

Tadamunn

Towards Civic Engagement In Arab Education

Conference Report



TADAMUNN*: TOWARD CIVIC ENGAGEMENT IN ARAB EDUCATION

CONFERENCE REPORT

American University in Cairo

Cairo, Egypt

October 13-14, 2008

An initiative in partnership with:

**The John D. Gerhart Center
for Philanthropy and Civic Engagement**



**Tadamunn is translated as solidarity in Arabic*

CONTENTS

Executive Summary	3
--------------------------------	----------

Opening Remarks	5
------------------------------	----------

David Arnold

President, American University in Cairo

Robert Hollister

*Dean, Jonathan M. Tisch School of
Citizenship and Public Service,
Tufts University*

HE Hany Helal

*Minister of Higher Education and Scientific
Research, Egypt*

Overview of Higher Education and Civic Engagement in the Region	9
--	----------

The Evolution of Civic Engagement: South Africa as a Case Study	11
--	-----------

HE Naledi Pandor

Minister of Education, South Africa

The Role of the Private Sector in Promoting Civic Engagement in Universities	13
---	-----------

Conceptualizing Civic Engagement in the Arab World.....	15
--	-----------

Soliya NGO Informational Session.....	17
--	-----------

Working Group Session Reports	18
--	-----------

- *Organizing the University for Civic Engagement: Modalities of Implementation*
- *Community—Based Learning*
- *The Role and Expanding Potential of Networks*
- *Mobilizing Resources*

Reports on the Youth Dialogue Sessions	21
---	-----------

Closing and Recommendations.....	24
---	-----------

Conference Participants.....	27
-------------------------------------	-----------

Executive Summary

TADAMUNN: TOWARD CIVIC ENGAGEMENT IN ARAB EDUCATION

Bringing together senior administrators, faculty, and student leaders, *Tadamunn: Towards Civic Engagement* launched a regional discussion on the incorporation of civic engagement into Arab university campuses. Focusing on the role of universities in enhancing the quantity and quality of civic engagement in the Arab world, Tadamunn was a successful start to an important conversation amongst regional universities, as well as within communities.

The conference was organized by the John D. Gerhart Center for Civic Engagement and Philanthropy (AUC), a resource for the promotion of philanthropy and civic engagement in the Arab world, the Talloires Network, a collective of university presidents and institutions committed to promoting the civic roles and social responsibilities of higher education, and Innovations in Civic Participation (ICP), a DC-based, non-profit organization that supports the development of innovative, high-quality youth civic engagement policies and programs both in the US and around the world.

The first day of the conference brought together all participants, including members of various civil society organizations, private sector business leaders, student representatives, and university administrators. Three plenary sessions were held, followed by an information session on Soliya, a New York-based NGO, which aims to develop a global network of young adults to bridge the gap between the West and the Arab-Muslim world.

*Professor Durria ElHussin
Ahfad University for Women
Sudan*



Plenary panelists discussed how universities should contribute to the life of the communities in which they are embedded. The launching a regional network of Arab universities dedicated to incorporating civic engagement on their campuses with special focus on youth engagement within the realm of higher education was proposed. The role of students in pushing forward an agenda of civic engagement was also talked about.

During the second day of the conference, participants were divided into two groups: administrators and students. Administrators were given the opportunity to attend four small group working sessions focusing on: community based learning, mobilizing resources for civic engagement projects, the importance and utility of forming a regional network, and organizing the university for the implementation of civic engagement projects. Student leaders were given the opportunity, during this time, to attend three other youth sessions where they had a chance to hear from peers on issues of relevance to citizenship, driving social change, and community based learning from a student perspective.

Finally, during the conclusion and wrap-up of the conference students were given the chance to present recommendations and ideas on how to go forward and their vision for the future of civic engagement on university campuses. Dr. Lisa Anderson, Provost of AUC, gave a talk on the importance of creating partnerships in a globalized world and how a network of Arab universities could help build understanding between nations and foster organizational commitment to a culture of mutual engagement.

OPENING REMARKS

David D. Arnold, President, American University in Cairo

Robert Hollister, Dean, Tufts University, Talloires Network

HE Hany Helal, Egyptian Minister of Higher Education and Scientific Research

The conference opened with a welcome note from President David Arnold, The American University in Cairo and was followed by a welcome from Dean Robert Hollister, Jonathan M. Tisch School of Citizenship and Public Service at Tufts University, representative of the Talloires Network. Both President Arnold and Dean Hollister stressed the importance of the role of civic engagement in higher education and both expressed a shared set of beliefs on the public purposes of higher education. Both men also stressed the importance of solidarity within the region in order to effect much-needed change and promote civic leadership.



Furthermore, Hollister noted that university civic engagement can be beneficial in multiple ways. Civic engagement enhances educational outcomes by preparing graduates to be knowledgeable in their professional fields and effective change agents in the community said Dean Hollister. He stressed that civic engagement accelerates social and economic development by mobilizing person power and expertise of faculty and university students and increases public support for higher education.

Following Dean Hollister's welcome remarks, President Arnold introduced His Excellency, Minister Hany Helal (Egyptian Minister of Higher Education and Scientific Research). Minister Helal further emphasized the pivotal role that universities can and should play in their communities. He went on to stress the importance of corporate social responsibility as essential to the development of any country while affirming the importance of the media to raise awareness and effectively promote change.

The Tadamunn Experience



“The role of the media and awareness of civil society’s engagement in education is very important ... and its most important to get people altogether [involved in education as a cause].”

HE Hany Helal

Minister of Higher Education and Scientific Research

Egypt

“Not all conferences leave a lasting impression, or compel the participants to think through the implications of what was discussed. Tadamunn did both even as it advanced the debate on civic engagement in higher education.”

Poonam Arora

Professor, Zayed University

United Arab Emirates



“We cannot afford for our universities not to be civically engaged. Because our government is unable to provide many basic human services, our institutions of higher education have an obligation to help fill this gap, and in the process to strengthen what students learn in the process of addressing community needs”

Irene Hazou

Assistant Vice President for Academic Affairs, Bethlehem University

Palestine



Keynote Address

Dr. Mohamed Ibrahim, Founder of the Mo Ibrahim Foundation and Keynote Speaker, followed Minister Helal and began his speech by stating that now is the time for Arab countries to invest in youth's future. Dr Ibrahim related his own experience in a public Arab university and expressed concern that some administrations were adamant in controlling their campuses. Dr. Ibrahim stressed the importance of change coming from within the campuses, from both administrators and students. As for challenges outside universities, because of the lack of democracy in the region, stakeholders, more often than not, look with suspicion at non-academic activities. Construed thus, change should be administered gradually; radical changes will not be successful.

Dr. Ibrahim then called attendees' attention to the fact that there is no accurate translation of 'philanthropy' in Arabic. For civic engagement and philanthropy to be entrenched in Arab communities, there should be a well-understood vocabulary that supports it in the Arabic language. The media should also be wisely used to promote a new discourse that promotes civic engagement.

“We need to engage the private sector in society. The greatest university in the USA was built by philanthropy but here [in the Arab world] we don't have an example and we don't have a case. Where are the Bill Gates of the Arab World? Where are the Carnegies?”

*Mohamed Ibrahim
Founder*

Mo Ibrahim Foundation

Overview of

HIGHER EDUCATION AND CIVIC ENGAGEMENT IN THE REGION

The first plenary featured Dr. Amr Salama, University Counselor of the American University in Cairo, Dr. Gasim Badri, President of Ahfad University, Dr. Joseph Jabbra, President of the Lebanese-American University (LAU), Mr. David Arnold, President of the American University in Cairo and Dr. Ghassan Khatib, Vice-President of Community Outreach, Birzeit University.

The plenary discussed the various challenges that face universities in incorporating civic engagement programs on their campuses.

Panelists reflected upon the problem of acquiring adequate funding for civic engagement projects, and the need to draw upon resources within the university and from the public and private sectors.



*Dr. Amr Salama
University Counselor
American University in Cairo
Egypt*

Dr. Jabbra related LAU's experience with civic engagement and stated that the most daunting hurdle they face is not to allow political divisions to infiltrate on campus. So far, they have been successful, to a great extent because political leaders have been largely cooperative. However, political tensions were of concern to several panelists and audience members: how do universities evade the political tensions and become a place of discussion and dialogue, rather than divisive politics?

Dr. Khatib pointed to the importance of being creative in the implementation of civic engagement programs. The university has to decide what kind of student and campus it wants and act accordingly. Campus life should be free, tolerant and plural.

Finally, moderator Dr. Salama gave an overview on the importance of embracing civic engagement since it guarantees that universities are involved in their communities.

Case Study

THE EVOLUTION OF CIVIC ENGAGEMENT IN SOUTH AFRICA

Following the first plenary, the Honorable Ms. Naledi Pandor, South African Minister of Education, inspired the audience with her path breaking work in South Africa to incorporate civic engagement programs into the educational sector. Ms. Pandor related the history of civic engagement in South Africa, tracing its origins in broader civil society efforts.

After the democratic transition of 1994, institutions of higher education and, indeed, the entire educational system, were able to draw on the strength of the civil society in order to achieve widespread educational reform. Civic engagement was the portal through which democracy and change were implemented. Ms. Pandor asserted that ‘We can educate people for freedom’. NGOs, churches, and civil societies became instruments of change insofar as they altered and empowered the people.

*HE Naledi Pandor
Minister of Education
South Africa*



Students became part of a progressive front to advance the interests of the nation. Religious leaders were also in the forefront of leadership and demonstrated how the community could be a force to be reckoned with, a powerful force for change.

Ms. Pandor addressed a number of thorny issues such as: youth disaffection with formal institutions, fragmentation, unequal access to education, and lack of a culture of democracy. The key to rectifying those problems, from her perspective, is *resistance*. Resistance could be implemented by infusing a culture of learning and teaching, a culture of positive practices in the community. After long struggle, in 1994 South Africa made the transition to democracy. This required major improvements in the quality of learning, teaching and research, and was accomplished through influential community service programs that had people rallying around them.

Ms. Pandor stated that South Africa has been redesigning higher education through community engagement and called for the entire continent's participation in this movement.

The Role of

THE PRIVATE SECTOR IN PROMOTING CIVIC ENGAGEMENT IN UNIVERSITIES

This second plenary featured Dr. Barbara Ibrahim, Director of the Gerhart Center, Mr. Moataz Al Alfi, Chairman of Al Alfi Foundation for Human and Social Development, Dr. Mohamed Ibrahim, Founder of the Mo Ibrahim Foundation, Dr. Rouchdy Zahran, Vice President for Community Service and Environment Development at Alexandria University, and Ms. Joyce Yu, Deputy Executive Director of the United Nations Volunteer Program.

The panelists uncovered strategies for enhancing the role of the private sector in promoting civic engagement on university campuses. They also discussed how collaboration between all three parties could improve each party's capacity and performance. There remains, however, a need for a common language and understanding to unite all three in one front geared towards the development of Arab countries.



Left: Ms. Joyce Yu, Deputy Executive Director, United Nations Volunteers Program

Right: Mr. Moataz Al Alfi, Chairman, Al Alfi Foundation for Human and Social Development

Mr. Moataz Al Alfi related his own experience in using his private business to help the Egyptian youth and provide them with trainings and jobs. Dr. Barbara Ibrahim highlighted the importance of including the private sector, and recognizing it as essential to the sustainable development of the nation. Dr. Mohamed Ibrahim used his foundation as an example of how the private sector should be involved in the community and should play an important role in leading the country towards change. Dr. Rouchdy Zahran described Alexandria University's experience with civic engagement and the problems that threaten to thwart the implementation of engagement programs on public university campuses. Finally, Ms. Joyce Yu discussed the United Nations Volunteers Program, which was established in 1971 by the United Nations General Assembly and is administered by the United Nations Development Program (UNDP). Currently, the program has over 3,000 UN Volunteers from around the world serving in developing countries. Barbara Ibrahim summarized the lively discussion that followed by noting that civic engagement is one of the best ways of teaching critical thinking and other skills that will keep young Arabs from being attracted to extreme ideologies or movements.

Conceptualizing

CIVIC ENGAGEMENT IN THE ARAB WORLD

The third plenary featured Dr. Asma Siddiki, Associate Dean for Development at the Dubai school of Government, Dr. Heba Nassar, Vice President at Cairo University, Dr. Mounir Mabsout, Director of the Center for Civic Engagement and Community Service at the American University of Beirut, Dr. Sulaiman Al Jassim, Vice President at Zayed University, and Ms. Susan Stroud, Executive Director of Innovations in Civic Participation (ICP).

In the third plenary panelists sifted through different definitions of civic engagement, as they had developed at various Arab institutions, and investigated the ways that civic engagement could be included as a core function in universities. All panelists stressed that working closely with faculty members is key to instituting civic engagement programs. They also reflected on the South African experience which now has civic engagement as an integral part of university education and national education policy.

*Ms. Susan Stroud
Innovations in Civic Participation
USA*



Panelists also stressed the importance of changing university curricula and having civic engagement built into university coursework. Dr. Heba Nassar related her definition of civic engagement as primarily a partnership between universities, the public and private sectors to maintain sustainable development for the country. The differences in definitions of civic engagement were apparent and proved that not all universities and administrators agree on a single definition.

Dr. Mounir Mabsout stated that civic engagement requires working on specific targets. Being engaged means putting forth a prodigious amount of effort to serve the community. Dr. Asma Siddiki alerted the audience to the absolute necessity of getting students involved in this initiative to incorporate civic engagement in universities, stressing the necessity of creating a new discourse and a new culture that would prod students to voice their ideas and be active participants in their communities.



Informational Session

This session featured presentations by Mr. Lucas Welch, President and Founder of Soliya and Ms. Reem Marto, Outreach Manager at Soliya. Soliya is a not-for-profit organization dedicated to developing a new generation of leaders with the cross-cultural knowledge, communication skills, and international connections to create a more informed, peaceful and just global society. Soliya aims at bridging the gap between the West and the Arab-Muslim world by promoting understanding and respect among young leaders who are instrumental in reducing tension and building constructive engagement between countries. Both presenters familiarized the audience with Soliya's activities shedding light on how it achieves its goals through its Connect Program and Continued Engagement Activities. The Connect Program, uses the latest web-conferencing technology to bridge the gap between university students in the Middle East, North Africa, Europe and the United States. In a time when media plays an increasingly powerful role in shaping peoples' viewpoints on political issues, Soliya provides students with the opportunity, skills, and tools to shape and articulate their own viewpoints on some of the most pressing global issues facing their generation. (More information is available at: www.soliya.net)

Reports on

THE WORKING GROUP SESSIONS

The second day featured four working group sessions. These sessions explored different methods of incorporating civic engagement on university campuses.

ORGANIZING THE UNIVERSITY FOR CIVIC ENGAGEMENT: MODALITIES OF IMPLEMENTATION

This session was conducted by Dr. Julie Hatcher, Associate Director of the Center on Service and Learning at Indiana University, and Dr. Cynthia Myntti, Project Leader of the Neighborhood Initiative at the Office of the President in the American University of Beirut.

The session allowed for a free exchange of ideas on how to effectively incorporate civic engagement on college campuses and establish a regional network of Arab universities dedicated to student civic engagement.

It underscored the importance of raising public awareness on the necessity of civic engagement. In addition, the session urged universities to be actively *engaged* in the community in which they exist. Prior to establishing a regional network, an in-country network needs to be forged with contributions from administrators, faculty, and students. Thus, a new discourse needs to be developed, one that recognizes students as global citizens in the world capable of solving the problems of the 21st century. The session also explored different methods to implementing this network such as: developing strategies and tactics, attracting donors and improving visibility and press coverage by developing competitions and awards.

COMMUNITY-BASED LEARNING (CBL)

This session was conducted by Professor Amani Elshimi, Director of Community-based Learning at the Gerhart Center (AUC), and Dr. Aziza el Lozy, Director of the Center for Learning and Teaching at the American University in Cairo.

The audience was composed of administrative staff, medical practitioners and publishing staff. They discussed CBL as a methodology that may transfer to a variety of contexts. Each participant created a vision for his program, focusing on how principles of CBL may be used to advance job skills.

THE ROLE AND EXPANDING POTENTIAL OF NETWORKS

This session was conducted by Dr. Robert Hollister, Dean of the Jonathan M. Tisch School of Citizenship and Public Service at Tufts University, and Dr. Barbara Ibrahim, Director of the Gerhart Center (AUC).

*Dr. Cynthia Myntti,
Project Leader, Neighborhood Initiative,
American University of Beirut
Lebanon*



The session identified the potential of new strategies for networking among universities as a way of generating more financial resources for civic engagement. Furthermore, faculty members and administration should form partnerships with students to improve social responsibility within the campus community. Arab universities can do more to share resources and capitalize on common practices to enhance civic engagement amongst students. As a first step, mapping current practices and actors would be a great service to the sector. Members expressed interest in developing Arabic terminology for a civic engagement vocabulary that embraces the cultural and social context of the Arab world. A movement to enhance the civic engagement of universities can help in the much needed reform of educational pedagogy and governance of universities.

MOBILIZING RESOURCES

This session was conducted by Ms. Dina ElKhawaga, Program Officer at the Ford Foundation Cairo, and Ms. Tagreid Hassabo, Programs Manager at Al Alfi Foundation for Human and Social Development.

The session discussed the different ways that resources could be mobilized for community-based learning (CBL) on university campuses. Participants explored the evolution of community-based learning in their universities. AUC, for example, directs some of its resources towards student initiatives, whereas Ahfad University; CBL was originally part of the university's policy. The session also touched upon CBL's role in impacting community and as a learning experience for students.



*Dr. Mounir Mabsout
Director, Center for Civic Engagement
and Community Service,
American University of Beirut
Lebanon*

Reports on

THE YOUTH DIALOGUE SESSIONS

The youth dialogue sessions on the second day tackled a variety of themes such as: citizenship, driving social change, motivations for volunteering or doing service and community-based learning. The sessions sought to engage students in a constructive dialogue channeled towards opening up new horizons for civic engagement on university campuses.

CITIZENSHIP DEFINED

This session was conducted by Ms. Raghda El Ebrashi, Founder of Alashanek ya Balady Association for Sustainable Development (AYB), a non-governmental organization. She provided an overview of Alashanek ya Balady's activities, which was inspired by Egyptian youth seeking comprehensive development of poor communities in Egypt through various social, cultural, and economic projects.

The participants presented different definitions of citizenship and demonstrated how civic engagement is capable of solidifying youth's sense of belonging to their country. Ms. Ebrashi presented various venues through which AYB seeks to enhance youth's citizenship. These included technical, computer, and English skills, as well as providing youth with vocational training, small loans and employment opportunities.

STUDENTS DRIVING SOCIAL CHANGE: A GROUP DIALOGUE

This session was conducted by Mr. Jakob Myschetzky, Founder of Inklusion, an NGO that seeks to promote difference as a positive resource. Mr. Myschetzky emphasized the importance of putting theory into practice to create change. Civic engagement directed towards and within the university will produce a ripple effect that will extend to the community, the city, the country, the region and then the world. Participants discussed the multi-faceted motivations that prompt people to engage in civic activities such as faith, self-interest, personal advancement, and mentorship. The university can play a pivotal role in bridging the gap between NGOs and volunteers by incorporating civic engagement in academic curricula, explaining its benefits to students and creating pilot programs that would spearhead sustainable projects in the future. University-based programs can help students build the skills necessary to be effective in civil society work.

Though the students came from varying backgrounds and experiences, they were able to engage in the discussion in deep and meaningful ways. One of the liveliest points of debate was whether volunteerism should be made mandatory in universities. Students made compelling arguments for and against this policy, with positive examples of success being given on both sides.

*Ms. Hermeen Al Adam
Student Representative, Zayed University
United Arab Emirates*





*Mr. Mohamed Osama Mahmoud
Ibrahim Al Mahmoud,
NYU—Sheikh Zayed Scholars Program,
United Arab Emirates*

COMMUNITY-BASED LEARNING

This session was conducted by Ms. Elizabeth Babcock, Talloires Network Coordinator at Innovations in Civic Participation (ICP). It introduced the participating students to the basics of community-based learning and how to enhance student learning through civic engagement. It provided a space to share their experiences with one another and discussed how to seek collaborative opportunities in establishing community-to-campus connections.

Students expressed their interest in the idea of community-based learning, but raised the numerous challenges they saw to implementing these courses in their institutions. Indeed, many felt that they were not empowered by their institutions to have any impact on curriculum. Students were concerned by the growing gap between skilled graduates and job placements after graduation. The discussion traversed many areas of frustration for students as they navigate the complex and challenging environments of their universities.

CONCLUDING THOUGHTS

Students often times said that it would be difficult to gain support from their peers for these kinds of initiatives, given the general lack of a tradition of service within their communities. The moderator proposed that these kinds of courses, and indeed service opportunities in general, could be a motivator for students experiencing frustration with overcrowded lecture based courses where experiential learning is limited. The group also discussed the possibility of public service or nonprofit work as a bridge after graduation for those students who have difficulty obtaining employment. Universities could be very helpful in assisting graduates by creating partnerships with NGOs willing to find placements for their alumni.

CLOSING AND RECOMMENDATIONS

The final session reconvened the students with faculty and administrators to share the outcomes of their discussions and give recommendations for future action.

The students, led by Gihad Abunafeesa of Ahfad University for Women in Sudan, Mohamed Osama Mahmoud Ibrahim Al Mahmoud from the Abu Dhabi Men's College, Higher Colleges of Technology, UAE, Fatima Mabkhout Salem Al Karbi from the United Arab Emirates University in Al Ain, UAE, Khulood Khaldoon Al Atiyat from Zayed University in Dubai and Yomna Safwat of the American University in Cairo, summarized their discussions and provided the administration with key recommendations on how university administrations can support student civic engagement.

The student presenters focused on four sections (1) the current situation and challenges, (2) student's capacity as change agents, (3) student motivation, and (4) recommendations needed to improve the civic engagement on university campuses in the region.

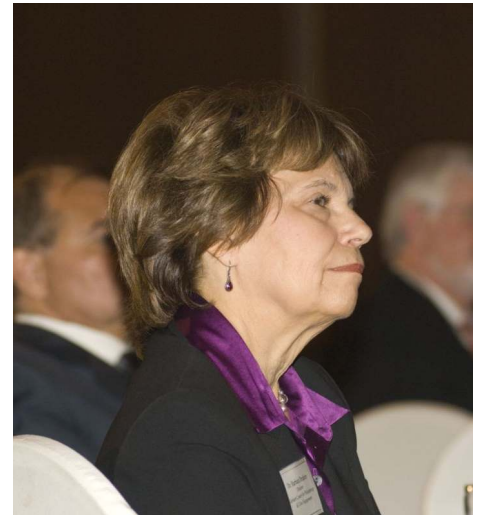
During the youth conference portion, students felt a lack of awareness about civic engagement at institutions in the Middle East & North Africa region. Many described the level of volunteerism at their home institutions as low and believed that there is a gap between the faculty and local community. They also mentioned that students lacked creativity due to the curriculum at their university.

The student presenters described their ability to implement change on different levels. In the classroom, students may learn different theories and learn about current issues facing communities and society. Working with the community, students would be able to apply knowledge learned in the classroom to effect change. The students stressed the importance of building nation-wide and regional networks to promote civic engagement and share best practices. A world-wide network would be the final level of effecting change through the use of technology. Students assured the audience that it would require a gradual process in order to affect change of this magnitude.

Students felt it important to discuss motivations for participating in civic engagement. They attributed student participation to several factors including faith, personal experience(s), the sense of belonging to a social movement, and social interaction with peers. In addition, they debated whether volunteerism should be made mandatory in universities, presented compelling arguments for and against this policy, but did not come to a final conclusion.

The students provided the administrators and faculty with many suggestions to increase civic engagement on their campuses. Their highest priority recommendations were to incorporate community-based learning courses in the curriculum; providing opportunities for post-graduation work and/or volunteering in public service; for universities to provide funds for student-led civic engagement projects, mentorship and support for student leaders; and more open dialogue and communication with students. Other recommendations included a database with civic engagement opportunities and raising awareness about civic engagement at the primary and secondary school levels.

Finally, Provost Lisa Anderson provided an excellent and compelling argument for universities as a ‘third sector’ that can promote and encourage the development of a robust civil society.



“As leaders in higher education in the Arab region, we are committed to helping the largest ever cohort of youth to prepare for adult lives of productive work and engaged citizenship.”

*Dr. Barbara Ibrahim
Director, Gerhart Center
American University in Cairo
Egypt*

CONFERENCE PARTICIPANTS

President Gasim Badri, Ahfad University for Women, Sudan

Other Participants: Professor Durria ElHussin

Vice President for Community Outreach and Environment Development Professor Rouchdy Ragaa Zahran
Alexandria University, Egypt

Vice President Khuloud Khayyat-Dajani, Al Quds University, Jerusalem

President Mohamed Mahmoud Youssef, Beni Suef University, Egypt

President David Arnold, The American University in Cairo, Egypt

Other Participants: Provost Lisa Anderson

Professor Mounir Mabsout, American University in Beirut, Lebanon

Assistant Vice President for Academic Affairs Irene Hazou, Bethlehem University, Jerusalem

Vice President for Community Outreach Ghassan Khatib, Birzeit University, Palestine

President Hossam Kamel, Cairo University, Egypt

Other Participants: Vice President Heba Nassar, Vice President for Community Development
(Faculty of Economics) Thanaa Ismail, Vice President for Community Development (Faculty of
Fine Arts)

Associate Dean for Development Asma Siddiki, Dubai School of Government, United Arab Emirates

President Abdullah Barakat, Helwan University

Assistant Dean for Academic Affairs Patrick Brennan, Georgetown University-School of Foreign Service,
Qatar

Dean Fadi Asrawi, Hagazian University, Lebanon

Chief of Staff and Deputy to the President, Ms. Diane Yu, New York University-Sheikh Mohamed bin
Zayed Scholars Program, United Arab Emirates

President Joseph Jabbra, Lebanese-American University, Lebanon

President Ahmed Youssef, Sadat Academy, Egypt

Vice President Farha El Chennawi, University of Mansoura, Egypt

Vice President Sulaiman Al Jassim, Zayed University, United Arab Emirates

Other Participants: Professor Poonam Arora

STUDENT PARTICIPANTS

Ahfad University for Women, Sudan

Gihad Abu-Nafisa

Alexandria University, Egypt

Yousry Ahmed Salah Mohamed

Beni Suef University, Egypt

El Zahraa Mohamed Esmat Sultan

Mohamed Mustafa Ahmed Abd El Fatah

El Zahraa Safwat Kamel Gomaa

The American University in Cairo, Egypt

Amr Adel Amin

Clarissa Pharr

Yumna Kassim

Yomna Amr Safwat

Bethlehem University, Jerusalem

Raed Handal

Cairo University, Egypt

Sondos Faramawy

Reem Seif

Tamer Mohamed

New York University-Sheikh Zayed Scholars Program, United Arab Emirates

Mohamed Osama Mahmoud Ibrahim Al Mahmoud

Fatima Mabkhout Salem Al Karbi

Khulood Khaldoun Al Atiyat

University of Mansoura, Egypt

Karim Magdi Abdul

Haitham Swellium Al-Basioni

Zayed University, United Arab Emirates

Hermeem Al Adam

John D. Gerhart Center for
Philanthropy and Civic Engagement
AUC Avenue
P.O. Box 74
New Cairo 11835, Egypt
tel 20.2.2615.1339
maan.alliance@gmail.com

The Talloires Network
Innovations in Civic Participation
1776 Massachusetts Ave, NW
Suite 201
Washington, DC 20036
tel 202-775-0290
babcock@icicp.org