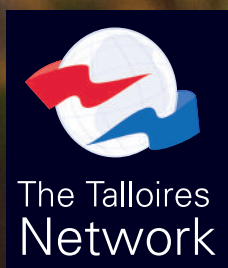


# TALLOIRES NETWORK LEADERS CONFERENCE

CAPE TOWN 2014

Live  
engagement,  
transform  
lives





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### Front cover

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## INTRODUCTION

**W**hen delegates from engaged universities around the world came to Cape Town for the Talloires Network's third international conference on 2 – 4 December 2014, there were significant differences compared to the previous event in Madrid in 2011.

Although the social, economic, and environmental crises facing society remained sadly familiar – inequality, poverty, disease, and youth unemployment to name but a few – the response of the Talloires Network and the broader movement of engaged universities to these challenges has moved ahead. The Cape Town conference symbolized this in several ways.

Participation by the Global South was higher in terms of both people attending and program content, and this was not all. For the first time, the conference was organized in a country of the Global South too. The presence of a large contingent of young people enriched the debate with the aspirations and experiences of students from 20 countries. Conference programming reflected the global movement's sharper focus on preparing students for jobs and entrepreneurship as well as on how to link education to economic development and make it a force for active citizenship and social change.

There was less grand rhetoric and a lot more action. Many people took advantage of the presence at the conference of colleagues from distant locations to hold parallel meetings and drive forward their joint projects. Foundations and academic associations used the event as a platform to give visibility to major new initiatives. Partner networks invited new members to join them, while heads of universities explored setting up new regional networks.

This report, written by University World News, Talloires Network's media partner for the event, attempts to give a flavor of the excitement of this meeting of minds – highlighting some of the trends and innovative ideas in higher education civic engagement as seen by the protagonists, rather than providing a blow-by-blow account of who said what in which order. It contains comments and opinion gathered both at the conference and in interviews conducted in the run-up to the event. We hope you find it useful.

**Miriam Odonkor** student  
Ashesi University, Ghana



# Engagement becoming a universal movement

The Talloires Network shows how internationalization can work to support local engagement, but universities still have to navigate competing demands that put pressure on their community engagement activities

**T**he Talloires Network provides a platform for universities to speak as a collective, international voice to decisionmakers who determine the future and resources of higher education, and to ramp up public awareness and support for university civic engagement.

So while the pioneers of university engagement operate within institutions and groups in different localities, the Talloires Network convenes regional and global conferences to amplify their collective experience and power to communicate.

Indeed, with a mission to deepen the community work of its members, the Talloires Network is itself an example of how internationalization can work to support local engagement. Further, almost all members of the network are involved in various forms of collaboration with other institutions – often in other countries.

“We’re astonished regularly by how eager our members are and how much initiative they take to connect with colleagues in very different parts of the world,” said Rob Hollister, executive director of the Talloires Network.

Rather than distracting from engagement, internationalization is “dramatically reinforcing and accelerating that trend, through people learning from and influencing one another’s work,” he said.



**Rob Hollister**  
executive director, Talloires Network

Growing numbers of university leaders worldwide are seeing community engagement as a central priority, said Hollister. “The current generation of university heads includes many for whom community engagement is a major focus of their dynamic leadership.

“To cite just a few examples – Cheryl de la Rey, University of Pretoria in South Africa; Lisa Anderson, American University in Cairo; José María Sanz, Universidad Autónoma de Madrid; Timothy

Tong, Hong Kong Polytechnic University; Muhammad Asghar, National University of Sciences and Technology in Pakistan; and Michael Crow, Arizona State University in the US.”

A couple of decades ago there was a noticeable uptick in community engagement, in terms of volume and types of activity, ranging from student volunteering and community service that integrates community work into academic learning, to applied research and more direct involvement of faculty in public policymaking.

“Over time there has been a real shift beyond the ivory tower. Universities are more intentionally and more substantially investing in innovating in their community engagement activities, and are using different vocabularies for talking about that work,” said Hollister.

“What’s exciting for us, what animates the work of the Talloires Network, is that this truly is becoming a universal movement. The number of universities that are embracing community engagement not as an interesting sideline but as a core activity, as a central dimension of their teaching and research – we see a huge increase in that work,” Hollister added.

The Talloires Network grew out of a first gathering of vice-chancellors, rectors, and presidents in 2005. Tufts University has a conference center in the foothills of the Alps in the town of Talloires, and invited a diverse group of leaders – 29 from 23 countries – to join a discussion about university civic engagement and social responsibility.

“It was the first time a substantial group of heads of universities had done so. We put together a geographically diverse group. Beforehand we worried a lot about

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*“The exciting challenge is to figure out how to realistically navigate those cross-pressures and to respond to the mix of driving forces – those that facilitate community work and those that cut against it”*





whether they would just talk past each other since they came from such dramatically different places – Argentina, Sudan, South Africa, the United States, Australia,” Hollister recalled.

“But it was immediately apparent that in spite of differences of setting they had a huge extent of common vision and strategy. After forging a collective Talloires Declaration on the civic responsibilities of higher education, they said, ‘Let’s keep going, we want to continue the conversation and find ways of supporting each other’s work.’”

But all is not plain sailing. Despite the important engagement work universities are doing, and its powerful impacts on communities and students, it is clear in all countries that there is a lack of understanding among decisionmakers and the public of how “strong, energetic and rapidly expanding the engaged university model is.”

At the same time universities are wrestling with competing demands and expectations – particularly in the area of research. This includes the negative impacts, for instance, of research-oriented global ranking systems.

**Janice Reid**  
vice-chair,  
Talloires Network  
steering  
committee;  
**Derek Barker**  
program officer,  
Kettering  
Foundation, US

“We hear regularly that the quest for global recognition and reputation, defined with an emphasis on traditional research productivity and reputation measures, is a serious tension and distracts attention, resources and time away from community engagement activities,” Hollister said.

Another pressure arises from student expectations and demands. The current generation of undergraduate students seeks an education that is both academically stimulating and practical enough to get them jobs and opportunities to make a difference to their lives.

Massification is another force, with universities in parts of the world under excruciating pressure to grow very rapidly. It is very difficult to do anything other than

scramble to build more physical facilities, to staff institutions, and to recruit and serve students.

A further pressure is financial, particularly in the developing world where higher education has been underfinanced, exacerbating strong political pressures to expand access.

Not all pressures work against community engagement, however. Powerful groups outside the academy – governments, businesses, NGOs, and others – are with growing vigor demanding that universities make more direct contributions to tackling problems in communities.

“They are quite accurately seeing that in many areas there are vast untapped resources in higher education institutions for making a serious dent in those pressing society challenges,” said Hollister.

“For those of us who see the engaged university replacing the ivory tower, the exciting challenge is to figure out how to realistically navigate those cross-pressures and to respond to the mix of driving forces – those that facilitate community work and those that cut against it.”

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*“ The current generation of university heads includes many for whom community engagement is a major focus of their dynamic leadership”*

# Today's engaged students are learning skills and changing lives

Working with the community not only releases students from the classroom, it can boost their academic performance and turn them into leaders

**E**ngagement today responds to a generation of young people increasingly focused on learning by doing, according to Lisa Anderson, president of Egypt's American University in Cairo, or AUC.

"The era of the iconic image of education as students sitting in rows of desks is fast being supplanted by pictures of young people bent over test tubes doing research on endemic disease, kneeling beside elementary school children teaching reading, sitting at conference tables developing policy advice in parliamentarians' offices," she said.

"Students today want, and need, to be released from the classroom in order to learn."

Anderson, a member the Talloires Network steering committee, believes there is much that universities can do to promote this spirit of social engagement.

They need to "model it as institutions – are we acting responsibly in our communities, in our procurement, our hiring, our outreach? – and to encourage faculty to rethink how they teach to reflect the opportunities for learning in civic engagement."

There is a strong connection between student civic engagement



**Nadine Hosny** president, Student Union, American University in Cairo, Egypt;  
**Taina Moisander** vice-chair, European Students' Union

## Volunteering for social change

**S**pain's Universidad Autónoma de Madrid, or UAM is currently receiving applications for the second edition of the Talloires Network University Volunteer Program. This international student volunteer exchange program, set up and led by UAM and funded by Banco Santander, aims to give student volunteers a long-term commitment to social justice.

By promoting volunteering as a tool for change, it also encourages South-South cooperation and strengthens links between Talloires member institutions in a very tangible way.

"In their professional future these students will carry out the role of an active and committed conscience," said UAM rector José María Sanz. Twelve universities from Africa, Asia, Latin America, and Spain took part in the 2013/2014 pilot.

Students spend six months abroad working on community engagement projects within the Talloires Network. Assignments so far include combating violence against women in Sudan, training health workers in South Africa, and using art to develop creative skills among young people in Puerto Rico.



and the development of leadership skills.

"Civic engagement requires assuming personal responsibility for more than a course grade. Whether your experiment succeeds, your seven-year-olds learn to read, or your policy advice is heard, depends on skills of diligence, empathy, advocacy, and more.

"These, plus the self-confidence of knowing you have such skills, make a leader. People are not leaders if they are completely preoccupied with themselves, and civic engagement ensures that they cannot be," argued Anderson.

Todd Langton, chair of the board of the MacJannet Foundation, agrees. "You can explain leadership development in class, but there is no better laboratory for leadership than to experience it in doing."

Many big businesses now teach leadership by having people solve pressing problems of the organization through case studies and other exercises.

"Some universities are requiring an element of volunteerism in giving back to the community to try to create better student leaders. That's a great, positive trend. That's really what the MacJannet prizes and the Talloires Network are trying to foster."

For Basavanagouda Patil, student leader of an award-winning legal services clinic at an Indian university, leadership develops when people can take decisions.

At the clinic, which provides legal services free to the poor, it is the students who decide what the clinic should focus on.

"In order to attract students to social causes, you make it a little incentive-based. The students get to decide on a host of things, and they can also showcase their skills."

But student volunteer initiatives face big challenges such as continuity, said Langton.

"People want to give back – but there's a succession of students who come and go, every two to four years you have a transition."



**Sarah Oliver** student, University of Cape Town, South Africa; **Basavanagouda Patil** student, National Law School of India University

So how institutions drive the initiative is very important, how succession is handled, and how the initiative is documented, Langton said.

"What we've tried to do is provide prestige and recognition to great efforts, to help them get a higher profile within institutions, to give a sense of pride to the institution as a whole so that it will help these efforts in the future."

Periodically, MacJannet and the Talloires Network gather prize-winners in one place so that they can learn from each other. "Getting together and planning together and thinking about innovation and best practices for future generations is really beneficial," Langton added.

At first glance, student projects might appear to have little in common. One might provide

eye-glasses for the elderly in Singapore, while another might educate young girls in Afghanistan. "But we try to find similarities.

"Across the dynamics, what are the elements of a great student leader that they all have in common? What does a great volunteer look like? What are the qualities that we can identify and teach student leaders across all boundaries?"

The Talloires Network is researching student initiatives and best practices, which will be published in future. Langton added: "One of the real benefits of our efforts is the development of specific criteria to evaluate excellence in student volunteer efforts and to benchmark and share best practices in managing these volunteer initiatives.

"The Talloires Network and web-enabling technology have been great enablers in bringing the world closer together to share best practices across institutions and even between generations of new student leaders within the same institutions," said Langton.

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*"People are not leaders if they are completely preoccupied with themselves, and civic engagement ensures they cannot be"*

# Rankings must take civic engagement seriously, say university leaders

The pressure to move up the league tables can dissuade university leaders from giving civic engagement the attention it deserves. This has to change



International league tables must take account of civic engagement when they rank universities, according to vice-chancellors, faculty, and students attending the Cape Town conference. The negative effects of the current system of rankings on the engagement agenda were a recurring theme of the event.

Speaking at the opening ceremony, Max Price, vice-chancellor of the University of Cape Town, highlighted the vital role of universities in society. "Universities have a big role to play – we deliberately put ourselves there to steer the global debate on the great social issues of the day," he said.

But taking on this role is made more difficult by the way other imperatives push universities and their leaders in other directions. High up on the list is the need to build a university's global reputation. "League tables are something that is hanging over the heads of university leaders all of the

time and the ranking systems will give no brownie points for civic engagement," said Price.

In the discussion following his keynote address, Adam Habib, vice-chancellor of the University of the Witwatersrand, went a step further by proposing collective action as a way of persuading the ranking agencies to change their ways.

"Gather a group of universities and tell the rankings that you'll collectively withdraw if they don't take in civic engagement in the

**Adam Habib**  
vice-chancellor,  
University of the  
Witwatersrand,  
South Africa

future. I guarantee you that every one of them will listen," he said. "They may not act exactly the way you want them to, but for the first time you would have the rating agencies wake up."

Habib said collective action had been shown to work in recent years in academic publishing. This was another sector which was ripe for reform. "The publishers don't write the articles, they don't do the quality check and then they charge thousands and thousands of dollars." Joint action by, among others, mathematicians, had resulted in significant progress toward open access to information, he said.

"Collective action is something poor people in our part of the world understand. It could be useful if we started trying this too."

This message was taken up in the Call to Action, the final declaration of the conference, which included the need to reform the rankings as one of its seven points.

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*"Gather a group of universities and tell the rankings that you'll collectively withdraw if they don't take in civic engagement in the future. I guarantee you that every one of them will listen"*



# The MacJannet awards – a Nobel Prize for student leaders and volunteers

The MacJannet Prize for Global Citizenship rewards students who are really making a difference to their communities

**T**he US\$7,500 first prize in the MacJannet awards for outstanding student projects went to the University of Manitoba's Rec and Read Mentorship program, which provides community-based physical activity and more for young school children in and around Winnipeg in Canada. The initiative is "a strength-based program that is rooted in indigenous teachings, a communal mentorship program that builds relationships between university students, community members, and high school and elementary students," said Heather McRae, a community scholar at Manitoba.

High school student mentors work with the university and community to design and deliver a weekly after-school physical activity, nutrition, and education program for young school children in urban and aboriginal communities. University and high school students manage the program and work collaboratively to prime their mentoring and leadership skills.

A humble attitude is the best way to lead says McRae, who cites respect, relevance, responsibility, and reciprocity as the initiative's key values. "Part of these teachings include honoring those who walk beside you and upon whose path you now tread," she added.

Part of the program's success lies in the way it has used indigenous



**Ntsiki Mapukata-Sondzaba** lecturer, University of the Witwatersrand, South Africa; **John Wood** secretary general, Association of Commonwealth Universities; and **Wenke Thoman** board vice-chair, MacJannet Foundation

teachings and worldviews to inform its approach to building effective mentoring relationships between people from diverse cultural backgrounds. It was established in 2006 but its foundations were laid back in 2001 when Joannie Halas of the Faculty of Kinesiology and Recreation Management started researching the cultural relevance and quality of physical education for aboriginal youth in Manitoba.

The National Law School of India University's Legal Services Clinic took the second prize of US\$5,000.

It began as an unofficial student initiative aided by senior faculty members and was officially recognized by the university in 1997.

Students work with underprivileged members of society to deliver justice, applying what they learn in class. There are legal awareness campaigns, pro bono representation, public litigation for the urban poor, and work aimed at improving the legal aid policy of the state.

The work has helped countless people, it has taught students such as final year law student Basavanagouda Patil practical and leadership skills, and – as regularly happens with student community engagement – for some it has changed the course of their lives.

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*"Part of these teachings include honoring those who walk beside you and upon whose path you now tread"*



**Sonya Morrisette** program coordinator; **Pinar Eskicioglu** student; and **Heather McRae** community scholar, University of Manitoba, Canada

"My trajectory was quite different. My final year has been spent working with the clinic, and that has involved a lot of policy formulation and implementation. I think I will go into legal policy studies, and will study the drafting of laws because I see how they play out in the field and impact at the practical level," said Patil.

The Wits Initiative for Rural Health Education – WIRHE – at the University of the Witwatersrand in South Africa won the third prize of US\$2,500.

In 2003 the organization started recruiting disadvantaged students from rural areas into health science higher education.

Adapting to the academic standards of a major university was often a challenge for these students, but with support from WIRHE, 90% of students now pass, far higher than for students from a comparable background who do not receive any support. The program started with 9 students and in 11 years has grown to include 50 students.

When students sign up for the program, they sign a commitment to return to their communities on finishing their medical training. They are also required to take part in community engagement activities in their home communities during

vacations. The hope is that by nurturing this connection with the community, a culture of service will also grow and the contracts will be unnecessary.

Ntsiki Mapukata-Sondzaba, WIRHE coordinator, said students

were now working with community care centers and district hospitals to identify which areas of expertise are needed.

There were two honorable mentions.

The Centro de Desarrollo Comunal at Universidad Señor de Sipán in Peru, established in 2009, was honored for contributing to the development of the Lambayeque region through training, service learning, and community empowerment.

Pathways to Higher Education at Ateneo de Manila University in the Philippines was recognized for its work in providing academic and formative training to talented youths so that they can access reputable universities.

The Philippines has limited access to higher education for public school students, who often struggle with academic competence and lack of confidence.

## What is the MacJannet Prize?

**T**he MacJannet Prize, awarded by the foundation of the same name in partnership with the Talloires Network, recognizes university-based student projects around the world that demonstrate active citizenship and student leadership at the local level on an issue of global importance.

The winners are drawn from among the Talloires Network's 340 member institutions; each may enter two programs.

"When the Talloires Network approached us, they wanted to create a 'Nobel prize,' if you will, for student leadership and volunteerism – to do something to really recognize the excellence of those student activities," said Todd Langton, chair of the board of the MacJannet Foundation.

"We aim to do two things. One is to raise the public profile of great best practices across institutions. The second is to over time create best practices, by analyzing initiatives and student volunteer efforts. What are some of the commonalities, and how can we share them?"

The prize has been highly successful, according to Langton, in terms of the number and diversity of nominees and how each effort has been documented.

The MacJannet Foundation was started by Donald and Charlotte MacJannet. During his life Donald MacJannet developed international schools and summer camps for children focused on experiential learning and creating a sense of international citizenship.



# Reeta Roy – the thinking behind YEPI

Reeta Roy is president of the MasterCard Foundation, which funds programs in areas such as microfinance and youth learning. One is the Youth Economic Participation Initiative – YEPI – which focuses on graduates' transition to the workforce

**Q** How did the MasterCard Foundation become involved in higher education and employability?

**A** It was obvious that the world of education seldom speaks to the world of employment. You read an awful lot about the mismatch between what young people are equipped for and what the marketplace needs them to be equipped for.

It was clear that some of it has to do with curricula and how learning is taking place, and how it is relevant to the marketplace.

But the other part is – what are the pathways from school to work? What are the opportunities for organizations looking for talent to connect to where the talent is developed? How do those two worlds meet in a more productive way?

**Q** Are there countries or regions you are particularly concerned about?

**A** The foundation's focus is Africa, predominantly Sub-Saharan Africa. It is 90% of what we fund. But with an opportunity like this, it makes

**Reeta Roy**  
president and  
CEO, the  
MasterCard  
Foundation



sense to have a global call, given the makeup of the Talloires Network and particularly when looking at innovative ways of thinking and cross-fertilization of ideas – they can come from anywhere.

**Q** To what extent are different programs applicable in different countries?

**A** I am always cautious on duplication, replication, or whatever term is used. Without question, nothing survives unless it is really tailored to its context.

That said, one of the powerful things is learning from successful initiatives. They usually have interesting lessons that can be drawn about methods, how communities can be brought together to solve the problem, how technologies can be deployed.

We have seen that peer mentoring is very powerful. Young people trust other young people to

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*“ Even though the universities are geographically diverse, they face similar challenges and constraints in aligning with market needs and ensuring strong labor outcomes for their graduates ”*

deliver certain kinds of information. That mentoring can be adapted to cultural norms, to relationships between people of different generations, different cultures.

**Q** How did you decide on the initiatives to be funded with Talloires?

**A** With the YEPI projects, there was an open call for proposals. The focus was universities in developing countries.

There were 68 applications: 47 from Africa, 11 from Asia and 10 from Latin American and the Caribbean. The initial applications were assessed by Talloires Network staff and an external advisory panel, and eight YEPI universities were selected.

**Q** What could other universities learn from YEPI?

**A** As the demonstration grants are still in their early phases, initial learning is anecdotal.

This project demonstrates the need for universities – especially those in developing countries – to improve the curriculum and make it more relevant to needs in the market. It will encourage them to deepen their ties to the private sector and industry to improve employment outcomes for graduates.

Even though the universities are geographically diverse, they face similar challenges and constraints in aligning with market needs and ensuring strong labor outcomes for their graduates.

The idea of creating a community of practice is to ensure that the members of the community identify, document, share, and apply the learning that emerges. We found that a competitive process for proposals is a useful way to test and assess multiple approaches, and identify new partners.

This interview has been edited for length and clarity.

# YEPI – education for jobs and entrepreneurship

Preparing students to meet the expectations of employers or the demands of an entrepreneurial career is a daunting task for universities everywhere. Four universities explain their solutions

**T**he Youth Economic Participation Initiative, or YEPI program, run by the Talloires Network and funded by a US\$5.9 million grant from the MasterCard Foundation, is encouraging change in the way universities across the globe prepare students for economic life after graduation.

Eight outstanding programs at universities on four continents have been given three-year YEPI demonstration grants, which are allowing them to deepen program impact, expand their work in this area, and invest more resources in learning.

The universities of Cape Town, Rwanda, and Zimbabwe, and the International Institute for Water and Environmental Engineering – 2iE – in Burkina Faso, shared their experiences at Cape Town. Representatives from Pakistan's Lahore University of Management Sciences, Universidad Austral de Chile, National University of Malaysia, and Mexico's Universidad Veracruzana also participated.

The four African universities seem to have found the right formula for easing young people's path into the labor market. Their use of business incubators, entrepreneurship training, community engagement, and mentorship – with a mix of

interventions to meet specific demands of regions, countries, and industries – is paying dividends.

## Demand-driven engineers

The Ouagadougou-based 2iE offers undergraduate and master's level training in fields such as water and sanitation, civil engineering and mines, and environment and managerial sciences.

"We train engineers, entrepreneurs and responsible professionals, capable of [tackling the] challenges of Africa's development," said Bernard Bres, 2iE Technopark director for technology transfer and entrepreneurship.

The institute currently has 75 industrial partnerships and holds yearly meetings between businesses and students to share





information on the current demands of industry. It also has an international platform dedicated to student employability, and supporting business, innovation, and entrepreneurship.

YEPI feeds into the business incubator, an on-campus ecosystem that combines training, research, and business development for students and recent graduates of the institute.

This formula had resulted in more than 95% of alumni working in Africa and 76% finding a job within six months. Of these, 38% are in engineering, 29% environment, 14% energy, and 19% water – and 90% work in the private sector. “Over 80% of our graduates are either working, studying or have started their own businesses,” said Bres.

### Targeting youth in Soweto

The Raymond Ackerman Academy, or RAA, is a post-school academy hosted at the University of Cape Town’s Graduate School of Business and the University of Johannesburg’s Soweto campus.

“Youths who have not had the opportunity to achieve a tertiary education, but who have shown entrepreneurial tendencies and display the drive to better themselves, are our targets,” said Elli Yiannakaris, director of RAA.

RAA runs a postgraduate support program – the Graduate Entrepreneur Support Service or GESS – geared toward graduates and alumni who want to start businesses. Since 2013, RAA has received funding from YEPI to boost GESS.

The aim is to link solid ideas to students’ personal vision, provide one-on-one mentorship and group personal development sessions, attend to specific field requirements, fund assets and working capital, and ensure exposure to a broader business network.

Yiannakaris said a bi-annual review of 444 alumni revealed that 400 were ‘friends’ on the RAA Facebook page, 268 were working,



**Patricio Belloy** adjunct lecturer, Universidad Austral de Chile;

**Ross VeLure Roholt** associate professor, University of Minnesota, US

Below left: **Donald Bodzo** executive director, paNhari, University of Zimbabwe

55 owned their own businesses, 36 were still studying, 19 were looking for employment, and only 50 were not contactable.

But despite this success, integration of knowledge, skills, and personal development into desired entrepreneurial behavior and skills was a long process.

### The East African equation

When Dutch-funded entrepreneurship project SPARK was launched in Rwanda in 2011, there was little indication that it was going to be a big pipeline to train student entrepreneurs across the region, according to Paul Sserumaga, project coordinator of Solve the Equation East Africa or SEE.

SPARK has trained more than 600 students in entrepreneurship and helped develop over 33 business start-ups, laying the foundations for SEE.

With funding from YEPI, the project was scaled up. “A regional baseline study was conducted and we had the same concerns,” said Sserumaga. “It was logical to share this model.”

So SEE became a collaborative project of four universities across East Africa – the University of Rwanda’s Nyagatare campus, Makerere University in Uganda, the

University of Nairobi in Kenya, and Muhimbili University in Tanzania.

It offers in-service training in entrepreneurship and applied business management, pre-service courses in entrepreneurship, business incubation, and mentorship of entrepreneurs to improve their overall competency.

### Rising above economic woes

paNhari, an NGO affiliated to the University of Zimbabwe, has been preparing students and recent graduates with non-cognitive life and workforce skills to cope in a country long stymied by economic problems.

Many students are accustomed to the traditional university experience where they learn how to memorize information and pass exams, but have little idea of how to succeed in the broader world, said Marla Chaneta, paNhari’s operations officer.

Its incubator program gives young people skills such as perseverance, motivation, risk aversion, self-esteem, and self-control to apply at work or in self-employment.

“It has become increasingly evident that the strengthening of non-cognitive skills alone will not suffice as students need support not only in resources but also in believing in their abilities to excel and impact on the growth of a nation,” said Chaneta.

She said the program allowed students the opportunity to excel through mentorships with captains of industry while providing a safe setting conducive to personal development.

*“Students need support not only in resources but also in believing in their abilities to excel and impact on the growth of a nation”*

# Perspectives from the Global South

Despite rich experience in the Global South, the international debate on university social responsibility is too often dominated by views from the Global North. What are the lessons from the South?

**P**erspectives from the Global North and the Global South are very different,” said Professor Nieves Tapia, director of the Latin American Center for Service-Learning based in Buenos Aires, Argentina. “We have a lot to say about the services we provide to communities, especially the kind of relationships you should establish with the community.

“It could be very enriching to share our different traditions,” she said. Developing countries have for centuries followed trends coming from Northern countries that colonized the South. “But at this point we are more mature nations. We have growing concerns about our identities and roots, and about the pertinence of studies in regard to our own problems and communities.”

As early as the 1920s Latin America saw the rise of the ‘university reform movement,’ which recognized universities’ ‘extension to the community.’ “That has been a distinctive feature of all of our public universities for almost a century now,” said Tapia. “Then in the 1960s or 1970s or even 10 years ago, England and the United States discovered engagement and now they are the ‘founding fathers.’ That’s kind of funny.”

The North and South have different things to learn from each other, she believes.

“The main difference is that we

**Nieves Tapia**  
director, Latin American Center for Service-Learning, Argentina



tend to relate engagement to a search for justice and social change. And in the North sometimes engagement has more to do with charity or with offering students hands-on learning opportunities.”

Universities in the North had been doing research on impacts of community engagement and procedures to make it relevant to the academy and university. “They could help us to develop more tools to assess our work, evaluate our practices, and strengthen the

learning part of our service activities.”

Africa has a deep tradition of community bonding, of ubuntu – the idea that it takes a village to raise a child, Tapia continues. “This is very strongly rooted in culture that naturally makes universities oriented to their communities.”

University of Pretoria vice-chancellor Cheryl de la Rey underlines the importance of holding the conference in Africa. “Societies like ours are grappling with big disparities between a small group of wealthy people and a large group of people who are struggling.

“We think we have profound lessons to offer, because we see community engagement as an integral part of the core business of

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*“The main difference is that we tend to relate engagement to a search for justice and social change”*



university work, not as a kind of add-on or extension into the community.

"We're really talking about the social responsibility of universities and how proactive they are in addressing some of the challenges of our social and political environment," she said.

Ahmed Bawa, vice-chancellor of Durban University of Technology, or DUT, with a high proportion of students from disadvantaged backgrounds, says community engagement in South Africa depended in the past on external funding from foundations and donor agencies. "That was very useful and important, but at the same time I think it shaped the way in which we thought about community engagement," he said, referring to ideas that emanated from Northern donors.

Bawa believes there is a great deal to learn from other parts of the world, not only the United States and Europe, where there is a lot going on. "But at the end of the day, we really have to understand that we are based here and that we have to design our own approaches and systems and understand what the purpose is in terms of our locality.

There should not be a global approach to engagement or a single model, he argues. "I think each university should understand what its purpose is and how to engage with its context in the best possible way.

"In current times at DUT, we are thinking about community engagement in a much more organic way. It is really about how we revisit the way in which education and research takes place at the university, and integrating engagement into those core activities. It makes a very different flavor – a much more interesting flavor, I think."

"We have begun to think of engagement not just as a facility for exposing students to real life situations, but to see them as



**Muhammad Asghar**

rector, National University of Sciences and Technology, Pakistan

genuine sites for new knowledge production.

"I've been arguing with the minister that, for us at least, social justice is not an additional agenda – it is the agenda," said Bawa.

Previously at many institutions the role of community engagement was primarily aimed at students, involving them in "poor communities that are 'other' than themselves," and enabling them to grow through the experience, Bawa said. "But at DUT the students are the 'other.' They come from those communities. We have to really rethink community engagement in that sense."

Many countries in the Global South experience violence and unrest, and hence security and stability are major issues. Sizable portions of the population live

below the poverty line, and education, health, gender inequality, and environmental degradation are also major issues.

This is the real but challenging context for civic engagement says Muhammad Asghar, rector of the National University of Sciences and Technology in Pakistan.

"We understand that the responses may not be as well orchestrated as we see in the developed world. But civil society and universities need to help the nation come out of adversity."

But first, universities face a major challenge in convincing and motivating communities to cooperate and that means time. "The community takes time to develop trust in academia and many a time the low literacy rate gets in the way of this trust. Academia thus needs a few successful projects to develop an image of a community that delivers," Asghar said.

Many universities in the South face eye-watering problems, Tapia agrees. Compared to the Global North, "our societies expect more from universities in terms of providing ideas and solutions to pressing social problems."

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*"We have profound lessons to offer, because we see community engagement as an integral part of the core business of university work, not as a kind of add-on"*

# Community action for social inclusion

Community engagement can help bridge the gap between higher education and traditionally excluded communities, bringing in more students from under-represented groups

**T**he benefits of community action go beyond the enrichment of individual students. In many parts of the world it is a way to reach out to groups that are under-represented in higher education.

Social inclusion was one of the cornerstones of the establishment of Fatima Jinnah Women University in Rawalpindi, Pakistan, where community work is obligatory for all students.

Many of Jinnah's students come from remote communities. "We were the first university in Pakistan specifically for women, who otherwise would not have been able to enter higher education," said vice-chancellor Samina Amin Qadir.

"We send them back into their communities during their studies – to support education, health, media, or civil society," Qadir said. "But as they go out, they serve as role models."

But she is cautious about the effect on access. Community work has a promising potential for reaching out, but this is hampered by the lack of capacity in higher education, she said.

It is the same story in South Africa, where the black majority is the most significant under-represented group in higher education. With insufficient

**Julia Preece**  
professor,  
University of  
KwaZulu-Natal,  
South Africa



capacity to absorb more students, it is often hard to argue in favor of using community engagement to promote access.

Nonetheless, it can help to bridge the divide. Julia Preece of the University of KwaZulu-Natal combines classroom instruction with community service. "In South Africa we have this notion of responsible community engagement, meaning that we should not just be parachuting into a community, do our thing and move out again," she said. "We should be doing something that is mutually beneficial."

"When you work with communities that are far away from the universities, you're not going to get an immediate recruitment drive, but what you do is bridge the gap. People begin to start thinking about

whether their children could go to university.

"It does increase students' employability and it also increases students' sense of civic responsibility. And that is our main aim because universities here are still elitist and even though we now have many black students here, they are still middle-class black students," she said.

In the United States, Mark Wilson coordinates the community and civic engagement activities of Auburn University's College of Liberal Arts in Alabama, which sends students into the Appalachian hinterlands to help the local communities. He is also a contributor to the Talloires Network's comparative research program, Regional Perspectives on University Civic Engagement.

Students often say they gain more than they give, but Wilson says it works on a deeper level to break down stereotypes about college students. "What we hope to do ultimately is to help bridge this

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*"When you work with communities ... people start thinking about whether their children could go to university"*



gap between rural and urban communities. They have stereotypes about us just as we have about them.”

The University of Western Sydney in Australia – one of the founding members of the Talloires Network – specifically refers to serving its surrounding community in its constitution. The university is situated in an area of the city with many people from a low socio-economic background, including a large Aboriginal population.

“By not engaging the potential of students from lower socio-economic backgrounds, we were not only doing these communities a disservice, but there was also a significant loss to the Australian economy,” Barney Glover, the university’s vice-chancellor, said.

The university receives substantial funding for support to students from traditionally under-represented backgrounds and it has devised a raft of programs to enhance their participation. Staff and students visit secondary education institutions and invite young people to the university to give them a taste of what higher education is like.

The Refugee Action Support program sends students to help primary and secondary school pupils with a refugee background to improve their basic literacy and numeracy skills, eventually increasing their chances of getting into higher education.

Eric Brace of the Australian Literacy and Numeracy Foundation works with the university on the project. He was involved in a recent study by the university on tertiary pathways for students with a refugee background. “I know that on a small scale, university civic engagement activities do affect enrolment,” he said.

Because of the success of the project in Sydney in 2007 and 2008 it was replicated at Charles Sturt University in Wagga Wagga in 2009 and later in Albury-Wodonga, between Sydney and Melbourne.

# Students are the community at Glasgow University

A program at a Scottish university shows that you don’t always need students as intermediaries for community action

Over a decade ago, Glasgow University faculty designed a short course – Activate – aimed at giving local community activists the skills to help tackle the inequality affecting some of Scotland’s most disadvantaged communities.

“We believe that students are the community and if we can make the community students we can much better address issues such as inequality, injustice, and discrimination,” said program coordinator Helen Martin.

Around this time Margaret Layden was managing a community organization in Glasgow’s East End. “A lot of people in that community worked very hard as volunteers. They got a lot out of it, but I wondered what kind of accreditation there might be for them,” she said.

She encouraged people to enroll in Activate. One such was Rosie Robertson, a single mother who worked part-time in a low-paid admin job in her local community. “Although I still believe that Rosie came because she got fed up with us asking her, she became the face of a group of success stories from that first class; 19 went on to apply to study for a BA in community development,” said Layden.

For Robertson, not only did Activate transform her life but she



**Lorlene Hoyt** director of programs and research, Talloires Network

witnessed it doing the same for others.

“Many people in these communities have fixed beliefs of what types of lives they are entitled to, what kind of education they can achieve, and what they can do with it. They don’t see themselves as belonging in the education system. And then slowly but surely you see people start to think: ‘Maybe I can do this, maybe I am worth the opportunity,’ she said.

Today the success of this program is providing food for thought for the Talloires Network’s Regional Perspectives on University Community Engagement initiative. “Activate is one of eight civic engagement programs in the Regional Perspectives group, which consists of 16 university administrators, faculty, staff, and students as well as community partners,” said Lorlene Hoyt, director of programs and research at the Talloires Network.

# Conference provides fertile ground for new developments

A Talloires Network comparative research team aims to move beyond traditional service-learning

**T**he Cape Town conference saw new ventures launched and others consolidate while regional and national networks continued to grow. Members of the Regional Perspectives on University Civic Engagement group, a highly global comparative research collaboration on civic engagement, took advantage of Cape Town to bring together their teams of researchers from seven countries.

The initiative, jointly run by the Talloires Network and the Kettering Foundation, aims to explore civic engagement from different local perspectives. To this end, seven exemplary civic engagement programs have been selected from universities in Australia, Egypt, Malaysia, Mexico, Scotland, South Africa, and the United States. Each comprises a faculty or staff member and a student or a community partner to ensure that different points of view inform the work of the teams. The papers they produce are expected to be published in a collective book in 2017.

They aim to address fundamental questions such as how universities can move beyond the limitations of the traditional service-learning model and encourage students to engage with the community in more meaningful ways. While each team has the freedom to craft their

chapter in the way they see fit, all will tackle three cross-cutting themes, albeit from different angles.

These are first, lessons learned and strategies for how to reinvent the service-learning model, and second student outcomes of the programs in question, often from a student's own perspective. "By including crisp and thoughtful student reflections we will introduce another perspective on engagement which is highly desirable," said Lorlene Hoyt, Talloires Network director of programs and research. Finally, the chapter will examine to what extent the exemplary programs are influenced by their local and national context and conditions.

One new initiative launched at Cape Town was Association of Commonwealth Universities Engage Community. It aims to promote community engagement by universities by bringing them closer to the communities around them, discussing their engagement work, and sharing best experiences and practice.

"We need to hear from members of the university community, not as ivory towers but as institutions that come to the people," said Joyce Achampong, ACU director of external engagement. "We are looking for story-telling on networks in universities and projects with a social impact."

Four African universities will



**José María Sanz**, rector, Universidad Autónoma de Madrid, Spain; **David Gutiérrez** executive vice-president, Banco Santander, Spain

receive US\$86.6 million over the next eight to ten years from the MasterCard Foundation as scholarship funds for economically disadvantaged young people, the foundation's president Reeta Roy announced at Cape Town.

Uganda's Makerere University, South Africa's Pretoria and Cape Town universities and Kwame Nkrumah University of Science and Technology in Ghana will join a global network of 21 university partners under the Canada-based foundation's scholars initiative.

The growth and expansion of regional networks is a key trend in the global movement of engaged universities and this too was evident in Cape Town, where members of these partner organizations were well represented. Leaders of the networks played a prominent role in helping organize the conference and held a special meeting to bring the networks together and explore

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*"We saw in our society a deep sense of apathy of voters. This was a way of connecting young people to communities around them"*





# Student voices heard loud and clear at Cape Town

The presence of a large student contingent from 20 countries was one of the most welcome developments at Cape Town

Students may sometimes be invited to international conferences to add legitimacy but without giving them real influence. Not so at Cape Town, to which 40 student delegates from all over the world were invited on equal terms and where they were given a valuable opportunity to network with each other and prepare collective input.

Students played a key role in some of the activities, and were genuinely consulted by the network leadership. They provided eloquent input to many of the debates.

Olav Øye, former executive committee member of the European Students' Union, challenged university leaders on their attitudes to the league tables.

"I do not understand why universities keep taking these rankings so seriously," he said, "and if you do, why would you want to quantify community engagement when we all know how difficult it is to measure?"

Other students joined in the debate on whether universities should place limits when community engagement by students turns into political action on campus.

"It is important that we don't ban student politics on our campus but ensure we build a positive political environment," said Laura-Jane Watkins, a law student at South Africa's University of the Free State. "Our universities can become a force for political beliefs."

Young people at the conference called for students to have a bigger role in the Talloires Network.

This request was taken up in the conference conclusions, which recommended that students be given permanent representation on the network's steering committee. A working group of 16 students has now been formed to take this forward and develop specific programs for students.

new ways of collaborating.

These sister organizations have been developing fast recent years. To give just a few examples, the Pakistan Chapter of the Talloires Network was launched at an event in Islamabad in 2013; it now has 50 member institutions. The Ma'an Arab University Alliance of 15 universities in 9 countries, based at the American University in Cairo, has continued to work to enhance university civic engagement with workshops to develop the capabilities of faculty.

Ireland's Campus Engage, now has 18 members and brought 20 heads of universities together in 2014 to sign a 10-point charter on civic engagement. Campus Engage coordinator Kate Morris described the growth of the network as organic. "We saw in our society a deep sense of apathy of voters," she said. "This was a way of connecting young people to communities around them."

Students at the conference, including

**Laura-Jane Watkins** (right), University of the Free State, South Africa



# Including the community in research

Universities struggle to get the community part of community engagement research funded

**C**ommunity-based research by universities, almost unknown less than a decade ago, is increasing – particularly as part of interdisciplinary research that includes a community ‘impact’ element.

But researchers have been frustrated at the lack of funding when members of the community are included in gathering data or contribute to research in other ways.

Co-authors of research papers from the community, who assist university researchers with gathering material and insights, have few funding channels, even if they are fortunate enough to be credited for their work as joint authors.

“They are not part of the traditional instruments that fund universities,” said Darren Lortan, dean of applied sciences at Durban University of Technology and chair of the South African Higher Education Community Engagement Forum, or SAHECEF.

Even researchers who do manage to obtain funding from international donors and some governments for research that engages the community, find that it is not easy to organize, assess, and credit the community contribution.

Community-engaged teaching and research appears to exist in a ‘barter type economy’, in which community members are almost

**Jerome Slammat** (left) senior director: community interaction, Stellenbosch University, South Africa;

**Darren Lortan** (right) chair, South African Higher Education Community Engagement Forum



co-educators and co-researchers, notes Jerome Slammat, senior director in the division for community interaction at Stellenbosch University and founding chair of SAHECEF.

“The more you border on [community members as] co-educators, the more they should be paid,” Slammat told the conference.

In some cases, researchers in South Africa say they could not have done research on deprived communities in townships or rural areas without the willingness of community members to assist them for no remuneration, said Jayshree Thakrar, a doctoral student at Fort Hare University and the university’s former director of community engagement.

She cites the example of a doctoral student with nine such assistants from the community who were needed to conduct the research.

“It is not about extracting [data] from the community but engaging

*“What is central is participatory methods of research and that you as a researcher build a relationship with the source of the data”*





## South Africa: funding since 2010

South Africa is one of the few countries that sets aside funding for research proposals that include community-based research.

"It came out of an idea years ago when I was minister of education, for strong support for community engagement," said South Africa's Minister of Science and Technology, Naledi Pandor. But it is up to institutions how the research is carried out and what the research should be about, she added.

South Africa's National Research Foundation, or NRF, began funding community-based research in 2010/11 and is into its third funding round. Those receiving NRF funding for community engagement research come from every discipline, though assessing such research alongside traditional research methods can be tricky.

"We don't have a particular intention, but we do want the research to have some link to the [researcher's] program of study, the area in which they registered, and a strong development focus," Pandor explained, adding that she

hopes investment from her department could influence policy.

While there is clear recognition of the importance of involving the community in NRF-funded projects, how community-engaged research is carried out is still developing.

Hlekani Kabiti, a PhD student in rural development at the University of Venda in northern South Africa, said it is important to have community contributions to research. "It puts people at the center. It makes no sense to do a research report without them.

"The community must play a central role in the collection of data. They are the foot-soldiers you send into the forefront," she said.

"We try to promote youth who are not employed. Some have degrees, some did not get far in school," Kabiti said. "But they need to be trained in the collection of data."

That is sometimes done by pilot data collecting and testing the system, to ensure the community-collected data is sound and usable for research.

with them," Thakrar said. "You may have people in the community who have had exposure to universities and who understand the language of the university and others that have no idea what goes on behind those walls. The university is still basically in a position of power.

"There is very interesting, amazing work going on but it is in the form of the university going out to the community. I have yet to discover someone from the community who has knocked on the door of the university," said Thakrar.

While there are many different tools and methods for collecting

data from within the community, it is not easy work, said Joseph Francis, director of the Institute for Rural Development at the University of Venda, in northern South Africa.

"The biggest challenge in community-based research is building trust," said Francis, an associate professor. "What is central is participatory methods [of research] and that you as a researcher build a relationship with the source of data, whether it is a village, a township, or a farm."

Building trust has to start well before data collection begins. "You must allow members of the community to ask questions, before

they provide you with the data."

If all goes well, they co-present the research. "We prepare the paper together," said Francis. "However, when it comes to co-authoring papers for publishing in a journal, we are not doing so well."

For example, when a university considers subsidy pay-outs for journal authors, it does not consider community members. "That dissuades co-authoring and it is also an impediment to publishing this kind of work," said Francis.

The research, Francis said, "is supposed to lead to action with the community – not on the community or in the community."

# How to reward engaged scholars

Universities use a variety of ways to reward faculty who step outside the ivory tower to engage with the community. But those institutions that do are still in a minority

**L**orlene Hoyt, director of programs and research at the Talloires Network, asked some 40 university leaders in 20 countries how they reward faculty for civic engagement.

"Almost all have mentioned that it is a priority, but then they tend to wring their hands and say they don't do it as well as they would like," she said. "Out of 40, only one or two could point to significant progress with this."

Institutions that reward civic engagement do so in a range of ways. "One way is by making space for faculty to do it within their jobs instead of on top of their usual duties," said Claire Snyder-Hall, a US-based independent researcher in democratic theory.

Some academics make civic engagement the focus of their research, while others run a course which gives students opportunities for engagement.

In some newer universities, such as Ashesi University near Accra in Ghana, civic engagement is a stated part of the job description. "We don't treat this kind of activity as separate from scholarship in general," said the university's president, Patrick Awuah. "It is built into our curriculum."

Heads of universities may try to nurture civic engagement activity in smaller ways, according to Snyder-Hall. "Presidents often have small amounts of discretionary funding that they use to create small programs and many have used it to signal to the university community

**Cheryl de la Rey** vice-chancellor, University of Pretoria, South Africa



that this is what they want to encourage," she said.

Providing modest support such as reimbursing travel costs so faculty can attend events is an example of this kind of indirect support. "In my experience, they get a lot of personal satisfaction from civic engagement so even a little institutional support can go a long way," said Snyder-Hall.

Some universities are trying hard

to recognize and reward their engaged faculty. Institutions such as South Africa's University of Venda have created institutional awards for outstanding practitioners of engaged scholarship.

This is also a popular approach in the US, usually as vice-chancellors' awards. "These not only confer prestige but are also something which helps faculty build their CV toward promotions," said Hoyt.

The University of Pennsylvania in the US created special fellowships—the two-year Moorman-Simon Program allows academics to teach one course less during the two years they hold the position.

The University of Cape Town has adopted a similar approach. Since 2010, its faculty can score points for promotion or salary reviews for

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*"Civic engagement is still on the margins of disciplines. The traditional way that faculty may be rewarded is via peer-reviewed publications"*



socially responsive work.

"But in a research-based institution like ours, what really counts is the research that you do, so the points awarded are still a lot higher for research and teaching than for engaged scholarship," said Sonwabo Ngcelwane, head of the Social Responsiveness Unit at the University of Cape Town's institutional planning department.

So why don't other universities around the globe follow such examples?

One explanation, according to Hoyt, is that institutions are slow to change. "Even in countries such as South Africa or Mexico, where national legislation explicitly encourages universities to engage, they are still slow to take this on," she said.

What is more, universities compete for students, staff and resources based on their score in research-oriented international rankings.

"I have had academics who were appointed to a presidential committee on the energy problems of Chile," said Ignacio Irarrázaval, director of the Center for Public Policy at the Catholic University of Chile in Santiago. "They worked very hard on this, but when they came back to the university, the head of department only wanted to see what papers they had written on the subject."

"Civic engagement is still on the margins of disciplines," said Derek Barker, program officer at the Kettering Foundation in Dayton, USA. "The traditional way that faculty may be rewarded is via peer-reviewed publications so it is not easy for the scholar to make the case that this should be paid for."

Faculty themselves are all too aware of this. "Most academics are trained to prioritize research and teaching," said Hoyt. "So the lack of training and the perception that somehow civic engagement is not rigorous scholarship mean that even when there is institutional backing, academics may show resistance."

# The art of measuring engagement

The state, funders, and steering bodies need to assess the impact of engagement on universities as knowledge producers, but how can it be measured?

Community engagement outputs are varied and sometimes intangible, so it is hard to measure the impact on institutions or assess them against existing quality benchmarks. This raises the question of how to measure impact and quality.

Most universities do not collect even basic data on community engagement activities. Little wonder then that such work is generally underfunded and often maligned in higher education, said François van Schalkwyk, an independent researcher linked to the Centre for Higher Education Transformation in Cape Town, South Africa.

And yet, university–community engagement has the potential to contribute to building stronger universities – in both teaching and research – and in so doing, to supporting the university's contribution to development.

Engagement is at best a slippery concept and there is no single universal definition, said van Schalkwyk. The concept of 'interconnectedness' as offered by the Higher Education Research and Advocacy Network in Africa, HERANA, is one way out of the conceptual quagmire.

Interconnectedness describes the relationship in tension of faculty engaging with those outside of the university while simultaneously linking back to the university.

A HERANA project has developed

indicators to measure university–community engagement projects based on measuring interconnectedness. This could help ascertain whether the activities are connected to the strategy of the institution, are sustainable, feed into teaching, or generate new knowledge, said van Schalkwyk.

HERANA researchers studied the interconnectedness of around 100 engagement projects at Nelson Mandela Metropolitan University in South Africa and Makerere University in Uganda. The findings were mixed. "At both universities there are exemplary projects that can be described as interconnected and also projects that are clearly disconnected," he said.

Based on the findings, the degree to which such activities can be said to be strengthening the university as a key knowledge-producing institution is uneven, and too frequently marginal, according to van Schalkwyk.

Meanwhile, the University of Cape Town is developing a framework for evaluating engaged scholarship, adapting work already done by organizations such as the Carnegie Foundation in the US and the United Kingdom's Research Excellence Framework. Still at a very experimental stage, it could nonetheless be a useful resource, said Sonwabo Ngcelwane, head of the social responsiveness unit at the University of Cape Town's institutional planning department.

# Putting values at the heart of what we do

Community engagement can make young people feel they have a role in society, says leading South African politician Naledi Pandor

South Africa's minister of science and technology, Naledi Pandor, wound up the conference with an inspiring and forward-looking keynote speech that challenged the Talloires Network to go out and build links with smaller, rural universities and to go beyond merely setting community engagement activities to using them to actively instill values and ethics in the minds of young people.

"A well-designed set of community engagement programs can, I believe, ensure that young people do not become disengaged, divorced from society and community. Entrenching community engagement is for me a way of building a strong and dynamic link between graduates and communities through society," said Pandor.

"As higher education institutions think about what they offer young people in terms of curricula, in terms of research opportunities, they also have to think about values, ethics and character," she said.

If graduates emerge from universities as homophobic, sexist, racist, or cultural bigots, then universities are failing in the role they should play, said Pandor. "At times we develop the pride of intellectual achievement but give inadequate attention to the value of social engagement."

**Naledi Pandor**  
minister of  
science and  
technology,  
South Africa



The Talloires Network "must never define itself only in terms of community engagement projects. It must add ethics, and encourage universities to give much more attention to this sometimes missing element in the work that we do."

Pandor said she hoped to see the network forging more partnerships

– not only with big and urban universities, but also with more rural and marginalized institutions that still have a crucial and distinct role to play in community development.

She had in mind institutions such as the University of Fort Hare, which despite being in a deeply rural part of the Eastern Cape province, produced South African leaders such as Nelson Mandela and Oliver Tambo.

"How can it be that a small, little-known institution can give rise to such men and women? It says something about ethos, about a tangible understanding of the need to commit to society and to altering it."

More than two decades ago, before the dawn of South Africa's

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*"Given the role universities play in generating new knowledge, new products, and new ideas, it's common sense to seek out civic engagement and social responsibility"*



post-apartheid democracy and when Pandor was a university lecturer, faculty were unsure what was being asked of them. The view was that they should be doing teaching and research, so why go out into the community?

"Today you'll find it very hard to identify one academic who would say such a thing. It's like finding somebody who supported apartheid in South Africa. You can't find them anymore. So engagement has really taken quite strong root.

"In South Africa, civic engagement is made even more important by the distance that continues to exist between communities and institutions," said Pandor.

"I think that given the role universities play in generating new knowledge, new products, and new ideas, it's common sense to seek out civic engagement and social responsibility."

Engagement activities were not service or NGO-type programs but should be designed to develop a new ethos among graduates – "an appreciation of the inextricable link between human development and intellectual rigor."

Pandor said she was heartened by the serious concept of community engagement being developed through the Talloires Network, and that university leaders and engagement experts from around the world had dedicated several days to debating the topic.

"This indicates that engagement is now a very serious activity within the academic community," the minister added. "Indeed, the creation of a network focused on social responsibility is a signal example of commitment to sustaining the role higher education can play in developing societies throughout the world.

"I'm sure you've not reached everyone in our universities as yet and perhaps we as policymakers need to work with you much more closely to see how we can support your efforts."

# Community values trump 'efficiency'

## Village women from Pakistan have turned the LUMS business model on its head

**W**hen representatives of Lahore University of Management Sciences, or LUMS worked with a women's cooperative in a remote corner of Pakistan, they expected plenty of input from the women. They were not expecting the women would turn LUMS' own thinking about business on its head.

The initiative began as a case study to teach young people in the Hunza region of Pakistan's Gilgit-Baltistan province about social entrepreneurship, as part of the Youth Economic Participation Initiative, a Talloires Network and MasterCard Foundation project to ease young people's transition to the labor market. The Women's Weaving Center cooperative run by village women had been producing handmade carpets for several years, relying on visiting tourists for sales. It was suggested that the university could help them with marketing, access to markets, and quality control.

The LUMS team looked at ways the women could become more efficient, such as working more intensively so that a carpet that previously took four months to produce could be made in just two months, as well as suggestions for alternative sources of supply. But the women had other ideas.

"When they ask a cousin in Lahore to buy them thread or a family member from the mountains to get them flowers to make the dye, each of them gets a cut," said Maryam



**Maryam Mohiuddin Ahmed**  
director, Social Innovation Lab,  
Lahore University of Management  
Sciences, Pakistan

Mohiuddin Ahmed, director of the Social Innovation Laboratory at LUMS. "This means that a lot of local actors are benefiting from this one activity.

"All the things that we might see as economic inefficiencies are actually important to the economic well-being of the community, so this is a cost they are willing to bear," she added.

Neither were the women keen on the LUMS suggestion of a more intensive work model, taking fewer breaks.

"When they are working together, it is also a social space and a help network where they can share their worries," said Ahmed.

"The lesson for us is that to help them become sustainable, we need to promote these values too instead of just sticking to our narrow version of the economy and how it works."

# The future of the Talloires Network

2014 was the first time the Talloires Network held its conference in a country of the Global South. But what can be expected in the years ahead?

**F**or the Talloires Network, 2014 was a landmark year, the first time it held its conference in the Global South. University of Pretoria vice-chancellor Cheryl de la Rey, vice-chair of the Talloires Network steering committee, described the decision to hold the event in South Africa as a “milestone.”

Rob Hollister, executive director of the Talloires, said that the global expansion of the network in no way detracts from its “intensely local” community function.

“We don’t see the trends toward globalization as competing with or in any way undercutting community engagement work,” he said.

While the pioneers of university engagement operate within institutions and groups in different places, the Talloires Network convenes regional and global conferences to amplify their collective experience and power of communication, he said.

Tufts University president Tony Monaco, incoming chair of the Talloires Network steering committee, set out the priorities for the years ahead.

“Our internationalism and exchange of best practice is our strongest card, but given our size and continued growth, our visibility is not as high as it should be,” he

said, so boosting visibility will be a priority.

The focal point has traditionally been university leaders, but Talloires will now aim to include more practitioners working in the field.

“What we are seeing is an increased need to support the lead practitioners, faculty, and the students. Those are going to be the key people in the network,” said Monaco.

Students were a very visible presence at the Cape Town conference, with 40 attending and many intervening frequently to speak with eloquence and passion. The time may be right to elevate their participation to a new level, Monaco believes.

Reporting to the plenary, the students themselves asked for a permanent position on the steering committee. Their request was met with applause and also found its way into the call to action.

“I certainly would advocate students having a more formal role in the steering of the network and I will bring that up with the committee,” said Monaco.

Research is another area where the network aims to step up its involvement.

“We do not necessarily want to take on a lot of research ourselves, but there are areas of great relevance to us that are well established by other networks and academic associations,” Monaco noted, pointing to strong service-learning networks and groups working on community-based research the Talloires Network could partner with.

As part of the research agenda



**Tony Monaco**  
president, Tufts  
University, US

“we particularly need to think about the assessment and tools,” he added. “If you really want to convince funders that you are worth investing in, having data that shows the benefit to communities is important.”

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*“ We don’t see the trends toward globalization as competing with or in any way undercutting community engagement work ”*



# Delegates issue a strong call to action

The Talloires Network Leaders Conference closed in Cape Town on 4 December with a stirring call to action

**R**epresentatives of 134 universities and higher education institutions from 40 countries gathered in Cape Town to learn from each other's experiences over three intense days of debate. The gathering was enriched by a strong contingent of student leaders who provided inspiring perspectives on active citizenship, and asserted their central role in shaping university policies and practices.

Delegates reaffirmed their view that universities, through their teaching and research missions, must contribute to the social and economic transformation of society and the promotion of democracy and social justice.

They called upon the Talloires Network to take forward the discussions of the conference and urged member institutions to work, in close collaboration with partner organizations and networks, to:

- Expand and strengthen university efforts to prepare their students for civic and economic participation and active citizenship – to educate students who are effective and successful global citizens. With the widespread crisis of youth unemployment, the Talloires Network has a special opportunity to link education for active citizenship with education for launching careers, employment, and entrepreneurship.
- Expand access to higher education for under-represented groups, and seize the potential of

university engagement programs to reinforce social inclusion initiatives.

- Contribute to the ongoing efforts to measure the impacts of university civic engagement on student learning outcomes and on community conditions, especially through the exchange of information between researchers from diverse cultural contexts. It is essential to broadly disseminate the current body of knowledge, contribute to enhancing it, and promote comparative studies about what our engagement activities are achieving in different parts of the world.
- Elevate public awareness of, and support for, university civic engagement. Communicate broadly and persuasively what university engagement activities are achieving.
- Influence the global university ranking systems to take civic engagement seriously and to reduce the negative effects of the ranking systems on the public service responsibilities of higher education.
- Increase acknowledgment and recognition for professors who perform high quality community-engaged teaching and research, and public service.
- Elevate and support student leadership in the planning and operation of university engagement programs. Develop mechanisms for student leaders to influence and be fully integrated into the leadership of the Talloires Network.



**Giovanna Ramírez**  
student,  
Pontificia  
Universidad  
Javeriana de Cali,  
Colombia

Tony Monaco, chair of the Talloires Network steering committee, called on all members of the network around the globe to work together to implement these seven points.

"I invite you to share with us the work you are doing on the topics of the Call to Action and suggestions on how the Talloires Network can support your steps," he said.

As the tenth anniversary of the founding of the Talloires Networks in September 2015 approaches, "it is exciting to know that the Talloires Network now counts 340 members in 75 countries around the world, all of whom are eager to spread the message of the Call to Action and advance the global movement of higher education civic engagement and social responsibility."

*"I invite you to share with us the work you are doing on the topics of the Call to Action and suggestions on how the Talloires Network can support your steps"*

# TALLOIRES NETWORK LEADERS CONFERENCE

CAPE TOWN 2014



Participants in the Regional Perspectives on University Civic Engagement program

## TNCONNECTS

The Talloires Network is a global coalition of engaged universities committed to strengthening the civic roles and social responsibilities of higher education.

Our online community of practice, TNCONNECTS, is a space for people to gather and share ideas, news, and resources, create new and strengthen existing partnerships, and support the activities of regional networks of universities.

TNCONNECTS welcomes questions and answers, with an initial focus on university roles in advancing youth economic participation. You may use this platform to address other topics as well.

We invite you to visit [www.TNCONNECTS.net](http://www.TNCONNECTS.net), sign up, and help us build the global movement that is changing how the university interacts with the rest of the world.



The Talloires  
Network

<http://talloiresnetwork.tufts.edu>