

**ABUHADIA SOCIETY FOR WOMEN AND COMMUNITY DEVELOPMENT
(ASWCD)**



STRATEGIC PLAN 2007-2010

“EASTERN SUDAN’S CITIZENS ACHIEVE RIGHTFUL AND RESPONSIBLE LEADERSHIP THROUGH VIBRANT HUMAN AND SOCIAL CAPITAL BASE IN WHICH BALANCED AND FAIR POWER RELATIONS ARE PEACEFULLY DISTRIBUTED AND CIRCULATED”

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Acronyms in the text

ACORD	Agency for Co-operation and Research in Development
ASWCD	Abuhadia Society for Women and Community Development
CBOs	Community-based Organisations
CPA	Comprehensive Peace Agreement
CSOs	Civil Society Organisations
ETA	Environment Trust of Africa Canada
FGM	Female Genital Mutilation
GoS	Government of Sudan
HDI	Human Development Index
HIV/AIDS	Human Immunity Virus/Acquired Immuno Deficiency Syndrome
HPP	EU Humanitarian Programme Plus

IDP	Internally displaced person
LNGO	Local Non-governmental Organisation
NGO	Non-governmental organisation
NHDR	National Human Development Report
SAPs	Structural Adjustment Programmes
SRC	Sudanese Red Crescent
SWOT	Strength, Weaknesses, Opportunities and Threats

0- Executive summary

This document highlights the strategic thinking/programming of ASWCD for the period 2007 to 2010 with 26,767 beneficiaries of whom at least 55% are females. ASWCD is planning to scale-up its interventions from just practical interventions to combine social advocacy and policy influencing dimensions. While the practical interventions will act as entry points to women and community development, advocacy activities are intended to bring about changes and transformation into practices, processes and policies that impinge on peoples' lives and stand as barriers to achieve the desired changes in balanced power relations, equitable distribution of resources/opportunities, and right issues.

The signing of the Sudan CPA, and implementation of its different articles, has various implications on peoples' lives in Eastern Sudan. The on-going negotiations between the Government of Sudan (GoS) and the opposition in the east are one of the direct implications of the CPA. This requires that CSOs and humanitarian agencies have to prepare themselves and contribute to conflict transformation and social peace building in the post-conflict eastern Sudan. The effort of these organisations and agencies should concentrate on social peace and community security, particularly issues of rights and community development. The approach would be one of community-centred development in which all segments of the society should take place, particularly the traditional community structures and leadership.

Because gender relations in the area are historical male-dominated and that women/girls have been for long period of time suffering the dictates of their traditional community, special emphasis will be laid on gender aspects from social, cultural, economic and political dimensions. The intension through this strategy is to move away from classic gender development approaches into

mainstreaming of gender issues into all practical and advocacy interventions. This approach will be how to involve community members to agree a working formula that addresses the challenges that are hindering the transformation in gender relations (roles, identities, power structures/institutions, and ideologies). These relations have been changing over time as a result of natural/environmental disasters (droughts, famines) and the conflict affecting the area (migration, displacement, refuge, etc.) but the scale/magnitude and the direction of this change are neither monitored/evaluated nor gauged.

The thematic choices made in this strategy include: (i) Livelihoods: food security (agriculture, livestock, fishery), income-generating and environmental activities; (ii) Basic social services: education, health and water; (iii) Community empowerment through training and capacity building: beneficiary training, staff training, and institutional support; (iv) Advocacy and critical awareness raising: people-centred advocacy and policy advocacy through research and information, public sessions, campaigns, media, lobbying and networking; and (v) Social peace building and conflict transformation. These thematic choices, however, will enable ASWCD to expand its outreach to locations where it has no physical presence through working in networks and with other partners with similar interventions and/or share the same common cause.

Through these thematic interventions, ASWCD will scale-up its strategic scope and expand its outreach. While the work was concentrated on practical activities with limited aspects of advocacy in Sinkat and Sawakin, it will include the Red Sea Locality. The plan is to expand both the funding base and human resources, and review the institutional set-up to allow for the new strategic phase to evolve smoothly.

1- Preamble: a brief context analysis

The Red Sea Hills area is historically inhabited by the Beja ethnic groups. The nature of the land terrain is rocky with hills covering most of the landscape in the area. The land is not cultivable except along river beds and valleys. The people's livelihood is highly dependent on livestock supported by small-scale rain-fed traditional farming. The agro-pastoral rural economy of the Beja has for long time been affected by natural calamities, such as recurrent drought spells, environmental degradation and famine outbreaks. In particular, the droughts that hit the area in mid 1980's were the worst ones with long-lasting consequences that are felt to date. The results are loss of herds, abandonment of agriculture, change in livelihood patterns, loss of environmental resources, rural-urban migration, displacement and large-scale poverty that has engulfed the bulk of the population (estimated at above 90%).

Because of the ecological nature of the area and high level of vulnerability, the indigenous population were left with no options other than seeking survival in the nearby urban centres, such as Port Sudan town as migrants and displaced, or stay in their areas to face the harsh conditions and wait for relief materials provided by humanitarian agencies. Although people are engineering options within their limited resources to make their survival possible, the scale of the problems is yet beyond their bearing capacities. Women and children are particularly among the most affected segments with additional burden of supporting the household economies. A significant number of children at the school-age are illiterate either because of their families' economic inability or unavailability of education services in their areas. The whole service sector has been affected by these natural disasters and has not yet recovered.

Another factor affecting peoples' living is the conflict situation in the area, either between Egypt and Sudan over Halaib Triangle, or between the GoS and the opposition in the eastern part of Sudan. Conflict has been a lead factor exacerbating the already beleaguered situation and it has widened the cycle of violence from just a peaceful movement claiming for peoples' into an armed opposition led by the Beja Congress and other factions. The conflict is mainly over the distribution of resources, opportunities, development efforts and power sharing/relations. A growing number of the Beja has for the last few years fled to Egypt and other neighbouring countries to join the opposition. The main conflict issue is over the perception of the government that the resources in the area (the national port, newly established ports, oil investment projects, the refinery, mines and Port Sudan-Khartoum highway) are national and public resources. The local peoples are claiming that the region is not benefiting from these resources, and that there should be a strike in the balance between national resources and development needs of the region.

Despite these changes, the traditional cultural dictates are still held strongly. Although the literacy rate is high, it is relatively high among women than men and consequently girls' opportunities for are less than boys due to cultural factors. This has led to low level and uncompetitive skills. Employment opportunities as a result are very limited and they are to self-employment in the informal market and casual work in private companies. Employment in the public sector requires certain level of education and identity papers, which are difficult for the newcomers from rural areas to meet. All these constrains combined together push these newcomers to live on the margins and involve in low-paid casual jobs.

The suffering of women in particular is worsened by cultural and language barriers. While displaced and migrant men are involved in casual work as carriers or water vendors in urban centres, women are involved in risky and low-offer activities, such as house attendants, washing of cloths, and other moonlighting and clandestine activities (e.g. commercial sex). Such situations expose women and young girls to sexual harassment, abuse and sexually transmitted diseases, particularly HIV/AIDS.

In summary, the biting poverty and underdevelopment in the Red Sea State is attributable to various factors, chief among them are:

- 1 The vast area of the State coupled with low population density (about 3 persons per square kilometre), high population mobility and scattered mode of settlement. These have been the discouraging factors for government and humanitarian agencies to provide basic social services at efficiency.

- 1 The conflict in the area (between Egypt and Sudan; and between the government and the opposition) has had destructive consequences on the condition of basic services, especially schools.

- 2 The inappropriate implementation of the federal governance system, together with the economic reform policies, has left the local authorities with no resources to meet the challenging community and development needs.

- 3 The negative attitudes towards education and the declining value placed on it have increased the illiteracy rates, especially among the youth, with high school drop outs reaching more than 60%. Even those with education have left their villages in search for employment opportunities in big urban centres.

- 4 The cyclical drought spells and famine outbreaks have been exacerbating the situation, leading to environmental degradation, loss of livestock, abandonment of the subsistence traditional sector, decay of the rural economy, displacement, rural-urban migration and urban sprawl. However, it is the most vulnerable who suffer most as a result, particularly women and girls who are suffering socio-cultural barriers, illiteracy and lack of marketable skills.

2- Statement of the problem: an analysis

Although there are a wide range of development challenges facing the Eastern part of Sudan, the core problems to be addressed in this plan have been identified on the basis of the mandate of ASWCD and past experience over the last 10 years of work in Eastern Sudan. The identification process was carried out in a participatory way using the 'problem tree' and 'SWOT' analysis. The residents of the area have since long been affected by chronic social and economic problems of access to education at all levels. While both sexes are suffering lack of access to education, girls are particularly suffering more if are compared to boys because of the ensuing dictates of their traditional communities. The core factors behind lack of access to education have been identified to have included:

1- Inefficiency and lack of education facilities: the structural causes

The imbalanced terms of trade between rural and urban areas is the main factor repelling teachers from rural areas to join schools in urban areas. Rural areas are harsh and do not provide competitive offer to attract teachers who find better alternative options in urban-based schools, especially after the expansion of 'private education'.

As a result of the socio-economic and environmental difficulties together with the transhumant nature of the rural population, the rural-based education facilities are either not available or operating at inefficient capacities. Some schools are incomplete and so when pupils reach specific grades that are not complete in some schools, they either level schools or join others in other areas away from their residence. Similarly, the number of pupils within some schools is very small and some schools are run by small number of teachers, reaching one teacher per schools in some cases. Teaching materials are also not available. For example, because of lack of seats and proper tools, pupils sit on ground and use traditional teaching materials. This inefficiency is one of the

structural factors causing lack of access to education in rural areas, and creating low level of enrolment, high levels of drop outs and ultimately illiteracy of almost the majority of the school-age young population.

As most of the rural population are transhumant, they are distributed across small isolated temporary settlements (few families) with relatively long distances from each other. This makes it difficult for Government and humanitarian agencies to provide them with basic services and social facilities. However limited they are, basic schools are distributed by selecting the most popular sites in rural areas while those who live at a distance from these sites either bring their children to the neighbouring school or leave their kids without education.

Because of the issue of remoteness from service location, some boys are brought to the nearest schools to stay in boarding houses, which is not a possible option for girls. The direct result is that all girls, whose families are living at a distance from schools, lose their education opportunities. This represents a direct justification for families to leave their girls illiterate to reduce spending on girls' education while only supporting boys' education instead. Some families do not send both girls and boys to schools, therefore, a whole education loss among considerable segment of the community.

To date, there is lack of preference policies in service distribution. At the policy level, all the decision-makers and public executives are urban-oriented people who give no practical preference and/or attention to rural areas, and their claim has been that they have many other problems to be addressed. In addition to all mentioned causes, there is also the challenge of language barrier as the language of the curricula and government offices is Arabic. The children's mother tongue is the Beja dialect while the school curriculum is in Arabic. Assuming that students in the first basic class are Arabic speakers, it causes complications to many of them and makes them to record low marks rather than their real standards.

2- Recurrence of droughts

The Red Sea State population, especially in rural areas, are pastoral communities with limited agricultural activities due to the nature of the land terrain, which is hilly with limited sources of surface water. The region has for a long period of time been witnessing a cyclical drought occurrence every couple of years, leading to reduction in agricultural productivity and loss of livestock population. This has distorted the rural economy, made the rural population redundant and brought about a rural-urban migration with various forms of social and economic repercussions. There were some sort of rural-urban linkages as some families living in town used to have seasonal rural-based activities, especially during the rainy season whether in agriculture or livestock sectors.

The repeated droughts have eroded peoples' livelihoods and adaptation mechanisms and made the rural communities displaced in big urban centres, e.g. Port Sudan town, which further created dependency and pressure on the already meagre resources of relatives in these centres. Traditionally, people in towns are still using the extended family system through which they share their resources with their displaced fellows, no matter how little they are. The gravity of such a tradition is represented in creation and regeneration of serious dependency syndromes that extend beyond survival to affect enrolment and education in general, especially girl education. The result is a weak human capital bases the impact of which will transmit from one generation to another.

3- Large-scale poverty

The Structural Adjustment Programmes (SAPs) during the 1970s-80s and the economic reform policies (liberalisation and privatisation) in during the 1990s have implied lifting of subsidies from main goods and basic social services. The Government accordingly has withheld many of its responsibilities. Coupled with cyclical famine outbreaks and repeated drought spells, incidence of poverty in the region has been on spread and engulfed the bulk of the society (over 90%), particularly in rural areas where adjustment mechanisms started to erode. For example, the Sudan NHDR (1998) classified the Eastern region of Sudan as the poorest state in the country with a relatively low level of HDI.

The large-scale poverty has been forcing many families to adopt very harsh adaptation procedures. For example, some families cut back in consumption by reducing the number of the usual daily meals; others opted to drop their children out of schools so that they support their families' income and/or drop out their children (both boys and girls, but sometimes girls only) to reduce the spending on education.

4- Negative attitudes towards education:

The general decline in the value placed on education among the Beja community, in particular, has impacted the education in the area and the labour market with high drop out rates - reaching 60%. Because the majority of the people in rural areas are illiterate, they are generally sceptical about the value of education. This scepticism is generated by spectrum of socio-cultural factors. The cultural misconception concept is that education spoils children. They believe that education makes boys as soft as girls to suit the harsh local environment. Because of this misconception that has been shaping the parents' mindset for decades, they do not encourage education of girls who are at the best allowed to attend the basic school level only. The root causes for this situation are dictated and determined by a set of gender ideologies and power structures that are male-dominated with various forms of denials, especially the consequences felt by women and girls.

Another factor is that people do not see the economic benefit of education because of low salaries when they exist, and limited employment opportunities. For all these factors combined together, families prefer to keep their children in herding of animals rather than sending them off to schools. The stated problem has various consequences on peoples' living conditions and capabilities, including:

- 1 Lack of skills: because of lack of education and illiteracy, the local skills remained stagnant and no longer suit and/or meet the market requirements

- 1 Low level of participation in planning and decision-making: the population lack the required policy literacy and the required capabilities to be part of the decision-making in matters that affect their life and shape their future. This means lack of ownership of development initiatives and a sense of exclusion and marginalisation

- 2 Poor living conditions: which leads into a vicious cycle of poverty in which people's priorities become to earn survival rather than investing in human capital through education, for example

- 3 Misuse of natural resources: especially the erosion of environmental resources

- 4 Girls lose education opportunities: as a result of the ensuing dictates and cultural value system of their traditional communities

- 5 Discrimination against women: who are the most affected and direct victims of the inefficient education system in the area, which was designed with attention to the needs of the particular context. The direct result is that women will be socially excluded from the mainstream society and discriminated against by their communities. Discrimination leads to denials of rights, opportunities and self esteem, thus further a growing gender gap in relations between women and men

- 6 Low employment opportunities of rural people in the public sector: again, this is an issue of poor capabilities and lack of skills as a result of the illiteracy

3- Abuhadia Society: a background and SWOT analysis

As a local NGO, Abuhadia Society was first found in 1985 with personal effort of the late Dr. Abuhadia who was well known and famous activist in women issues and rights in Eastern Sudan throughout the country's history. He was able to launch the initiative with the help of the different political positions he assumed and membership of the assemblies, together with support from various institutions, particularly Ahfad University for Women. But because of many externalities (environmental and political factors), the idea did not function properly. In 1987, the NGO was formally registered and started to review its internal institutional set-up and approach donors. However, the establishment of the Society is a continuation for the efforts and the principles of the late Abuhadia.

The main objective of the Society was supporting girls' and women education in an isolated and conservative community of the Beja. The practical work included activities that were addressing the practical needs to alleviate poverty with special emphasis on female beneficiaries, complemented influencing efforts to liberate Beja women from policy and traditional dictates. Complimenting activities cover wide spectrum, such as advocacy for the female education, skills training (e.g. sewing, tailoring, nutrition, livestock, poultry and literacy programmes). The philosophy has been one of a focus on building future generations capable of securing their life through today's responsible and qualified mother.

Since its establishment, the Society has been able to attract funding from a wide range of donors, such as Christian Aid, the British Embassy in Khartoum, Environment Trust of Africa Canada (ETA), Frederick Ibert, Canada Fund Sudan, and the EU through its

humanitarian programme (HPP). It has also been able to build partnership with the Sudanese Red Crescent (SRC), Agency for Co-operation and Research in Development (ACORD) and Government ministries (of Education, Health and Agriculture).

The Society has a lot of potentials in the area and has achieved a considerable progress in service delivery and advocacy work, particularly girls' education. For instance more than 200 girls in 2004 were able to access secondary and university education through support from the NGO without which they could have lost their opportunities. The Society through these efforts has been able to come close to communities and build a good rapport and strong connections with them. But of course there are also weaknesses and challenges affecting the work on ground. A simple participatory assessment of the Society (SWOT analysis) shows the following results:

Strengths	<ul style="list-style-type: none">"0 Clarity of objectives and community role/participation"1 Clarity on criteria and standards for selection of beneficiaries"2 Community structures are in place"3 Capitalisation on participatory and rights-based approaches"4 Availability of human resources and volunteer staff"5 Use of local staff and volunteers from within the area and with knowledge of the local context, traditions, local dialect, etc."6 Functioning internal governance system
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	<p>“7 Good systems in place: finance, communication, staffing</p> <p>“8 Good donor relationships</p> <p>“9 Good relations with policy-makers and line authorities/ministries</p> <p>“10 Strong grassroots connections</p> <p>“11 Good networking relations and partnerships</p> <p>“12 Good reputation of the late Abuhadia’s name (the founder)</p>
Weaknesses	<p>“13 Limited resources and lack of self-financing</p> <p>“14 Governance is yet incomplete</p> <p>“15 Few fulltime staff and staff turn-over</p> <p>“16 Weak logistical facilities in Red Sea</p> <p>“17 Weak filing system</p> <p>“18 No vehicles – difficulty in mobility</p> <p>“19 Lack of inventory and procurement systems</p>
Opportunities	<p>“20 Finding long-term funding</p> <p>“21 Adoption of investment projects (self-financing) and local fundraising</p>

	"22 Harmonising the governance structures so that they share workload
	"23 Covering the required number of staff with volunteers and new recruitments for implementation of the new strategy
Threats	"24 Lack of resources
	"25 Lack of logistical facilities
	"26 Low offer for the staff may cause turn over of the staff

4- Activities carried out to date

4.1- ACTIVITIES BY CLUSTER

Education:

- Literacy course as on going activity
- Support to female poor students at the basic school level
- Summer courses for poor male and female for basic education graduates (eighth level)

- Support to female students

Capacity building and empowerment:

- Leadership training, particularly for women committees
- Community organising – community structures (village committees and CBOs)
- Initiation of girls singing bands
- Provision of information to villagers
- Staff and volunteers training
- Institutional support
- FGM fighting and awareness campaigns

Income-generating activities - IGAs:

- 1 Slippery shoes production:
 - Installation of shoe-making unit
 - Training on shoe-making

- Provision of raw materials

2 Establishment of groups and individuals retailing shops and co-operatives

Agriculture and livestock

- 2 Distribution of poultry
- 3 Distribution of milky goats
- 4 Training of paravets (Para veterinaries)
- 5 Horticulture inputs
- 6 Group farms

Basic services

- 7 Rehabilitation of wells
- 8 Establishment of water points
- 9 Registration of IDP families in health insurance schemes

4.2- MAIN ACHIEVEMENTS BY ACTIVITIES 2005-06

Education:

- 10 220 women were graduated in literacy courses as on-going activity
- 11 210 girls were supported through support to female poor students at the basic school level
- 12 7 summer courses for poor students (girls and boys) at the basic education level
- 13 35 university students were provided with tuition fees

Capacity building and empowerment

- 1 5 leadership training particular for women committees
- 2 5 committees and 18 sub-committees were formed as part of the effort for organising community structures in village committees and CBOs
- 3 group of girls' singing band (7 members) was formed
- 4 31 sessions were held with the aim to provide village communities with information on plans of localities, zakat and health insurance schemes
- 5 5 training courses were delivered to staff and volunteers
- 6 9 anti-FGM awareness campaigns were organised

Income-generating activities (IGAs)

- 1 5 tons of raw plastic sheets for shoe-making were availed
- 2 1 training on shoe-making was delivered
- 3 660 pairs of slippery shoes were manufactured
- 4 10 group retailing shops were established

Agriculture and livestock

- 4 312 poultries (egg chicken) were distributed but the activity was suspended due to fear of bird flu
- 5 280 milky goats were distributed
- 6 54 women were trained as paravets (Para veterinaries)
- 7 5 group farms for 70 families

Basic services – water and health

- 8 3 wells were rehabilitated
- 9 2 water points were established
- 10 55 IDP families were registered and benefited from health insurances

4.3- CHALLENGES ENCOUNTERED AND SOLUTIONS

The challenges encountered are operational, administrative and logistical in nature. Because of the low-paid offer paid by the Society to its staff, the level of staff is to some extent below the requirements, particularly at the field level. However, the Society carried out intensive training to promote their standards but this also resulted in staff turn over. Staff members who acquired competitive skills joined other NGOs with better offer. To deal with this challenge, the Society has adopted the approach of assigning focal persons from its Board to directly supervise the field operations, together with filling in the gaps by volunteers and interns. But despite this challenge the training is still continuing as we believe in human resource development in the region even if they our trained staff members are going to leave the Society at one point in time.

The Society focuses on direct sponsoring of pupils/student by tuition fees as an inevitable outstanding need. The big challenge of direct sponsoring is represented in issues of sustainability and continuity in future. The Society has not yet reached a solution to this challenge but the thinking is in line with complimenting the support to individuals with family status analysis to link the support given to the individuals with his/her family income and awareness interventions.

Although investment in formal education is important for civil society actors, few of them are putting it as their focus in Red Sea State. Although investment in formal education gives the Society a good reputation, it puts it under pressure because it requires resources that are beyond its capacity. The only viable option then become to seriously think about local public fundraising initiatives, such as appeals to each able citizen to sponsor one pupil/student, particularly girls.

As for the administrative challenges, the staff members are contracted on annual basis according to project duration and funding. When the specific project ends, the Society does not have the required resources nor do the donors commit themselves to meet this critical issue, which creates job insecurity and staff turn-over.

Although the Society is pushed to expand its outreach to different areas in Red Sea State, it hardly manages to meet the rent, furnishing and running costs even of the main office in Port Sudan, leave alone a new branch office. The Society only has an old vehicle in Sinkat office, while the office in Port Sudan is run by members' private cars. Of course this is an unstable situation as private cars are released on borrowing basis and the owners can withdraw them at any time. The only viable solution is to procure duty-free cars for running the offices and that should be budgeted for as part of the overall plan.

Another future proposal to reduce the financial bottlenecks and complete donor dependency is the involvement in investment projects. The Society has a residential plot in Port Sudan town on which it is planning to build a resource and conference centre.

This centre is self-contained with training, conference, library and internet facilities for the use of the Society itself, its partners and other visiting organs/individuals. It will also include accommodation facilities and the required cultural and audiovisual services.

4.4- LESSONS LEARNED AND RELEVANCE TO THE NEW STRATEGY

Poverty is one factor affecting efforts of community development, especially education. Increase in families' income avails children opportunities of either enrolment or the dropouts to rejoin schooling. This requires expanding the Society's geographical coverage and outreach to reach the most marginalised groups in remote areas.

The experience of the Society to date is a good example for investment in education and skill and in-job training. All the volunteer staff and advisers who contribute to the Society have either directly or indirectly benefited from the services provided while they were studying. Some of them have got access to special grants or received financial support, which enabled them to pursue their studying. The Society has stood with them to get employed with other institutions after they have completed their studying. This affirms the continuation and concentration in supporting education as the key mandate of the Society.

Another lesson learned is in relation to women and culture. Although the Beja's culture has much respect to women, it does not address their right to prove their identity. Our survey results revealed that 60% of girls who were provided education are now employed and contribute to their families' income. This has been an encouraging factor for other girls to pursue their education. The situation gives a good example of how girls can be supported so that they can practice their rights and prove their identities.

5- The new strategy: reasons for change

The new strategy will shift from isolated activity-based interventions (service delivery) into cross-cutting thematic-focused interventions that combine service delivery with advocacy and policy/rights issues. The livelihood interventions should ensure that issues of education are not treated in isolation from the general poverty context. Many cases show that families discontinue their children's education to cut back in spending as one of the easiest options under their control.

Our experience shows that the work should not only concentrate on service delivery but combine it with creation of critical awareness about the value of education. There are various forms of community practices that stand against children's rights to education, such as child labour and involvement of children to direct support their families (e.g. collection of water). As well the work should address policies and structures that affect children's rights to education equally.

We believe that a programme with thematic intervention is no more than a delivery machine and that thematic work without practical work on the ground is akin to a think tank. This is one of the key reasons for the new change in the sense that the practical work will be used as entry points to do other thematic work, e.g. advocacy, policy change, social activism, and participatory research.

ASWCD understands that the complicated challenges facing the Beja in Eastern Sudan are direct results of lack of community capacity to understand the issues of power at village, locality, region and national level. This requires intensive policy literacy training, awareness raising, advocacy and social activism. Practical activities alone, therefore, are no more than treatment of consequences with little or no impact on root causes of injustice and lack of rights. Through this strategy, we hope that our thematic interventions will be scaled up to work at a higher level on root causes and policy and right issues.

Eastern Sudan is transition and the Sudan CPA and peace talks between the GoS and opposition in the east requires a lot of work in terms of social peace-building and conflict transformation in the post-conflict era. The area itself suffers various forms of conflict over the meagre natural resources (land, water resources, and pasture). Working in conflict to address the consequences through service delivery, requires escalation to work on conflict addressing the root causes. Communities, therefore, needs a lot of work to be able analyse their problems, achieve their rights and resolve their conflict of interests without recourse to violence. The community needs to work together with its traditional leadership and CSOs to maintain social peace and transform their local conflicts using their own mechanisms.

These new emerging issues together with the past experience of the Society are the key reasons behind the formulation of this strategy, the thematic choices it made and the strategic directions it is going to take. However, the Society through its interaction and participatory planning with community is aware that the current challenges are highly related to issues of rights and unbalanced power relations. The following sections describe the outlines of the strategy 2007-2010.

6- Strategy description

6.1- VISION

Eastern Sudan's citizens achieve rightful and responsible leadership through vibrant human and social capital base in which balanced and fair power relations are peacefully distributed and circulated

6.2- MISSION

Improve the social, economic, and cultural standards of eastern Sudan's citizens so that they can shape their future in a sustainable manner.

6.3- GOAL (OVERALL OBJECTIVE)

Improve the living conditions of 25,317 beneficiaries in Red Sea State through promotion of their livelihoods and basic social services/facilities, building of their capacity, and peaceful advocacy to claim their rights and assume responsibilities in the period 2007-2010, with special emphasis on women and girls.

6.4- STRATEGIC DIRECTIONS

- 1 Scaling-up of the thematic focus
- 2 Expanding the geographical scope

- 3 Networking and partnership with others
- 4 Increasing the organisational funding base

6.5- STRATEGIC THEMATIC CHOICES

- 5 **Livelihood:** food security, livestock, fishery, income-generating and environmental activities
- 6 **Basic social services:** education, health and water
- 7 **Community empowerment** through training and capacity building: beneficiary training, staff training, and institutional support
- 8 **Advocacy** and critical awareness raising: people-centred advocacy and policy advocacy through research and information, public sessions, campaigns, media, lobbying and networking
- 9 **Social** peace-building and conflict transformation

6.6- STRATEGIC OBJECTIVES AND ACTIVITIES:

(Note that some activities throughout benefit, individuals, some benefit families and others benefit the whole communities in the 3 target areas of this strategy)

(1) Increase families' income of 5,317 beneficiaries by 30% in the target areas through horticultural, livestock, fisheries and income-generating activities in the period 2007-2010.

Activities:

- 1.2. 150 family gardens to 750 beneficiaries
- 1.3. 6 group farms to 120 beneficiaries
- 1.4. Farming of 300 feddans (rain-fed traditional farming) to 1,500 beneficiaries
- 1.5. Home trees' plantation of 500 trees to 500 beneficiary families
- 1.6. Distribution of 900 milky goats to 250 beneficiaries
- 1.7. Distribution of 3,600 poultries to 300 beneficiaries

- 1.8. Cultivation of 6 feddans of green fodder to 500 beneficiaries
- 1.9. Animal cross breeding (4 pucks)
- 1.10. Reseeding of rangelands of 1,500 feddans to 500 beneficiaries
- 1.11. Provision of 0.25 tons of veterinary drugs
- 1.12. Rehabilitation of 4 boats and fishing gears to 32 beneficiaries
- 1.13. Establishment of 9 retailing and co-operatives to 450 beneficiaries
- 1.14. Installation of 2 grinding mills to 400 beneficiaries
- 1.15. Installation of 2 bakeries to 75 beneficiaries
- 1.16. Installation of 1 unit of textile and small manufacture for 60 beneficiaries

(2) Enhance the educational and health conditions of 4,630 beneficiaries in the target areas in the period 2007-2010

Activities:

- 2.1. Delivery of 7 literacy courses to 750 beneficiaries

- 2.2. Establishment of 7 kindergartens for 420 beneficiaries
- 2.3. Support to 360 poor pupils
- 2.4. Delivery of 12 summer courses to 720 pupils
- 2.5. Support to 80 drop out pupils
- 2.6. Provision of health insurances to 800 beneficiaries
- 2.7. Provision of 6 rotational drug funds to 1,500 beneficiaries

(3) Secure clean water to 950 beneficiaries for human and animals use in the period 2007-2010

Activities:

- 3.1. Rehabilitation of wells for 200 beneficiaries
- 3.2. Construction of 3 water reservoirs for 150 beneficiaries
- 3.3. Installation of 2 water points for 600 beneficiaries

(4) Improve and upgrade the skills of 2,010 beneficiaries through provision of relevant training in the period 2007-2010

Activities:

- 4.1. Installation of 2 shoe-making units to 800 beneficiaries
- 4.2. Instalment of 2 advanced sewing and tailoring units to 300 beneficiaries
- 4.3. Delivery of 2 apprenticeship training courses in carpentry to 100 beneficiaries
- 4.4. Delivery of 3 computer training courses to 180 beneficiaries
- 4.5. Delivery of 3 animal health training courses to 90 beneficiaries
- 4.6. Delivery of 3 agricultural training courses to 160 beneficiaries
- 4.7. Delivery of 4 business management courses to 80 beneficiaries
- 4.8. Delivery of 4 leadership training courses to 80 beneficiaries
- 4.9. Delivery of 3 volunteers' training courses to 150 beneficiaries
- 4.10. Delivery of 2 advocacy and networking courses to 30 beneficiaries
- 4.11. Delivery of 2 project cycle management training courses to 40 beneficiaries

(5) Involvement in interactive advocacy work to create enabling environment for education and citizens' rights, particularly women and girls, to 11,790 beneficiaries

Activities:

- 5.1. Arrangement of 30 public sessions to 1,500 beneficiaries
- 5.2. Arrangement of 5 planning and preparatory workshops to 150 beneficiaries
- 5.3. Formation of 2 advocacy networks to 30 beneficiaries
- 5.4. Carrying out of 5 research and surveys with the involvement of 50 beneficiaries
- 5.6. Arrangement of 3 findings and reflection workshops to 60 beneficiaries
- 5.7. Arrangement of 15 media sessions to 2,000 beneficiaries
- 5.8. Implementation of 8 advocacy and awareness campaigns to 8,000 beneficiaries

(6) Institutional support and organisational strengthening of Abuhadia Society in fundraising, self-financing, and staff development (full timers and volunteers) to 400 beneficiaries

Activities:

- 6.1. Formation of a new branch of Abuhadia Society to 150 beneficiaries
- 6.2. Support to 8 village committees to 80 beneficiaries
- 6.3. 3 income projects for NGOs to 50 beneficiaries
- 6.4. Delivery of 3 project cycle management training courses to 45 staff/volunteers
- 6.5. Delivery of 1 funding-raising and resource mobilisation training course to 20 staff/volun.
- 6.6. Delivery of 1 training course in administration and finance to 10 staff/volunteers
- 6.7. Delivery of 1 training course in advocacy and networking to 15 staff/volunteers
- 6.8. Delivery of 1 computer course to 30 staff/volunteers

(7) Strengthen the community cohesion and maximise the use of natural resources (water, agriculture, pasture) through social peace-building and conflict transformation

Activities:

- 7.1. Conflict mapping/analysis and production of conflict fact sheets
- 7.2. Selection of three small, two medium and one big land conflicts
- 7.3. Form mediation team for each conflict (agreed by community & ASWCD)
- 7.4. Training of traditional leadership and mediators to fix ground rules for mediation team
- 7.5. Informal negotiation process for different conflicting parties – 4 site-based workshops and 1 joint workshop
- 7.6. Direct negotiation process - 10 workshops or *majales*
- 7.7. 1 Announcement conference

7- Implementation: strategies and methodolgies

The NGO has two full-fledged offices operational in Port Sudan and Sinkat. The implementation methodology has been that of community-centred while staff and volunteers are no more than facilitators and technical advisors. The whole planning process, implementation, monitoring and evaluation of activities are participatory where communities play the major role in decision-making and identifications of their needs and priority areas. To enable the community to play this role, a lot of effort has been put to establish community structures, such as village committees with various forms of training. Representatives of the different sub-

committee have come together to form a core committee as their lead CBO (community-based organisation) that represents their interests to the NGO.

In the course of implementation, various strategies and methods are adopted. As the intension is to empower disadvantaged communities in Red Sea affected by the repeated droughts, the Society needs to establish linkages and networks with others, as well as seek financial and non-financial support from different stakeholders with common cause and work at the grassroots level. This partnership should extend to a collaborative work, joint implementation and lobbying in favour of disadvantages at the decision-making circles. These stakeholders are civil society groups, NGOs, social workers, academics and researchers, politicians, youth groups and sport clubs.

There is, however, clarity over roles of all the concerned stakeholders on who should do what, when and where. A stakeholder analysis was carried out in this respect with these specific roles for each of them in the implementation of the strategy:

Stakeholder	Role
Community	<ul style="list-style-type: none"> •0 Identify the needs •0 Plan the solutions and interventions •1 Provide financial and labour contributions •2 Follow up implementation of project

	<p>cycle</p> <p>"3 Evaluate and assess the of impact</p>
Localities	<p>"0 Co-ordinate the plans</p> <p>"1 Community mobilisation</p> <p>"2 Cash and in-kind contributions</p> <p>"3 Act as information source</p>
Technical departments government	<p>"0 .Provide the required technical support</p> <p>"1 Contribute to strategic direction</p> <p>"2 Assist in funding and share contributions</p> <p>"3 Provide logistical facilities</p>
State Assembly	<p>"0 Act as the target for Advocacy issues</p> <p>"1 Help in legislative issues</p>
Abuhadia's Board	<p>"0 Draw the broad policies and strategies</p> <p>"1 Follow up on performance and compliance</p>
Project staff	<p>"0 Implement of action plan</p> <p>"2 Report to stakeholders</p>

LNGO and INGO	"3 Alliance building and networking "4 Share experiences
Donors	"0 Funding "1 Participate in assessments and evaluations
Academic institutions & Trainers	"0 Provide consultancy services "1 Provide researchers and research information

To achieve a smooth and efficient implementation, the following methodological considerations are taken into account:

- 11 Flexibility and adaptation to local realities are critical to account for the community value system, beliefs and norms. Any imposition of an external method that is not context-sensitive might lead failure

- 12 Focusing on human development through support to basic services, upgrading technical and organizational skills and diversifying economic opportunities as a means of reducing the risks attached to rainfall variability

13 Designing of flexible monitoring and evaluation system that would allow for local views to emerge and voices to be heard, and for regular participatory impact assessment

14 Defining appropriate forms of collaboration and co-operation with local authorities, line government departments, and civil societies groups to achieve the overall objectives of the strategy

Objectives with activities:	Outputs	Number of Beneficiaries	Indicators	MOV	Externalities: risks and assumptions
(1) Increase families' income of 5,537 beneficiaries by 30% through horticultural, livestock, fisheries & income-generating activities during 2007-2010:					
LIVELIHOODS: INCREASE FAMILIE'S INCOME					
1.1. Horticulture:	-5	-10	-15 Family nutrition status improved	-19 Nutrition surveys	-22 Enough rain water
-1 Family gardens	-6 150 gardens	-11 570	-16 Number of meals per day	-20 Impact assessment	-23 Tribal disputes over land ownership
-2 Group farms	-7 6 farms	-12 120	-17 Incidence of night blindness reduced	-21 Clinical report	
-3 Rain-fed farming	-8 300 feddans	-13 1,500	-18 Increase in vegetation cover (no. of farms, gardens, trees)		
-4 Tree plantation	-9 500 home trees	-14 500			
1.2. Livestock and fisheries	-31	-39	-47 IDP Family nutrition status	-52 Nutrition survey	-55 Enough rains
	-32 900 goats				-56 Smooth co-ordination

-24 Milky goats	distributed	-40 250	improved	-53 Periodic reports	with local authorities
-25 Poultry	-33 3,600 poultries	-41 300	-48 No. of self-employees	-54	-57
-26 Green fodder	-34 6 feddans	-42 500	-49 Improv. in yielding goat species		
-27 Cross breeding	-35 4 pucks provided	-43 --	-50 Milk availability		
-28 Reseeding of rangelands	-36 1,500 feddans	-44 500	-51 No of goats, poultry, bucks, and fishery boats distributed		
-29 Veterinary drugs	-37 250 kg provided	-45 --			
-30 Boats and fishing gears	-38 4 boats/fishing gears	-46 32			
1.3. Income-generation			-73 No. of IDP women with IGAs	-78 Observation	-81 Supporting government policies
-58 Retailing & operatives	-63 15 retailing & co-ops	-68 450	-74 Improvement in IDPs housing	-79 Profit and loss analysis	-82 Easy procedures with local authorities
-59 Plastic slipper shoes	-64 1800 sheets	-69 600	-75 IDP's ability to meet educat. cost	-80 Surveys	
-60 Grinding mills	-65 2 grinding mills	-70 400	-76 No. of small manufacturing units		
-61 Bakeries	-66 2 bakeries	-71 75	-77 Quantity of raw materials provided		
-62 Textile & manufacture	-67 1 textile unit	-72 60			
(2) Enhance the educational and health conditions of 4,630 beneficiaries in the target areas in the period 2007-2010					
BASIC SERVICES: EDUCATION AND HEALTH					
2.1. Basic education			-98 % of pupils passed to	-103 Exam records	-106 Accommodative

4.1. Beneficiary training:											
-138	Shoe-making	-149	2 units	-160	800	-171	No. of trained persons	-176	Training attendance sheets	-182	Fair competition for employment
-139	Sewing and tailoring	-150	2 advanced units	-161	300	-172	No. of training courses conducted	-177	Beneficiary analysis	-183	Positive discrimination for the disadvantaged in employing
-140	Apprenticeship training	-151	2 courses	-162	100	-173	Diversification of skills	-178	Follow up reports		
-141	Computer training	-152	3 courses	-163	180			-179	Training reports	-184	Socio-cultural context supports women participation
-142	Animal health care	-153	3 courses	-164	90	-174	Competition for employment	-180	Periodic reports		
-143	Agricultural extension	-154	3 courses	-165	160	-175	Improvement in community awareness	-181	Market surveys		
-144	Business management	-155	4 courses	-166	80						
-145	Leadership training	-156	4 courses	-167	80						
-146	Volunteers' training	-157	3 courses	-168	150						
-147	Advocacy and networking	-158	2 courses	-169	30						
-148	Project cycle management	-159	2 courses	-170	40						
(5) Involvement in interactive advocacy work to create enabling environment for education & citizens' rights, particularly women/girls, to 11,790 beneficiaries											

6.2. Staff/volunteers training:					-250 No. of staff with new skills in fundraising, PSM, advocacy , and computer	-253 Training reports	-255 Availability of funds to meet training cost
-235 Project cycle management	-240 3 courses	-245 45				-254 Staff performance appraisals	
	-241 1 course	-246 20					
-236 Funding-raising	-242 1 course	-247 10		-251 Improvement in staff performance			
-237 Admin and finance	-243 1 course	-248 15					
-238 Advocacy and networking	-244 1 course	-249 30		-252 Expansion in funding base			
-239 Computer literacy course							
(7) Strengthen the community cohesion and maximise the use of natural resources through social peace building and conflict transformation (1450 beneficiaries)							
-256 Conflict mapping/analysis	-263 Conflict fact sheet	-270 1,000		-277 Cases of conflicts identified	-282 Survey reports	-286 Cooperation of state and local authorities	
		-271 --			-283 Documentation of meetings		
-257 Select 3 land conflicts	-264 1 team for each case	-272 30		-278 Conflict cases resolved	-284 Individual cases reports	-287 Cooperation of tribal leaders	
-258 Form mediation teams	-265 1 workshop	-273 30		-279 No. of mediators involved	-285 Negotiation minutes	-288 Neutrality of political atmosphere	
		-274 90					
-259 Training of mediators	-266 1 workshop	-275 100		-280 Negotiations rounds for each conflict			
-260 Informal negotiations	-267 5 site workshops	-276 200		-281 Participation and attendance in w/shops and conference			

-261	Direct negotiations	-268	10 Majles				
-262	Announcement conference	-269	1 conference				
TOTAL NO. OF BENEFICIARIES 2007-2010				26,767			

- 15 Emphasising the importance of women as partners in decision-making, in addition to environmental concerns and basic human rights issues to tackle the root causes of injustice and culturally rooted discrimination against women

8- Monitoring and evaluation:

The Society has established a monitoring and evaluation system that allows all the stakeholders to take role in it. For example, the participatory impact monitoring (PIM) allows for both the organisation and the beneficiaries to prepare their own separate monitoring results and then sit together to compare them for cross-checking and cross-learning.

Normally, data collection for monitoring purposes starts at the village committees' and grassroots' levels who are divided into focal sub-committees within each village each of which follows up the progress and constraints to their activities. This is a continuous exercise done by the committees as results are shared with the relevant staff members. The staff arrange purposive monthly visit to the sites to link the progress made to the planned and expected project results using simple participatory methods. A monthly progress is prepared thereafter and submitted to the Board Committee to assess the alignment of the activities to the broader objectives of the Society.

As for the evaluation, the Society undertakes sectoral impact assessments and evaluations through annual review of activities and plans. The final evaluation should include all involved stakeholders: the beneficiaries, the Society and donors. Normally external evaluators are assigned to undertake the evaluation.

9- Details of Strategy's Log frame 2007-2010

Objectives with activities:	Outputs	Number of Beneficiaries	Indicators	MOV	Externalities: risks and assumptions
(1) Increase families' income of 5,537 beneficiaries by 30% through horticultural, livestock, fisheries & income-generating activities during 2007-2010:					
LIVELIHOODS: INCREASE FAMILIE'S INCOME					
1.1. Horticulture:	-5	-10	-15 Family nutrition status improved	-19 Nutrition surveys	-22 Enough rain water
-1 Family gardens	-6 150 gardens	-11 570	-16 Number of meals per day	-20 Impact assessment	-23 Tribal disputes over land ownership
-2 Group farms	-7 6 farms	-12 120	-17 Incidence of night blindness reduced	-21 Clinical report	
-3 Rain-fed farming	-8 300 feddans	-13 1,500	-18 Increase in vegetation cover (no. of farms, gardens, trees)		
-4 Tree plantation	-9 500 home trees	-14 500			
1.2. Livestock and fisheries	-31	-39	-47 IDP Family nutrition status improved	-52 Nutrition survey	-55 Enough rains
-24 Milky goats	-32 900 goats distributed	-40 250	-48 No. of self-employees	-53 Periodic reports	-56 Smooth co-ordination with local authorities
		-41 300	-49 Improv. in yielding goat	-54	

-25 Poultry	-33 3,600 poultries	-42 500	species		-57
-26 Green fodder	-34 6 feddans	-43 --	-50 Milk availability		
-27 Cross breeding	-35 4 pucks provided	-44 500	-51 No of goats, poultry, bucks, and fishery boats distributed		
-28 Reseeding of rangelands	-36 1,500 feddans	-45 --			
-29 Veterinary drugs	-37 250 kg provided	-46 32			
-30 Boats and fishing gears	-38 4 boats/fishing gears				
1.3. Income-generation			-73 No. of IDP women with IGAs	-78 Observation	-81 Supporting government policies
-58 Retailing & co-operatives	-63 15 retailing &co-ops	-68 450	-74 Improvement in IDPs housing	-79 Profit and loss analysis	-82 Easy procedures with local authorities
-59 Plastic for slipper shoes	-64 1800 sheets	-69 600	-75 IDP's ability to meet educat. cost	-80 Surveys	
-60 Grinding mills	-65 2 grinding mills	-70 400	-76 No. of small manufacturing units		
-61 Bakeries	-66 2 bakeries	-71 75	-77 Quantity of raw materials provided		
-62 Textile & manufacture	-67 1 textile unit	-72 60			
(2) Enhance the educational and health conditions of 4,630 beneficiaries in the target areas in the period 2007-2010					
BASIC SERVICES: EDUCATION AND HEALTH					
2.1. Basic education			-98 % of pupils passed to sec. school	-103 Exam records	-
-83 Summer courses	-88 16 courses	-93 720	-99 No of drop-outs resumed	-104 Impact	106 Accommodative socio-cultural

-84 Support to drop outs	-89 Cash/in-kind	-94 80	schooling	assessment	context
-85 Literacy courses	-90 8 courses	-95 750	-100 No. women started to read & write	-105 Teachers' observation reports	-107 Co-operation of education authorities
-86 Kindergartens	-91 10 kindergartens	-96 420	-101 No. of new kindergartens		
-87 Support to poor pupils	-92 Cash/in-kind	-97 360	-102 No of kids joined pre-schooling		
2.2. Health			-112 Increase in access to insurance	-115 Health ins. records	-118 Co-operation of insurance providers
"0 Health insurances	-108 30 Insurances/year	-110 800	-113 Increase in no. of service users	-116 Clinics' records	
"1 Rotational drug funds	-109 6 projects	- 111 1,500	-114 Drop in families' health spending	-117 Impact assessment	
(3) Secure clean water to 950 beneficiaries for human and animals use in the period 2007-2010					
-119 Water wells	-122 4 wells rehab.	-125 200	-128 Better hygiene for displaced in towns and rural population	-131 Observation reports	-135 Disputes over land
-120 Water reservoirs	-123 3 reservoirs const.	-126 150	-129 Stability in 8 rural settlements	-132 Periodic reports	-136 Co-operation of water corporation
-121 Water points	-124 2 points	-127 600	-130 No. of wells, reservoirs & and water points constructed	-133 Animal health surveys	-137 Community contribution
-134 Community reflection sessions					
(4) Improve and upgrade the skills of 2,010 beneficiaries through provision of relevant training in the period 2007-2010					
4.1. Beneficiary training:				-176 Training	-182 Fair

-138	Shoe-making	-149	2 units	-160	800	-171	No. of trained persons	attendance sheets	competition for employment		
-139	Sewing and tailoring	-150	2 advanced units	-161	300	-172	No. of training courses conducted	-177	Beneficiary analysis	-183	Positive discrimination for the disadvantaged in employing
-140	Apprenticeship training	-151	2 courses	-162	100	-173	Diversification of skills	-178	Follow up reports	-184	Socio-cultural context supports women participation
-141	Computer training	-152	3 courses	-163	180	-174	Competition for employment	-179	Training reports		
-142	Animal health care	-153	3 courses	-164	90	-175	Improvement in community awareness	-180	Periodic reports		
-143	Agricultural extension	-154	3 courses	-165	160			-181	Market surveys		
-144	Business management	-155	4 courses	-166	80						
-145	Leadership training	-156	4 courses	-167	80						
-146	Volunteers' training	-157	3 courses	-168	150						
-147	Advocacy and networking	-158	2 courses	-169	30						
-148	Project cycle management	-159	2 courses	-170	40						
(5) Involvement in interactive advocacy work to create enabling environment for education & citizens' rights, particularly women/girls, to 11,790 beneficiaries											
-185	Support to advocacy	-193		-208		-213	No. of issue-based alliances and networks formed	-217	Workshop reports	-214	Co-operation & support of state authorities and Meetings'
		-194	30 sessions	-	201	1					

-186	Public sessions	-195	5 w/shops	,500	-209	No. of sessions, workshops, media & campaigns implemented	minutes	media
-187	Planning workshops	-196	2 networks	-202	150		-215 Partners' reports	-218 Harmonised decision-making levels: local, state, national
-188	Advocacy networks	-197	5 surveys	-203	30	-210 Media programmes done	-216 Periodic report	
-189	Research and surveys	-198	3 w/hops	-204	50	-211 Expansion in outreach		
-190	Findings workshops	-199	15 sessions	-205	60	-212 Policy change achieved		
-191	Media sessions	-200	8 campaigns	-206	2,00			
-192	Advocacy campaigns			-	207,000	8		
(6) Institutional support & strengthening of Abuhadia Society in fundraising, self-financing, and staff development (full timers and volunteers) to 400 beneficiaries								
6.1. Institutional support:								
-219	Outreach expansion	-222	1 new branch	-225	150	-228 At least a new branch for Abuhadia established in Sawakin	-231 Branches' report	-234 Complications with legal procedures
-220	Support village committee.	-223	8 committees	-226	80	-229 No. of village committees formed	-232 Committ. records	
-221	Income projects for Abuhadia Society	-224	3 projects	-227	50	-230 No. of new investment projects	-233 Investment registration papers	
6.2. Staff/volunteers training:								
-235	Project cycle	-240	3 courses	-245	45	-250 No. of staff with new skills in fundraising, PSM, advocacy, and computer	-253 Training reports	-255 Availability of funds to meet training cost
						-251 Improvement in staff	-254 Staff performance	

management	-241	1 course	-246	20	performance	appraisals					
-236 Funding-raising	-242	1 course	-247	10	-252 Expansion in funding base						
-237 Admin and finance	-243	1 course	-248	15							
-238 Advocacy and networking	-244	1 course	-249	30							
-239 Computer literacy course											
(7) Strengthen the community cohesion and maximise the use of natural resources through social peace building and conflict transformation (1450 beneficiaries)											
-256 Conflict mapping/analysis	-263	Conflict fact sheet	-	270 1,000	-277	Cases of conflicts identified	-282	Survey reports	-286	Cooperation of state and local authorities	
-257 Select 3 land conflicts	-264	1 team for each case	-271	--	-278	Conflict cases resolved	-	283	Document ation of meetings	-287	Cooperation of tribal leaders
-258 Form mediation teams	-265	1 workshop	-272	30	-279	No. of mediators involved	-284	Individual cases reports	-288	Neutrality of political atmosphere	
-259 Training of mediators	-266	1 workshop	-273	30	-280	Negotiations rounds for each conflict	-285	Negotiation minutes			
-260 Informal negotiations	-267	5 site workshops	-274	90	-281	Participation and attendance in w/shops and conference					
-261 Direct negotiations	-268	10 Majles	-275	100							
-262 Announcement conference	-269	1 conference	-276	200							
TOTAL NO. OF BENEFICIARIES 2007-2010			26,767								

10- First year work plan

Objectives	Activities	Outputs	Time frame			
			1 st quarter	2 nd quarter	3 rd quarter	4 th quarter
(1) Increase families' income by 30% through horticultural, livestock, fisheries & IGAs	Horticulture	-289 40 family gardens	-292 Preparatory	-295 20 family farms	-297 10 family gardens	-299 10 family farm
		-290 2 group farms	-293 Base line update	-296 1 group farm	-298 100 shade trees	-300 One group farm
		-291 200 home trees	-294 Horticulture training			-301 100 shade trees
	Livestock	-302 250 goats	-309 Selection of beneficiaries	-312 150 milky goats	-317 500 poultries	-320 100 milky goats
		-303 900 poultries	-310 Contacts with partners	-313 Distribution of 400 poultry distributed	-318 Reseeding of 200 pasture area	-321 30 Kg of vet drugs
		-304 2 feddns of green fodder	-311 Purchase of materials	-314 Cultivation of 2 feddans of green fodder	-319 Purchase of 4 pucks	
		-305 4 pucks		-315 Reseeding of 300 feddans		
		-306 500 feddans		-316 20 kg of vet drugs		
		-307 50 kg provided				
		-308				

	IGAs	-322 4 retailing and co-opatives -323 800 sheets -324 grinding mills -325 bakeries -326 One textile unit	-327 Preparation of selected beneficiaries -328 Contacts with partners -329 Purchase of materials	-330 2 retailing co-ops -331 800 shoes sheet	-332 1 Grinding mill -333 1 Bakery	-334 2 retailing co-ops -335 1 textile unit
(2) Enhance the educational and health conditions	Education	-336 5 courses -337 Cash/in-kind -338 3 courses -339 2 kindergartens -340 Cash/in-kind -341 Support 30 pupils	-342 Preparation of selected beneficiaries -343 Contacts with partners -344 Purchase of materials	-345 5 courses -346 Cash in kid	-347 3 courses - 348 Establish ment of 2kindergartens -349	-350 Cask in kid -351 30 poor pupils
	Health	-352 30 Insurances/year -353 2 projects	-354 Preparation of selected beneficiaries -355 Contacts health insurance office	-356 Distribution of 30 health insurance cards	-357 1 project starts	-358 1 project starts

(3) Secure clean water for human and animals use	Water	-359 1 well rehabilitated -360 1 reservoirs const. -361 1 water point	-362 Preparation -363 Purchase of materials -364 Contacts with partners	- 365 Rehabilit ation of one well	- 366 Establish ment of one reservoirs	-367 Establishment of one water point
(4) Improve and upgrade the skills through provision of relevant training	Training	-368 1 Shoe-making training -369 1 Sewing and tailoring training -370 1 Apprenticeship training -371 1 Computer training -372 1 Agric. Extension training -373 1 Leadership training -374 1 Volunteers' trainings	-376 Preparation of beneficiaries -377 Contacts with trainers -378 Purchase of training materials -379 1 Animal health care training -380 1 Business management training -381 1 Advocacy and networking training	-382 1 Shoe-making training -383 Computer training -384 1 Animal health care training -385 1 Leadership training -386 one Volunteers' training -387 One Project cycle management -388 1 volunteers' training	-389 1 sewing and tailoring training -390 1 apprenticeship training -391 1 leadership training	-392 1 Agricultural extension training -393 1 Business management training -394 1 Volunteers' training -395 1 Advocacy and networking training -396 1 leadership training

		-375 1 Project cycle training					
(5) Involvement in interactive advocacy work to create enabling environment for education & citizens' rights, particularly women/girls, to 11,790 beneficiaries		-397 7 public sessions	-403 Preparation of beneficiaries	-408 2 public sessions	-412 2 public sessions	-416 1 finding workshop	
		-398 2 planning w/shops	-404 Contact with consultant and partners	-409 1 planning w/shops	-413 1 advocacy workshop	-417 One research and survey	
		-399 1 advocacy networks	-405 Prepare training materials	-410 1 research and surveys	-414 2 media session and advocacy campaign	-418 1 research and survey	
		-400 2 research and surveys	- 406 Establish ment of advocacy network	-411 2 media sessions and advocacy Campaigns	-415 1 planning workshop	-419 3 public sessions	
		-401 1 findings w/hops	-407 1 findings w/shop			-420 2 media sessions and advocacy campaigns	
		-402 2 media sessions and advocacy campaigns					
(6) Institutional support and strengthening of Abuhadia Society in fundraising, self-financing, and staff development		-421 1 new branch	-424 Contacts for formation of committees	-426 Formation of four committees	-428 Start one investment project	-429 Start 1 investment project	
		-422 8 committees	-425 Identify alternatives for investment	-427 Start 1 investment project		-430 Formation of four committees	
		-423 3 investment projects					
(7) Strengthen		-431 Preparation	-436 Conflict	-440 Selection of	-443 Start of	-446 Start direct	

the community cohesion and maximize the use of natural resources through social peace building and conflict transformation		for conflict mapping	mapping survey with concentration on land conflicts	2 small conflicts	informal negotiations	negotiations for two cases
	-432	Selection of 3 conflict cases		-441 Training of mediators	-444 Prepare for direct negotiations	- 447 Announce ment conference
	-433	Preparations for formation of mediation team	-437 Identify mediators	-442 1 site workshop	-445 1 joint site workshop	
	-434	Start process of informal negotiations	-438 1 site-based workshop			
	-435	2 site w/shops	-439 Start direct negotiation process			

11- Budget

Total budget for the action for four years estimated at us \$ 2,500,000 divided as following

Year one	year two	year three	year four
865000	700000	500,000	435000