



The Talloires Student Network



Students turning ideas into action

New Orleans, Louisiana
March 12-17, 2008

A student delegation to
Clinton Global Initiative - University



The Talloires
Network

THE TALLOIRES NETWORK STEERING COMMITTEE

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Dear Readers:

The following report describes the Talloires Network student delegation to the inaugural conference of Clinton Global Initiative – University, which took place in New Orleans, Louisiana, on March 14-16, 2008.



The CGI-U conference offered the first opportunity to bring together students from our member institutions to engage with their peers and discuss pressing international issues. The Network supported travel and lodging expenses for pairs of students from institutions outside the United States whose applications for registration were accepted by CGI-U.

In the end, a total of 24 students from universities in the Talloires Network attended the conference, representing eleven different universities and seven different countries. These students engaged in intensive and thoughtful Talloires Network workshops before and after the CGI-U conference itself.

My own participation in the conference as an invited speaker gave me the opportunity to meet all of the Talloires Network students there. They were an inspiring group of young people. I came away impressed by their collective determination to make the world a better place. I remain optimistic that if we can harness the positive energy of the world's college students, we can begin to make progress on some of the world's most daunting challenges.

The Talloires Network students made me proud to represent the Network's many presidents and vice chancellors at CGI-U. The conference was a great success, and the Talloires Network students had a very positive experience in New Orleans. They continue to energize us by contributing to the development of a student leadership strategy for the Talloires Network. We hope to provide more opportunities like this for students in the future.

I wish good luck to all of the students, both in their studies and in fulfilling their commitments. I hope our paths will continue to cross.

Best regards,

Lawrence S. Bacow
President, Tufts University
Chair, Talloires Network Steering Committee

Talloires Network Students

at Clinton Global Initiative - University

New Orleans, Louisiana — March 12-17, 2008

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Conference Attendees

International Students



Gihad Abunafeesa
Ahfad University for Women
Sudan
Commitment: Global Health



Sarah Salih
Ahfad University for Women
Sudan
Commitment: Global Health



Nagham Khawashki
Al-Quds University
Palestine
Commitment: Human Rights & Peace



Kevin Kadirgamar
Charles Darwin University
Australia
Commitment: Global Health



Maria Kambouris
Charles Darwin University
Australia
Commitment: Global Health



Andrew Lopakov
Petro-Mohyla University
Ukraine
Commitment: Global Health



Brett Hall
Queensland University of Technology
Australia
Commitment: Human Rights & Peace



Todd Phillips
Queensland University of Technology
Australia
Commitment: Human Rights & Peace



Lucas Lazier
Universidade Metodista de Piracicaba
Brazil
Commitment: Energy & Climate Change



Douglas Barrios
Universidad Metropolitana en Caracas
Venezuela
Commitment: Energy & Climate Change



Amanda Yeo
University of Melbourne
Australia
Commitment: Energy & Climate Change

Conference Attendees



Elizabeth Herman
Tufts University
Commitment: Human Rights & Peace



Daniel Negless
Tufts University
Commitment: Poverty Alleviation



Kai Andrews
Tufts University
Commitment: Human Rights & Peace



Brandon Duck
Syracuse University
Commitment: Poverty Alleviation



Erin Baldassari
Tufts University
Commitment: Human Rights & Peace



Alejandro Fernandez-Lovo
Syracuse University
Commitment: Energy & Climate Change



Patricia Eloizin
Tufts University
Commitment: Poverty Alleviation



Carissa Matthews
Syracuse University
Commitment: Energy & Climate Change



Sarah Ullman
Tufts University
Commitment: Poverty Alleviation



Christina Sperle
Georgetown University
Commitment: Poverty Alleviation



Erin Taylor
Tufts University
Commitment: Human Rights & Peace



Courtney Cooper
Georgetown University
Commitment: Poverty Alleviation

Talloires Network Administrators



Lawrence S. Bacow
President, Tufts University
Chair, Talloires Network Steering
Committee



Elizabeth Babcock
Talloires Network Coordinator
Innovations in Civic Participation
Washington, DC



Tammy Zborel
Talloires Network Graduate Assistant
Tisch College of Citizenship & Public Service
Tufts University



Paula Fortner
Talloires Network Fellow
Innovations in Civic Participation
Washington, DC



Acknowledgments

The staff and students of the Talloires Network would like to extend their gratitude to President Lawrence Bacow and Dean Robert Hollister of Tufts University for their generosity and support, which made it possible for eleven international students to attend this conference. The students gained valuable knowledge and contacts from attending this world-class conference, and they also enriched and enlivened the conference itself, sharing their ideas and experiences with other committed students and world leaders from the U.S. and beyond.

Every Talloires Network student, including those from U.S. institutions, agreed that their conversations and discussions with the Talloires Network student delegation were extremely rewarding. This incredible group of students has forged new friendships, formed lasting connections, and committed to building up civic engagement as an institutional priority at their universities from the ground up. They have expressed overwhelming gratitude for the opportunity to participate in this event and connect with peers at other member institutions. Their successes and the growing student movement would never have been possible without the financial and logistical support of Tufts University and the Jonathan M. Tisch College of Citizenship and Public Service. On behalf of all of the attending Talloires Network students, we would like to express our deepest thanks to President Bacow and Dean Hollister for their encouragement, generosity, and support.

The Talloires network opportunity has enabled me to evolve my concepts, and solidify the platform upon which they stand. Meeting the other Talloires sponsored students has been a great motivating experience and I am proud to be counted among such wonderful people. They are an impressive group and their energy, positive outlook that is rooted in realism, and their capacity to challenge themselves and work hard have been an inspiration and will be a continuous source of motivation. To tell the truth, CGIU would never have been worth it without the enthusiasm, long discussions, interaction, and camaraderie we enjoyed in our regrettably short, but very productive time.

— Gihad Abunafeesa, Ahfad University for Women, Sudan



Foreword

Meeting the Talloires Network Students: A Staff Perspective

By Elizabeth Babcock, Talloires Network Coordinator



As the Talloires Network Coordinator, I spend a lot of my time, well, coordinating. With 50 members from 25 countries around the world, representing thousands of faculty, staff and students, our office stays quite busy. We learn about amazing programs all over the world that are making an impact. So, when our staff arrived in New Orleans to greet our students arriving to attend Clinton Global Initiative – University (CGI-U), I expected to be impressed. After all, they had been selected out of thousands of students, and I had read their well-planned and convincing commitments to action.

I did not, however, expect to be so inspired by them. When you spend the majority of your time thinking about logistics, planning and streamlining, it is easy to get a little distracted. I imagine the same is true for many faculty members and administrators, who face multiple, competing demands on their time.

These students brought back into focus what is most important. They embodied the values of the Talloires Declaration: to create positive change in higher education and the world. Through their passion and commitment, linking their own academic studies with real needs in their communities, they are helping improve lives. And despite the geographic distance between them, they have become a community. They agreed to stay in touch, to support each other's projects, to give advice and to be leaders on their campuses. They return home as ambassadors of the Talloires Network. They have made this virtual community real and have reminded us that idealism, commitment and purpose are alive and well on today's college campuses.



Introduction

Clinton Global Initiative - University



"I want to meet other like-minded activists who believe that social action isn't just a hobby or an activity; it is a necessity. I would like to learn from these other students and leaders about their commitments to action and how I can improve my own service through the sharing of ideas, resources, volunteers and networks."

— Sarah Ullman, Tufts University



In March of 2008, around 700 college and university students from around the world joined together in New Orleans, Louisiana, to commit to making lasting change in the world. The students convened at Tulane University from March 14-16 to attend the inaugural meeting of Clinton Global Initiative - University (CGI-U).

CGI-U is a project of Clinton Global Initiative that challenges students and universities to tackle pressing domestic and international problems. In order to attend the conference, all students must make a *Commitment to Action*, committing to taking on an individual or group project in one of four focus areas: poverty alleviation, energy and climate change, human rights and peace, and global health. Students attended the conference from 210 institutions, primarily from the U.S. but also from around the globe. 36 international students were in attendance, from fifteen countries. The participation of many of these international students would not have been possible without the support of the Talloires Network.

Introduction



"I am eager to meet other students who share a passion for civic engagement, learn from their experiences, and discuss new approaches to maximize the impact of service efforts back on my campus and surrounding community."

– Tammy Zborel, Tufts University

The Talloires Network

The Talloires Network is a global community of institutions of higher education that have taken a pledge to promote social responsibility and civic engagement throughout their institutions. The Network was created in September 2005 during a conference in Talloires, France, of 29 university leaders from 23 countries. Since its founding, the network has grown to 50 members, with representation in almost every region of the world.

Members recognize that universities have a direct impact on their communities, and contribute to the needs of society by preparing students to become active, informed, and responsible global citizens. Members also believe that student involvement is essential for producing positive and dramatic social change. For this reason, the Talloires Network is committed to involving students across all member institutions to provide valuable opportunities, support student civic engagement, and form a student-led global network.

The Relationship between CGI - U and the Talloires Network



Currently there is no formal relationship between Clinton Global Initiative - University and the Talloires Network. The two groups share many common values, and both strive to support student involvement in community and social issues. In an effort to provide students with opportunities to strengthen and develop their interests, the Talloires Network will continue to offer students information about events such as CGI-U, and provide support when possible.

"I believe that universities and their students have fabulous resources at their disposal to tackle local and global issues." -- Brett Hall, Queensland University of Technology

Introduction



"As heirs to the future, we cannot wait for 10, 15 or 20 years to start working to create change. It is our moral obligation to salvage the future, by working today."

—Douglas Barrios, Universidad Metropolitana en Caracas, Venezuela

The Talloires Network at CGI - U

The CGI-U conference offered the first opportunity for the Talloires Network to bring together students from member institutions to engage with peers and discuss pressing international issues. The Talloires Network invited all member institutions to encourage students to apply, and also offered to support the travel and lodging expenses for pairs of students from institutions outside the U.S.

Despite the short time frame for applications, numerous students submitted inspiring Commitments to Action in applying to attend the CGI-U conference. As the deadline approached, attendee space filled quickly and the international students scrambled to assemble their applications in time. When all of the accepted students had been announced, the Talloires Network had the opportunity to support the attendance of eleven international students from eight member universities.

The Talloires Network Workshops

In addition to funding students to attend the CGI-U conference, the Talloires Network involved international and U.S. students in informal workshops and activities to encourage shared learning and collaboration on common goals. The overall aim of these meetings was to initiate the creation of a global community of active student citizens. Talloires Network staff and students met to discuss their Commitments to Action, conditions in their communities, the involvement of their home institutions, and strategies for achieving change. Students also discussed ways to stay connected, their vision for a student network, and ideas for support and resources that the Talloires Network could provide.

"I believe that this will be a great opportunity to expand my understanding of global issues affecting the global community today, as well as develop the ability to be able to do something about them..."

*—Sarah Salih
Ahfad University for Women, Sudan*

These meetings provided the basis for the growing student-led arm of the Talloires Network, a new and developing initiative that will connect students from different cultures and communities to share experiences, collaborate on similar projects, and support each other's ambitions. This network will enhance existing student programs, create ideas and opportunities for further programs, and reinforce the importance of student-led action addressing social needs and global concerns.

Introduction

Key Outcomes: CGI - U

In addition to the Talloires Network activities, the Clinton Global Initiative – University conference provided opportunities for students to network and share their Commitments to Action. Several exciting developments arose from these opportunities: Gihad Abunafeesa and Sarah Salih of Ahfad University for Women in Sudan received expressions of interest and possible financial support from Ndidi Okonkwo Nwuneli, Founder and Director of LEAP Africa; Zainab Salbi, President and Chief Executive Officer of Women for Women International; and Brad Pitt’s organization in Darfur, Not On Our Watch. Nagham Khawashki from Al-Quds University in Palestine also received an expression of interest and an offer of 50-percent funding for her project in Palestinian refugee camps. The Wal-Mart Foundation announced a \$550,000 grant program for any CGIU student for project funding, an opportunity which all Talloires Network students will be encouraged to pursue.

“This will be Charles Darwin University’s first Talloires Students program and may become embedded within the University’s course structure. It will be a whole-of-University approach with the focus on action, partnership, social responsibility, community engagement and mutual learning for students, institutions and the wider society.” – Kevin Kadrigamar and Maria Kambouris, Charles Darwin University

Key Outcomes: Talloires Network Meetings

The Talloires Network sessions laid the foundations for a student-led arm of the Talloires Network. All of the students made overwhelmingly positive connections with one another, and expressed their dedication to maintaining these connections and collaborating on common goals. Responding to the suggestions of students, the Talloires Network staff has already created a Talloires Network Student Facebook group, of which all participating students are members, and a Talloires Network blog inviting contributions and comments from students.

In the coming months, the Talloires Network will be creating a student section of the website with resources, tools, information and opportunities specifically tailored to students. One of these opportunities will be the MacJannet Prize – an award recognizing exceptional student engagement and granting funds to support student projects.

Many students also expressed interest in creating a Student Talloires Declaration similar to the declaration signed by the attendees of the 2005 Talloires Conference, but with a particular focus on affirming the commitments of university students. The Talloires Network staff will assist students in drafting this declaration, and will also explore the option of creating a Talloires Network student leadership council. Other future possibilities for the student network include further student conferences, a student newsletter, and closer collaboration with organizations such as Clinton Global Initiative University.

“I am a firm believer that the more that a person educates themselves, the better equipped they will be to understand and combat some of the greatest issues which are facing the world at present.” – Brett Hall, Queensland University of Technology

Student Profiles



Gihad Abunafeesa and Sarah Salih

Ahfad University for Women, Sudan
Commitment: Global Health

For their commitment to action, Gihad and Sarah commit to raising health literacy and peace capacity building among members of the Sudanese community. In order to accomplish this, these two medical students will organize workshops targeting students in the health services field. The aim of the workshops is to increase health education capacity and integrate peace-building elements. By providing much-needed skills and knowledge, this project will support efforts to benefit Internally Displaced Peoples (IDPs), underdeveloped regions, rural areas, and health education initiatives. Further training will allow this project to reach a broader audience, it will empower even more students to have an impact, and it will increase the capacity for health education.

"We will engage other students and universities through various means; we will attract students through cultural events with local singers, holding discussion panels, symposiums, workshops, debates and awareness campaigns. The attitudes of the students will be measured by conducting questionnaires." — Sarah Salih and Gihad Abunafeesa



Kevin Kadrigamar and Maria Kambouris

Charles Darwin University, Australia
Commitment: Global Health

Kevin and Maria are partnering on a project to increase the health literacy of Indigenous and ethnic groups through a 'Pictorial Health Information and Service Kit.' This kit will include information on topics such as diet, exercise, mental health, dental health, reproductive health, and physical health. In addition, it will include a health service information directory with contacts for general practitioners, specialists, dentists, hospitals, and social services. This kit will enable consumers to make informed decisions and access equal health care information. It will also be developed to be easily understood, culturally appropriate, translated into a range of languages, and broadcast on community radio through multilingual programs. The kit will be developed in partnership with students working in health, research, media studies, photography, business, law, and education.

"About a third of year-three students in the Northern Territory are failing to meet minimum reading and writing benchmarks. Illiteracy is seemingly a state crisis within northern Australia." — Maria Kambouris

"Enabling the opportunity and ability to understand and access basic health is crucial if chronic health problems are to be alleviated. People need to be aware there are health services available to assist them with their mental, physical and emotional health."

— Kevin Kadrigamar and Maria Kambouris



Douglas Barrios

Universidad Metropolitana en Caracas, Venezuela
Commitment: Poverty Alleviation

Douglas commits to organizing a National University Congress on the top five issues facing Venezuelan society today (lack of personal security, lack of social security, lack of alimentary security, lack of higher education opportunities, and extreme polarization). Douglas plans to first disseminate study guides to create discussions on Venezuelan campuses, and then invite each university to send a student delegation to the Congress. The goal is for these universities to develop a proposal on how to work together to achieve change.

"Right now students feel like they could do more than just partake in a protest or in an election process. They have ideas, projects and dreams and they just want to be heard – and I believe this is an opportunity to do just that." - Douglas Barrios

"I believe it is time that a new generation of young people, compromised with civil rights, with civil freedoms and with social justice, push traditional politicians to a side, and assume our roles as leaders of the future."

— Douglas Barrios

Student Profiles



Todd Phillips

Queensland University of Technology, Australia
Commitment: Human Rights & Peace

Todd Phillips commits to contextualizing ten numeracy and literacy booklets and implementing a series of lessons in twenty Aboriginal communities, in order to build pride, combat poverty, address the issue of identity, and develop peaceful and appropriate ways of solving issues and concerns. He plans to do this by working closely with key local Aboriginal community members to get them involved in programs and the development of strategies. Todd's project will also include contextualized mathematics so that Indigenous students will see math and literacy as both relevant and engaging.

"Goals I hope to see come into fruition is improved educational opportunities for Indigenous Australians, which ultimately will lead to combating human rights and peace issues many Indigenous communities are facing in Australia – such as improved employment, health and housing, and lower incarceration rates ..." — Todd Phillips



Amanda Yeo

University of Melbourne, Australia
Commitment: Energy & Climate Change

Amanda hopes to encourage at least 1000 people to plant a tree, to aid in offsetting their carbon footprints. She plans to coordinate with community organizations to organize a tree-planting event on campus to involve university students and community members. This event will also serve to educate more people about the impact of Global Warming and how individuals can take action.

"As potential leaders of the future, it is only right that we play our part and contribute however little we can now. This is our earth... we should care for it to ensure that our future generations will also be able to enjoy it." — Amanda Yeo



Andrew Lopakov

Petro-Mohyla University, Ukraine
Commitment: Global Health

Andrew commits to increasing health literacy in Ukraine by training students to use innovative strategies to communicate information about HIV/AIDS to the local community. This training will take place in coordination with Summer Camps for Civic Leadership, run by the International Outreach Coalition. The project will culminate in a week-long arts festival in which students will present plays and artwork to inform community members about how to prevent the spread of HIV/AIDS.

"Ukraine has one of the fastest growing-rate of HIV/AIDS in Europe. We have to pay attention to this, and encourage young people to take an active position before it is too late." — Andrew Lopakov



Brett Hall

Queensland University of Technology, Australia
Commitment: Human Rights & Peace / Poverty Alleviation

Brett Hall commits to work with Queensland University of Technology in partnership with local refugee organizations to create a scholarship program for students who are refugees from conflict areas, to encourage them to attend university. He would also like to create a program to ship used books to universities and schools in the developing world. To facilitate this action, Brett hopes to establish a student working group and seek support from university faculty, staff, and chancellor.

"In my experience, successful change is most likely to occur through partnerships. Therefore, it is essential that partnerships be made between the university and other organisations in the fight against poverty and the upholding of human rights."
— Brett Hall

Student Profiles



Lucas Cerqueira Lazier

Universidade Metodista de Piracicaba, Brazil

Commitment: Energy and Climate Change

Lucas plans to work with other students at his university to construct solar water heaters for needy families using recyclable material. This would increase understanding among students of the difficulties faced by families in Brazil, as well as teach the social and environmental benefit of saving energy and resources. During the construction of the water heaters, students would work with the recipient families to teach them how to be environmentally-conscious consumers while saving money on energy and water.

"The first step to achieve well-being and long and sustainable development is to realize that we are part of a larger context, and that society grows or perishes together... we must first develop in ourselves, in the students who will be the leaders of tomorrow, this conscience and this concern for the general well-being of our societies and of the world. Alone we achieve nothing; we can only build bridges together..." — Lucas Lazier



Nagham Khawashki

Al-Quds University, Jerusalem

Commitment: Human Rights & Peace

Nagham plans to work with Human Rights organizations such as Al-Haq to help rebuild refugee camps that are in need of improved health care facilities, hospitals, schools, and support services. She plans to work with her university to raise public awareness about human rights conditions in refugee camps and also create university courses that focus on this topic. Nagham will form a student group to coordinate on this project, create press releases, increase media coverage of the issues, and raise funds and donations to rebuild the camps.

"Hopefully the group will inspire other people (especially students) when they see the outcome of our work, and not just by seeing it but living it as well." — Nagham Khawashki



Tammy Zborel

Tufts University, USA

Commitment: Poverty Alleviation

As a student coordinator for the Talloires Network, Tammy's commitment to action will be to expand and enhance the Global Literacy Project undertaken by Talloires Network member institutions. In particular, she will work with students from all 49 member institutions to help them develop and strengthen their initiatives to enhance literacy – of all forms – within their own communities. To achieve this goal, Tammy plans to utilize web-based communications and interactions such as blogging, online videos, chat groups, and teleconferencing to share information and provide support systems.

"Providing access to appropriate information through literacy programs can significantly benefit a community - through an improved understanding of health and environmental concerns, community development, and an increased quality of life." — Tammy Zborel



Patricia Eloizin

Tufts University, USA

Commitment: Poverty Alleviation

Patricia is among a group of students belonging to RESPE: Ayiti, (Research and Engagement Supporting Poverty Elimination in Haiti). The team commits to forming a partnership between the Institute for Global Leadership at Tufts University and the community of Balan, a rural town in northern Haiti in support of their path for self-empowerment. The RESPE: Ayiti team has already traveled to Balan to learn from the community about their strengths and challenges, and to work with them to support their own development initiatives. As students, RESPE: Ayiti has the opportunity and responsibility to harness the intellectual resources of their university to support the human potential of Balan.

Student Profiles



Sarah Ullman

Tufts University, USA

Commitment: Poverty Alleviation

Sarah commits to raising awareness about hunger and homelessness issues in her community by working with student volunteers to directly serve the client populations of local shelters and also do broader philanthropy by raising money for Project Bread's Walk for Hunger. To implement this project, Sarah will lead bi-weekly service trips through the Hunger Project Group. She also commits to researching current policy issues related to hunger and homelessness in Massachusetts, and she will work to raise \$2000 for Project Bread.

"I will utilize the Tufts Institute of Political Citizenship to find resources and a network of local politicians who are interested in hunger and homelessness issues. Over the summer, I will research policy issues and present my research to state congressmen in an effort to raise awareness about the issue." — Sarah Ullman



Daniel Negless

Tufts University, USA

Commitment: Poverty Alleviation

Daniel commits to spending a significant portion of his year-long deferral next year documenting the underlying symptoms and pathologies of destitute poverty in South America, compiling these observations into documentary or written form, and holding a public forum when he returns the subsequent year to discuss these findings and encourage on-campus discussions. Daniel is hoping that this extensive project will remind his fellow students of the many problems facing destitute communities, and will generate greater action and support for these issues.

"When the work is published, I will convene and moderate an on-campus symposium, with professional and student participants, to discuss this topic. This symposium, and the sharing of the information, is for me the most important aspect of the commitment." — Daniel Negless



Brandon Duck

Syracuse University, USA

Commitment: Poverty Alleviation

Brandon has committed to creating a team to work in Northern India on women's empowerment issues using micro-credit financing and job training. Literacy and skill-set training are at least two quantifiable goals, with testing benchmarks to determine success rate at the project end date. In order to ensure sustainable training after the project end date, Brandon plans to coordinate efforts with local village leaders and government authorities during and after project efforts through coordinated networking and strategic education. His team will use newsletters, grants and financial campaigns to reach interested individuals and governments with a message of women's empowerment via engineering economics. Their message is to help build human capital into peoples lives, which leads to greater social capital through private-public financing.

"We plan to establish benchmarks for each community, focusing mainly on female literacy. For example, if a village lacks literacy for females, we plan to empower the village to achieve 85% female literacy in three years." —Brandon Duck



Erin Taylor

Tufts University, USA

Commitment: Human Rights and Peace

Erin plans to develop a partnership between the Multifaith Council at Tufts and a group of refugees of genocide in the Boston area. Students and refugees will be paired, and the students will help the refugees with individual goals such as applying to colleges and obtaining jobs and housing. All those involved would also meet as a large group on a regular basis to engage in interfaith discussions about their work and other topics, emphasizing the importance of dialogue in preventing ethnic and religious conflicts.

Student Profiles



Erin Baldassari

Tufts University, USA

Commitment: Human Rights & Peace

Erin's group project is a collaboration with Elizabeth Herman and Kai Andrews. They have committed to addressing urban youth violence by assessing current trends that exist, collaborating with other organizations, and promoting a larger community discussion. The Boston Non-Violence Project has three main components: the first component is a comprehensive survey of organizations currently addressing urban violence directly or indirectly, along with an analysis of the current trends in urban youth violence. The second component is the documentation of urban youth and the circumstances that they currently face. The third component is the implementation of an ongoing student outreach organization to increase the collaboration between university students and local organizations addressing the issues surrounding urban youth violence.



Elizabeth Herman

Tufts University, USA

Commitment: Human Rights & Peace

Elizabeth (Biz) is working on a group project with Erin Baldassari and Kai Andrews under the wing of the Institute for Global Leadership's (IGL) Education for Public Inquiry and International Citizenship (EPIIC), a multi-disciplinary, year long, research-intensive program. Their commitment is to establish an ongoing student outreach organization to increase the collaboration between university students and local organizations addressing the issues surrounding youth violence by contributing to current research, facilitating dialogue and promoting action. They will complete a survey of organizations working in the Greater Boston Area that will assess the current scope of outreach and services being given to at-risk youth, noting where more collaboration would be possible and where gaps exist.



Kai Andrews

Tufts University, USA

Commitment: Human Rights & Peace

Kai is working with Elizabeth Herman and Erin Baldassari on a group project committed to addressing urban youth violence. To address the inequalities facing youth, the group will assess the state of Boston's urban communities to look at which factors contribute to the resurgence of violence. The assessment will enable them to compile footage for a documentary film that will raise awareness about the issue of urban violence. The group will also work with local organizations to lay the groundwork for a program to confront urban violence in Boston. After screening their documentary, this group will hold a general interest meeting about their program which will involve university students in addressing the needs of at-risk youth and the communities in which they live.

"We recognize the inequalities pervasive in young people's lives, those who are struggling to survive in neighborhoods plagued by violence." — Kai Andrews, Biz Herman, and Erin Baldassari



Alejandro Fernandez-Lovo

Syracuse University, USA

Commitment: Energy & Climate Change

Alejandro has committed to making a state-wide network of college, university and city green groups. This network would connect all student-based green groups on campuses across New York State to communicate with each other and assist one another both within their local region, and in outside regions as well. Although this network would begin as a state-wide network in New York, it would have the potential and capacity to expand into other states as well.

Student Profiles



Carissa Matthews

Syracuse University, USA

Commitment: Energy & Climate Change

Right now in Syracuse residence halls, there is a sustainability initiative called "Be Orange. Think Green" where students are encouraged to use less energy by recycling, shutting off lights, etc. Carissa's Commitment to Action is not only to continue this initiative, but to turn it up a notch with specific goals to reach each year, stretching the idea to "Be Orange, Think Green, See Change." This year, it will be to eliminate the use of Styrofoam in the dining halls. Syracuse currently uses hundreds of thousands of Styrofoam "to-go" containers a year.



Christina Sperle and Courtney Cooper

Georgetown University, USA

Commitment: Poverty Alleviation

Christina and Courtney have created a group at Georgetown University called "Hoyas Global Initiative," which is committed to encouraging students to make both personal and international change. They will not only raise awareness about the Clinton Global Initiative on campus, but they will also initiate creative fundraisers for a deserving charity each year as approved by the Clinton Global Initiative.



Presidential Profile



Lawrence S. Bacow

President, Tufts University, USA

In September 2005, Tufts President Lawrence S. Bacow brought together 29 university presidents from 23 countries in Talloires, France, to discuss social responsibility in higher education. This meeting resulted in the signing of the Talloires Declaration, committing these university leaders to continue their work in strengthening the civic engagement of their institutions. These institutions collaborate as part of the Talloires Network, a movement that has expanded to 50 universities on six continents. President Bacow currently serves as Chair of the Network's Steering Committee.

As a global leader in this movement, President Bacow attended the inaugural meeting of Clinton Global Initiative - University to speak on a panel titled, "Students Ending Poverty: Start from Where You Are." He shared his experiences with initiatives at Tufts University, including the Tufts-Omidyar Microfinance Fund, the Institute for Global Leadership, and the Talloires Network among others. He also provided several recommendations for how students can become active and engaged global citizens on their campuses and in their communities.

In attending this conference, President Bacow has made a commitment to action to grow, expand, and enhance the work of the Talloires Network. His commitment states,

"As Chair of the Steering Committee of the Talloires Network, I am pleased to communicate the Network's commitment to grow the Network to 100 universities, and to magnify and deepen the impacts of the student-led civic engagement initiatives of member institutions, emphasizing a common Global Project to increase literacy in their societies. The Global Project contributes to UNESCO's Education for All campaign under the Millennium Development Goals.

"Working with students and presidents from all member institutions, we will combine their top-down and bottom-up leadership to multiply the contributions of universities to social and economic development."

Talloires Network Workshops

Friday, March 14, 2008: Tulane University

Opening and Introductions

The first Talloires Network workshop was held on Friday, March 14, on the quad at Tulane University. To prepare everyone for a discussion about university social responsibility, the session began with a reading of Sir David Watson's article, "Does Higher Education Need a Hippocratic Oath?" This reading was used as a reference point and foundation for the ensuing discussions.

"I was thrilled when selected to attend the Clinton Global Initiative University as a Talloires Network participant. Not only was I able to hear terrific speakers discuss pressing issues that our generation must help to tackle now, but I was also able to meet outstanding students from the United States and around the world that have the same courage to say: 'I will help in anyway I can.' Kudos to the Talloires Network and CGIU for a class act weekend!" — Brandon Duck



Expectations and Impressions

Students were asked to share their initial expectations about the CGI-U conference and the Talloires Network prior to arriving in New Orleans. Some students admitted to being a bit confused by the initial information about the Talloires Network and the CGI-U conference. Many students were unaware that their institutions were members of the Talloires Network, and they were just as unclear about the relationship between the Talloires Network and CGI-U. Furthermore, by the time the students received the information about this conference from their university staff or faculty, the deadline for applications was just around the corner. The students related that they were unsure what to expect at the conference, but that they were determined to be flexible and keep an open mind.

Talloires Network Workshops

Intercultural Information Exchange

The students were next asked to share information about their home university, including details about location, student population, student life, academic life, etc. Students also described the communities in which their universities were located, the needs and challenges of these communities, and the relationship between the university and the surrounding region.

What was striking from these discussions was how different these universities are. Some are very large institutions, such as [Queensland University of Technology](#) or [University of Melbourne](#), which draw students from diverse ages and backgrounds. Other institutions such as [Tufts University](#), [Petro Mohyla University](#), and [Universidad Metropolitana](#) have much smaller student populations in the range of 3,000-6,000.

More interesting than the institutional differences, however, were the differences between the communities in which the universities were located. For instance, [Charles Darwin University](#) in Australia's Northern Territory serves a community that has a 30-percent indigenous population, as well as a high immigrant population. There are two schools at CDU, a school of Higher Education and TAFE, a technical / vocational school. While the university is deeply involved in the community and trying to strengthen linkages between these two schools, certain challenges arise from many factors, including that roughly 85 percent of students study externally. Although some academic disciplines at CDU have community work built in to the curriculum, it is often difficult to get external students engaged when they are not spending time on campus.

All of the universities make for interesting case studies. [Universidad Metropolitana en Caracas](#) is located on the edge of urban Caracas, next to one of the largest slums in the world. The students of this private university are primarily middle-to-upper income; however, this has not prevented the students from taking an active role in the underprivileged areas. Professional-oriented social programs (such as service-learning) are termed "social-linkage" for their intent to create linkages of interdependence between the community and the university. The two main student-led social projects, "Student Social Projects," and "Popular Brigades," help to create sustainable relationships between students and community members by sending students out to spend time working with the community and interacting with local residents.

Community work is also an essential part of life at [Ahfad University for Women in Sudan](#). Field trips, also called "Rural-Extension Programs," are a mandatory component of the university curriculum. On these trips, students travel to rural, displaced, and impoverished communities to perform work in health education and community development. Many students also assist in survey work for non-governmental organizations working in Sudan.

At other universities, such as [Petro-Mohyla University in Ukraine](#), community-engagement is not currently as embedded in the institutional culture. Although students who study social services do engage in community projects, community-service is not a mandatory component of the curriculum in this relatively young institution. The Talloires Network representative of PMU, Andrew Lopakov, is currently working on a project called "PMU Civic Initiative" to introduce community service into certain courses, in a movement to shift the university towards an increased level of civic engagement.

Talloires Network Workshops

Introductions to the Talloires Network

After learning about each other's institutions and communities, the Talloires Network staff took some time to introduce the Talloires Network and describe the incorporation of a student initiative. Elizabeth Babcock, Paula Fortner, and Tammy Zborel explained the history of the Talloires Network, its current operations, and the current movement to increase student involvement. The staff also discussed the link between the Talloires Network and CGI-U, and objectives for the Talloires Network workshops during the conference weekend.



"There is no better way to inspire others than being a part of a project, helping another person, and communicating this experience to other people."

— Lucas Lazier

Universidade Metodista de Piracicaba

Brainstorming Session: Challenges Facing Students

Following a short break, students were asked, "What are some of the challenges that students face— either in working with their institutions or with other students?" Some of their answers included:

- A lack of motivation or motivational strategies for involving students
- Perceptions of time constraints or commitment overload
- Lack of coherence among similar groups on campus
- Disconnect with the university campus
 - Many external and mature-age students spend less time on campus, making it difficult for them to be involved
- Wariness of compulsory service
 - Mandatory community work sends mixed messages about the importance of civic engagement
- Lack of communication
 - Often students and staff do not know of available opportunities
- Bureaucracy or "red tape" to get through institutional leadership
- Lack of a complete understanding of the issues
 - Do students understand, or have the opportunity to explore the root causes of the issues

Talloires Network Workshops

What Can the Talloires Network Do?

Students were then asked the question, “What can the Talloires Network do to assist students in overcoming these challenges?” Some of their recommendations included:

- Provide people with connections and networks
- Create a sense of accountability and recognition for student efforts
- Share resources and reflections on strategies, successes, and best practices
- Hold meetings or conferences at active institutions and/or regional meetings
- Provide opportunities for students to travel
- Utilize social networking technologies to keep students connected through channels such as a student webpage, a Facebook group, a blog, etc.
- Create a competitive civic engagement ranking system where students can rank the efforts of other students
- Provide inspiring stories to motivate students while providing them with tools and resources

“We as members of the Talloires Network, believe in the importance of higher education institutions working together to achieve change.”

– Douglas Barrios, Universidad Metropolitana

How Do Students Envision a Talloires Student Network?



Finally, the students were asked to discuss how they pictured a network of students around the world factoring into service efforts at their institutions. How would they like to utilize this resource? How could the Talloires Network facilitate linkages among students or student groups? Students responded with several suggestions, including:

- Maintain connections through web-based communications
- Collaborate on drafting a Student Talloires Declaration
- Appoint Student Ambassadors for the Talloires Network
- Provide support in embedding the mission and values of the Talloires Network into the institutional core of each member university
- Have faculty members play a role in sustaining the network
- Build a student section of the Talloires Network website
- Encourage students to update their peers about progress and successes in their projects
- Form an alumni network for students who graduate and would like to remain involved – these students could serve as mentors for current students and could offer them additional opportunities and resources

Talloires Network Workshops



Conclusions from Day One

During the brainstorming session, students agreed that it was important for institutions to offer courses that provided the deeper academic background to issues (such as the EPIIC program at Tufts through the Institute for Global Leadership). Students also remarked that there needs to be a greater shift in thought – a deeper understanding of why problems exist and how to contribute through lifelong citizenship. The students declared that service should not be something that only occurs in college. Furthermore, the students committed to taking an active part in the formation of a student-led arm of the Talloires Network, and resolved to sustain their connections, energy and momentum to become student leaders for increasing campus engagement.

“We believe that student involvement across member institutions will greatly expand as the Talloires Network continues to provide high-quality, pragmatic, and unique opportunities and resources to meet the needs and support the commitments of students around the world”

– Tammy Zborel, Tufts University

CGI-U Conference

Saturday, March 15, 2008: Tulane University

Breakfast with President Bacow



"I'm very optimistic about the future when I see the kind of passion and vision and willingness to make a difference expressed by the young people of our colleges and universities."
– President Lawrence S. Bacow, Tufts University

Early on Saturday morning, the international and U.S. student members of the Talloires Network met at the Tulane campus to have a special breakfast with Tufts President Lawrence S. Bacow. The students first introduced themselves, their universities and their Commitments to Action, and then engaged in an informal discussion about their impressions of the social responsibilities of higher education. The meeting was a casual one, but one which served to strengthen the connections of the students to each other as well as to institutional leadership. All of the students were grateful for the opportunity to meet and speak with President Bacow, and thanked him for his support of the students and the Talloires Network.



CGI-U Conference

Saturday Conference Proceedings

The conference opened with a special plenary session hosted by President William J. Clinton, who introduced the conference, welcomed the students, and led an opening panel of inspiring speakers. After the first plenary session, students broke into working group sessions based on the four focus areas: Global Health, Energy & Climate Change, Human Rights & Peace, and Poverty Alleviation. These workshops incorporated panel presentations, table discussions, and a period for questions and closing reflections. During the lunch hour, students were again divided for further table discussions, this time with respect to geographic region: the Northeast, Southeast, Northwest, and Southwest of the United States. The international students participated in a special international meet-up session. Following lunch, President Clinton led another panel session, this time focusing on Hurricane Katrina and the challenges facing New Orleans in the aftermath. Students then returned to their thematic working group sessions for a second round of panel presentations and table discussions. The conference ended with a final speech by President Clinton, a dinner reception, and a comedy show.



President Bacow on Poverty Alleviation Panel

Tufts President Lawrence S. Bacow, Chair of the Talloires Network Steering Committee, spoke as a panelist in the morning working-group session on Poverty Alleviation titled "Students Ending Poverty: Start from Where You Are." He joined Premal Shah, President of Kiva.org, and Jacqueline Rupert, President of Edun LIVE on Campus, to speak about how students could become actively engaged to help end poverty. President Bacow offered many examples of promising initiatives, such as the Tufts-Omidyar Microfinance Fund, the Institute for Global Leadership, and the Tisch College for Citizenship and Public Service. He also spoke about the Talloires Network, and described how international collaboration on important global issues such as literacy requires both the commitment of the institutional leadership and the power of students to implement new projects and ideas.

"I think our responsibility as universities is to educate students to be active, engaged, effective citizens – to develop habits of engagement that will live with them for the rest of their lives."

– President Lawrence S. Bacow, Tufts University

Talloires Network Workshops

Reflections on the Day of Service: Rebuilding the Lower 9th Ward

On Sunday morning, March 16, all of the students attending CGI-U participated in a service day breaking ground in the Ninth Ward of New Orleans to rebuild homes damaged or destroyed by Hurricane Katrina. The day was partially sponsored and organized by Brad Pitt's Make It Right Foundation, and involved the students in clearing sidewalks, gutters, and streets to prepare the lots for new homes.

When asked for their reflections on this day of service, many of the students had mixed feelings. Several of them felt that they could have been far more productive on this day if given more time and more responsibility. Once again, students echoed their desire for a longer conference in which they could have engaged in a more sustained, meaningful period of service to the New Orleans community.

In addition, some students remarked that the day of service felt a bit removed from the everyday reality faced by the residents of the Ninth Ward. Students suggested that affected residents could have addressed the CGI-U students on Saturday during the conference, or perhaps on Sunday to begin the service day. A first-hand voice recounting the affects of Hurricane Katrina on the community could have made the service experience substantially more meaningful.



"Going to the 9th Ward was quite the experience for me, as it evinced the widest spectrum of feelings within me concerning the sensitivity of visiting such depressed regions in such a parading manner. Once I began to talk with the residents there, however, it really excited me to hear how ecstatic they were by the presence of Clinton and Pitt, as it once more returned the spotlight to their impoverished conditions." – Daniel Negless, Tufts University

Talloires Network Workshops

Sunday, March 16, 2008: Le Pavillon Hotel

Thoughts and Reflections

The Talloires Network closing session took place on Sunday, March 16, 2008, at Le Pavillon Hotel. First, the students were asked to reflect on the CGI-U conference: the plenaries, lunch meetings and working group sessions, as well as the service-day on Sunday.

"I felt my experience in New Orleans was only as enjoyable and exciting as it was in large part because of the Talloires Network... The experiences I heard from those connected with the student network were amazing, and really quite inspiring."

– Daniel Negless, Tufts University



Reflections on the CGI-U Conference

All of the students had positive impressions of CGI-U and appreciated the opportunity to attend a world-class conference and meet other engaged university students. Although the students were impressed by the caliber of speakers at the conference, they also noted that the majority of panelists were American. Several students suggested that future conferences would benefit from a greater diversity of speakers and a greater emphasis on international issues.

With respect to the thematic working-group sessions, the students agreed that the panelists were excellent speakers and renowned experts in their field. Many students wished there had been more time to cover all of the issues that were brought up, or all of the questions asked of the panelists. In addition, the students would have liked to learn more about program implementation, fundraising, and motivational strategies.

Overall, the students wished the conference had lasted longer. They wanted more time to interact with the panelists and ask questions, more time for focused discussions, and especially more time to network. For future conferences, many suggested connecting students working on similar projects or in similar areas of the world. Facilitating these connections would be a great way to encourage greater collaboration on important global issues. All of the students expressed gratitude that the Talloires Network had provided them with the opportunity to meet and network, and they felt strongly that the powerful connections they had forged was one of the most productive and essential outcomes of this conference.

Talloires Network Workshops

Recommendations for Future Conferences

The students had a number of recommendations to offer for future CGI-U conferences, or any future student conferences. These recommendations included:

- Connect students with similar projects or commitments to allow people with similar goals or focus areas to collaborate
- Provide information prior to the conference about the conference structure and attendees, and provide relevant and engaging readings for the working group sessions
- Provide more “how-to’s” to guide students in implementing their projects. This could include:
 - o Grant or proposal writing workshops
 - o Leadership development workshops
 - o Project management trainings
 - o Seminars on web design, fundraising, and/or publicity
 - o Counseling sessions to advise students on their projects
- Allow students time to network, form connections, share ideas, and collaborate on common goals
- Spend less on “branding” and products such as conference bags, hats, banners, effects, etc.
- Conduct a CGI-U debrief after the conference. The students were grateful for the Talloires Network debrief conducted during Sunday’s meeting, but felt a lack of closure from the ending of the CGI-U conference itself
- Provide channels through which students can stay connected after the conference
- Invite more international participants and speakers, and host future conferences in different regions of the world each year
- Allow students to return to CGI-U as “mentors” or facilitators to help future students develop their commitments and projects
- Allow high-level student participants at CGI-U to “graduate” to CGI conferences where they could connect with philanthropists and business leaders



Talloires Network Workshops



Conclusions

Overall, the students were incredibly grateful to the Talloires Network for supporting them to attend the CGI-U conference, and for providing them with the opportunity to connect with each other and learn about pressing global issues. All of the students found the Talloires Network sessions to be tremendously important to their overall experience of CGI-U. The powerful connections formed by the student group have unique potential for long-lasting impact in their own communities and far beyond.

"I had a positive experience in CGI-U because of the Talloires Network. This group helped me have a more international view of the world... This group gave me a positive view of our generation, a positive view of people uniting and working together for similar causes. I will stay connected with this group and hope for another reunion!"

– Alejandro Fernandez-Lovo,
Syracuse University

Talloires Network Workshops

Next Steps

In order to sustain this momentum, the Talloires Network was given several recommendations to harness the incredible energy of these university students for a greater student strategy. The biggest responsibility given to the Network was to help the students stay connected – through social networking technologies such as Facebook and student blogs, and through a student section of the Talloires Network website. The student section of the website will provide resources, best practices, and contacts to assist students in developing their projects, and it will also be responsive to the needs of the students using the site.

Students also expressed interest in having Talloires Network student conferences in the future, to bring in even more student leaders and build greater capacity for bottom-up student initiatives.

Finally, the students expressed great interest in drafting a Student Talloires Declaration – a document which would affirm each student's commitment to be an agent of change on their campus, to hold their institutions accountable for acting in socially-responsible ways, and to play an active role in their surrounding community for the rest of their lives.



Learn More



For more information about the Talloires Network and the growing student movement, please visit our website at <http://www.tufts.edu/talloiresnetwork/>. On this site, you will be able to learn more about our mission and values, our current membership, our Global Project on literacy, and our current student initiatives. You will also be able to subscribe to our newsletter and access a comprehensive listing of tools and resources related to higher education and civic engagement.

The Secretariat of the Talloires Network is staffed by Innovations in Civic Participation under the direction of Susan Stroud, and in collaboration with Dean Rob Hollister at the Jonathan M. Tisch College of Citizenship and Public Service at Tufts University.

To request further information about the network, please contact the Talloires Network Coordinator, Elizabeth Babcock at babcock@icicp.org or +001 (202) 775-0290. Thank you, and we hope you will join us in building this movement.

