association was formed in 1979 by Ahfad University for Women to celebrate the Ahfad Diamond Jublee, the offices of the Association is part of the Buildings of ACST.

Ahfad Secondary School: S

In 1907 Sheikh Babiker Badri opened the first school for primary education for girls and boys, he became the first secular Sudanese Inspector of education, by 1919, after his retirement, immediately he started tiresome task of establishing the first non-governmental modern school for boys and girls by starting in 1930 the Ahfad Schools, when his father died 1954, Yousif Badri assumed the leadership of Ahfad Schools. Ahfad Secondary School expanded under his leadership in buildings and number of students.

School of Health Sciences (Physiotherapy): M

The Current Buildings completed on (2009) with two floors, it includes a number of Administrative offices, meeting Hall, Gymnasium rooms, lecture rooms and Computer Labs.
Ahfad Center for family and Reproductive Health:

The buildings was originally study rooms for School of Psychology in 1965, the center was established in 1994 it was known as Ahfad Center for reproductive health, family planning and maternal and childhood. A morgue had been added to support the students of Medicine in their scientific study and research.
SERVICES

Academic services:

Ahfad Center for Science and Technology (ACST):
The first two laboratories of AUW were established in 1966 starting with the school of family sciences (Now Health science). These laboratories multiplied and developed to provide the necessary facilities for the new schools that were opened at AUW in order to develop the skills and competencies of the future scientists.
The ACST interest ranges from providing basic and applied Sciences for students by hiring the most efficient scientists and researchers in all fields and sciences needed, to guarantee for students comprehensive, exceptional and quality education and training beside commitment to overall education objectives of AUW.

Services provided by ACST:
Teaching and supervising all the practicals of basic and applied Sciences.
The responsibility of fulfilling all the experimental needs of the schools.
Responsibility of teaching theory and practical’s of Basic Science and Natural Science for freshman year.

Research and Grants Unit:
Vision:
The vision of Research and Grants Unit is to build and strengthen research capacity of the staff of AUW and other institutions to promote use of research results in policy making and planning.

Mission:
To promote both basic and applied research conducted by faculty and students.

Core values:
The Unit strives to achieving excellence, integrity, transparency, corporation, motivation, ethics, leadership and efficiency.

Strategies:
- Improve and strengthen research and funding.
- Improve infrastructures.
- Build a critical mass of qualified researchers.
- Enhance dissemination of outcome of health research.
- Promote scientific and ethical standards in research.
• Develop better coordination networking of research nationally, regionally, and internationally.
• Monitoring and evaluation.

The Ahfad Journal: Women and Change:

Description:
The Ahfad Journal: Women and Change was initiated in 1984 by Professor Lee Burchinal who was then working at AUW, and who acted as a founding editor for the Journal for three years after its establishment. Upon his return to the USA 1987, Professor Amna Badri, then an associate professor and Vice President for the Academic Affairs, became the editor in chief for the journal till 2015, and then succeed by Professor Mutamad Amin. The Ahfad Journal: Women and Change is accredited for being the only scholarly journal published on a regular basis in Sudan, since its inception in 1984. The Ahfad Journal: Women and Change is published twice a year, in June and December. Articles are to be written in English with Arabic and English abstracts simultaneously. Each issue contains 5 to 6 articles, summaries of senior research projects conducted by AUW students and book reviews.

Maktabat Alhafeed:
On November 12, 1991, Ahfad University for Women celebrated the opening of its new library, Maktabat El Hafeed. This library is one of the modern libraries in the Sudan. Maktabat El Hafeed comprises three levels with a total area of 2700 square meters. El Hafeed Library and the University as a whole share a common vision in that both aspire to meet the accreditation standard on both the state and national levels.

Archives.
Type of data or information in the library (Microfilms, CDs, electronic books, periodicals and publications).

Computer Science — Communication

Philosophy and Psychology

Social Sciences
Sociology, Women’s Studies, Rural Development, Economics, Politics, Law, Social Problems, Public Administration, Folklore.

Ahfad Faculty and Staff Development Centre:
This center was established in 1996 with a generous support from the Royal Government of the Netherlands which met the expenses of a full time expert and the purchase of some basic pieces of equipment. It started with the name “TEACHERS’ RESEARCH RESOURCE
UNIT”. However, as part of a quality assurance process an external review committee headed by Prof. Brinkman, former president of Free University, Amsterdam recommended that the name be changed and AUW restructuring Committee opted for the current name viz. “Ahfad Faculty and Staff Development Centre”.

The overall aim of the center is to contribute effectively towards the capacity building of AUW in order to maintain a high level of excellence in performing its functions and achieving its goals. Together with other units and bodies of the university it initiates and coordinates activities that lead towards this aim.

**Vision**

The vision of the center is to become a recognized national, regional and international center for excellence in educational, academic and professional skills development, responding to rapid global changes through well-organized training programs enhancing learning facilitation, knowledge production and outreach skills and activities of AUW faculty and staff.

**Mission**

The mission of this center is advancing academic and professional excellence by sourcing and making use of available resources and expertise that will make AUW faculty (Academic Staff) effective learning facilitators, knowledge producers and development agents and make AUW supporting staff to become effective movers of a knowledge organization.

**Core values:**

- **Access and Equity:** Our center conducts training programs according to the needs of all AUW staff and faculty members (and extends its services to other Sudanese Higher Education Institutions).
- **Creativity and innovation:** in developing and utilizing modern, trends, techniques and technologies in our training programs.
- **Integrity:** We are committed to the highest standards of ethical behavior
- **Upholding professionalism** and ethics in our training programs and workshops.
- **Continuous improvement:** We are always looking for ways to improve services and update our programs to meet the needs of the university and to keep abreast with the global changes.
- **Encouraging** and practicing teamwork and cooperation in all activities.
- **Community service:** We build partnerships with people and organizations who share our ideals so that together we can achieve more.
Strategies:
The center uses staff development strategies that will enhance the capacities of AUW faculty and staff to realize the university’s vision and fulfill its mission in line with the university’s strategic directions.

Working towards the capacity building of AUW faculty and staff members’ competencies and performance to keep up with global changes and international standards.

Meeting the training needs of all schools, institutes and units of the university.

Encouraging cooperation with all the university departments and building the spirit of teamwork.

Providing creative and innovative training programs by utilizing new technologies and techniques.

Encouraging an ethical, healthy and respectful working environment that promotes training programs and attracts trainees.

Organizational Structure Elements:

Part A: Developing Core Functions
To achieve the goals, realize vision, carry out mission and reach the objectives of the university and in line with the set strategies the center conducts activities in the following areas:

Teaching (Learning facilitation) Skills Development: to improve the quality of teaching (Learning facilitating) in higher education institutes by keeping the target group up-to-date with the latest developments in the field.

Research Skills Development:
To develop the knowledge production function of the university and the researcher role of university academic staff the center runs long 12-14 week courses.

Research Supervision Skills development
Main aim is to develop the skills of faculty members to become effective research supervisors of both undergraduate and postgraduate students.

Undergraduate Research Project Supervision.
Postgraduate Students Supervision: These are usually 1 or 2 day workshops in the form of round table discussions and presentations.

Guidance and Counseling Skills Development:
Students are the core of any university and the years they spend in the university are important formative years of their lives. Therefore, the wellbeing of students should be at the top of the priorities of the university, its faculty and staff. Thus training academic staff to look after the wellbeing of their students and help them in formulating their educational goals and fulfilling
them becomes vitally important. Courses on guidance and counseling are conducted in collaboration with the School of Psychology and Pre-school Education.

**Development of Administrative Skills:**

The efficient running of any institution requires an efficient administrative set-up and that requires well trained administrators (including academic staff trained in management) and trained administrative assistants. A series of training courses have been conducted in collaboration with the School of Management Studies to train administrative assistants and some other auxiliary staff to shoulder their responsibilities within a university in an efficient way.

**Other related functions and/or sub-themes of the functions above,**

The activities above give a bird’s eye view of the basic functions dealt with in some major areas. However, sometimes it is found necessary to go into further details of certain aspects of a particular function or give a specialized course in a particular topic e.g. E-Learning, standardization of examination results, epistemology and research methodology, statistics in research, academic advising or any topic demanded by a group of individual members or school. Although such activities may include some theoretical aspects they are usually hands-on training practices. Examples of specialized training in this category (2-3-day workshops) include among other activities the following:

- Educational Media
- Evaluation of Students’ Performance
- Course Design
- Information Communication Technology in Education and Management
- Course Unit Systems:
- Enhancing Students Cognitive Thinking
- Student Centered Approach

**Demonstration farm**

Ahfad University has a demonstration farm that was established in 1990 and that is located approximately 23 km to the west of the university campus. It has an area of 50 acres and is supported by an artesian well and an electrical submersible pump. Different modalities of irrigation systems are put in place. It is managed through a technical team and supervised by the member of the faculty in the school of Rural Extension Education and development. The farm is devoted to assisting in the training of the students of the university, production of medicinal herbs as well as the training of the host and displaced communities in its surrounding.
ITSM Unit

Vision
We will be a center of excellence with international standards.

Mission
Our mission is to provide an outstanding records storage and retrieval services to the university staff and students using international at the edge technologies and techniques.

Core Values
We strive to do our duties with excellence, respect, integrity, ownership, commitment and innovation.

Strategies
- Enhancing and supporting the creation of paper free culture in the University.
- Providing student and faculty with reliable, confidential and friendly services including:
  - Continuous improvement of services through:
  - Support the instructional mission of the university through managing the student records database.

IT Unit Core functions
- Providing computer various hardware and software services for all the schools and units.
- Providing staff members with secured, state-of-the-art and cost-effective information technology.
- Updating and renewal of hardware in the university
- Training staff, faculty and students in the use of the technology
- Providing internet and intranet services
- Providing computer helpdesk services

Hosting and managing online educational programs

Administrative Services:

Quality Assurance and Institutional Assessment Office (QAIA)
The vision of QAIA is to become an essential contributor in AUW strategies for sustaining and advancing academic and research excellence, as well as administrative systems in a manner that serves continued enhancement of the teaching, research and community service programs of AUW through institutional assessment, instructor support, and course evaluations distinctly responsive to national, regional and global quality assurance and accreditation imperatives.
Core functions of the office include:

- Proactively embeds planning and target setting for improvement across the range of academic programs.
- Develop various institutional assessment tools, and a timeline for periodic monitoring and evaluation of processes and procedures.
- Develop a depository of statistics and data-base information.
- Produce and disseminate the University’s Facts and Figures handbook according to timelines and academic calendar.
- Coordinate with all University bodies to implement various institutional assessment tools in a timely fashion);
- Continuously update students’ course and instructor evaluation to meet the evolving needs of a diverse student body.
- Periodically review regulatory frameworks to ensure that it is forward looking.
- Periodically review functions of the QAIA Unit.

Community Services:

International and External Relations Office (IERO)

Vision:
To be a catalyst and highly regarded hub and resource for international and external activities, exchange and services for AUW staff, students, & partners.

Mission:
To forge national, regional and international reciprocal partnerships to promote excellence in teaching, research and civic engagement activities.

Core Values
IERO core values are respect, integrity, diversity, equity, quality, excellence teamwork and communication.

Strategy
Promote AUW nationally, regionally and internationally.
Create and maintain internationalization.
Create, maintain and manage partnerships and projects.

Core Functions
Devises and manages a comprehensive media and publicity plans to disseminate information on AUW programs and services to all partners at different levels.
Exchanges information on external, regional and international events, prospectus relationships and links.

Develops external, regional and international initiatives and exchange activities for students, staff and partners.

Identifies, prioritizes, facilitates and enhance interactions at all levels with selected educational institutions, industry, government, consortia and other international partners.

Provides services to AUW staff and students when taking part in external, regional and/or international activities that fit within the University’s mandate and the departments’ respective academic priorities.

Provides information about potential sources of funding and assist in preparing proposals, and proposal review.

Advises AUW staff and administration on the design and implementation of external, regional and international projects.

Reviews and approves agreements, contracts and reports (narrative and financial).

Ahfad Students Ambassadors (ASAs):

- Established by the IERO in August 2011, with a group of knowledgeable, motivated and enthusiastic students who assist with public relations activities.
- ASAs main role is to represent AUW on, and off campus, assisting in promoting AUW and its programs among prospective students and partners.

6th Annual Job Fair:

On the 10th and 11th of March 2018 AUW organized its 6th Annual Job Fair, that aims to provide jobs and training opportunities for Ahfad students and graduates in order to enhance their abilities, develop their skills, and prepare them for the labor market. The fair is also considered to be an excellent opportunity for students who are in the stage of choosing their academic specializations to be exposed to the most demanded ones in the Sudanese labor market and the career paths associated with them. Each year AUW calls various organizations to be part of the job fair. This year 22 companies and organizations from different sectors participated in the fair.
The Regional Institute of Gender, Diversity, Peace and Rights (RIGDPR):

The Regional Institute of Gender, Diversity, Peace and Rights (RIGDPR) was born as a women’s studies unit in 1986 which led to the creation of the Gender and Development Institute in the year 2000, mainly in charge of the teaching of gender studies and development studies at undergraduate and post-graduate level. A Ph.D. Program in Gender and Development Studies was also launched in 2001.

In 2008, it launched a master in Gender and Peace Studies. Two more Master Degrees (Gender and Governance, and Gender, Migration and Multicultural Studies) are now offered, and many research projects, advocacy activities, teaching and training programs are currently held at the RIGDPR.

In 2010, with the financial and institutional support of the Norwegian Agency for Development Cooperation (NORAD) and AUW it was upgraded to become the Regional Institute of Gender, Diversity, Peace and Rights (RIGDPR).

Mission:

The RIGDPR aspires to become one of the leading institutions in Africa and the Arab world dedicated to achieving peace, gender equality, management of diversity and respect for human rights, with special emphasis on women’s empowerment and leadership, in order to change society and bring about a better quality of life.

i. Objectives:

- To enhance research on gender and development studies at AUW and other universities at national and regional levels.
- To promote the integration of gender, peace, diversity issues and civic studies in University courses at both AUW and other universities.
- To advocate for gender mainstreaming in development, gender equality, women’s empowerment, good governance and sustained peace and influence policies on these issues.
- To publish and disseminate information at different levels on gender, development, women’s empowerment, respect for rights and diversity, and peace and justice issues.
- To offer graduate programs on gender, peace, development, migration and governance studies.
To prepare students to become future agents of change in their societies.

ii. **Research Activities:**

Researchers conducted by the staff of RIGDPR are mostly of an interdisciplinary nature, undertaken in partnership with academia and experts from NGOs or government in Sudan as well as from outside Sudan. They have led to a number of publications, linked to policy through the choice of topics that are critical to Sudan’s national context, as well as activism on issues such as peace, legislation and empowerment. The methods applied range from secondary data and content analysis to qualitative methods, while surveys using quantitative methods have been less frequently carried out. These research studies have enabled internal capacity building for junior staff, the establishment of successful partnerships, publications, some curriculum development, the production of case studies and the achievement of some advocacy and changes in policy.

iii. **Civic Engagement**

RIGDPR regularly holds seminars, workshops, conferences and courses, in order to engage decision makers and influence policy through strategies that are appropriate for Sudan’s context. A number of national and international partners have contributed significantly to these activities, including UNFPA, UNIFEM, UNICEF, the United States Institute of Peace (USIP), the Netherlands Embassy, The German Academic Exchange Service (DAAD), the British Council, DFID, the International Institute for Democracy and Electoral Assistance (IDEA), the Norwegian Agency for Development Cooperation (NORAD) and USAID.

Conferences and workshops held by the Institute have covered topics including Legal Reform; Constitutional Development; Federalism Implementation and Challenges; Land Tenure; Conflict Resolution and the enacting of UN resolution 1325; Women's Political Rights and Advocacy for a Women's Quota in the Electoral Law; Violence Against Women; Basic Education for All for Living Together; Women's Forward Strategies and Plan of Action to achieve Millennium Development Goal 3; and Sudanese Women’s Achievements and Challenges.

iv. **Projects:**

1. **Women Leadership Program:**

In 2012 ICCO was asked by the Netherlands Ministry of Foreign Affairs (MOFA) to look at possibilities for a women’s leadership program in Sudan. The Sudan Group of the Netherlands Action Plan (NAP) 1325 agreed to this. ICCO has worked in Sudan since the eighties but never had a presence in what is now Sudan (previously northern Sudan).
Objectives:
The overall objective of the program is Strengthened capacity, voice and influence of women leaders in Sudan.
The program has three objectives:

1: Develop and strengthen mutual respect, interest and action between women leaders from civil society, government and political parties around specific issues
2: Enhanced capacity of young potential women leaders and current generation women leaders to effectively engage and take action
3: Effective management of the fund for the VOND implemented project

Implementing partners:

In Khartoum are the Gender Unit of the Development Studies and Research Institute (DSRI)/ University of Khartoum, the Regional Institute for Gender, Diversity, Peace, and Rights Studies (RIGDPR)/ AUW (implementing objective 1), and Sudan Organization for Research and Development (SORD) and Gesr, implementing objective 2.

2. Gender and Reproductive Health & Rights Resource Center (GRACe):
Was established in 2013 as center of excellence under the umbrella of the RIGDPR and supported by UNFPA. As only academic center concerned with both reproductive health and gender issues in Sudan and involved in supporting advocacy and building capacities of various actors, GRACE is a unique junction between researchers, medical practitioners and others active in these fields.

3. Constitution Building Project:
Sudan is going through a critical transformation period during which the setting of the direction and outcome of the transformation will have vital and serious repercussions for the future of the country, its people and the region, it has been observed that complete information about who is doing what on the constitution is lacking. Furthermore, no information is available with regard to the outreach strategies used. Moreover, capacities for constitutional and legislation analysis using global standards are rather weak, especially among the younger generation.

Project Objectives:
To document and make available complete information about who is doing what, where, for whom and what materials are being produced on the constitution-making efforts.
To establish an up-to-date information center, creating a database and a website.
To build capacities for critical analysis of legislation and reforms, including of the constitution.
To contribute to developing draft articles on issues of checks and balances, diversity and federalism through learning from international experiences.

European Master in Migration and Intercultural Relations (EMMIR)

What is EMMIR?

In 2008, the RIGDPR has adopted a new strategy of outreach for creating partnership with regional and oversees universities. From 2008 to 2011 RIGDPR participated in the African Migration and Gender in Global Context – Implementing Migration Studies (IMMIS) project, which established a joint MA program in partnership with several European and African universities. The project was part of the ACP-EU cooperation program in higher education (EDULINK).

The fruit of the educational link program was the starting point for the institute's initiative for establishing the master program with the intention of opening venues for applicants to include into in-depth studies related to gender and migration studies with special emphasis on migration and multiculturalism.

In 2011 this project succeeded to establish the European Master in Migration and Intercultural Relations (EMMIR), the first African-European Erasmus Mundus Master Course in Migration Studies. The first cohort started in September 2011. EMMIR is jointly run by a consortium of 3 African and 4 European universities:

- AUW, Omdurman, Sudan
- Makerere University, Kampala, Uganda
- Mbarara University of Science and Technology, Uganda
- University of Nova Gorica, Slovenia
  - University of Oldenburg, Germany
  - University of South Bohemia, Czech Republic
  - University of Stavanger, Norway.

EMMIR is a unique study program focusing on migration through an intercultural approach. It provides profound theoretical skills in migration studies combined with fieldwork in Europe and Africa, which allows the students to gain mutual understanding of different views and cultures of migration and movement and to sharpen their intercultural sensitivity. It is designed as a multidisciplinary program that addresses important contemporary issues in an emerging field of study.
4. Gender Mainstreaming, Women's Empowerment and Safe Motherhood

Following baseline surveys to assess needs and identify the gaps, it was clear that NGOs and particularly community-based organizations (CBOs) in areas other than Khartoum State face substantial weaknesses in gender mainstreaming and maternal health planning, as well as project design and management skills.

In response, this project was set up in collaboration with the UNFPA. The project targets 8 states (Blue Nile State, White Nile State, Gadaref State, Kassala State, South Kordofan, South Darfur, West Darfur and North Darfur) and has the following objectives:

The gender component of the UNDAF program.

Sensitization of citizens to gender mainstreaming and maternal health in their policies programs and projects.

Realizing Millennium Development Goal 3 – women's equality, equity and empowerment.

Realizing Millennium Development Goal 5 – improving maternal health, focusing on improving the skills of health professionals, safe abortions, access to family planning and other social practices that negatively affect maternal health.

5. Women's Fight Against Violence and For Justice in Northern Sudan

The Institute entered a partnership with the Chr. Michelsen Institute Norway (CMI) for the period of 2005 - 2011 on peace-building in Sudan. The project scope included research, capacity building at both Master and PhD levels and provision of literature to the library of AUW.

When this project ended, a linked project was established with the title “Women’s Fight against Violence and for Justice in Northern Sudan”. The project aims to investigate both Islamic law as codified by the state and practiced by the courts, as well as customary law.

The project explores women’s strategies to bargain for their rights within their families, local communities and the state. It is particularly concerned with criminal law that confuses adultery and rape, and also with family law which allows for practices such as early marriages of girls. Against this background, the project explores the potential for Islamic law reform and women’s activism for change.

The project offers a scholarship to a master student in social sciences, law or gender studies to conduct fieldwork and write a master thesis on a topic related to gender-based violence in northern Sudan. It is funded by the Norwegian Research Council, and is based at the Chr. Michelsen Institute in cooperation with RIGDPR.
6. Dialogue for Participatory Development of Election Systems:

Dialogue for Participatory Development of Election Systems was executed by AUW for the purpose of raising the awareness of 320 different stakeholders of both gender equally about electoral systems from different selected countries and Sudan by mid of 2015, and establishing four forum for the dialogue about the electoral systems from the targeted stakeholders namely executives and legislative bodies’ members state machineries, women groups, civil society, youth and media groups, marginalized areas. The project duration was one year and a half from October 2014 to April 2016. It involved activities of workshops, media coverage, opinion survey and forum.

The RIGDPR library is very rich with huge number of books, Publications, Newsletters, Institute Journals, Manuals, Research Papers and MSc Students’ Dissertations.

Ahfad Trauma Center (ATC)

ATC Is a working entity of The School of Psychology, within AUW; Initiated in response for recognized lack in trauma counseling services in Sudan, AUW identified the need to train a cohort of counselors, psychologists, psychiatrist and social workers in different modalities of trauma counseling and interventions. The War Trauma Foundation agreed to provide training and supervision for this cohort over the course of 2012 – 2013. As a result, the Ahfad Trauma Center (also called the Ahfad Trauma Treatment and Training Center) was set up in 2012, now serving students and the surrounding community in the Omdurman area free of charge. The center is also providing training on psychosocial skills to AUW students, local organizations and governmental bodies.

ATC inspires to become a leading centre in providing comprehensive trauma counseling, therapy and training to individuals and communities at national and international levels.

The Center helps individuals, families and communities to recover from trauma consequences and strengthen their resilience.

Mission

ATC mission is to develop multidisciplinary teams so they are capable of using cultural sensitive therapeutic approaches.

i. Training packages

ATC offers a variety of training packages as following:
Counseling and Psychotherapy: Training package for psychologists working with traumatized individuals.

Disaster and Conflict: Psychosocial First Aid in disaster areas.

School Counseling and Psychosocial Support (PSS): ATC has several well-functioning partnerships with various NGOs and educational institutions, and we are always interested in getting in contact with new institutions who wish to know more about our activities and courses. ATC also has a database of Researches and publications in addition to a Newsletter.

**Gender & Reproductive Health & Rights Resources & Advocacy Center (GRACe):**

GRACe is Sudan's first academic center for training and research in the field of reproductive health and gender. It is a resource center for medical professionals, researchers and educators from Sudan or other parts of the region, advancing best practices through academic excellence, applied learning, and research. Thereby it builds capacities to promote quality of life.

GRACe was established at the AUW under the umbrella of the Regional Institute of Gender, Diversity, Peace and Rights. AUW, being a women's university committed to and pioneering gender equity and equality issues in Sudan, gives it a unique position with links to Arab and African countries.

**i. Vision:**

GRACe's vision is to become a leading regional center of excellence on gender and reproductive health and rights, to provide adequate resources for all stakeholders, build capacities, promote evidence-based planning and policy, empower women and men and promote reproductive health as a fundamental human right.

**ii. Mission:**

GRACe's mission is to promote gender equality and reproductive health and rights of the community in general and women in particular, in Sudan and the region through building capacities, generating and disseminating relevant and usable knowledge and contributing to evidence-based planning and policies using a multidisciplinary/interdisciplinary approach.
GRACe also establishes and develops links and interaction between academic lecturers, researchers, students, practitioners and stakeholders, who share its values. This also aims at facilitating a process of systematically sharing and using knowledge, skills and experiences in gender and reproductive health rights by providing high-quality context- and need-specific training and capacity building.

iii. Advisory Council:

- AUW President
- AUW Vice President for Academic Affairs
- Director of AUW Research and Grants Unit
- Director of AUW Strategic Planning Unit
- Representative of UNFPA
- Representative of UNICEF
- Representative of WHO
- Representatives from INGOs working on gender and reproductive health rights
- National experts working in gender and reproductive health rights

iv. Researches and Activities:

The geographical focus of the research center is national and regional; research primarily focuses on individuals and organizations working in reproductive health at all levels. Capacity building is mostly done for mid- to senior-level professional, as well as for researchers, health personnel, CSOs and university students.

Specific activities are training in research methodology, policy communication and policy brief development and production, and mapping actors working on FGM/C, combined with critical literature reviews and legal and advocacy approaches as means to combat FGM/C, gender-based violence and maternal mortality. Socio-cultural research is carried out on child marriage and HIV/AIDS in an overall attempt to validate and improve baseline data on gender and reproductive health. Finally, GRACe also operates as capacity builder on programmatic issues for UNFPA partners.

In Research and Publications GRACe pursues academic excellence, applied learning and research that examines issues of strategic importance to reproductive health issues. In a way to inform
policies and contribute to the education of leaders and professionals. Using evidence, it will also advance best practices in the field of research and publicat

v. Main Training Areas:
- Gender and RH Introductory training.
- GBV in Humanitarian Settings.
- Integrating gender and rights in RH systems.
- Advocacy skills in RH.
- Communication and community mobilization skills.
- Research methods.
- Monitoring and evaluation.
- Policy communication.
- Counseling skills for GBV and Fistula survivors for health providers.

vi. Activities, Workshops and Conferences:
- **GRACe International Knowledge Sharing Conference on Women and Girl Health:**
  GRACe’s International Knowledge Sharing Conference on Women and Girl Health in Sudan was held during **19-22 October, 2015** in collaboration with UNFPA.
- **Communication for Behavioral Change on GBV and Child Marriage: Experience Sharing and Training**
  GRACe in partnership with United Nation Population Fund – Arab States Region Office (UNFPA-ASRO) implemented an experience sharing and training workshop called Communication for Behavioral Change on GBV and Child Marriage from the 23rd to 27th of October 2016. This workshop was attended by participants from the region and UNFPA country offices representing Syria, Palestine, Morocco, Egypt and Sudan. It was facilitated by the International WHO/UNFPA consultant Dr. Everold Hosein. The main outcome of the workshop was that the participant developed three Communication Behavioral Impact (COMBI) plans for Syria, Morocco and Palestine.
- **ASRO**
  Proud to have hosted the second workshop (6-8/8/2016) for the Regional Network of “Faith Based Organizations for Combating FGM/C” with great religious scholars and experts from Egypt, Somalia, Djibouti & Sudan supported by UNFPA ASRO & in collaboration with UNFPA.

- **The Girl Generation**
  GRACe in collaboration with The Girl Generation (TGG) has the honor to implement the Social Change Communication Training of Trainers workshop that includes representatives from DFID, UNFPA, UNICEF, WHO and NCCW from 2nd to 4th August 2016. The participants who attended are from the states and Khartoum.

- **Pass It On:**
  Was a competition that allowed students to be innovative and allows them to create various ways of disseminating specific messages to the community. These messages were to raise awareness of peers and community so that the message can get passed on and on from an individual to groups to community, the main messages to raise awareness about were Violence Against Women/Girls, FGM/C and Child Marriage.

- **Building the Capacity of Midwives to Provide High Quality Maternal Health Care at Community Level in Khartoum State:**
  AUW, CAFA Community Association in collaboration with Khartoum State Ministry of Health & Rotary Club develop a workshop in Building the Capacity of Midwives to Provide High Quality Maternal Health Care at Community Level in Khartoum State, for second time at GRACe, AUW. Where 14 midwives attended.
  The training focused on reproductive health issues such as breast cancer, sexual transmitted diseases, HIV/AIDS, harmful traditional practices, motherhood and family planning and a lot of topics regarding their midwives work. At the end of the training the representative of rotary club distributed midwife bags to every midwife whom attended the workshop.

**Nutrition and Health Center for Training and Research (NHCTR):**

The Nutrition Center for Training and Research (NHCTR) was inaugurated in January, 2002 to fill a huge training and research gap in the fields of nutrition and dietetics in the Sudan. It excelled other Sudanese academic institutions for the pioneering efforts in addressing nutrition and dietetics issues in the community. Its activities were soon extended to national and international concerned bodies, involved in nutrition and critical nutritional care, via technical support in training and...
research. Recently it is called Nutrition and Health Center for Training and Research (NHCTR) to include the growing needs in public health.

Since its inception NHCTR is affiliated to the School of Health Sciences as an arm for training and research of the School major programs that include Nutrition and Dietetics, Physiotherapy and Public Health.

**Vision**

We aspire to set up a national, regional and international center of excellence, fostering and disseminating contemporary knowledge in the fields of nutrition, dietetics and human health, embarking on the Sudanese heritage, to be globally competent, and to be recognized as the focal point for catalyzing the growth of the sciences and practices in relevance.

**I. Mission**

NHCTR pursue and cultivate world class education in training and research, relevant to the needs of the community in nutrition, dietetics and health through competent packages for Sudanese working staff, in order to produce well trained scholars, who can successfully be employed within the nutrition and health professions, and are even sought after for their knowledge, creativity and critical thinking.

**II. Core values**

NHCTR values include integrity, transparency, respect, responsibility and excellence.

**III. Strategies (2015-2020)**

To realize NHCTR vision, the following strategies are set:

1. Strengthening modern concepts, practice systems with emphasis on community oriented projects in technical and academic consultancies in food, nutrition, dietetics and health.

2. Capacity building of Human Resource engaged in areas of food, nutrition, dietetics and health.

3. Research in food, nutrition, dietetics and health.

4. Synthesizing trainees and scholars to become innovators, leaders, and positive contributors to society, committed to blending education with deliverable services in the professions of nutrition and health.

5. Heightening reputation for NHCTR, where international recognition is based on continuously competent programs and deliverables of global standard of research and training activities.
IV.  Core Functions

1. Capacity building of Human Resource engaged in areas of food, nutrition, dietetics and health:
   - Establishing modular packages in nutrition and health specific aspects for training, according to the needs of the community.
   - Developing training packages in training programs with relevant to Sudanese culture and understanding of competency, for combating nutritionally related diseases, deficiencies and disorders.
   - Develop training manuals for management and prevention of the major nutritional diseases in the Sudan.
   - Carry out annually scheduled training packages for capacity building of the national staff working in health and nutrition fields.
   - Developing Leadership capacities and ethical decision-making skills of trainees and scholars as essential components to promote excellence in areas of relevance.

2. Promoting trainees and scholars to become innovators, leaders, and positive contributors to society, committed to blending education with deliverable services in the professions of nutrition and health.
   - Involving the professional staff in community services through clinics and public interactions.
   - Engage distinguished alumni of School of Health Sciences and NCHTR, in planning for future projects and activities in health and nutrition.
   - Building public awareness campaigns, addressing national concerns, focusing on diseases and disorders, pertaining to nutrition and health.
   - Critically review the national Sudanese policies for nutrition, and avail product to stakeholders.
   - To develop food composition tables for the common Sudanese foods, diets and recipes, and generate funds for laboratory activities
- Develop and disseminate public educational materials, focusing on issues of applied nutrition, management of malnutrition, chronic diseases and other related fields, such as hygiene.
- Identify food and water born profiles of ailments in rural Sudan and develop packages for prevention
- Promote the awareness of the community through demonstrating differences in requirements and responses to diet as affecting the nutritional needs, leading to preventing or mitigating the negative effects of chronic diseases and in improving human development, even prior to conception.

3. Heightening reputation for NHCTR, where international recognition is based on continuously competent programs and deliverables of global standard of research and training activities.

- Expand its facilities to be an important research and training institution, of regional and universal weight.
- Attain sustainable funding for growth in research and development aspects.
- Establish active collaborative links with eminent peers who are leaders in the fields of nutrition and health at the national, regional and international levels.
- Function as an active center for consultation, with community–academia interaction and to take a lead in solving community based problems.

V. Undertaking Research

- Focus and prioritize research projects, in collaboration with government institutions to build active research areas in the field of applied nutrition and health.
- To carry out research and development activities related to food, nutrition, dietetic and health and assist the national policy making on nutrition and health and also support the International organizations, working in these active areas of applications.
- Work for being the best national research institute in the area of nutrition and dietetics, entrepreneurship, through visionary education and innovative research of global standards, following universal educational systems, in producing trainees and scholars in the area of dietetics and nutrition,
- Building a scope of academic practice through participation in competent scientific research and publications.
- Building a critical mass of strategic partnerships with local, regional and international research institutions working in fields of nutrition and health.
- Conducting research in malnutrition in Sudan, with critical care and management concerns.
- Developing a data bank from the accumulating graduate research, with proper catalog for public access.

VI. Partnerships and Agreements

Partnerships with:
- UNICEF
- Ministry of Health federal / State Khartoum and north Darfur, Agriculture / Education
- University of Zalengy
- Industrial consultation research Centre
- Concern worldwide organization
- Safe children organization
- UNIDO /soya bean
- Samil
- Nestlé (Nestle file)
- Rocinantes INGO

VII. Technical support

- Training and capacity building:
  - Basic nutrition training / team work / mobile team, Surveys, surveillance, Assessment / M&E information system, studies and researches, Curriculum development / minimum packages
- Awareness rising and advocacy
- Agreement with two universities (North Darfur and 2 in eastern Sudan)
- WFP

VIII. Training programs

A number of training programs were developed:
- CMAM (have a manual)
- Nutrition Assessment methods (manual to be developed)
- Quality control (manual to be developed)
- Hygiene promotion during emergency (have a manual)

IX. Conferences:

**Child Nutrition and Man-Made Crisis**
Child Nutrition and Man-Made Crisis” in conclusion of the AUW Fiftieth Anniversary Celebration of its “Golden Jubilee”.

As part of AUW outreach efforts to the community, the conference was structured to be a scientific knowledge, experience, and practice-sharing one in order to promote child health and nutrition at both international and national levels. The main sub-themes suggested to be addressed will cover issues related to:

a) Food security; a global call
b) Food and nutrition for vulnerable groups
c) Children under nutritional stresses in war-torn countries.
d) Experiences and practices of NGOs in countries living under man-made crisis.
e) Experiences and practices of UN Agencies in countries living under man-made crisis.
f) Extent of food aid and tolerance of countries hosting refugees and displaced children.

**Early Childhood Development Center (ECDC)**
ECDC owns its origins to the Ahfad kindergarten which was established in the early seventies. It developed into a semi-autonomous Center within the university in 1993, in line with AUW commitment toward serving Sudan community as well as AUW staff the center is prepared with facilities for the care and education of children in the age group 30 months to five years. ECDC also provides a setting for practical training and research facilities for university students in early childhood education and related fields, as well as training opportunities for kindergarten teachers from outside the University. The Center also provides information on issues related to child development.

**The Ahfad Journal: Women and Change**
The Ahfad Journal: Women and Change was initiated in 1984 by Professor Lee Burchinal who was then working at AUW, and who acted as a founding editor for the Journal for three years after its establishment. Upon his return to the USA 1987, Professor Amna Badri, then an associate
Professor and Vice President for the Academic Affairs, became the editor in chief for the journal till 2015, and then succeed by Professor Mutamad Amin.

The Ahfad Journal Women and Change publishes original contributions consisting of reports, researches, literature reviews, historical or critical analyses research notes, and book reviews, or articles pertaining to the status of women in developing countries and the role of women in development, as well as contributions to social and health sciences. Manuscripts may be submitted at any time to the Editor. Submissions shall be reviewed by qualified experts in terms of the theoretical interest, use of scientific language and readability as well as practical value and relevance to The Ahfad Journal Women and Change. Opportunity for contribution in the journal is open for both students and staff.

Accreditation

The Ahfad Journal: Women and Change is accredited for being the only scholarly journal published on a regular basis in Sudan, since its inception in 1984.

i. Publication

The Ahfad Journal: Women and Change is published twice a year, in June and December. Articles are to be written in English with Arabic and English abstracts simultaneously. Each issue contains 5 to 6 articles, summaries of senior research projects conducted by AUW students and book reviews.

Structure:

The structure of the departments in the Journal consists of:

- Research and Grants Unit
- Biomedical Research Lab
- Biotechnology Lab
- The Ahfad Journal

Documentation Unit

The Documentation Unit for Women’s Studies was established in 1989 as a natural progress of the women’s studies at the University. The Unit functions and cooperates with all the University bodies, particularly the Institute of Women, Gender and Development Studies and the El Hafeed Library.
It was established to compliment the role of the library in collecting publications and materials for documenting Sudanese women’s studies. It aims at gathering relevant theses, publications and materials and tries to modernize the various means of documentation conducive to coping with the information and communication revolution. Hopefully, it will be a nucleus of a future Documentation Center.

**The objectives of the Unit are:**

- Collecting, processing, and documenting information related to women and gender issues with special focus on the issues of peace, conflict resolution, and human rights.
- Enhancing the documentation and provision of information & data on women's studies.
- Promoting documentary research in women and gender studies and other social, cultural, economic, political, and historical areas.
- Publishing researches and studies in the field of women and gender in booklets.
- Establishing links with similar national and international organizations in related activities.

**Central activities of the Unit include:**

- Collecting newspapers, books, papers, and publications related to women issues.
- Supervising documentary research projects annually outlined by the unit in the field of women's studies for finalist students of the University.
- Documenting all university activities and occasions.
- Preparing and publishing “Women & Development” series.
- Supervising the magazine (ElNisf EIWaid) prepared by the University students.
- Publishing the Ahfad Newsletter.
- Conducting training sessions in the fields of audio-visuals documentation and publication in order to promote students' talents in the field of press & information.
- Exchanging relations with similar national and international organizations in related activities.
- Bodies that assist with the operation of the Unit include:
  - The organization responsible for the annual plan by the Divisions’ Supervisors.
  - The General Advisory Committee of the Documentation Unit.
  - The Advisory Committee of El-Nisf El Waid Magazine.
  - The Advisory Committee of the Sudanese Women Museum.
Sudanese Women’s Museum

One of the diversified activities of DUWS was the establishment of a Sudanese Women's Museum. This idea was originally advanced by the late Prof. Ahmed M.A. Hakim who then was the Secretary of the National Corporation for Antiquities and Museums and member of the Advisory Committee of the DUWS. After the approval of the project by the Academic Council of the University, the Unit started a two-stage implementation plan. The first was the establishment of "The Woman's Lodge" to serve as a nucleus for the succeeding stage. The second stage was the establishment of the Sudanese Women's Museum.

Objective of the Sudanese Women’s Museum

- The Sudanese Woman's Museum is a specialized institution, which aims at:
  - Providing visual and tangible documentation of the social, political, and economic life of the Sudanese women.
  - Documenting the various developments in women’s life in ancient and modern times.
  - Conservation and preservation of the woman's heritage.
  - Documentation of the life history of pioneers in the Sudanese Women Movement.
  - Exhibition of the material culture of Sudanese women in early and contemporary periods.
  - Provision of material for researches concerned with women's studies.
  - Provision of historical information for future generations.
Ahfad Family Health Center

Ahfad Family Health Centre was formally established in 1994 in collaboration with the United Nation Population Fund (UNFPA). The Center promotes the health of the local community by providing quality comprehensive services (curative, preventive and promotive) to a defined population in the context of PHC strategies. Health education is provided at all levels based on the health status of the population. The center also provides health care to AUW students and employees. In addition, the center operates as a teaching center for medical students and postgraduate residents, providing a learning experience in a community-oriented primary care setting.

Vision:

Our vision is to involve in community participation, health promotion, improvement and continues development of health services, and update the international development regardless of human health.

Mission:

Our mission is to provide excellent health services, and support teaching activities for medical students and para medicals in study and research.

Core values:

• Diversity of the health services.
• Privacy of patient’s document.
• Respect all the patients and balance between them.

Strategies:

- To reduce high infant mortality and maternal mortality.
- Promote community education through interventions is one of the center activates.
- Conduct a research on women health and family planning in general and FMG in particular.
- Promote Woman empowerment through income generating activity project in Ummbd area.

**Core functions:**

- Registering the information of patient in cards and give md X number.
- Growth monitoring and follow up for age less than 5 years.
- Nutritional education of child mother and adults according to education.
- Vaccination program for children <5 years and pregnant mothers, medical students and staff.
- Anti-natal care of pregnant women and health education.
- Family planning, counselling how to select appropriate contraceptive methods according to status of women and importance of planning to mother and children

**School of Medicine Departments:**

School of Medicine have 4 departments:

- Internal Medicine.
- Surgery.
- Obstetrics & Gynecology.
- Pediatrics and Adolescent.

**Clinics in the center include:**

- General Practitioner.
- Internal Medicine.
- Obstetrics & Gynecology.
- Pediatrics and Adolescent.
- Family planning.
- A laboratory.
- Vaccination.
- Nutrition specialists.

Small Operations nurses.
# ALUMNI

Number of Bachelor Graduates from 1970 - 2017

<table>
<thead>
<tr>
<th>School</th>
<th>Graduated 2018</th>
<th>Graduated 1970 - 2018</th>
</tr>
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<tbody>
<tr>
<td>School of Health Sciences (1966)</td>
<td>77</td>
<td>1898</td>
</tr>
<tr>
<td>School of Psychology (1967)</td>
<td>169</td>
<td>4455</td>
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<tr>
<td>School of Management (1977)</td>
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<td>6298</td>
</tr>
<tr>
<td>School of Rural Extension Education and Development (1987)</td>
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<td>1812</td>
</tr>
<tr>
<td>School of medicine (1999)</td>
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<td>2021</td>
</tr>
<tr>
<td>School of Pharmacy (2001)</td>
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<td>1201</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1005</strong></td>
<td><strong>17686</strong></td>
</tr>
</tbody>
</table>

Alumni Distribution by Decade:

- 1966-1996: 6.7%
- 1997-2001: 15.9%
- 2002-2006: 19.3%
- 2007-2011: 19.9%
- 2012-2016: 26.9%
- 2017-2018: 11.2%

Alumni Distribution by School:

- HLSC: 10.7%
- PSYC: 25.2%
- MGT: 35.6%
- REED: 10.2%
- MED: 11.4%
- PHAR: 6.8%