

FES YOUNG LEADERS PROGRAM DESIGN & MANAGEMENT MANUAL



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INTRODUCTION.

Friedrich-Ebert-Stiftung (FES)

Friedrich Ebert Stiftung (FES) is a German political foundation established in 1925 as the political legacy of Friedrich Ebert, Germany's first democratically elected president. Its headquarter is in Berlin, and has offices and projects in over 100 countries with the mandate to promote democracy, political education, social justice and international dialogue.

As the oldest political foundation of Germany, the Friedrich-Ebert-Stiftung is committed to upholding social democracy, social justice and international understanding. Social democracy is based on social human and civil rights and contributes to their consolidation. It expands and stabilises political democracy by means of social justice, the democratisation of society, social security, sustainable development and international solidarity. Social democracy creates an enabling environment for all citizens, women and men, in which they can exercise, without restrictions, their political and fundamental human rights and social rights of participation, thus contributing to the development of their country. It seeks to ensure equal opportunities in life and equal decision-making rights for all citizens. Social democracy is practised democracy for everyone, including the socially disadvantaged.

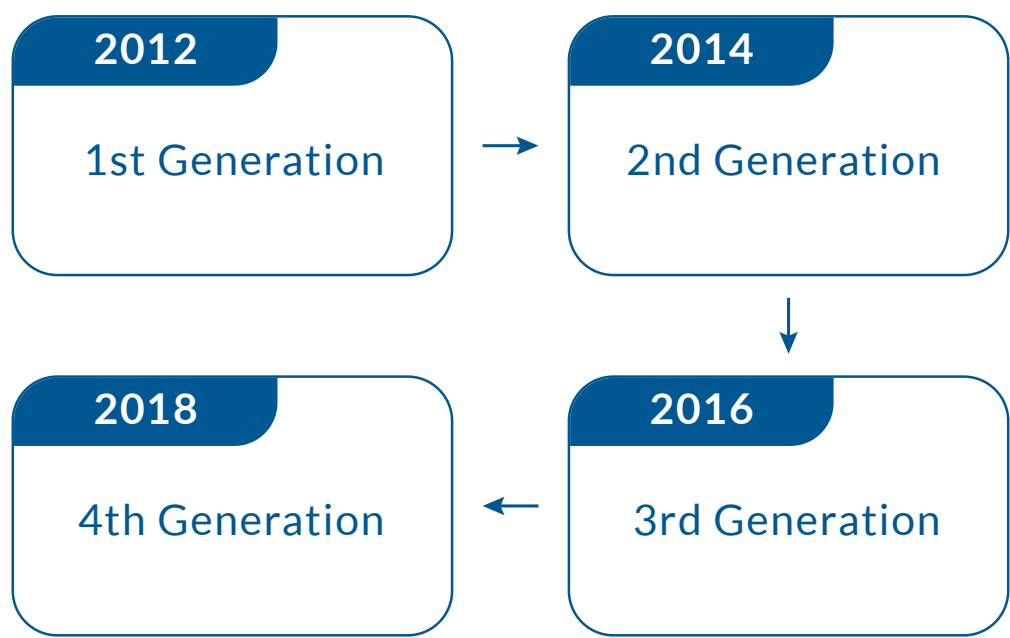
Young Leaders Program in Sudan

FES had introduced the Young Leaders Program (**YLP**) in Sudan in 2012. Since then, it was able to establish a decent alumni network made up of four batches (generations) of graduates. FES successfully developed the program by integrating new components into the conventional ones (capacity building for individual young leaders and community engagement). FES was also able to successfully attract DFID funding by scaling up the effect in the last three years. As a result, numerous Young Leaders pursued leadership roles in different arenas including the uprising movement.

This manual

FES Sudan office intends to continue learning from and supporting the experiences established over the recent years.

Therefore, FES has created the Young Leaders Program Design and Management Manual for Sudan in order to dig deep into the successful stories and remarkable achievements as well as to examine the drawbacks and learn from its previous practises. This manual translates six-years of **YLP** exposure for FES Sudan office that started in 2012.



The manual provides detailed descriptions of the steps and procedures to be followed in order to design a quality program for young leaders in Sudan. It also explains the methods and techniques to effectively and productively manage interventions that ensure quality outputs, thus paving the way for the desired outcomes of the program.

The manual has been developed to assist organizers and development experts, particularly those who support and promote young leaderships in countries with similar socio-political context of today's Sudan.

The Manual is composed of five main phases. Each phase contains detailed steps together with examples, toolkits as well as lessons learnt.

THE JOURNEY OF THE PROGRAM.





**HAVING A CLEAR VISION AND
PHILOSOPHY TOWARDS THE
YOUNG LEADER PROGRAM.**

1.1 - FES legacy

FES's work focuses on the core ideas and values of social democracy; freedom, justice and solidarity. Since FES's founding in 1925, it held the rich tradition of social democracy. The foundation owes its formation and its mission to the political legacy of its namesake, Friedrich Ebert, the first democratically elected German president.

In a globalized world, social democracy calls for solidarity and fair cooperation more than ever before. Global communities and global markets need to be embedded and linked to political responsibility and social and ecological regulations.

With approximately 100 offices worldwide, FES is involved in socio-political activities through regional and country-specific projects that promote democratic structures, support social equilibriums and help develop dialogue competencies. The success of FES's international activities depend to a large extent on its partners, and the mutual relationship formed based on long-term trust. Political parties, trade unions, non-governmental organizations (such as women, youth or environmental organizations) are all part of a comprehensive range of partners, as well as governmental, regional and international institutions.

One of FES's goals is promoting a free society based on the values of solidarity that offer all its citizens equal opportunities to participate on a political, economic, social and cultural level regardless of their race, gender or religious beliefs.

Political education, international cooperation and support of young talent are among the main interventions that FES follows in order to strengthen social democracy.

1.2 - Relevant objectives and philosophy

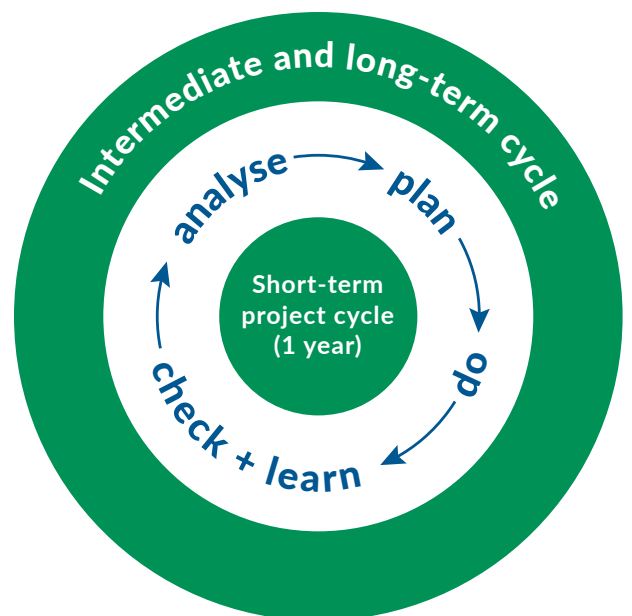
Relevance of the youth situation in Sudan

The Sudanese YLP document states that young men and women make up more than 60 percent of the population in Sudan and are the fastest growing segment of society. Despite this, active youth participation in social and political life and decision-making processes is very limited. Young people are not represented adequately in civil and political institutions and processes such as civil society organizations, political parties, trade unions, elections, peace building efforts, local government and community development efforts. People under the age of 35 are rarely found in political and civil leadership positions. With limited exposure and opportunities to meaningfully engage and participate in social and political life, young men and women feel excluded and marginalized in their societies and communities. Youth exclusion is strongly evident in Sudan, often crossing with other forms of marginalization linked to gender, geographical location, cultural background and/or ethnicity.

The **YLP** works with the intention of quality interventions.

This is achieved through continuous learning from years of accumulated experience, adjusting paths and methods, and sustainability of the program including financial and human resource needs and requirements.

From a program management point of view, the journey of **YLP** is built on FES Quality Cycle which all FES projects need to undergo as illustrated in this digram.



According to FES Quality Cycle, short term project activities closely interlink with the medium- and long- term project strategy through the same phases of analyze, plan, do, check and learn. This idea is explained in detail in phase 5 “Check on the achieved results, learn, redesign and resume the journey”

PLANNING ACTIVITIES.



2. Deep assessment

2.1 - Participatory assessment

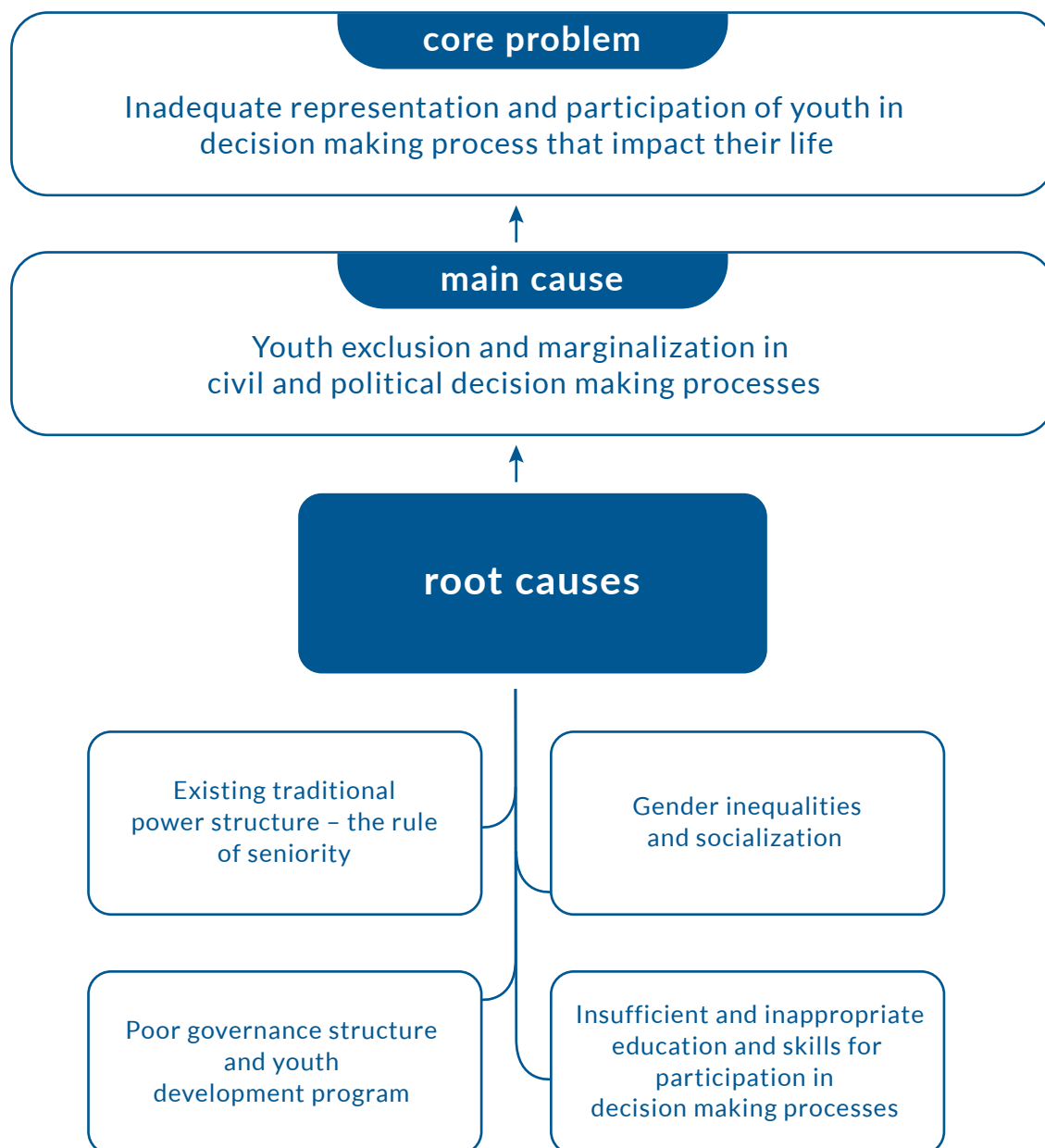
The participatory needs assessment and problem analysis method provide a broader and faster approach to access large amounts of data and information, particularly when considering the following three elements :

- Diversity of assessment team: this includes gender, age, academic background and practical experience. This can help in narrowing knowledge gaps among the assessment team members and enable them to respond to the various needs of the various targeted young people.
- Diversity of data collection methods: this includes revising secondary data sources, questionnaires, interviews, focus group discussions and consultative workshops.
- Diversity of data sources: this includes meeting with experienced stakeholders in the same field, ministries and relevant official departments, national consultants in addition to the targeted young people themselves.

At the end of the data collection process, a workshop is to be organized for those who participated in the assessment. The participants should also contribute towards the analysis of the collected data and logically prioritize the complicated and interconnected root causes of the context. It could be done through the simple tree problem analysis tool (see the below diagram «next page»).

2.2 - Local context oriented

It is important to stress that besides considering the international context analysis, the assessment should also focus more on the national and local context of young people, aiming to reach a deeper understanding of the root causes of youth issues within a specific country. The participatory needs assessment and problem analysis method approach applied to Sudan's case resulted in the following root causes and core problem.



In light of the above analysis of root causes, there is a compelling need for the following:

- Strategic capacity and leadership development for active young people and their organizations.
- Strategic youth engagement at the community level.
- Integrational dialogue at all levels of society.
- Strategic alliance building among the active youth and between the active youth and other important stakeholders (CSO, media and influential figures of society) to influence public opinion and advocate for the right of participation and development.
- Strategic youth communication and engagement with government bodies to effectively influence youth programs in Sudan.

2.3 - Anticipation of logical assumptions

Following the local context analysis, which explains the root cause/causes of the problem (point 2.2) and consequent identification of the main areas of intervention/interventions, it is useful to continue listing some assumptions under each component or area of intervention in order to anticipate the effects of the suggested interventions.

Although this point will be further explained in the coming stages of this manual, the reader can quickly go through the following examples of 'anticipating logical assumption under the identified areas of intervention' from FES Sudan office experience:

Capacity building of Young Leaders (YL)

Level 1: If YL are strategically and systematically selected and provided with intensive leadership, civil and political educational training (with a critical understanding of the current youth situation in mind), it is more likely that they will apply the acquired knowledge and skills on innovative, robust and effective youth initiatives.

Level 2: If the project challenges existing notions of leadership that disconnect YL from their communities (as well as majority of the poor, illiterate Sudanese), it is more likely that a new generation of leaders will understand the needs of their communities and deliver change.

Level 3: If YL use their gained skills to break the elite-to-elite bonding, they will become actively involved in their communities (none-elite youth and other members of the community). This in return will contribute to influencing other youth to engage in the civil processes.

Level 4: If YL succeed in encouraging/mobilizing other youth and both become active among their communities, increased discussions will take place as well as knowledge of youth rights to representation and participation, and democratic governance among communities.

Youth - community engagement component

Level 1: If youth are supported with intensive trainings on leadership, they will become more able to effectively participate in the currently existing community level mechanisms, including governance mechanisms such as Neighborhood committees.

Level 2: If youth effectively participate in the currently existing mechanisms at community level, they will be more able to shape priorities and respond to community needs even at a political level, since those mechanisms are where decisions are made and youth will be involved in its activities.

Level 3: If Young Leaders effectively participate in governance mechanisms at community level, it is more likely that they are perceived as assets by their communities as they would have demonstrated their abilities and capacities to stimulate positive change and contribute towards mechanisms relevant to the community.

Level 4: If the communities perceive youth as assets, there will be more public support for youth representation and participation in the governance system since a different understanding of youth capacities would have been established.

Alliance building component

Level 1: If Young Leaders use their skills to form alliances and if the alliances are provided with trainings on alliance building, functions, and alliance effectiveness, it is more likely that the alliance members will have better knowledge and skills on how to make the alliances effective.

Level 2: If the alliance members use their gained knowledge and skills to make the alliances effective and take collaborative actions, this would contribute to a stronger voice claiming youth rights since the alliances will have a strategy and ability to engage and deliver.

Level 3: If youth alliances can form partnerships with likeminded CSOs, a stronger joint advocacy for youth representation and participation would be possible.

Level 4: If youth rights is mainstreamed into CSO programming and media, and private sector's SCR programs, then relevance of youth representation and participation will be more visible at the local, national and state level since the different sectors in the alliance will address youth rights in their different thematic programs.

Level 5: If youth alliances collaborate with the media, there will be more publicity and visibility of youth issues (positive representation of youth) since FES will select media organizations that are interested in representing youth.

Level 6: If YL strategically use alliances to influence public opinion and the alliances strategically took collective action, it is more likely that policy makers will listen to and consider the demands of youth as public opinion and support may influence how policy makers set priorities.

Youth-state engagement component:

Level 1: If Khartoum University is supported by FES to organize dialogues between youth and the government, the government is more likely to participate in the dialogues since the university is recognized as a credible player on both sides.

Level 2: If political dialogues are conducted on a regular basis with the participation of key government representatives, YL and youth alliances, the government will have improved communication with the youth.

Level 3: If there is more dialogue and communication between youth and government, YL can use these alliances to build systematic public opinion around meaningful and ethical participation, encourage other youth to be active in their communities and be seen as actively doing tangible work among their communities, it is more likely that government representatives will have an interest in transferring the initiatives into programmed plans of action.

Institutional capacity building of youth led organizations/initiatives

Level 1: If four youth led organizations/initiatives receive intensive training on how to improve their institutional effectiveness (communication and documentation skills, leadership skills, etc.), there will be sustainable institutions and movements that represent youth needs and claim youth rights (new youth led initiatives, etc.).

It is very important at this stage to recognize the unique objective of FES Young Leaders Program that is based on a political outlook, in comparison to other youth leadership programs that are based on a developmental outlook.

The below table explains the differences:

Other youth programs (developmental outlook)	FES Young Leaders Program (political outlook)
Individual young leaders training and capacity building interventions	Individual capacity building through institutional enhancement of youth organizations
Enable YL make use of their skills and knowledge to effectively participate in their respective community development	Enable YL make use of their skills and knowledge to effectively participate in their respective community-based systems
Supporting networking among YL to learn and build capacity is focused on a community development agenda	Supporting building effective alliances among YL institutions to take collaborative actions and to strategically influence public opinion and decision makers priorities is focused on social democracy
Limited to youth leaders’ capacity building, community engagement and networking for learning and development	Extends to youth-state engagement through relevant government institutions to initiate and maintain political dialogue

3. Rational design of program's interventions and objectives

The third phase of this manual is the planning phase, which comes after a clear understanding of the situation is established through logical context analysis and rational identification of the possible areas of interventions.

3.1 - Participatory planning including youth groups

The participatory approach among stakeholders should be followed until the planning phase. It is important to acknowledge the importance of youth as beneficiaries, assets, partners and breaking free of social class prejudice and power structures persistent in Sudan.

To achieve the planning phase, a three day workshop should be organized where program objectives will be designed and sub-activities that lead to outputs are identified within each area of intervention. Below is a description of the main requirements for a successful workshop:

- Participants: between twenty to twenty-five participants representing FES program staff, national partner organizations, SPD youth, some experienced references in this field in addition to five youth leaders.
- Facilitator: preferably a consultant in the field of program planning development with facilitation and consensus building skills.
- Material: areas of intervention that have been identified by the end of the assessment.
- Logistic needs: comfortably ventilated room, projector and screen, whiteboard, eraser, markers, pens, notebooks, papers and refreshments.

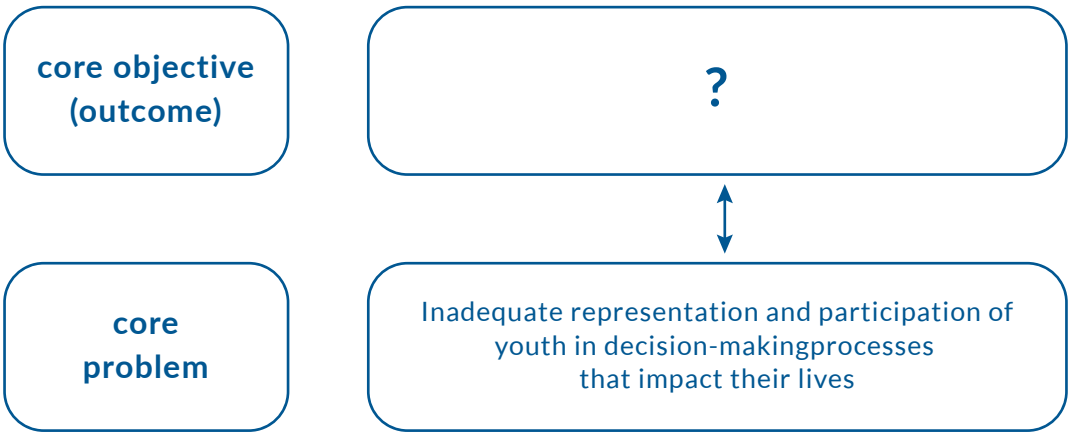
The facilitator explains to the participants the objective of the workshop which is developing and designing the expected outputs, outcomes and impact of the Young Leaders Program. It should be clarified that the workshop is a continuation of the conclusions in the assessment phase, to reach possible intervention areas according to the situation analysis.

3.2 - Development of program objectives

Development of objectives is accomplished through four steps in the Planning Phase workshop.

3.2.1 Reverse the negative statement of the **core problem** into a positive description of **core objective/outcome**

The facilitator draws two rectangles on the whiteboard; the lower rectangle for stating the core problem and the top rectangle for stating the core objective.



Through the brainstorming method, the facilitator asks the participants to contribute to outlining the outcome, contrary to the current undesirable situation (the problem). The facilitator should lead the process and build on participants' different contributions until a suitable form of the counter-problem is reached. Here is a practical example from the Sudanese experience:

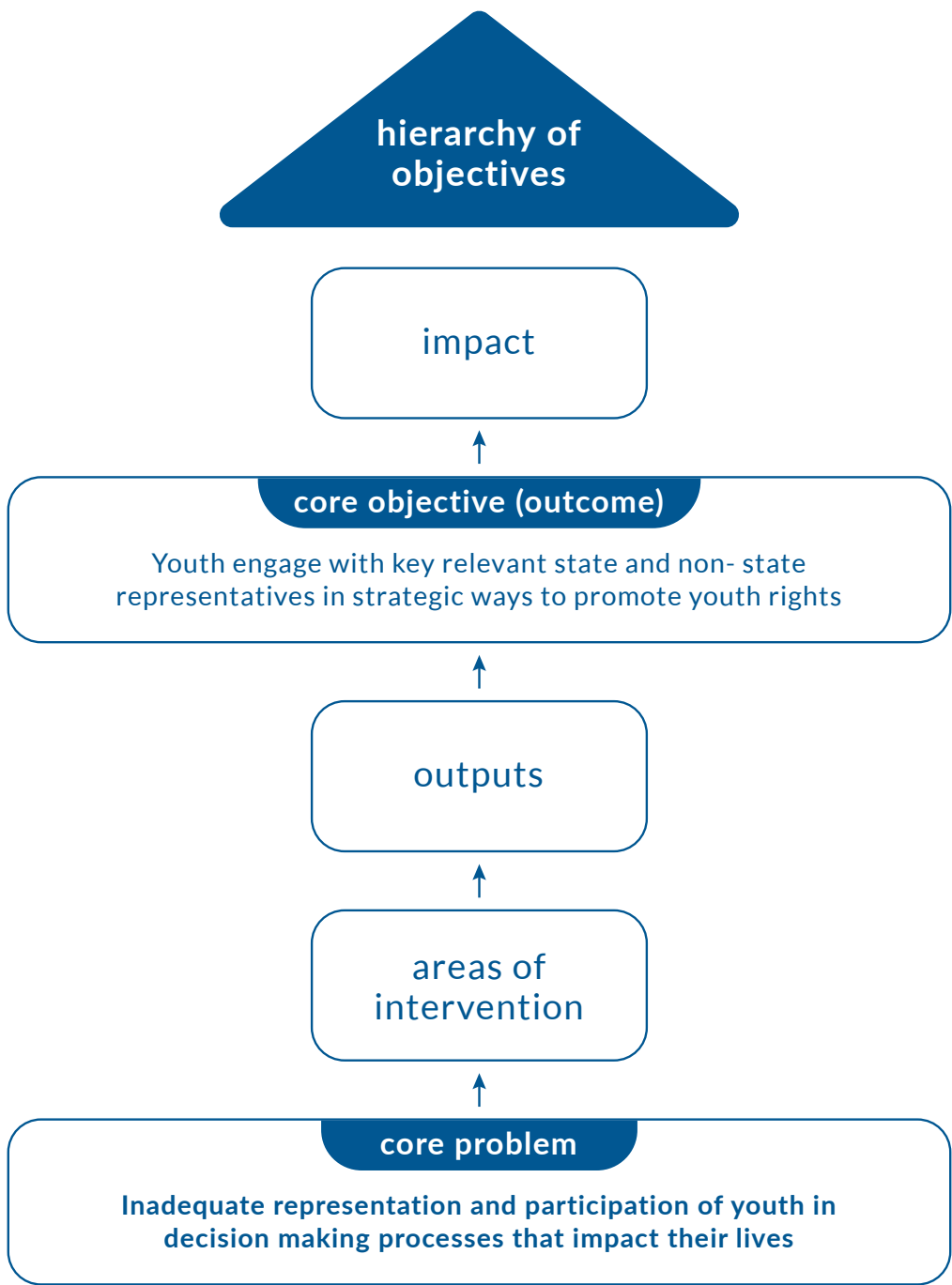
Youth engage with key relevant state and none - state representatives in strategic ways to promote youth rights

3.2.2 - Hierarchy of objectives

The facilitator explains to the participants that the realization of any objectives requires some **interventions** (set of activities) and the immediate result of these interventions is called **(output)**. Subsequently, a set of outputs help in reaching **outcomes**, and in the longer term, an **(impact)** is achieved from the set of these interventions.

In development planning, such consequential order of inputs-to-activities-to-outputs-to-outcome and then to impact is known as **hierarchy of objectives**.

The facilitator returns to the whiteboard and adds four rectangles to the left of the two previously drawn rectangles to design the hierarchy of objectives, as follow:



3.2.3 - Designing the outputs

The facilitator then divides the participants into five groups of five to six persons with different areas of experiences, ages, backgrounds and gender.

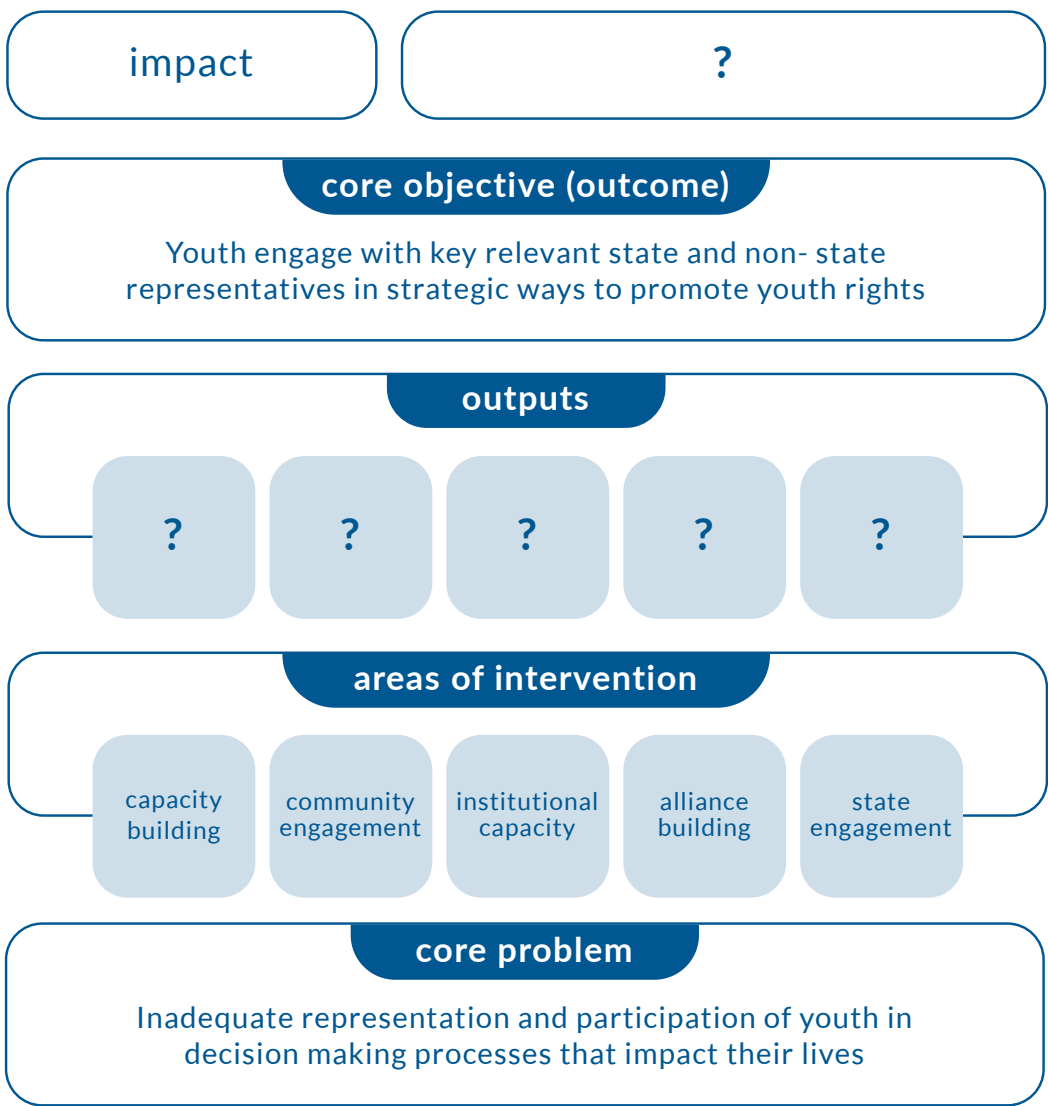
All participants are reminded about the areas of interventions/components that have been identified at the end of the assessment phase. These components are:

- Capacity building for **YL**
- Youth-community engagement
- Institutional capacity building of youth led organizations
- Alliance building
- Youth-state engagement

The facilitator should explain to the participants that an output is the direct result of a specific intervention (set of activities). They should also be reminded on framing an output as if it is achieved (passive voice).

With that, the facilitator returns to the whiteboard and adds five boxes against each area of intervention, written in them are the five agreed upon components.

The five components are then divided among the five groups (one component for each group) asking each group to formulate an outcome for their specific component according to the explanation mentioned earlier. The below diagram describes the requirements:



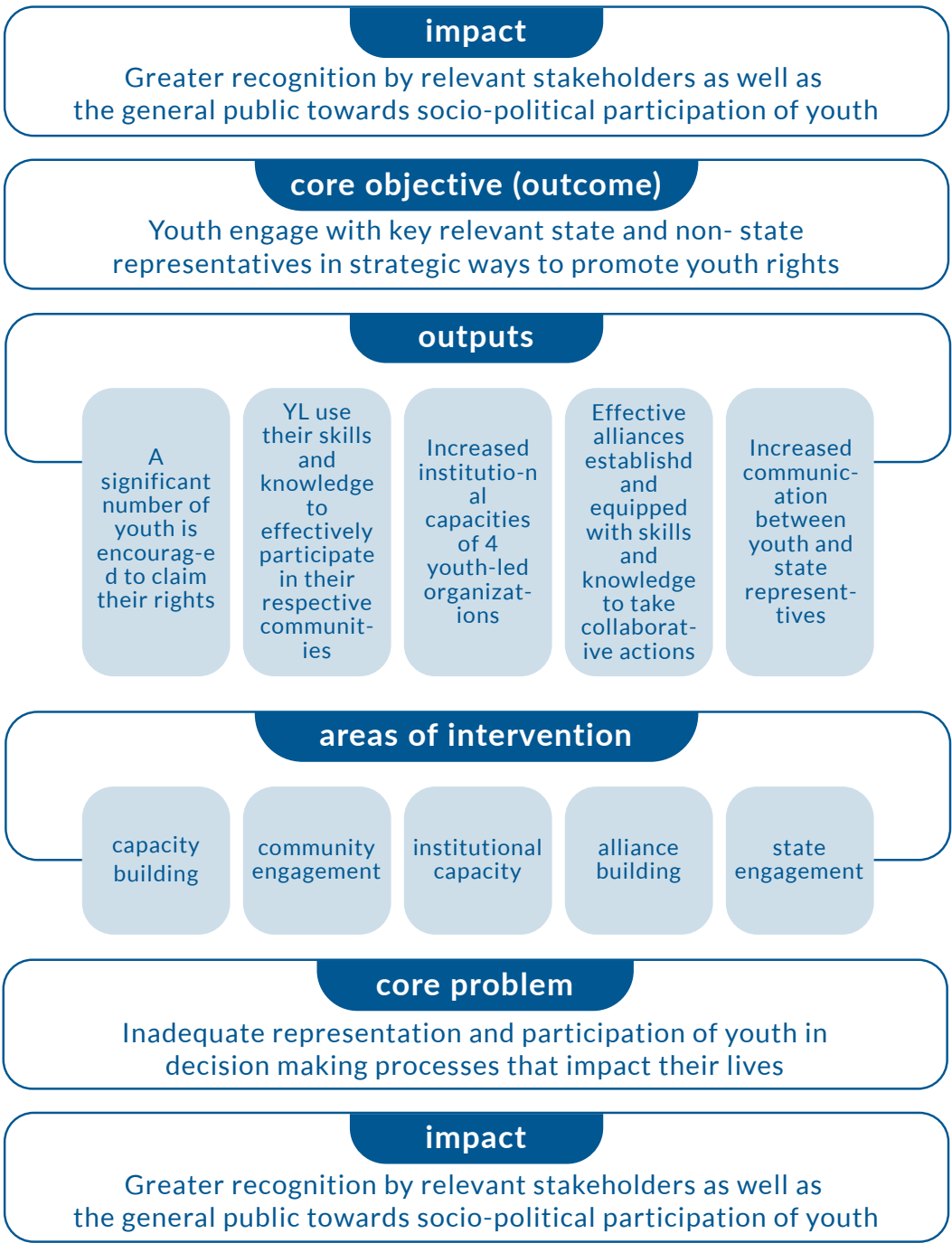
3.2.4 - Framing the impact

The facilitator explains to the participants that an impact can occur on the long term, even beyond the end of the program. An impact could also occur as a long-term result of the program interventions together with accumulated multiple efforts and contributions from external factors such as policies and practices across the economic, political and social sectors.

The facilitator assists the participants (through brainstorming) to conceptualize and formulate the program impact (if the objectives of the program are achieved).

The facilitator should build on the different contributions and perspectives of the participants until a consensus is reached on formulating the impact statement.

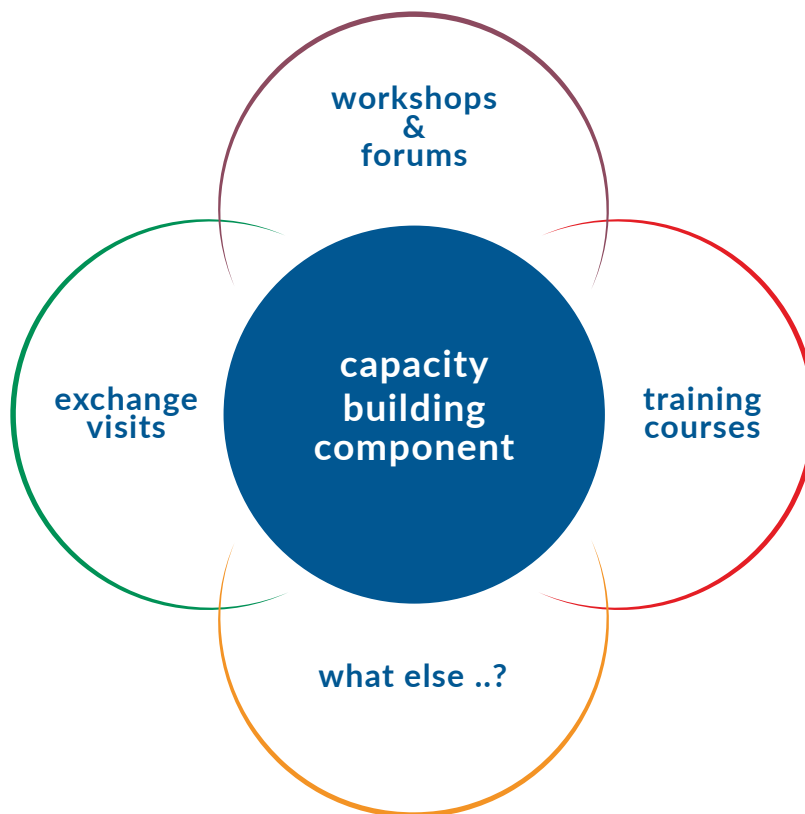
The following is the complete model of the Sudanese experience in developing the objectives of the **YLP**:



3.2.5 - Designing sub-activities for each area of intervention:

The facilitator reminds the participants that each component or area of intervention consists of a set of activities. They can present the following simple example for additional clarification:

(Example) Sub-activities for capacity building component could be:



When the overall idea is understood, the facilitator can ask each group to try and create suitable activities for each component or intervention that will help produce a new output. Each group then presents their findings and respond to possible questions or comments by other participants until all components are discussed and a set of sub-activities for each component is agreed upon.

3.3 - Adequate input and activities to produce quality results (result base design):

- ✓ To implement any activity, we need an adequate number or amount of quality valuable inputs is required.
- ✓ To generate a quality valuable outcome, we need to design an adequate enough number of activities must be designed and efficiently implemented. them efficiently
- ✓ The objective is successfully achieved Whenever we produce sufficient and valuable high quality output is created. the closer we are to reaching the objective.

PROGRAM ORGANIZATION AND IMPLEMENTATION.



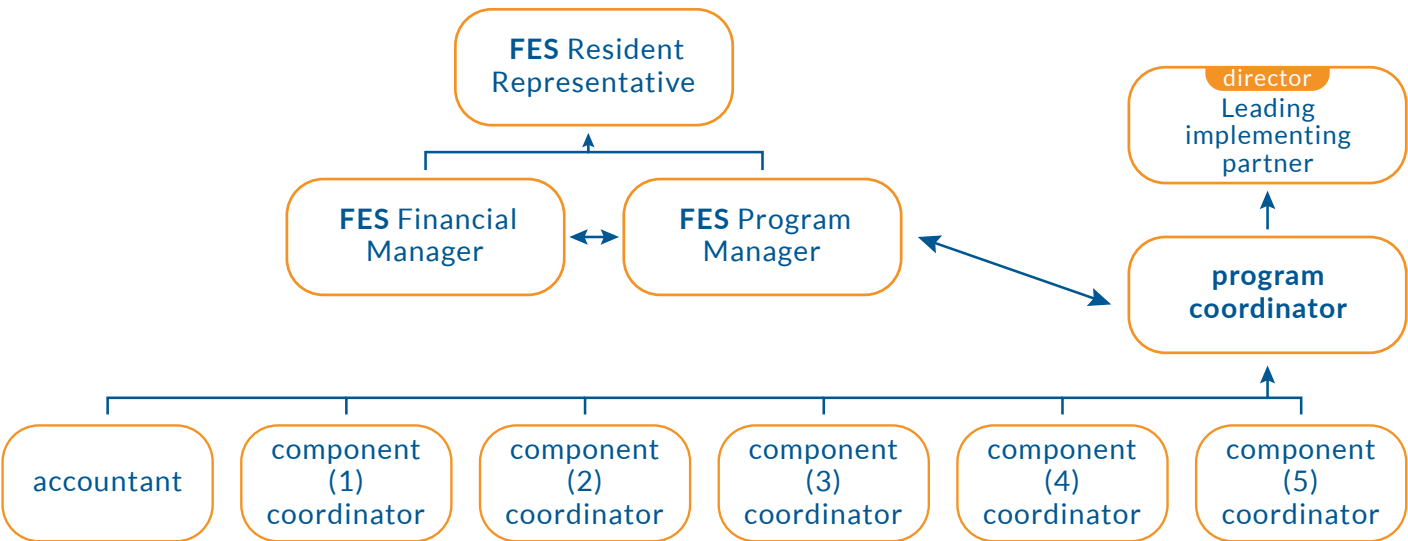
Organization is the management phase that follows the planning phase, during which designing of objectives is completed. In this organizing phase, we turn our thinking to designing the program’s internal structures that are used to achieving the specified objectives. This includes job titles, authority levels, responsibilities, supervisory structures, reporting and everything related to the quality administrative process.

4.1 - Program management set up

Due to the current Sudanese situation, the nature and scope of Young Leaders Program requires direct collaboration with local implementing partners (IP) for the following three reasons:

1. FES Sudan office has a limited number of technical staff , which concentrate on the political work of FES in Sudan.
2. Local implementing partners specialized in this specific field have vast knowledge of native culture and better understanding of the local context. They also have access to target groups, wide public relations at national level and the ability to deal with government officials. In additions to that, local partners can easily mobilize needed volunteers.
3. Collaborating with local implementing partners provides opportunities for local organizations to expand their human resources and capacities.

Sample of Young Leaders Program structure/organogram:



Explanatory note to be developed and attached to the organogram to clarify the following:

- Horizontal and vertical lines of relationships (who is reporting to whom).
- FES's financial processes and accounting systems including delegation structures, limitations of responsibilities and segregation of duties.
- Coordination levels between institutions.
- Internal and external lines of communication (other IPs, donors, beneficiaries, youth leaders, local authorities, etc.).
- Fixed and ad-hoc meetings.
- Narrative, financial, and on-demand reports.
- Relations with relevant consultants and service providers.

4.2 - Selection of implementing partners:

Local implementing partners are selected according to the nature and exclusiveness of the program. Below are some of the selection criteria for **YLP** local implementing partners:

- Local IP objectives should be relevant to or in-line with the objectives of the program.
- Should be a youth-led organization or institution.
- Local IP should be officially registered, acknowledged, eligible and lawful.
- Should have adequate institutional capacity especially in the finance and accounting areas.
- Should be interested in working with FES **YLP**.

The above criteria can be confirmed through:

- Requesting the institution's profile.
- Meeting the IPs' management and discussing their plans, systems, etc.
- Visiting the IPs' offices and check the premises, work permits, staff etc.
- Consult with former and current donors and partners of the institution.

Sudan's experience with the selection of YLP implementing partners:

Based on the above selection criteria, FES Sudan office has selected the following local implementing partners:

1. GESR Centre for development: (lead strategic partner for YLP)

GESR organization is registered with the Ministry of Culture and holds a valid registration certificate. It has a bilingual constitution of Arabic and English. GESR adheres to its internal bylaws and operational procedures when hiring staff, managing assets and carrying out logistics. GESR has a clear structure, segregation of duties and contractual modality which help in retaining its employees. Members of the Executive office are elected by the general assembly and are fully accountable to it with the board being structures as advisory office which solved the segregation of duties issue.

A decent record keeping system for the projects is in place as per the donors' requirements in order to address their reporting requests.

GESR has the capacity to prepare financial and project reportings. Policies for financial reporting are reviewed as necessary, approved and available to the relevant staff members. There is a written policy and procedures manual (book of financial procedures) for accounting and record-keeping.

The relationship with the ministry is quite positive and is based on mutual respect and understanding which facilitates their transactions and other activities with the relevant government authorities. GESR has also been positively acknowledged and appreciated in many occasions by MoC.

The organization succeeded in engaging a diverse youth from multiple sectors possessing different interests and preferences such as arts, sports and others. They are now absorbed in a healthy environment that satisfies their capacities and ambitions. GESR has put the youth values at the core of its institutional regulations to ensure protecting the rights of all youth and prioritize placement of right persons in right positions. GESR programs are expanded to penetrate new segments such as sports the community in order to widen its scope and increase youth participation.

GESR has improved its programming guidelines to ensure clarity of objectives and delivery of tangible results and graft sustainability through engagement and support of youth at local communities' level.

2. SADAGAAT Charity Organization:

SADAGAAT organization is a registered charity organization. It has its own well-equipped premises with several offices and a decent meeting/training hall. Their organizational strategy is fully developed and functional, with a well-constructed regulatory framework including constitutional, finance and HR policies.

SADAGAAT's organizational structure contains basic functional levels and positions filled with qualified staff. It has annual operation plans for the four program sectors the organization is implementing (health & nutrition, water wells, education and emergency relief). SADAGAAT's board members possess strong professional knowledgeable and are successfully managing to steer the organization with a stabilized level of resources that ensures durability and sustainability. It has a signed partnership with international organizations such as UNICEF for a period of six months with potential for expansion. Its wide presence and project implementation throughout the country increased its recognition and trust among the local communities.

3. Youth Forum Organization (YFO):

YFO is registered with the Humanitarian Aid commission and hold a valid license for the current year. YFO has an internal organization policy that covers the standard operational dimensions of the organization. The volunteer policy and guidelines is the most prominently activated and well-articulated policy within YFO.

The organization has good connections with Ministry of Youth (MoY) in addition to a good network of youth organizations connected through governance and peace building projects.

YFO team are working on developing a new organizational strategy to succeed the expired one and have already conducted two preparatory workshops that included board members, staff and volunteers.

4. Sharie Alhawadis: (the only unregistered initiative – supported under SADAGAAT Charity Organization's umbrella)

The initiative is still not registered with the official authorities, although they conducted five years of progressive field work supporting children with health emergencies. The continuous presence of the organization's volunteers at local hospitals helped deliver the needed services (financial support, medical treatments and medication) to the beneficiaries in need around the clock. Sharie Alhawadis has the ability to mobilize donors and volunteers fully committed and dedicated to the initiative. The initiative has gained the local community's trust and acceptance as it specializes in supporting children emergency health cases. This sympathetic specialization helps keep the initiative focused and evolving while providing quality, timely services. It also helps build the initiative's capacity and mobilize individual and institutional support to sufficiently fund the initiative's task forces across different hospitals.

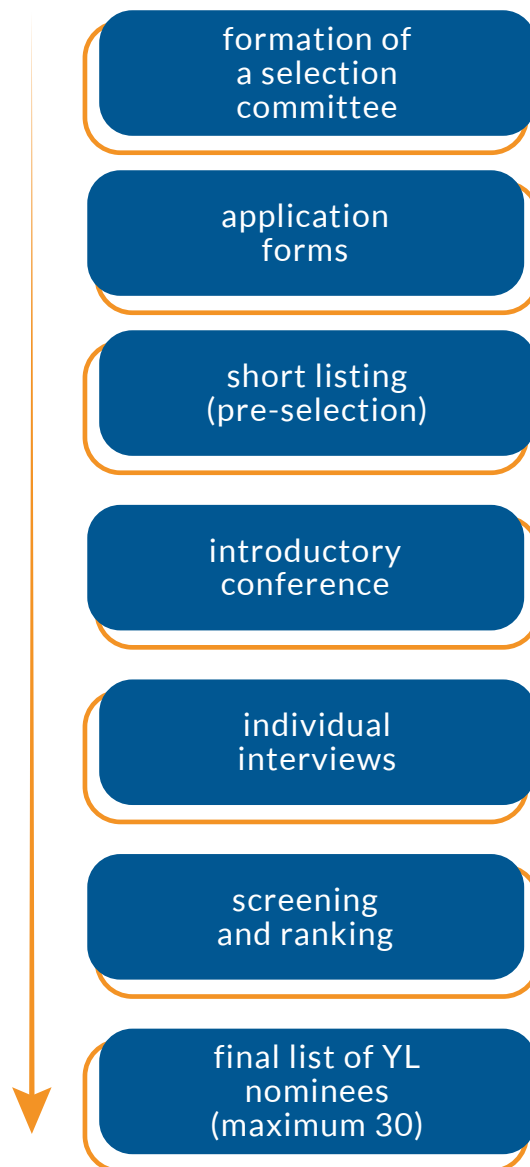
The initiative has financial and accountability policies in place as well as a comprehensive, well written constitution. It also has a simple and functional rotation management procedure enabling volunteers to handle urgent cases in an efficient, speedy manner.

Signing Memorandums of Understanding (MoU)s and comprehensive agreements with local partners is extremely important, at least with the leading strategic partner who may thereafter sign with other partners under its custody.

4.3 - Young Leaders' nomination and selection

The process of reaching the targeted Young Leaders determines the overall success of the program. It usually takes a considerable amount of time, effort and resources for the reach-out to be accomplished. This manual provides unique tools and techniques to enable the **YLP** management reach the right beneficiaries and right young leadership participants.

The steps for selecting **Young Leaders** are summarized in the following diagram:



4.3.1 Formation of a Selection Committee

It is important for the selection process of the **YLP** participants to be transparent and fair. Preferably, a special Selection Committee is formed from the non-program employees. Diversity of the committee should be highly considered (age, gender, academic and practical experience, skills, regional and cultural backgrounds).

For example, in the FES - Sudan experience, the special Selection Committee was made up of an author, play director, sociology lecturer, journalist (who later became the minister of media and cultural, human rights activist, novelist, legislator and an expert in civil society affairs. There were three males and two females with an age range between thirty-five and sixty-five years old. They all come from diverse cultural, ethnic and geographical Sudanese backgrounds.

4.3.2 Application form

Designing the application forms is the first step for the Selection Committee. Applicants provide their basic information such as name, age, level of education, type and place of work, previous experience (with an emphasis on hobbies and interests) in addition to the applicant's objectives for participating in the program and what the applicant can add to the program in case selected.

In collaboration with the IPs, the application forms are distributed to a wide range of the target groups in all institutions, forums, national organizations, political parties and relevant government bodies such as the Social Welfare and Ministries of Youth and Sports.

The IPs are responsible for distributing the application forms to the target groups and also responsible for collecting back the forms after being filled and submitting them back to the Selection Committee Secretary.

4.3.3 - Pre-selection (short listing process):

The Selection Committee is expected to receive tens of applications and must select the most suitable applicants.

In the pre-selection process, applications are ranked based on the following criteria:

- Age - applicants between the age of 19 and 30 years old with exception for people living with disabilities
- Activity level - active individuals who are members of non-governmental organizations, groups, political parties etc.
- Leadership - potential to play a leading role in their communities; in both political and social life in Sudan.
- Vision - possess a broad vision for the future of Sudan and be able to present/discuss this vision
- Support - will to support and promote peace, democracy, social and gender equality.
- Knowledge - aware of the Sudanese context.
- Approach/attitude - possess a progressive attitude towards relevant topics such as youth involvement, gender, and civil rights and social democracy.

Below is a sample pre-selection schedule to enable committee members score each indicator out of 5 points:

no	name	indicators points (minimum = 0 / maximum = 5)						total points	comments
		age	personal objectives	past experiences	academic qualifications	x	y, z		
1	XXXXXX	5	5	5	5	5	5	30	
2	XXXXXXXXX	0	-	-	-	-	-	0	out of range (age)
3	XXXXXX	5	3	3	5	2	4	22	

Note: If an applicant is below 19 years old, they will be considered a child; and if above 30 years old, they will be considered out of the target group. As a result, they will be eliminated from the competition.

Besides the above- mentioned selection criteria, the committee should consider the below balances to avoid domination by a single age-group, field of specialization etc:

- Age equilibrium.
- Gender evenness.
- Organizational/institutional balance - variety among civil society, voluntary organizations, initiatives, government departments, political parties, etc.
- Ethnic, regional, and cultural background equilibrium - prioritizing applicants from marginalized regions and segments of society with minimal or no access to opportunities for personal development.
- Special consideration to females from disadvantaged regions.
- Special consideration to those with disabilities.

It is recommended to pre-select around sixty applicants then nominate the best thirty candidates after conducting the interviews.

4.3.4 - Selection conference and personal interviews

It is important for the selection process of the **YLP** participants to be transparent and fair. Preferably, a special Selection Committee is formed from the non-program employees. Diversity of the committee should be highly considered (age, gender, academic and practical experience, skills, regional and cultural backgrounds).

The Sudan YLP successfully applied the entire recommended methodology for YL selection conference (as stated in FES MENA Manual for YLP 2014), with minor modifications in some tools and practices as described hereunder in detail.

The primary objective of the two day selection conference is to select participants for a future YL program on the basis of the criteria set out in section 4.3.3 in [page 29](#) . The selection conference is an opportunity for the participants to describe their future aspirations, discuss their analyses of contemporary socio-political issues and express their strengths and weaknesses. The selection conference is an opportunity for the Selection Committee to assess each applicant's analytical abilities, problem-solving skills, mindfulness and motivation to actively promote change and development. It is also –a chance for the Selection Committee to observe the applicants and form a better understanding of their principles.

The selection conference takes two days of presentations and groups work in addition to a third day for individual interviews.

The maximum number of **YL** participants in a selection conference is thirty persons. Which means a second separate selection conference may be organized for a second group of participants in case there is more than the mentioned number.

Materials needed for the selection conference include:

- Participants - writing pad, pen and copies of program agenda.
- Selection Committee - observation report spreadsheet, curriculum vitae of all applicants and the list of questions.
- Others - flipcharts, markers, display easels.

Procedure and methodology:

- ✓ The selection conference starts with an official opening session by **YLP** management followed by casual small talk and a “getting to know each other” activity (normally through non-traditional techniques).
- ✓ The next step is for members of the Selection Committee to act as facilitators and initiate the discussion with and among the YL participants.
- ✓ Some very short presentations to be conducted by members of the Selection Committee on relevant issues such as social justice, education policies and gender equality.
- ✓ Participants are then divided into small groups to perform group work and plenary discussions (an improvised play on the subject «social justice in my country». Or a plenary discussion/debate on education policy, gender equality etc).
- ✓ Each participant to have a ten minute personal interview with the entire Selection Committee.



The Selection Committee and the observation of candidates:

A fundamental principle of the observation and evaluation process is that every participant is observed and assessed by all members of the jury; this is a further guarantee of objectivity.

Every member of the Selection Committee must have a complete list of participants. The list also contains indicators regarding the skills and characteristics of each participant and the committee member should provide a mark from 0-5 for each participant.

Below is an example of that:

no	name	indicators points (minimum = 0 / maximum = 5)						total points	comments on weaknesses
		team spirit	presentation skills	communication skills	x	y	z		
1	XXXXXX	5	3	3	5	2	4	22	
2	XXXXXXXXX	3	5	3	5	5	5	26	
3	XXXXXX	5	5	5	5	5	4	29	

Several group activities and presentations need to be carried out by the participants until the committee members are able to find enough opportunity to monitor the behavior and performance of each participant and be able to record their impression about each one of them.

Once the participants have expressed their characteristics, team work skills and other abilities during the working group sessions, they attend a personal interview during which they are required to answer questions about themselves, their personal goals and their political views.



4.3.5 - Screening and ranking

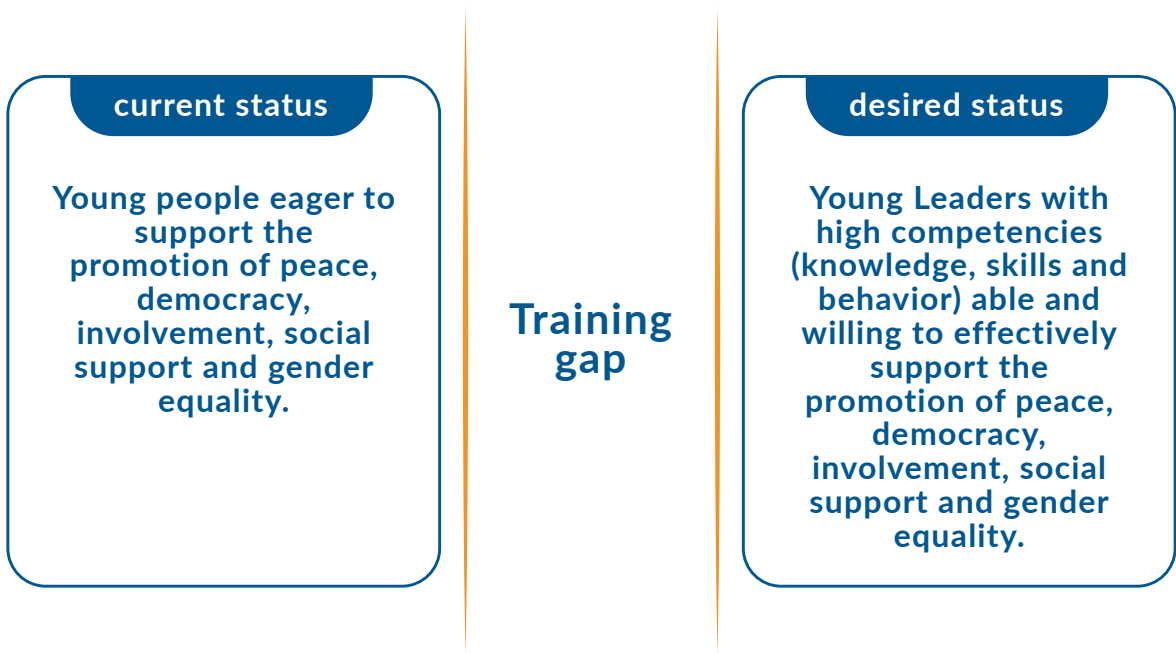
Finally, all members of the Selection Committee come together to review the proceedings and share and consult on their observations and notes. A display easel or flipchart is helpful for documenting and crystallizing the committee's discussion on the participants. It is likely that this consultation will give an indication of how many candidates are suitable and whether they represent an appropriate and fair gender balance (if this is not the case, then it needs to be discussed whether a policy of positive discrimination should be utilized to ensure such a balance). The discussions should not only consider which candidates are the 'best' but also consider the potential benefit to be gained by each candidate and what can each candidate contribute to the YL network.

The final number of chosen participants are thirty young people to participate in the **YLP**. Three to five other participants will be on a waiting list in case of some unexpected dropouts.

4.4 - Development of a comprehensive training package

Developing training packages depends entirely on the effective identification of the training needs and gaps in skills and competences.

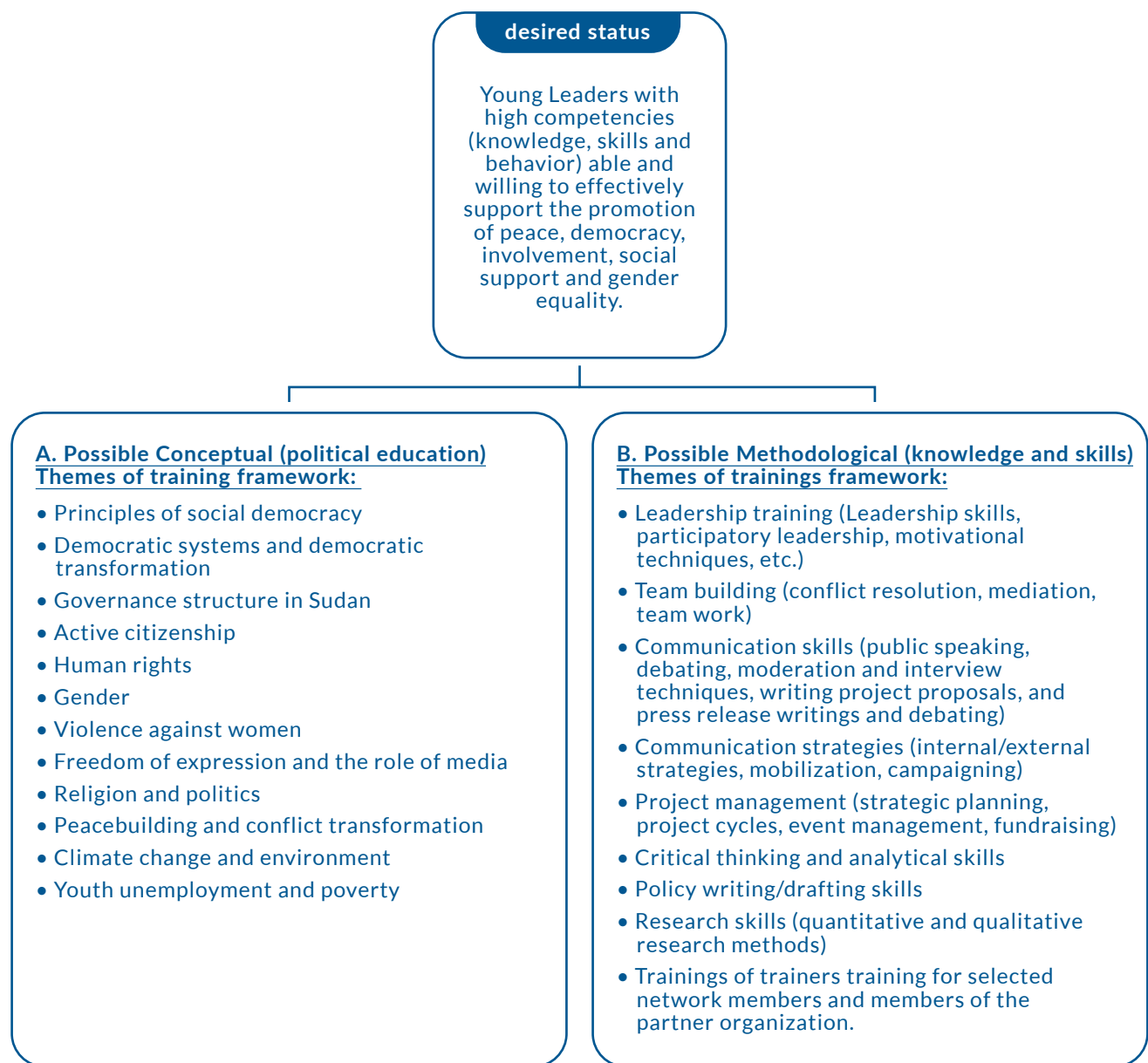
The process of identifying these needs starts by comparing the current status of the participant and what is the required status regarding knowledge, skills and attitudes which are known as competences. This process can be applied to the **YLP** as indicated in the below diagram:



It is worth mentioning that in order to achieve the desired status for the Sudan program, frameworks of training programs were chosen on the basis of:

- Outcomes and evaluations of past FES Young Leaders in Sudan and throughout the MENA region.
- The handbook for FES **YLP** serves as a guideline for design and approach.
- Recommendations by the partner organization and consulted stakeholders in Sudan.

The vast consultation process resulted in the following:



In addition to the above comprehensive training package, the program provides the opportunity for some selected Young Leaders to attend sub-regional, regional and international workshops to further strengthen their capacity. The goal of these workshops is to provide the participants with a platform to exchange opinions, experiences, analysis, as well as developing policy alternatives with relation to a regional socio-political subject.

4.5 - Capacity building and training methods:

The update and quality assurance of the 'capacity needs assessment' is a continuous process carried on throughout the different groups and graduates of Young Leaders.

By the end of each batch, Young Leaders are consulted not only on the sufficiency of the capacity development training packages but also on the quality of the training provided and its impact on the participants. Therefore, the program's management must engage a group of national facilitators, trainers and consultants and work hard to properly introduce them to the program, its objectives and approach to enable those facilitators to design and deliver quality capacity development services to the participants.

It is important that all facilitators implement participatory training and learning approaches in all capacity development activities. That is because we expect the facilitators to form an active group of participants with appropriate personal skills ready to positively contribute to the learning process, exchange knowledge and learn from one another. Therefore, participatory training and learning is the best capacity building method for such young people.

Training consultants must develop detailed proposals for every capacity development event (training session, workshop, consultative meeting, forum, visit). The program's management should then review the proposals in order to verify the objectives, assure the quality of materials and delivery methods. Below are some of the recognized participatory learning methods:

- Brainstorming
- Group work
- Individual and group presentations
- Case studies
- Role play
- Practical exercises
- Field visits
- Participation in regional/ international conferences

To ensure adherence to participatory training methods, the Sudanese model is keen to evaluate the capacity development activities through several means including:

- Knowledge level test (pre and post training)
- Daily mood indicator
- Morning recap groups
- Participant evaluation (independently)
- Facilitator evaluation (independently)
- FES observer and IP evaluation (independently)

The most important indicators of the training evaluation include quality of training material, presentation method, level of participation and engagement, level of understanding and benefits gained by participants, in addition to indicators related to the administrative and logistic side of the training.

Participation in regional / international conferences:

During the course/cycle of each Young Leaders Program, some members of the national network will be invited to attend FES conferences held within the region or in Berlin. The process to selecting those to be invited should be as transparent and democratic as possible in order to preserve a constructive working atmosphere within the group. The project manager should therefore invite all YLs to submit a written application to him or her briefly explaining their motivation for wanting to participate in the conference / study trip concerned. The project manager, in consultation with the Resident Representative, should then identify the most suitable YLs based on their submitted applications on the basis of each YL's written submission and his or her record of participation records in and commitment to the program. On their return from the event conference, each selected YL participant should prepare a digital (e.g. PowerPoint) or written report on describing their experience, for to be presentation at the next meeting of their the YL network.

Participation in regional events and activities plays a special role in the YL program insofar as it represents a very valuable experience for the selected YLs selected. In addition to gaining insight from the discussions at the such events, these the YLs can benefit from a strengthening of the following many competences:

As unfortunately not all YLs will be given the opportunity to attend an international or regional conference during their YL program, it is helpful if national FES offices invite the YLs to attend other FES activities events and encourage them to participate in events activities organized by other institutions such as (e.g. GIZ, UN, EU). Each YL should attend an FES event outside the YL program.

Throughout its four generations of Young Leaders, FES – Sudan office managed to provide some opportunities for some YLs to participate in both international and regional events (conferences and workshops) in related to relevant topics such as transitional justice and human rights. Furthermore, Also FES succeeded in hosting some YLs in other but relevant events that organized at in the East and South Africa region.

At the Sudan country level, the management of the YLP management works towardsin maximizing the participation level of members of young leaders' network members in any possible relevant events.

4.6 - Community engagement:

By the end of the capacity building training, particularly after completion of the project design and proposal writing workshop, all participants will be asked to submit proposals (individual or group) on initiatives to be implemented in their local communities with limited funding from the program.

The aim is to strengthen the engagement between the trained YLs and their communities. It is assumed that if YLs use their skills to become more involved in their communities, it would influence other youths to engage in decision-making processes at community levels and increase discussions on youth's right to representation and participation.

The main outcomes this engagement seeks to achieve is intergenerational dialogue, increased discussions on youth's right to participation, mobilization of other youth, and building public support for the youth's rights to representation and participation.

Below are some guides and explanatory points on the implementation methodology of youth-community engagement:

- 'Community' refers to a village, education or work institution, or any collective group (young girls, drug addicts, victims of conflict, out-of-school children, etc.)
- The budget allocated to fund one initiative for each participant is not more than €200 (each YL should consider this budget when designing their project).
- The community engagement consultant should study the proposals and provide advice to improve them. The consultant can recommend funding for strong proposals and reject those that are below expectations with an explanation on the reason or reasons of rejection.
- Individual proposals are accepted but group proposals are preferred due to their collective effort, distribution of roles/acts and ability to stimulate more solutions to challenges that might rise during implementation. Furthermore, the proposal budget will increase when several individuals come together.
- Community engagement initiatives are considered a broad field for YLs apply and practice what they learnt from the capacity building training such as communication, group work, analysis, overall perception of issues, problem solving, report writing, and other behavioral qualities. YLs should keep these learnt skills in mind when planning their micro-initiatives.
- The Community engagement consultant will closely monitoring, provide advice and recommendations to help young leaders effectively implement their initiatives. And surely, the overall supervision from FES program management is highly required.

Community engagement story from Generation 3 of YLP, FES Sudan

Initiative Title: Anti-FGM Awareness Raising

Community: Khartoum (Alazhari and Mayo)

Youth Leader participant: Sarra M. Abbas

Sarra is 26 years old and was born and raised in Khartoum North. She graduated from the University of Khartoum, Faculty of Dentistry in 2014, and is currently undergoing her Masters degree in Community Medicine. Sarra is a participant young leader from generation 3.

For a very long time Sarra was interested in the issue of FGM and co-founded the 'Ana Len initiative' (I refuse to) to raise awareness on the negative impacts of FGM. "I concluded that FGM can only be eliminated through joint efforts between the government, CSOs, academia and religious leaders" Sarra says. "At the beginning, I wasn't sure how to address the issue, but after I proposed the idea to **YLP** management and introduced it to the Women's Cooperative Society (WCS) (which was my entry point to the community) the activity started to take shape."

What happened?

Alazhari and Mayo areas are suburbs of Khartoum. The areas are mainly populated by IDPs who suffered from droughts or conflicts. The population is made up of different ethnic groups with limited education and high poverty rates.

FGM is widespread in Sudan. Although there is no official record on the number of performed FGM in the targeted areas, studies suggest a direct relation between FGM, poverty and limited education levels. The active presence of the Women's Cooperative Society in this field was a promising entry point for Sarra. After meeting with members of the Woman's Cooperative Society the project was started.

Who was involved?

A young female from WCS who participated in a training workshop formed the core group. These active women were the multipliers for reaching out through women's social gatherings. The core group consisted of 6 young women and managed to reach 90 women from the targeted areas.



Which change could be achieved and how was it possible?

One of the major changes resulting from this micro project was mobilizing young women in the targeted areas and encouraging them to become active in their respective communities. It is too early and difficult to measure impact of a small project on FGM reduction, but the project helped at least 90 women better understand the negative impact of FGM.

Sarra's contribution is highly recognized by the mothers and young girls in the targeted area, especially among WCS members.

4.7 - Institutional capacity building:

Young Leaders can better serve their causes if they are supported by better institutionalized youth led organizations, which is the reason why **YLP** considers institutional capacity building a crucial component along with individual capacity building and community engagement components.

Similar to the youth capacity building training, the institutional capacity building for the youth led organizations should start by identifying the gaps. This is done through the needs assessment study. A suitable package of interventions is then developed to help strengthen the capabilities of the organizations in areas related to programming, leadership, management, financial and administrative functions.

Data collection and analysis:

The required data for institutional capacity assessment could be collected using the following methods and tools:

- Review of annual and periodical progress reports.
- Review of the institution's products developed till date (including strategic plans, management set up, action plans, publications and any other materials and reports).
- Meetings and interviews with the main staff - managers, technical, finance and administrative staff.
- Site visits observation.
- Focus groups discussion (FGD) to perform SWOT analysis.
- Questionnaires:
 - Organizational capacity scale check lists
 - HR capacity assessment questionnaire
 - Finance capacity assessment questionnaire

When it comes to organizational capacity, different organizations need to be assessed differently because of different levels of establishment, organizational culture and policies.

The below table can help ease the needs assessment process by classifying the organizational capacity into three main categories:

Institutional Levels	Organizational Capacity Areas (categories)		
	(A) Organizational Capacity	(B) Financial Capacity	(C) Human Resources Capacity
Infancy Level	Legal entity (registration certificate)	Members' subscriptions and contributions	All volunteers at this level (see training needs assessment on page(34) Point 4.4)
	Bank account	Following traditional methods of fundraising	
	Headed papers	Simple records for expenditure (items and cost)	
	Stamp		
	Sign board		
Maturity Level	office	budget in place	Mostly volunteers with a limited number of recruited technical staff (see training needs assessment on page(34) Point 4.4)
	Communication tools and technical equipment	Ability to mobilize internal resources	
	E-mail address and website	Income generation activities to finance some activities	
	Vehicles	Accounting system in place	
	Organizational structure		
	Job descriptions		
	Work plan		
	Accounting system		
Excellence Level	3 to 5 year strategic plan with a vision, mission and objectives	Fund raising strategy in place	Full staff capacity as per the organizational structure) and some consultants (see training needs assessment on page(34) Point 4.4)
	Programs and projects	Ability to design good funding proposals	
	Electronic systems	Donor relations system in place	
	Implementation policies and guidelines	Grant management system in place	

Based on the above table, a professional program management consultant with financial management insight can lead the participatory assessment process and identify the gaps as well as areas for improvement to enhance the institutional capacity of targeted organizations.

As per the findings of the assessment, the **YLP** management can support the implementation of the interventions required for enhancing the institutional capacity.

4.8 - Generation Journey

Every **YLP** ends with a closing event where the YLs are awarded their graduation certificates.

This photo shows an example from Generation - 3 where **YLP** - FES Sudan organized a Nile cruise for the closing event.



The attendees included the participants of Generation - 3 as well as **YLP** board members and implementing partners in addition to some consultants and participants from former generations.

A few people gave short speeches and expressed their feelings about the program and suggestions for future plans. One of the speakers encouraged Generation - 3 participants to maintain their commitment and remain connected with the YL network across different generations.

At the end of the event, the participants received their graduation certificates commenced by a musical performance.

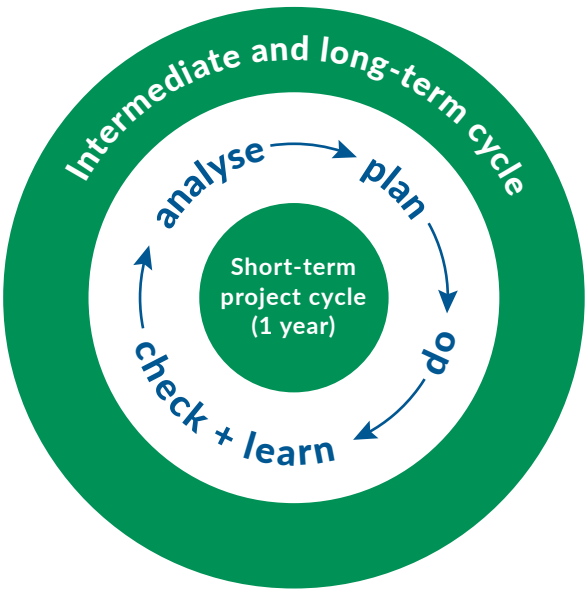
**ASSESSING THE ACHIEVED
RESULTS, LEARNING,
REDESIGNING AND
RESUMING THE JOURNEY.**



5.1 - Applying FES Quality Cycle (the unique approach)

All FES projects need to go through a quality cycle. This cycle comprises of four phases: analysis, planning, implementation and evaluation. This graph illustrates the ideal FES quality cycle.

Short-term project activities (one year cycle) are closely interlinked with the medium and long-term project strategies. Understanding the two dimensions as part of the same process has the advantage of being able to use synergies between the instruments, easily transfer results between phases and save time and energy. Thus increasing the effectiveness of project activities.



5.2 Complementary interventions

Sudan **YLP** experience is a good example of successfully applying the unique approach of FES Quality Cycle. The program started in 2012 with three components:

- A) capacity building training
- B) community engagement
- C) institutional capacity building.

Based on the results of a program evaluation for Generation 1 and 2, FES decided to add two more components to the initial package of interventions to increasing the efficiency of the program activities. These components are Strategic Alliances and State Engagement. The below diagram illustrates the smooth shift from the **internal** project cycle of short term interventions to the **external** cycle of long term interventions within the FES quality cycle concept.



5.3 Strategic alliances and state engagement:

Interventions at the strategic level (external environment of **YLP**) target the relevant governmental bodies and link the government representatives to the youth and the different stakeholders.

Key points and assumptions for strategic alliances and state engagement are as follow:

Alliance building component

- If YL use their skills to form alliances and are then provided with training on alliance building, functions, and alliance effectiveness, then it is more likely that they will have better knowledge and skills on how to make these alliances effective.
- If the alliance members use their gained knowledge and skills to build effective alliances and take on collaborative action, this will help contribute towards a stronger voice for youth rights.
- If youth alliances form partnerships with likeminded CSOs, then a stronger joint advocacy for youth representation and participation will be possible.
- If youth rights are mainstreamed into CSO programming and media as well as the private sector's SCR programs, the significance of youth representation and participation will be more evident at the local, national and state level. That is because the alliances within the different sectors will address the youth rights in their different thematic programs.
- If the youth alliances collaborate with the media, publicity and exposure of youth issues (positive representation of youth) will increase since FES will select media organizations interested in representing the youth.
- If YL strategically use alliances to influence the public's opinion and the alliances strategically take collective actions, then it is more likely that policy makers will listen and consider the demands of the youth since the public's support and opinion may influence how policy makers set priorities.

Youth - state engagement component

- If recognized and trustworthy institutions such as universities or research centers organize dialogues between the youth and the government then the government is more likely to participate in such dialogues.
- If dialogues are conducted on a regular basis between YL, youth alliances, and the government, then the government will have increased communication with the youth.
- If there is more dialogue and communication between the youth and the government, young leaders use alliances to build effective public opinion on meaningful youth participation, other youth are encouraged to be active in their communities and are seen to be actively conducting tangible work within their communities, then it is more likely that government representatives will be interested in converting the recommendations into programs of actions.

The most fruitful alliancealliances in Sudan's YLP case are:

- Youth / media alliance
- Youth / youth alliance

The most fruitful state engagement in Sudan's YLP case is the dialogue with the Ministry of Youth and Sport followed by the Higher Council for Youth and Sport. This engagement turned into a cooperative relationship when the Ministry involved the management of YLP and some of the youth led organizations to become members of the ***Sudanese Youth Policy Development*** task in collaboration with the African Union and UNFPA.

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TESTIMONIALS.



MERVAT HAMADELNEIL



Member of the negotiation team in the negotiation between FFC and TMC.

Young activist who has been in the core group of establishing a Sudanese feminism think tank. Cofounded an initiative called “Hirak” to collect the actors to step down Elbashir’s regime and construct a transitional period, which set down in a declaration called freedom and dignity declaration change lately to be freedom and change declaration, she took the responsibility as a coordinator of the media work in the initiative. Mervat also helped in forming and training many of the neighborhood resistance committees.

“Before joining **YLP**, I used to work with civil society and co-founded new youth organizations but I wasn’t able to express or to report what we have been doing. I didn’t have the capacity to design a project. The program helped me to raise my capacities in communication and managing projects, in addition to building up my networks and linking me with activists from all over the world. The program is very interactive and focuses on discussions more than lectures. I encourage young people to join this great program.”



SAMREEN ABU IDREES



Cofounder of 50 campaign, a campaign which calls for increasing women representation by 50% in all transitional government structures.

Alumni of Young African Leadership Initiative “YALI” in East Africa who participated in Mandela Washington fellowship. An MA holder in Human Rights and Cultural Diversity, the University of Essex in UK.

“I have joined the program very early in my career right after I have graduated from university. I was taking the first steps to shift from architecture to Human rights. I needed a program to put me in the right path, that is why I applied FES **YLP**.

My main challenge was being accepted for the program, while I had little experience, that is why I had to put extra effort to be accepted. The program introduced me to basic knowledge in human rights, women rights, social justice and freedom of expression. Moreover, the program also introduced me to the main analysis tools, team work and advocacy. I believe the program to enrich both practical and life knowledge.”



HUSSEIN HARRAN



Spokesperson of 'Change Now' movement, a member of the Coordinating Council of Civil Forces and participated in establishing resistance committees during December revaluation.

“Before joining the program, I have some information about it from some friends who were part of the programs in previous generations. I wanted to be one of the selected ones for generation 4. I have been always an inspired and active in public and political work since high school, however I was lacking basic conceptual knowledge, I was challenged by how to link the theoretical knowledge with my activism. The program helped me develop teamwork skills, acquiring community mobilizing skills, and managing diversities, overall my commitment to democracy has increased. I highly recommend this program for young activists”



SARRAH ABBAS



A Reproductive Health Program Associate at UNFPA. Chevening Scholarship Scheme alumni.

“Before joining the **YLP**, I was a bit confused about the impact of my voluntary work. As I did not have any professional development regarding project managements and human rights. The **YLP** helped me to understand these concepts, as well as to increase my knowledge in several areas of advocacy. I learned a lot from the program, but the most important thing I learned and practiced during the program was how to mobilize the community in order to make a change.

I would encourage my friends to join this program to get exposed to civic leadership discipline in a well-structured way. Also, this is opportunity will help building a network with young activities from different backgrounds. The program is transformative.”



ISRAA DAWOOD



Political and civic activist, a cofounder of Sharie Alhawadith initiative in New Halfa.

“I have been active in civil society since 2011 in youth initiatives. We have been doing a lot of work, but in a long and complicated way that does not end in the right direction. The most important thing I learned from this program; is acceptance of others and to accept other ‘opinion. Listening and listening to the person who disagrees with you is one of the most difficult things that you can gain, because the program had participants from different backgrounds, including politicians from different parties, civil society, media professionals, artists, and legal professionals. This has made a non-stop discussions and debates, I learned so much from that. I was active in civil society only before joining **YLP**, the program helped me to discover my political interests, I became political active, I even joined a political party after being part of FES alumni. If you want to contribute and support youth issues and push towards decision making centers, improve your skills by knowing weaknesses and strengthening them, then the Youth Leadership Program of the Friedrich Ebert Foundation will be the one that will offer you all these advantages with equal opportunities for both genders.”



ABOU ALBASHAR ARGA OSMAN



Civic and political activist, head of Berlee Organization in Southern Darfur.

“I was reluctant about the program at the beginning, I was wondering what value will it add to my skills. I found the answer soon after I joined the program; conceptual, civic and political education and leadership skills. Also learning from other fellows and providing me with the opportunity to share my thoughts was very inspiring. The program strengthened my skills and knowledge in the field of civil society. If I didn't join **YLP**, I would not have been a director of an emerging youth organization in Darfur, or be a member, volunteer in civil society organizations, or even I would not have known numerous friends in the world, especially youth leaders from the Middle East and North Africa.”

End

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illustrations by | **Khalid Albaih**

