

## Leaders in the Civic Engagement Movement - January 2014

Co-edited by Lorlene Hoyt and Amy Newcomb Rowe

*We begin by joining the global membership in paying tribute to the first democratically elected president of South Africa, Nelson Mandela.*

### Tribute to President Nelson Mandela

By Amy Newcomb Rowe



Nelson Mandela was born in 1918 in Mvezo, South Africa, and first attended the University College of Fort Hare. He was not able to complete his degree because he was expelled for joining a student protest. He eventually completed his Bachelor of Arts and Bachelor of Laws from the University of South Africa and studied portions of his law degree at the University of the Witwatersrand and the University of London. He received an honorary Doctorate in Law from the University of Pretoria in 1997. Education was an important part of Mandela's life as well as his civic practice and political participation. Later in life, he advocated for the power of education to fight discrimination and prepare younger generations to shape a positive future. In 2007, he founded the Mandela Institute for Education and Rural Development and talked about the importance of education citing the completion of his own studies as one of his greatest accomplishments.

Described as a pragmatic revolutionary, Mandela was passionate about developing opportunities of equal access to higher education in South Africa. He worked to increase scientific and technological training for marginalized youth as a way to combat Apartheid and support youth economic participation. Much like the life of Dr. Martin Luther King in the U.S., Mandela called for economic equality, freedom, justice, an end to racism in all forms, and equal rights in land acquisition. Mandela's contributions to peace and reconciliation movements, and democracy in South Africa that rippled around the world, are some of the greatest social advancements of the 20<sup>th</sup> Century.

As we reflect on the many life-long achievements of President Mandela, may we take this time to widen our reading lists to include the memoirs of quieter voices and deeper expressions from history. Mandela's book, *Conversations with Myself* (New York : Farrar, Straus and Giroux, 2010), is a personal archive of letters, conversations and prison diaries that will bring inspiration for the New Year.

## **South Africa**

Constituting the southern tip of Africa, with a coastline that spans the South Atlantic and Indian Oceans, South Africa is home to the “Cradle of Human Kind” – a site that has produced a large number of the world’s oldest fossils (some dating back more than 3.5 million years). Bordered to the north by Namibia, Botswana and Zimbabwe and to the east by Mozambique and Swaziland, South Africa’s economy is the largest and most developed in Africa. The San people were the first settlers, followed by Khoikhoi and Bantu-speaking tribes and later the more widely known Xhosa and Zulu peoples. Portuguese explorers first arrived in the middle of the fifteenth century and about two centuries later the Dutch settlers (Afrikaners) established a station at the Cape of Good Hope, which became Cape Town. Soon after the Dutch began enslaving people from Indonesia, Madagascar and India to launch a colony with the aim of establishing an independent republic, Britain took possession bringing several thousand settlers to the region at the start of the 19<sup>th</sup> century. The discovery of diamonds and gold in the mid-19<sup>th</sup> century spurred an intense wave of immigration and increased suppression of natives. After the Afrikaner-dominated National Party came to power in 1948, it put into place the apartheid system which methodically discriminated between races. After a long struggle against this system, apartheid was abolished and South Africa held its first free and fair elections in 1994. This democratic transition has allowed South Africa to become a political and economic leader in Africa, although it still faces problems with severe poverty and a legacy of racism, and violence (Freedom in the World, 2013). Today, about 80 percent of South Africans are of black African ancestry and South Africa is a republic with a popularly elected bicameral parliament and president.

Freedom of expression, assembly, and association are protected by the South African constitution, and South Africa has an active civil society, including many NGOs and a strong labor movement (Freedom in the World, 2013). Political participation has declined since the transition to democracy, shrinking from near-universal registration and 85% turnout in 1994 to greatly reduced registration rates and 77% turnout among registered voters in 2009 (International Institute for Democracy and Electoral Assistance 2013).

Due to the apartheid requirements of separate institutions for the different races, the South African higher education system was highly fragmented and inefficient prior to the democratic transition. The system was reformed significantly under the Education White paper of 1997 and the National Policy for Higher Education of 2001, including mergers of higher education institutions and the creation of a single Department of Education to oversee and fund the system. In addition, an independent Council on Higher Education oversees quality assurance and accreditation. Although private institutions have grown in recent years, enrollment is dominated by the 23 public universities. Total enrollment has grown steadily, from less than 500,000 in 1993 to almost 800,000 in 2008. However, major racial gaps remain with a white gross enrollment ratio of 47% and a black gross enrollment ration of 13% (Watson et al., 2011; 134-35).

The reforms of higher education after the end of apartheid included a major emphasis on the community engagement responsibilities of universities, particularly since the 1997 Education White Paper. Community service, teaching/learning, and research are the three core functions of universities for the purpose of government accreditation and quality assurance, and public funding can be cut for institutions that fail to meet community engagement standards. In response, South African universities have created community engagement offices and incorporated service learning and community based research into their work. In 2009, the South African Higher Education Community Engagement Forum (SAHECEF) was launched by the community engagement heads at each South African university to strengthen their engagement work.

### **University of Pretoria (UP)**

The UP was founded in 1908 and commenced activities with a staff of 7 professors and lecturers and 32 students. Today, the UP is a five-campus public research university with nine faculties and a business school. Community engagement is a “key priority” at the UP, embedded in its vision- and mission statements. Understood and implemented as “an integral part of teaching and learning, and research,” university community engagement is focused on areas that can “enhance development and capacity building” in communities. Each faculty is responsible for launching various community engagement projects to impact society and “strengthen stakeholder relationships.” With about 62,000 students spanning 140 academic departments and 85 centers, institutes and bureaus, the UP hosts a wide array of engagement opportunities. The Department of Community Engagement, located on the Hatfield Campus, supports student community engagement and reported that approximately 19,000 undergraduates participated in engagement activities in 2012.

## **Vice-Chancellor and Principal Cheryl de la Rey, University of Pretoria**

By Lorlene Hoyt



At the University of Pretoria (or Tuks), South Africa's largest research university, "we are privileged to have influence over the next generation of leaders," Vice-Chancellor de la Rey explained at the University of London between plenary sessions during the Association of Commonwealth Universities' Centenary Conference. For her, "education by definition is engagement," and with six campuses in two cities (Pretoria and Johannesburg), she has made notable progress in implementing the university's mission to pursue excellence in the "core functions of research, teaching and learning" while "integrating engagement with society and communities." This bold ambition is consistent with her view of the university as a "public asset" in a developing democracy and represents a continuation of the significant strides she made as Deputy Vice-Chancellor at the University of Cape Town.

Born and raised on South Africa's east coast in Durban, Vice-Chancellor de la Rey completed her Bachelor of Arts and Master's degrees at then University of Natal at the height of apartheid. Before she landed a junior lecturing job at the University of Durban-Westville (which merged with Natal to become the University of KwaZulu-Natal), she taught at a high school in Marianridge. She then moved to the University of Cape Town where she earned her PhD in Psychology and later served as Chief Executive Officer of the Council on Higher Education.

Immediately following the University of Pretoria's centenary celebrations, she both represented and launched a new era as the university's first woman and person of colour to be appointed to the position of Vice-Chancellor. An expert on gender issues, leadership and higher education policy, she frequently relies on her educational background, where she developed skills of listening and skills of empathy, to guide and realize the "pillar" of the university's mission: community engagement. "Experiential learning, participatory and action research as well as community outreach, all form part of our strategy on community engagement. Through this strategy we firmly embrace our role in the promotion of good citizenship and sustainable development," Vice-Chancellor De la Rey affirmed in her inaugural speech in April 2010.

When prompted to share what she and her colleagues had accomplished at the University of Pretoria, she immediately highlighted two important initiatives. "First," she said, "every graduate must be involved in some aspect of engagement of community – it is a compulsory component of the curriculum." She continued, "Second, there are more than 130 co-curricular engagement activities throughout the university. Each student is expected to contribute to the community." Recognizing that "students are transient," she believes it is "important to see engagement as mutual and sustained, to make an impact over

the long-term.” Such partnerships are coordinated by the university’s Community Engagement Office in the Department of Education Innovation affording staff and students alike ongoing opportunities to interact with communities in Tshwane areas of Mamelodi, Eesterust, Pretoria North, Pretoria West and the inner city areas of Sunnyside and Hatfield. To “ensure the “vision of the university is aligned with the city’s vision,” Vice-Chancellor de la Rey signed a partnership agreement with the Office of the Executive Mayor of Tshwane City, which is “home to the capital city including 180 national embassies and High Commissions.” Two vital issues being addressed through the partnership include the provision of water and infrastructure. The university, she explained, can “provide water engineering expertise to close the gaps between the haves and the have-nots.” She continued, “Getting clean water to people, bringing down energy consumption and improving food security and health care are essential.” Additionally, under Vice-Chancellor de la Rey’s leadership, the university has “developed a database to map the impact of engagement activities.” The university “must move from rhetoric to outcomes,” says de la Rey, who values accountability. To explore and understand the “value of having the university in the city,” she commissioned a study on the university’s contribution to the City of Tshwane, the Gauteng Province and to South Africa. Among the impressive findings, the summary report of a 2011 study entitled *The Contribution of University of Pretoria to the South African Economy* reveals that the university’s total impact on economic output amounted to \$150.11 billion (R19.85 billion) nationally with the largest share \$106.32 billion (R14.06 billion) in the City of Tshwane.

While much has been accomplished, the perennial challenge of “how to spend limited resources” remains, according to Vice-Chancellor de la Rey. When making difficult choices, she said, “we think about values” finding that “notions of responsible leadership and citizenship are crucial to humanity.” She believes “we are interconnected” and that students who are receiving an education have a responsibility to work collaboratively and cooperatively in South Africa and beyond.”

Asked about the future of civic engagement in higher education, Vice-Chancellor de la Rey pointed to the need to “cope with and respond to rapid urbanization” in South Africa because of its impact on human health and well-being. The University of Pretoria is an active member of a network of South African universities “learning together how to make a positive impact.” Global networks, she explained, “are an opportunity to bring into dialogue conversations in the developing world with emerging economies; a spirit of community is needed to realize Millennium Development Goals.”

*Prof Cheryl de la Rey has been the Vice-Chancellor and Principal of the University of Pretoria since November 2009. Her previous executive positions include being the Chief Executive Officer of the Council on Higher Education, Deputy Vice-Chancellor at the University of Cape Town and Executive Director at the National Research Foundation. Professor De la Rey is registered as a*

*Psychologist by the Health Professions Council of South Africa, is a fellow of the Psychological Association of South Africa, and a fellow of the Royal Society of South Africa and of the Academy of Science of South Africa. She is a member of the national Human Resource Development Council, the Council of the Association of Commonwealth Universities, International Council of Science's Strategy and Planning Committee and she is the African Co-Chairperson of the Australia–Africa Universities Network. She also serves as the chair of the Science, Engineering, and Technology for Women. Profesor De la Rey is a member of the Talloires Network Steering Committee.*

**Dra. Cheryl de la Rey, Vice-Canciller de Universidad de Pretoria**

Traducido por Brianda Hernandez

Universidad de Pretoria (o Tuks), la mayor universidad de investigaciones de Sudáfrica, "tenemos el privilegio de tener influencia sobre la próxima generación de líderes," Vice-Canciller De la Rey explicó en la Universidad de Londres entre las sesiones plenarias durante la Asociación Conferencia del Centenario de Universidades del Commonwealth. Para ella, "la educación, por definición, es el compromiso," y con seis campus principales en dos ciudades (Pretoria y Johannesburgo), se ha logrado un progreso notable en la ejecución de la misión de la universidad para perseguir la excelencia en las "funciones básicas de la investigación, la enseñanza y el aprendizaje con la integración de la responsabilidad social en las comunidades." Esta audaz ambición es coherente con su visión de la universidad como un "bien público" en una democracia en desarrollo y representa una continuación de los importantes avances que hizo como Vicerrectora de la Universidad de Ciudad del Cabo.

Nacida y criada en la costa este de Sudáfrica en Durban, vicerrectora De la Rey completó su bachillerato en las Artes y maestrías a continuación, Universidad de Natal en pleno apartheid. Antes de que ella consiguió un trabajo docencia junior en la Universidad de Durban-Westville (que se fusionó con Natal para convertirse en la Universidad de KwaZulu-Natal), enseñó en una escuela secundaria en Marianridge. Después se trasladó a la Universidad de Ciudad del Cabo, donde obtuvo su doctorado en Psicología y más tarde se desempeñó como Directora Ejecutiva del Concilio para la Educación Superior.

Inmediatamente después de la Universidad de las celebraciones del centenario de Pretoria, que tanto representa y puso en marcha una nueva era como la primera mujer de la universidad y la persona de color que se desempeña en el cargo de Vice-Canciller. Un experta en asuntos de género, liderazgo y política de la educación superior, que frecuentemente depende de su formación académica, donde desarrolló sus habilidades de escuchar diálogos y habilidades de tener empatía, para orientar y realizar el "pilar" de la misión de la universidad que es la responsabilidad social. "El aprendizaje experiencial, participación y la investigación en acción, así como el acercamiento a la comunidad, forman parte de nuestra estrategia de nuestra responsabilidad social y compromiso a la

comunidad. A través de esta estrategia nosotros aceptamos firmemente nuestro papel para la promoción de la buena ciudadanía y el desarrollo sostenible," De la Rey afirmó en su discurso inaugural en abril 2010.

Cuando fue pedida que compartiera lo que ella y sus colegas han realizado en la Universidad de Pretoria, ella inmediatamente destacó las dos más importantes iniciativas, "cada graduado debe participar en algún aspecto de la responsabilidad social en la comunidad - es un componente obligatorio del currículo. En segundo lugar, hay más de 130 actividades relacionadas con la responsabilidad social co-curriculares en toda la universidad. Se espera que cada estudiante contribuya a la comunidad." Ella reconoce que los estudiantes son transitorios y cree que es "importante que la responsabilidad social sea mutua y sea sostenida para poder hacer un impacto para el largo plazo." Estas asociaciones son coordinadas por la Oficina de Participación Comunitaria de la Universidad en el Departamento de Educación de la Innovación proporcionando oportunidades continuas para interactuar con las comunidades en las zonas de Tshwane de Mamelodi, Eesturust, Norte de Pretoria, Oeste de Pretoria y los centros de las ciudades de Sunnyside y Hatfield. Para asegurar que la visión de la universidad este alienada con la visión de la ciudad, De La Rey firmo un acuerdo de colaboración con la Oficina del Alcalde Ejecutivo de la ciudad de Tshwane, que es "el hogar de la ciudad capital, incluyendo 180 embajadas nacionales y Altas Comisiones." Dos cuestiones fundamentales que se abordan a través de la asociación incluyen la provisión de agua y la infraestructura. De La Rey explico, "La universidad puede proporcionar conocimientos de ingeniería hidráulica para cerrar la brecha entre los que tienen y los que no tienen. Obteniendo agua potable para las personas, reduciendo el consumo de energía y mejorar la seguridad alimentaria y la salud son cosas esenciales." Además, bajo el liderazgo de la rectora De la Rey, la universidad ha "desarrollado una base de datos para trazar el impacto de las actividades de responsabilidad social. La universidad debe pasar de la retórica a los resultados," dice de la Rey, que valora la responsabilidad. Para explorar y entender el "valor de tener la universidad en la ciudad," encargó un estudio sobre la contribución de la Universidad a la Ciudad de Tshwane, la provincia de Gauteng y de Sudáfrica. Entre los resultados impresionantes, el informe fue resumido en un estudio en el 2011 titulado *La contribución de la Universidad de Pretoria para la economía de Sudáfrica* donde se revela que el impacto total de la universidad en la producción económica ascendió a \$ 150,110,000,000 (R19.85 millones de dólares) a nivel nacional con la mayor cuota de \$ 106,320 millones (R14.06 millones de dólares) en la Ciudad de Tshwane.

Aunque se ha logrado mucho, el desafío perenne de "cómo gastar los recursos limitados" persiste, de acuerdo con De la Rey. Al tomar decisiones difíciles, dice "pensamos en valores encontrando las nociones de liderazgo responsable y la ciudadanía son fundamentales para la humanidad." Ella cree que "estamos interconectados" y que los estudiantes que están recibiendo una educación tienen la responsabilidad de trabajar en colaboración y cooperativamente en Sudáfrica y más allá.

Cuando fue preguntada sobre el futuro de la responsabilidad social en la educación superior, De la Rey señaló la necesidad de "hacer frente y responder a la rápida urbanización" en Sudáfrica debido a su impacto en la salud humana y el bienestar. La Universidad de Pretoria es un miembro activo de una red de universidades de Sudáfrica quienes "aprenden juntos cómo hacer un impacto positivo." Las redes mundiales, explicó, "son una oportunidad para inyectar en las conversaciones en el mundo en desarrollo con economías emergentes; uno necesita espíritu de comunidad a darse cuenta de los Objetivos de Desarrollo del Milenio."

*Profesora Cheryl de la Rey ha sido la rectora principal de la Universidad de Pretoria desde noviembre del 2009. Sus anteriores cargos ejecutivos incluyen ser la Directora Ejecutiva del Concilio de la Educación Superior, Vicerrectora de la Universidad de Ciudad del Cabo y la directora ejecutiva de la Fundación Nacional de Investigación. Profesora De la Rey está registrada como psicóloga por el Concilio de Profesiones de la Salud de Sudáfrica, es miembro de la Asociación Psicológica de Sudáfrica, y miembro de el Royal Society de Sudáfrica y de la Academia de Ciencias de Sudáfrica. Ella es miembro del Consejo Nacional de Desarrollo de Recursos Humanos, el Consejo de la Asociación de Universidades del Commonwealth, Consejo Internacional de Comité de Estrategia y Planificación de Ciencia y ella es la Co-Presidente de la Red de Universidades de Australia y África. También se desempeña como presidente de la Ciencia, Ingeniería y Tecnología de la Mujer.*



## Egypt

Sitting at the crossroads of North Africa and Western Asia, and home to the world's longest river, Egypt is an important global transportation hub. Today it has the fastest growing population in the Arab World with over 85 million people, a quarter of whom are between the ages of 18 – 29 years. The first known native empire was established around 3200 BC followed by other empires who ruled Egypt throughout history including the Persians, Greeks, Romans, Byzantines, Mamluks, Ottomans and the British Monarchy. Arabs brought Islam and the Arabic language to Egypt from the Arabian Peninsula in the 7<sup>th</sup> Century. Independence from a foreign-backed monarchy was not gained until the revolution of the 1950's under Mohamed Naguib and Gamal Abdel Nasser of the Free Officers Movement.

In 2011, Egyptian labor activists and youth-led opposition groups called for an uprising to protest increased widespread poverty, unemployment, government corruption and the rule of President Hosni Mubarak, in power since 1981. After Mubarak's ouster in February 2011, Egypt's military gained control of the parliament until Mohamed Morsi won presidential elections in 2012. However, in July 2013 the military expelled Morsi and appointed Chief Justice Adly Mansour as current interim president. Sadly, in August 2013, protests to support Morsi were violently dispersed by the military killing over 600 civilians and injuring thousands. Human Rights Watch declared it the "most serious incident of mass unlawful killings in modern Egyptian history" (HRW, Al Ahram 2013).

Egypt is a republic political system with three ruling branches. Since the military coup, the council of military leaders has unilaterally issued a constitutional declaration giving itself legislative and judicial powers. A final draft of the constitution is pending but appears likely the military will have concentrated autonomy. There are 40 registered political parties in Egypt most of which were founded after 2011. Although the increase in political participation signals positive change, restrictions on freedom of peaceful assembly and activism have greatly limited civil society and the media with the recent arrests and military trials of civilians. The country has suffered intermittent political violence since 2011 rising dramatically after Morsi's removal, and incidents of sectarian violence between Muslim and Christian groups have also increased steadily over the past five years.

One of the world's oldest degree-granting institutions is Al Azhar University founded in 970 AD in Cairo for Arabic literature and Sunni Islamic learning. Today there are 28 public universities, 16 private universities and 47 technical institutes in Egypt. All levels of public education are free and supervised by the Ministry of Higher Education for curricula development, research and examinations. Community engagement and social solidarity are common values in Arab society and have inspired youth-led initiatives on most university campuses (Ibrahim 2014). Larger, public universities have engagement offices assigned to community and environmental issues, such as affordable housing, as

well as growing independent movements of student unions and governing councils. In 2008, the International Curricular Educators Association was founded for certifications in teacher trainings and international exchanges to create applied science projects with communities across the country. In the same year, the [Ma'an Arab University Alliance](#) launched by AUC's Gerhart Center for Philanthropy and Civic Engagement, brought together 15 universities from the Arabic-speaking world to discuss civic engagement in Arab education.

### **The American University in Cairo (AUC)**

AUC was established in 1919 with an emphasis on liberal arts and professional education. The university's dedication to learning with communities is reflected in their mission statement, "a sound education not only prepares students for success but also for responsible citizenship and community engagement. The liberal arts tradition, with its emphasis on the broad education of a common core curriculum and the experiential learning of rich extracurricular programs, strengthens the curiosity and courage of AUC graduates, and promotes civic participation." Two of the many successful projects at AUC are the [Community-Based Learning Program](#) and the [Sustainable AUC Program](#) combining responsible learning and living in and with communities to draw on reciprocal life-long sharing. AUC is first in the region to measure a university's impact on climate change by working to reduce greenhouse gas emissions on its own campus. Through community-based learning courses in over 70 offerings, AUC students and professors are learning and utilizing civic knowledge to explore social movements and better understand a rapidly changing environment.

## President Lisa Anderson, The American University in Cairo\*

By Lorraine Hoyt



According to Dr. Lisa Anderson, her parents, “like many people in mid-twentieth century America, believed that science was the key to progress.” Both parents were “progressive, hopeful, and generous people who dedicated themselves to service.” Her father worked at a national laboratory and her mother “taught science to 11- and 12-year olds in the local public school.”

Dr. Anderson served as Provost at the American University in Cairo (AUC) beginning in 2008 before the Board of Trustees voted unanimously to appoint her as AUC’s 11<sup>th</sup> and first female President in January 2011. Early on, she “went to college planning to become a civil rights lawyer,” but instead launched her “lifelong focus on North Africa” as an undergraduate at Sarah Lawrence College in New York “when a professor assigned a research paper on Egypt.”

In the mid-1970s, Dr. Anderson studied Arabic for a summer at AUC. “It was a hot and dusty summer before air conditioning was widespread,” she explained, “I remember thinking, correctly it turns out, I would never, ever master the language I was here to study.” Dr. Anderson then turned her attention to earning a Masters degree from the Fletcher School of Law and Diplomacy at Tufts University and a doctorate in Political Science at Columbia University where she later served as Dean of the School of International and Public Affairs. She was “the first woman to hold the job,” and cared deeply about the “purposes of the School—education, training, and research in global public policy.”

About a decade later Dr. Anderson assumed the post of Provost because she was “utterly seduced by the bold vision of AUC” that is now represented by the new campus in Cairo. Immediately after she became President, the entire AUC community “witnessed the fruits of a generation’s investment in their children” when young Egyptians headed the January 25 uprising that ended President Hosni Mubarak’s thirty-year reign. In response, AUC organized “town hall meetings with faculty and students across the city” and, while the revolution was underway, Dr. Anderson led the university’s new initiatives. In Cairo, she explained, “we are embedded, active, and involved partners. Our students develop business plans for small and medium enterprises, our faculty perform in theater and film, our alumni manage social service agencies, and our researchers develop new vaccines and discover new organisms.”

Nonetheless, Anderson pointed out, the opportunities in the Egyptian revolution are also a challenge. “In the face of so much unleashed enthusiasm and such great unmet need, it is easy to take on too much, dissipate your efforts, and deliver less than you’d hoped.” This is true of individuals as well as institutions and, she added, “It is important not to allow students and faculty to succumb to very natural frustration and disappointment in those circumstances. This more

than ever is a time in which is it important to channel their efforts into activities with discernible, worthwhile and satisfying outcomes.”

When prompted to describe, in specific terms, what she wants the global movement of civic engagement in higher education to look like in the future, Dr. Anderson replied, “In ten or twenty years, most student learning will be outside the classic classroom—an educational device, let us remember, that was designed to produce the workforce of industrial society, with its neat rows of desks, carefully timed study periods and disciplined hierarchies.” She continued, “In the digital world of the twenty-first century, learning will once again be recognized as happening everywhere and all the time, and teaching will increasingly be acknowledged to be guided learning-by-doing. In labs, seminars and other settings, the cultivation of “creative problem-solvers, effective colleagues and collaborators, and responsible citizens in many domains is essential. How better to do that than in engaging early and often in understanding the needs and aspirations of those around you?”

As our conversation came to a close, Dr. Anderson highlighted the barriers to realizing this vision, adding “It is not easy to transform institutions to meet the demands of this new world—we worked hard to get where we are and we want to reap our well-deserved rewards, but in the civic engagement movement we are creating allies and incentives for our faculty and students to think again about conventional practices in higher education and to experiment with new platforms and paradigms.” However, she offered some advice, too. “The Talloires Network can make an impact by emphasizing the importance of mentoring faculty who are willing to think in fresh ways about how civic engagement enhances and extends what they have traditionally done.”

*Dr. Anderson is past president of the Middle East Studies Association and past chair of the board of the Social Science Research Council. She is also a former member of the Council of the American Political Science Association and served on the board of the Carnegie Council on Ethics in International Affairs. She is member emerita of the board of Human Rights Watch, where she served as co-chair of Human Rights Watch/Middle East, co-chair of the International Advisory Board of the Von Humbolt Foundation and member of the International Advisory Council of the World Congress for Middle East Studies. She is also a member of the Council on Foreign Relations. Dr. Anderson is the author of Pursuing Truth, Exercising Power: Social Science and Public Policy in the Twenty-first Century (Columbia University Press, 2003), The State and Social Transformation in Tunisia and Libya, 1830-1980 (Princeton University Press, 1986), editor of Transitions to Democracy (Columbia University Press, 1999) and coeditor of The Origins of Arab Nationalism (Columbia 1991). Dr. Anderson is a member of the Talloires Network Steering Committee.*

\*Note: Reprint. This article was first published in May 2013.

**Dra. Lisa Anderson, Presidente de La Universidad Americana en El Cairo**  
Traducido por Brianda Hernandez

Según la Dra. Anderson sus padres, “como mucha de las personas en los Estados Unidos durante el siglo veinte, pensaban que la ciencia era la clave para el progreso. “Su mama y papa eran, “progresivos, llenos de esperanza, y personas generosas que se dedicaban para el servicio a los demás.” Su papa trabajaba en un laboratorio nacional y su mama “era maestra de ciencia a estudiantes de 11 y 12 años de edad en la escuela publica local.”

La Dra. Anderson sirvió como la preboste de la Universidad Americana en El Cairo (AUC) empezando en el 2008 antes de ser votada unánimemente por la Junta Directiva designándola como la 11ma presidente de AUC, y la primera mujer como presidente de la Universidad en Enero de 2011. Al principio, ella “fue a la universidad planeando ser abogada de derechos civiles” pero en lugar de eso lanzo “el enfoque de su vida del Norte de Africa” como estudiante en el Colegio de Sarah Lawrence en Nueva York, “cuando un profesor asigno un trabajo sobre Egipto.”

A mediados de los años 1970, la Dra. Anderson estudio Árabe por un verano en AUC. “Era un verano caliente y polvoriento antes de que el aire acondicionado era común. Y me acuerdo pensando, y resulto correcto, que nunca, nunca iba a dominar el idioma que estaba estudiando aquí.” La Dra. Anderson luego giró su atención a obtener su Maestria de *Fletcher School of Law and Diplomacy* en La Universidad de Tufts y su doctorado de la Universidad de Columbia donde sirvió como decana de la Escuela de Relaciones Publicas E internacionales. Ella era “la primera mujer que ocupo el puesto y se preocupaba mucho por los propósitos de la escuela – la educación, formación e investigación en la política pública global.”

Como una década después, la Dra. Anderson asumió el puesto de preboste porque estaba “completamente atraída por la visión audaz de AUC” que ahora es representada en el nuevo campus en El Cairo. Inmediatamente después de convertirse en la Presidente de la Universidad, la comunidad de AUC “fueron testigos de los frutos de su inversión en los jóvenes” cuando los Egipcios jóvenes dirigieron la insurrección que puso el fin el mandato de treinta años del Presidente Hosni Mubarak. Como respuesta, AUC organizo, “reuniones de ayuntamiento con la facultad y los estudiantes de toda la ciudad”, y mientras que la revolución estaba en marcha, Dra. Anderson dirigió las nuevas iniciativas de la universidad. En El Cairo, “somos socios activos y involucrados. Nuestros estudiantes desarrollan planes de negocios para empresas, grandes y pequeñas, nuestros profesores actúan en el teatro y el cine, nuestros alumnos manejan agencias de servicios comunitarios, y nuestros investigadores desarrollan nuevas vacunas y descubren nuevos organismos.”

Sin embargo, Dra. Anderson destacó, que las oportunidades que brinda la revolución egipcia también traen desafíos. “Ante todo el entusiasmo y tanta necesidad insatisfecha, es fácil abarcar demasiado, disipar los esfuerzos y brindar menos de lo que uno esperaba.” Esto es cierto con instituciones y también con individuos, ella agregó. “Es importante no permitir que los estudiantes y profesores se sucumben a la frustración y la desilusión en aquellas circunstancias. Hoy, más que nunca es un tiempo en el que es importante canalizar los esfuerzos en las actividades con resultados discernibles y satisfactorios que valgan la pena.”

Cuando se le pregunto describir, en términos específicos, lo que quiere el movimiento global de la responsabilidad social en la educación superior sea en el futuro, la Dra. Anderson respondió: “En diez o veinte años la mayor parte del aprendizaje estudiantil estará fuera del aula clásica, les recuerdo, que fue diseñada para producir la fuerza laboral de la sociedad industrial, con sus, los periodos de estudio cuidadosamente cronometrados y jerarquías disciplinadas.” Ella continuo, “En el mundo digital del siglo XXI, el aprendizaje volverá a ser reconocido como es, sucediente en todas partes y todo el tiempo y la enseñanza será cada vez más guiada por el aprendizaje por la práctica. En los laboratorios, seminarios y otros marcos, el cultivo de “personas capaz de resolver problemas creativamente, colegas y colaborativos eficaces y ciudadanos responsables en muchos ámbitos es esencial. ¿Qué mejor que manera de hacerlo que involucrarse temprano y comprender las necesidades y aspiraciones de los que te rodean?”

A medida que nuestra conversación llegó a su fin, la Dra. Anderson destacó las barreras que a veces impiden que se realice esta visión y agregó, “No es fácil transformar instituciones para que puedan responder a las exigencias y necesidades del mundo - hemos trabajado duro para llegar a donde estamos y queremos poder cosechar nuestras recompensas que merecemos, en el movimiento de la responsabilidad social estamos creando aliados e incentivos para nuestros profesores y estudiantes para que piensen de nuevo acerca de las prácticas convencionales en la educación superior y que experimenten con nuevas plataformas y paradigmas “. Sin embargo, Dra. Anderson ofreció algunos consejos, “la Red Talloires puede hacer un impacto, haciendo destacando la importancia que los profesores quienes están dispuestos a pensar en nuevas formas cómo la responsabilidad social mejora y amplía lo que han hecho tradicionalmente.”

*La Dra. Anderson es ex presidente de la Asociación de Estudios del Medio Oriente ex presidente de la junta directiva del Concilio de Investigaciones de las Ciencias Sociales. Ella también es un ex miembro del Concilio de la Asociación Americana de Ciencias Políticas y sirvió en la junta del Concilio Carnegie de Ética en Asuntos Internacionales . Ella es miembro emérita de la junta directiva de Human Rights Watch, donde se desempeñó como co-presidente de Human Rights Watch / Medio Oriente , copresidente del Concilio Asesor Internacional de*

*la Fundación Von Humbolt y miembro del Concilio Asesor Internacional de el Congreso Mundial de Estudios sobre Medio Oriente. Ella es también un miembro del Concilio de Relaciones Extranjeras. La Dra. Anderson autora de el libro Persiguiendo la Verdad, Ejerciendo el poder: Ciencias Sociales y Políticas Públicas en el Siglo XXI (Columbia Press, 2003) Transformación Social en Túnez y Libia , 183-1980 (Princeton University Press, 1986 ) editora de la Transición a la Democracia (Columbia University Press, 1999) y coeditora de Los Orígenes del Nacionalismo Árabe (Columbia, 1991).*

**Ms. Nelly Corbel, The Lazord Academy, The American University in Cairo**  
By Amy Newcomb Rowe



“Civic engagement is a way of life, a kind of reflex to every small and big decision in our daily lives,” explains Nelly Corbel, co-founder and manager of the University Civic Engagement unit at the John D. Gerhart Center for Philanthropy and Civic Engagement, where she has been working closely with university students since 2008. A Franco-Egyptian, growing up a third-culture kid between Paris and Cairo, Nelly is now working full-time at the American University of Cairo (AUC) brokering relationships between students, professors, university staff and community leaders.

She provides leadership to a number of university-based programs including Debate Egypt, the first Egyptian debate championship; The Ma’an Arab University Alliance, a Talloires Network Regional Partner; The Peace Innovation Lab, a training platform for election monitors in cooperation with Stanford University; and the Lazord Academy for Civic Leadership, which she co-founded in 2011. Nelly aspires to bring young people to the center of local and national decision-making, and seeks to create a widespread civic culture in Egypt and the region. “We are creating a culture of civic consumption which means every person is learning to live sustainably, including sustainable acts of daily living, whether job-related or in our personal lives,” she says.

“My vision for an equal society was inspired when learning about the Keynesian Model of a virtuous circle where consumption becomes inherent to the economic system. I realized that civics could also become a core element for a new type of virtuous circle with a consistent, long-term approach to difficulties and social problems,” the economics major explained. “No matter what our jobs or areas of study are, we must see everything through the lens of civic action and social responsibility to our direct and imagined communities. When we think about civic impact, we realize the causality of our actions,” Nelly continued, explaining her passion for responsible use of natural resources, particularly water in Egypt. To illustrate her point, she alluded to the experience of an architecture student who realized his skills could be used to alleviate poverty by designing affordable housing. She has learned too from Egypt’s well-known Islamists groups who have worked in urban and rural communities across the country for the last century. With a “horizontal approach,” they have influenced both traditional and modern Egyptian society, increasing leverage and validity between rich and poor. She knew if the Islamists could influence people in this way, so could institutions of higher education – a horizontal approach to civic education can reach those who do not have access to schools and universities and in a non-partisan way.

With this in mind, Nelly created one of the region’s first civic leadership schools – The Lazord Academy – naming it after Egypt’s Lapiz Lazughli, a blue stone with golden flecks and ubiquitous across the Arab region and Asia. In Ancient Egypt,



the stone was part of the royal courts and highly prized. However, in modern Arab history the stone has been mostly forgotten and unnoticed. Egyptian youth in many ways can be compared to this stone, full of passion and desire to create a better world and bring the Middle East into the global community with innovation, development and vision for a sustainable, cohesive Arab future. The Lazord Academy seeks to graduate a generation of civically responsible and skilled leaders that play an active role across all sectors of Egyptian society. The Academy is a paracurricular, one-year program that hosts students from all academic disciplines, standings and socio-economic backgrounds. Currently the Academy graduates about 50 participants per year, from undergraduate students to community partners and places 10 graduates in community organizations with full-time jobs in its Egypt Chapter. The Lazord Academy is a value-based model that holds the idea that learning is to happen in a holistic journey, taking into account the necessary knowledge creation and skill building while allowing for introspective reflection for the learner. To ensure this in-depth and holistic development, the Academy aims to reinforce critical and evidence-based thinking in civic values, attitudes and behaviors, knowledge, skills, and practice, exploring these areas in relationship to self, neighbor and imagined communities. In addition to their traditional courses, Lazord students have workshops, experiential community-based activities, professional mentorship, and guided reflection. For Nelly, the Lazord Academy is considered one of the civic achievements for which she is most proud, and with the larger goal in mind, of bringing civic engagement, a less well-known topic, into the Egyptian public debate. Lazord graduates are now working nationally and internationally bringing this philosophy into their work across sectors, drafting recommendations and provided consultancies for a variety of international organizations and governments on youth, civic education, volunteerism and the democratic transition.

The Lazord Academy is unique in the Egyptian context because it provides a flexible model, which is constantly re-assessed by the stakeholders, including the critical feedback of students. Nelly explains further, “we embrace what the students suggest and we base a lot of what we do and learn on community needs and assets. We don’t make a decision about anything until we confer with our community partners, especially partners like the Egyptian Youth Federation (EYF). We are not afraid to change topics, especially in a country like Egypt where everything changes quickly. In fact, our flexibility is what keeps learning meaningful to the students. We cannot pretend our students are not dying on the streets protesting an autocratic rule, so we must acknowledge this real experience and assist students with the life and death questions.” For Nelly, the AUC teachers, and the community leaders who guide many of the Lazord Academy workshops, the learning journey must take place through the needs of students; life is not static and therefore so must be civics. One of the ways Lazord accomplished this was by building a flexible training schedule, drawing on the university’s and community’s mentors for relationship-building, and creating ways of understanding how to distill the big picture of a national revolution into a

single individual. “Building values in parallel to skills is foundational for life-long learning,” Nelly says.

Of course, the flip side of flexibility is the challenge of measuring that which is constantly changing. Employment and effective integration into community work is one measurement the staff uses to track the impact of their work with graduates. Nelly and her staff follow alumni and for some they continue to guide their professional lives. One graduate in particular started a popular magazine publication which includes a monthly article on philanthropy and responsible giving for young leaders, an effort that is possible with the help from Lazord alumni. Nelly and her colleagues focus attention on how well and with what social values students and graduates do their jobs. Measuring impact is a serious matter for Nelly and she wants to build a network of Lazordians Leaders who can help create a measurement plan for the next five years. Another challenge Nelly faces is that some students’ projects develop after they leave the university. “I have to trust what the students are learning will make them responsible citizens on a life-long journey,” explains Nelly. One way they are meeting the challenge is increasing the focus on mentorship and coaching which breaks the hierarchal status between professor and students, and builds trust and friendship that goes beyond university years. “When you establish friendships based on mutual respect and understanding, you open the soul of the learner and each of us learns better. Students trust us, which opens their learning beyond the classroom.”

*Nelly Corbel holds a Master degree in International Affairs: Civil Society Development and Conflict Resolution from the American University of Paris and a Mastère 2 in Sciences Economiques et Sociales: Sociologie des Conflits from the Institut Catholique de Paris. She received her Bachelors in International Politics from American University in Paris. Nelly is the Assistant Director for Programs at the John D. Gerhart Center for Philanthropy and Civic Engagement, Advisory Board member of the Community Based Learning program and representative of the Dalai Lama Fellowship at the American University in Cairo. She co-founded the Lazord Foundation in 2011, where she serves as Executive Director. The Lazord Foundation received the status of Associate of the Lebanese American University Academic Center in New York in 2013. Nelly participated in the Regional Perspectives on University Civic Engagement workshop co-hosted by the Talloires Network and the Kettering Foundation. To contact Nelly Corbel: [ncorbel@aucegypt.edu](mailto:ncorbel@aucegypt.edu).*

### **Nelly Corbel, La Academia de Liderazgo Cívico Lazord**

Traducido por Brianda Hernandez

“La Responsabilidad Social es una forma de vida, un tipo de reflejo de cada decisión grande o chica en nuestras vidas” explica Nelly Corbel, fundadora y jefa de la Oficina de Responsabilidad Social en el John D. Gerhart Centro de Responsabilidad Social y Filantropía, donde ha trabajado con estudiantes de la

universidad desde el 2008. Una franco-egipcia, que creció como niña de tercera cultura un niño de tercer cultura entre París y El Cairo, Nelly ahora está trabajando de tiempo completo en la Universidad Americana de El Cairo (AUC) como intermediación relaciones entre estudiantes, profesores, personal de la universidad y líderes comunitarios. Ella proporciona liderazgo a una serie de programas basados en la universidad, incluyendo Debate Egipto, el primer campeonato debate egipcio El Ma'an Árabe Universidad Alliance, socio regional de la Red Talloires, El Laboratorio de Innovación de la Paz, una plataforma de formación para observadores electorales, en cooperación con la Universidad de Stanford, y la Academia de Liderazgo Cívico Lazord, que ella co-fundó en 2011. Nelly aspira acercar a los jóvenes al centro de la toma de decisiones a nivel local y nacional, y busca crear una cultura cívica generalizada en Egipto y en la región. "Estamos creando una cultura de consumo cívica que significa que cada persona aprenda a vivir de manera sostenible, incluyendo actos sostenible en la vida diaria, ya sea relacionada con el trabajo o en nuestra vida personal," dice Nelly.

"Mi visión de una sociedad con igualdad es basada en el modelo Keynesiano del círculo virtuoso que paga a los trabajadores un salario justo así pueden vivir una buena vida, y cuyas respuestas a las dificultades y problemas sociales sean el enfoque al largo largo plazo. No importa el tipo de trabajo que tengamos o lo que estemos estudiando, tenemos que ver todo a través del lente de responsabilidad social para nuestros vecinos. Cuando pensamos en el impacto cívico, nos damos cuenta de la causalidad de nuestras acciones." Dice Nelly procediendo a explicar su pasión por la utilización responsable de recursos naturales, especialmente el agua, en Egipto. Continuo dando un ejemplo de un estudiante de arquitectura que se dio cuenta que sus habilidades podría ser utilizado para aliviar la pobreza diseñando viviendas asequibles y creando espacios despejados para los jóvenes. Ella toma algunos de sus puntos de vista de conocidos grupos islamistas de Egipto que han trabajado activamente en las comunidades urbanas y rurales de todo de todo el país desde hace un siglo.

Cabe destacar que han trabajado a un ritmo más resistentes para influir la sociedad tradicional y moderna de Egipto en un enfoque horizontal, aumentando el apalancamiento y la validez entre ricos y pobres, extendiéndose todos los niveles de la sociedad. Ella supo que si los Islamistas pudieron influir personas a un nivel mas profundo, las universidades y la educación superior también podía. Usando este enfoque para compartir la educación cívica para aquellos que no tienen acceso a la escuela o a la universidad.

Con esto en mente, Nelly creó una de las primeras escuelas de liderazgo cívico de la región - La Academia Lazord - nombrándolo después de Egipto Lapiz Lazughli, una piedra azul con irisaciones doradas omnipresentes en toda la región árabe y Asia. En el Antiguo Egipto, la piedra era parte de los tribunales reales y era muy apreciada. Sin embargo, en la historia árabe moderna, la piedra has sido olvidada. La juventud egipcia, se puede comparar en muchos aspectos

con esta piedra, llenos de pasión y con el deseo de crear un mundo mejor, y llevar al Medio Oriente a un futuro sostenible.

La Academia Lazord busca graduar una generación de líderes cívicamente responsables y calificados que se desempeñen para ser socialmente responsables en todos los sectores de la sociedad egipcia. La Academia es un programa con un currículo que acoge a estudiantes de todas las disciplinas académicas, clasificaciones y antecedentes socioeconómicos. Actualmente la Academia gradúa alrededor de 30 alumnos al año, y coloca a 10 graduados en organizaciones de la comunidad con trabajos a tiempo completo. La Academia Lazord es basada en el modelo que el aprendizaje ocurre holísticamente teniendo en cuenta la creación del conocimiento necesario y al mismo tiempo la reflexión introspectiva para el alumno. Para asegurar el desarrollo integral, la Academia tiene como objetivo reforzar el pensamiento crítico y basándose en la evidencia en los valores cívicos, las actitudes y los comportamientos, conocimientos, habilidades y prácticas, la exploración de estas áreas en relación a sí mismo, al prójimo y a la comunidad.

Además de sus cursos tradicionales, los estudiantes de Lazord tienen talleres, actividades comunitarias, tutoría profesional y la reflexión guiada. Para Nelly, la Academia Lazord es uno de los logros cívicos, por la que se siente más orgullosa, teniendo en mente el objetivo más grande de traer la responsabilidad social, un tema menos conocido, al debate egipcio público. Como resultado, los graduados de Nelly ahora están trabajando a nivel nacional e internacional, creando recomendaciones y asesorías proporcionadas por una variedad de organizaciones y gobiernos internacionales sobre la juventud, la educación cívica, el voluntariado y la transición democrática.

La Academia Lazord es única en el contexto egipcio, porque ofrece un modelo educativo flexible, que es constantemente re-evaluado incluyendo la crítica de los estudiantes. Nelly explica, "nosotros aceptamos lo que sugieren los estudiantes y basamos gran parte de lo que hacemos y aprendemos en las necesidades y los recursos que tiene la comunidad. Nosotros no tomamos una decisión sobre nada hasta que conferimos con nuestros socios de la comunidad, especialmente con la Federación de la Juventud egipcia (FEJ). No tenemos miedo de cambiar los temas, especialmente en un país como Egipto, donde todo cambia rápidamente. De hecho, nuestra flexibilidad es lo que hace que el aprendizaje sea significativo para los estudiantes. No podemos creer que nuestros estudiantes no están muriendo en las calles protestando un gobierno autocrático, debemos reconocer lo que esta pasando y ayudar a los estudiantes." Para Nelly, los profesores de AUC, y los líderes de la comunidad que dirigen muchos de los talleres de la Academia Lazord, el paso para el aprendizaje debe tener lugar a través de las necesidades de los estudiantes y no sólo a través de un plan estricto de estudios. Una de las formas en que logró esto es la construcción de un programa de entrenamiento flexible y contar con mentores de la universidad y de la comunidad para el fomento de la relación, y la creación de formas de entender la manera de destilar el panorama completo de

una revolución nacional en un solo individuo. "Los valores de construcción en paralelo de habilidades es fundamental para el aprendizaje de toda la vida," dice Nelly.

Por supuesto, la otra parte de el desafío de medir lo que está cambiando constantemente. El Empleo y la integración efectiva en el trabajo comunitario es una medida que el personal utiliza en el seguimiento del impacto de sus egresados. Nelly y su personal siguen alumnos y algunos que continúan guiando su vida profesional. Un graduado en particular, comenzó una publicación popular revista e incluye un artículo mensual en la filantropía de los estudiantes y dar responsables de líderes jóvenes con la ayuda de la Academia. Este es uno de los muchos ejemplos en el que Nelly se centra, no en el hecho de que sus alumnos tienen puestos de trabajo después de la graduación, sino más bien el bien que hacen y con qué valores sociales hacen su trabajo. El impacto que se busca es la aplicación de los valores y las habilidades que aprendieron en la Academia. Medición del impacto es un asunto serio para Nelly y ella quiere construir una red de líderes *Lazordians* que pueden ayudar a crear un plan para poder medir el impacto para los próximos cinco años.

Otro desafío Nelly se enfrenta es que los proyectos de algunos alumnos no emergen hasta después de salir y ya no están conectados con la universidad. Los resultados se muestran mucho más tarde después de la experiencia de la Academia. "Tengo que confiar en lo que los estudiantes están aprendiendo los hará ciudadanos responsables en un viaje de toda la vida," explica Nelly. Una forma en que están cumpliendo con el reto es aumentar el enfoque en la tutoría y coaching que rompe el estatus jerárquico entre el profesor y los estudiantes, y fomenta la confianza y amistad que va más allá de años universitarios. "Al establecer amistades basadas en el respeto y la comprensión, se abre el alma del alumno y cada uno de nosotros aprende mejor. Los estudiantes confían en nosotros, que abre su aprendizaje más allá del aula. "Igualmente importante, Nelly entiende el significado de lo que ella llama," el fin de la separación año cuando empujan a los estudiantes en el mundo listo o no, pero espero que más dispuestos que antes a la Academia experiencia.

*Nelly Corbel obtuvo una Maestría en Relaciones Internacionales: Sociedad Civil para el Desarrollo y Resolución de Conflictos de la Universidad Americana de París y un Mastère 2 in Sciences Economiques et Sociales: Sociologie des Conflits from the Institut Catholique de Paris. Recibió su Licenciatura en Política Internacional en la Universidad Americana de París. Nelly es la representante especial de la Beca Dalai Lami en Egipto y miembro del Concilio del Programa de Aprendizaje Basado en la Comunidad de la Universidad Americana en El Cairo. Ella co-fundado la Fundación Lazord en 2011, como Directora Ejecutiva. La Fundación Lazord recibió el premio "Associate" of the Lebanese American University Academic Center in New York en 2013. Para ponerse en contacto Nelly Corbel can [ncorbel@aucegypt.edu](mailto:ncorbel@aucegypt.edu).*

## Ms. Rana Gaber, The Egyptian Youth Federation

By Amy Newcomb Rowe



Rana Gaber is pioneering a movement representing the independent voice of youth in the Arab World. As a community activist and youth developer, Rana co-founded *Majal for Consultancy and Training*, a social enterprise acting as a network of youth initiatives working in the field of nonviolence, conflict resolution, dialogue and civic engagement. Rana is currently Director of Programs for the *Egyptian Youth Federation* (EYF), founded in 2006, a leading umbrella organization working with over 20 non-profit, non-governmental organizations to promote the role of civil society in post-uprising Egypt. Her primary work focuses on building democratic structures and communication channels for a participatory approach to community development. “No one can work alone,” Rana explains her opinion on collaborative efforts with the many Egyptian NGOs her office supports. “Young people in Egypt are in process of understanding the value of democratic processes and practices, and deconstructing the idea that the selected few have all the power.” In fact, the opposite is true in Rana’s work, emphasizing the power of collective action and principles of inclusion and diversity to move youth policies forward. EYF supports smaller organizations to engage collaboratively with each other to create larger strategies for youth voices, and as a result, realizing the depth of capabilities, talent and skills in each group that creates community power for social good.

According to Rana, Egyptians have long lived under the top-down approach to social policy, enduring the listen-and-obey culture of the state. The New Egypt is turning the old attitudes on their head, creating grass roots movements and citizen empowerment to identify and solve problems they have endured for generations. “It begins with civil society,” Rana says, “where people see positive action, not just wasted words or slogans on the street, but action that changes lives and the course of history.” The crucial need for more youth-led organizations and those working with an erratic government on the National Youth Policy is largely the motivating factor for Rana and her staff. They work to bring a clear and confident youth voice to the government ministries for greater youth participation in policies for voting, employment, higher education and technology.

EYF works with 20 youth organizations from several local governorates in three main fields: capacity development and skill building; networking for youth and regional support; and campaigning and advocating for national youth policies. The youth category includes ages of 16 – 35 years, which means there are many non-university youth leading and partnering with their work for social entrepreneurship and business development. Much of the capacity development

is based on the needs of EYF's member organizations, such as training the board of directors and staff of the member organizations and Ambassadors for Dialogue program. Rana and her team create assessments and projects based on their intensive interaction with member organizations and university partners, one of which is the Lazord Academy at the American University in Cairo (AUC). In addition to working with AUC, Rana collaborates with UN Agencies, prominent international councils such as the Danish Youth Council, the Swedish Youth Council and other European partners.

The Ambassadors for Dialogue program aims to develop a national task force working to create dialogue on university campuses between students, teachers and community partners. There are currently 40 facilitators reaching over 2,000 students in 16 governorates. Some of the pertinent issues discussed are political activism, sexual harassment, and security problems on campuses. The idea behind the dialogue groups is to organize responsible students who can present their ideas and solutions to university leaders and replicate the movement to additional public universities in Egypt.

The Lazord Academy at AUC is one of Rana's established partners for the Ambassadors for Dialogue program. The teams are built to ensure diversity of opinions and then asked which topics they want to engage in dialogue. The programs teach clarity of ideas, skills to express and listen to opinions, ability to understand opposing perspectives, and ability to reflect on one's behavior, attitude, and values. Rana enjoys the quality of the partnership with AUC and the flexibility the Lazord Academy offers to her staff of trainers. However, the Academy is only established in a private university and not yet replicated on a larger scale for public universities, which is a future plan for the program. Rana is most proud of how the Lazord students are integrated within their local communities and organizations throughout the entire learning process. She sees a great wealth of knowledge and ideas coming from the community and students but they need guidance on how to develop their experiences. The students sometimes do not realize their capacities and how they might build on existing knowledge and skills. Much of the work involves building awareness of their neighbors and how they will coexist, communicate and meet challenges together.

One of EYF's greatest challenges is working in community spaces. There is sometimes very little space or few organized venues for youth groups to converge and meet. This is why the uprisings saw many young people in the streets and on university campuses. When new spaces open, the youth pour in to learn communication for dialogue and conflict resolution with the help of EYF and their member organizations. Building membership and resources is another challenge Rana experiences as an umbrella organization, motivating other organizations to see the value in coming together for collaborative projects and adding to the numbers of engaged youth. In coming months, she and her EYF colleagues aim to recruit youth organizations who are active in their communities in diverse set of specialties and academic fields.

*Rana Gaber is a graduate of the Faculty of Economics and Political Science at Cairo University and holds a diploma in International Relations from the American University in Cairo. In addition to being a volunteer working in one of the poorest villages in Egypt, she is a leading figure in the field of youth development and has participated in numerous international conferences to provide expertise on Egyptian Youth. Rana participated in the Regional Perspectives on University Civic Engagement workshop co-hosted by the Talloires Network and the Kettering Foundation. To contact Rana Gaber: rana.gaber@gmail.com.*

### **Rana Gaber, Le Federación Juvenil Egipcia**

Traducido por Brianda Hernandez

Rana Gaber esta encabezando un movimiento representando las voces juveniles independientes de el mundo árabe. Rana cofundó *Majral for Consultancy and Training*, una empresa social actuando como una red para las iniciativas juveniles trabajando en el campo de terminar la violencia, resolución de conflictos, dialogo y la responsabilidad social. Actualmente, Rana es la directora de Programas de *Federación Juvenil Egipcia (EYF)* la organización trabajando con mas de 20 organizaciones sin fines de lucro y no gubernamental fundada en el 2006, promoviendo el rol de una sociedad civil después de la insurrección en Egipto. Su trabajo principal se centra en la creación de estructuras democráticas y vías de comunicación para un enfoque participativo para el desarrollo comunitario. “Nadie puede trabajar solo” Rana dice, explicando su opinión en los esfuerzos colaborativos con los diferentes ONG’s con los que trabaja su organización. “La juventud en Egipto están en el proceso de entender el valor de los procesos y practicas democráticas, y de reconstruir la idea que solo los elegidos los que tienen todo el poder.” De hecho, lo contrario es cierto en el trabajo que hace Rana, enfocándose en el poder de trabajar juntos con los principios de la inclusión y la diversidad para mover pólizas juveniles adelante. EYF apoya a organizaciones mas pequeñas para que participen colaborativamente con otros para crear estrategias mas amplias para las voces egipcias juveniles. Y como resultado, darse cuenta de la profundidad de las capacidades, talento y habilidades de cada grupo que crea el poder comunitario para el bien social.

Según Rana, los Egipcios han vivido durante mucho tiempo con verticalismo a la política social aguantando la cultura del estado de “escucha y obedece.” El nuevo Egipto esta cambiando esto, y creando movimientos en las bases populares y el empoderamiento ciudadano determinar y resolver los problemas que han soportado durante las generaciones. “Empieza con una sociedad civil, donde las personas ven acciones positivas no sólo palabras desperdiciadas o eslóganes en la calle, pero el tipo de acción que cambia la vida y el curso de la historia” dice Rana. Las necesidad crucial que haiga mas organizaciones dirigidas por jóvenes y los que las trabajan con un gobierno errático sobre la



Póliza Juvenil Nacional es el factor de motivación para Rana y su personal. Ellos trabajan para traer una voz juvenil segura de si misma para los ministerios del gobierno para una mayor participación juvenil en pólizas, votaciones, educación superior, tecnología, y en los empleos.

EYF trabaja con 20 organizaciones juveniles de varias gobernaciones locales en tres campos principales: desarrollo de talent; establecer conexiones para los jóvenes y apoyo regional y; haciendo campaña y abogando para las políticas juveniles nacionales. La categoría juvenil en la organización incluye las edades de 16 a 35 años, lo que significa que existen muchos jóvenes que no están en la universidad pero que están dirigiendo y estableciendo asociaciones con el trabajo de la organización para el emprendimiento social y el desarrollo empresarial. La mayor parte del desarrollo de capacidades está basado en las necesidades de las organizaciones miembros de EYF, tales como la formación de la junta de directores, el personal de las organizaciones miembros y embajadores para del Programa de Diálogo. Rana y su equipo crean evaluaciones y proyectos basados en su interacción intensa con las organizaciones miembros y socios de la universidad, una de las cuales es la Academia Lazord en la Universidad Americana de Cairo (AUC). Además de trabajar con AUC, Rana colabora con agencias de la ONU, prominentes consejos internacionales como el Consejo Danés de la Juventud, el Concilio de la Juventud de Suecia y otros socios europeos.

Los Embajadores del programa Diálogo pretende desarrollar una un grupo de trabajo nacional que trabaja para crear un diálogo en los campus universitarios entre estudiantes, profesores y colaboradores de la comunidad. En este momento hay 40 facilitadores que alcanzan más de 2,000 estudiantes en 16 gobernaciones. Algunos de los temas pertinentes discutidos son el activismo político, el acoso sexual y los problemas de seguridad en los campus. La idea detrás de los grupos de diálogo consiste en organizar grupos de estudiantes responsables que puedan presentar sus ideas y soluciones a los líderes universitarios y poder ser replicadas en otras universidades públicas en Egipto.

La Academia Lazord al AUC es uno de los socios los Embajadores para el programa de Diálogo. Los equipos están diseñados para garantizar la diversidad de opiniones y luego son preguntados qué temas quieren que sean parte del diálogo . Los programas enseñan claridad de ideas , y habilidades para expresar y escuchar las opiniones , la capacidad de comprender las perspectivas opuestas , y la capacidad de reflexionar sobre nuestro comportamiento , actitud y valores. Rana goza de la calidad de la asociación y la flexibilidad que ofrece la Academia Lazord a su personal de instructores. Sin embargo , la Academia sólo esta establecida en una universidad privada y sin embargo, y todavía no ha sido replicada a una mayor escala para las universidades públicas, lo que es un plan de futuro para el programa. Rana es más orgullosa de cómo los estudiantes Lazord se integran dentro de sus comunidades y organizaciones locales a través de todo el proceso de aprendizaje . Ella ve una gran riqueza de conocimientos e

ideas procedentes de la comunidad y los estudiantes , pero necesitan orientación sobre cómo desarrollar sus experiencias. Los estudiantes a veces no se dan cuenta de sus capacidades y cómo pueden aprovechar los conocimientos y habilidades existentes . Gran parte del trabajo consiste en la crear conciencia de los vecinos y cómo pueden coexistir, comunicar y resolver los problemas juntos.

Esto apunta a uno de los mayores desafíos de EYF que es trabajando en espacios comunitarios. A veces hay muy poco espacio o lugares organizados por grupos de jóvenes para converger y reunirse. Esta es la razón por las insurrecciones que resultaron en muchos de los jóvenes en las calles y en los campus universitarios porque la mayoría de la juventud gustaría que sus voces sean escuchadas por la gente en poder, a pesar de la falta de recursos. Cuando hay nuevos espacios, los jóvenes vienen para aprender comunicación para el buen diálogo y aprender estrategias para la resolución de conflictos con la ayuda de EYF y sus organizaciones miembros. Estableciendo una membresía y recursos es otro desafío que Rana encuentra como una organización, motivar a otras organizaciones para ver el valor que tiene unirse en proyectos de colaboración, aumentando el número de jóvenes involucrados. Ellos tienen el objetivo de reclutar organizaciones juveniles que están activos en sus comunidades con especialidades y campos académicos diversos.

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