Introduction

Madrid 2011 - Talloires Network coming of age

A gathering of 29 heads of universities in the village of Talloires in France in September 2005 marked the birth of the Talloires Network. Six years down the line, as 215 vice chancellors, rectors, presidents and other senior staff members came to Madrid in June 2011 for the second Talloires Network Leaders Conference, it was clear that this is a movement which has come of age.

Not only has the network grown in numbers – today there are a total of 220 institutional members – but it has become a truly global phenomenon representing universities from 60 countries around the world from East to West and North to South.

The rapid development of the network is just one more sign that civic engagement – the idea that universities should devote some of their resources to contributing to social and community development – is no longer seen as a marginal activity but rather an integral part of the daily business of higher education. Not only that but university leaders are coming to the conclusion that their institutions may have as much to gain from this exchange as the communities they serve and the community partners they work with.

"The dramatic growth of social responsibility and civic engagement in high education promises big benefits for universities; as they act as amplifiers for all of our scholarship and teaching, they make us better universities," said Lawrence Bacow, outgoing chair of the Talloires Network, in his opening remarks to the assembly.

The past six years has seen growth in the resources and time universities – leaders, faculty and above all students – are dedicating to working with their communities. There is also a growing body of research into the wide variety of ways in which this is being done, and regional interest groups such as the Ma'an Arab University Alliance for Civic Engagement are forming.

The need to share this wealth of experience and ideas was the prime motivation for the 2011 Talloires Network Leaders Conference. Over three days of debate, it has aimed to give university leaders and practitioners the chance to engage with each other, exchange ideas and catch up with best practice on a wide range of civic engagement activities and initiatives. It has provided a chance for them to explore lessons learned by universities in putting community engagement into practice. It has also been an opportunity to take a look at civic engagement as a distinct area of work in higher education which requires appropriate professional development, policy support and financing.

The presence of acting or former ministers of education from countries such as Spain, Chile and Pakistan has informed the debate on which high level policies are needed to create the conditions for university engagement to flourish. Another important focus has been what institutions themselves can do to support engagement. Unlike the other core functions of higher education, most universities do not offer training or career paths for professionals working in outreach. This means that while many universities have

created positions at the top level such as deputy vice chancellor for civic engagement, further down the ranks there are still many people who are actively involved with community work but who do not receive enough recognition and support.

This report is an attempt to capture some of the richness of that debate. It was written by Ard Jongsma and Rebecca Warden, two journalists from the online higher education newspaper University World News, who covered the event on behalf of the Talloires Network. Rather than a systematic blow-by-blow account of what happened and who said what over those three intense days in Madrid last June, it attempts to flag up some of the main currents and trends in higher education civic engagement as seen by members of the Talloires Network. The themes include whether there is a North-South divide in civic engagement, how universities can promote civic engagement, their role in processes of political transition, democratization and post conflict peace-building as well as what institutions are doing in areas such as technology and social change, access and widening participation, sustainable development and the response to natural disasters.

Between the lines, it tells the story of how in just six years the Talloires Network has developed from a small scale initiative in 2005 to a global movement promoting active university engagement for improving conditions in local communities and developing leaders for change. While progress in the past few years has been impressive, the massive support to and endorsement of the network's activities shows that its future potential is even greater.

"Universities are moving beyond the ivory tower. They are not isolated or elitist, they are living breathing institutions that are so much a part of the societies they are trying to serve." Reeta Roy, President and CEO, The MasterCard Foundation

New initiatives capitalize on network potential

It is hard to know how many new initiatives will eventually see the light as a result of the Talloires Network Leaders Conference in Madrid this year. One of the most valuable benefits of an event of this nature is precisely the opportunities it provides for people who live and work far apart but who have a lot in common to meet and get to know each other in an informal setting. Moreover the meeting was intentionally organized to provide opportunities to launch new partnerships and develop new programs to serve members of the Talloires Network. Below is a summary of the initiatives that were launched at the conference.

Autonomous University of Madrid - promoting South-South student exchange

As well as hosting the conference, the Universidad Autónoma de Madrid (UAM) wishes to offer members of the Talloires Network the chance to join in a new program aiming

to promote student volunteer exchanges between universities of the South, in collaboration with Banco Santander.

Starting in the coming academic year, students from five universities each from Latin America, Asia and Africa will be given the chance to carry out six-month placements working as volunteers on another university's community programs abroad. This could mean a Peruvian student going to work on a program run by a Colombian university for resettling families fleeing from violence in rural areas for instance.

"The idea is that we want to avoid creating dependency on the North and to highlight the value of the civic work that Southern universities are doing," said Silvia Arias, director of UAM's unit for solidarity and co-operation. There will be benefits both for students, who will gain in personal development and autonomy as well as learning about another culture, and for universities, who will see their in-service volunteering programs enriched by the presence of students from abroad.

The initiative will be managed by UAM and the Talloires Network and will be open to all Talloires Network members. Grants for participating students will be provided by Banco Santander.

MasterCard Foundation – mobilising for jobs for youth

MasterCard Foundation is launching a US$5 million project to promote greater job opportunities for young people in developing countries, especially in Africa. The initiative aims to harness the energy and potential of university community engagement projects from around the world to boost job opportunities for young people – especially marginalized young people who are not in education and university students from disadvantaged backgrounds. Called *Mobilizing university civic engagement to prepare youth for markets and markets for youth*, the project represents the first time that the MasterCard Foundation has chosen to work with universities on this scale.

Although the project is still at an early stage of planning, the foundation has already asked Talloires Network members to propose six to eight of their projects which are already tackling this issue in developing countries. The next step for the foundation will be to road test these propositions with a view to scaling up those that work and tapping into the 220-university-strong membership of the Talloires Network to encourage take-up around the world. "We are looking for innovation, for projects which are bringing interesting partners together but we are also looking for ones which can provide some hard evidence of what works and why," said Reeta Roy, president of the MasterCard Foundation, "we know there is tremendous work going on but much of this is not systematically documented."

The Talloires Network is currently working on a detailed proposal for action due to be presented within a year and is interested in hearing from universities who would like to take part.

Pearson Foundation – capacity building for students and managers

The Pearson Foundation is to work with the Talloires Network and TakingITGlobal to set up a program aimed at developing tools and incentives for helping universities get more civically engaged.

The new initiative, to be known as the Talloires Network Institute, will work with both university managers and with students in what Kathy Hurley, senior vice-president of strategic partnerships, calls a top-down and bottom-up approach.

It will aim to satisfy two different needs. First, management and faculty are keen to get more involved with their local communities but often do not have access to current best practice on how to do so. Thus the institute will pilot new approaches to training for professional development as well as institutional planning and community building. Second, young people everywhere are increasingly using technology for a wide range of purposes including advocating for social change. The new initiative will strive to harness the power of new information technology to promote meaningful student engagement and positive social change on the campuses of Talloires Network members and in local and global communities. It will do this by looking for technology-based strategies for engaging students and by giving students the tools, experience and connections they need to do so.

The overall aim is to come up with new things which are of practical use. "It is not about developing policy," said Hurley, "it is about developing some very practical tools and incentives for university engagement."

Taking down the barriers

The case of Chile

"The question of access is not about letting in the poor, it is about letting in the talent."

Facilitating the access of students from poorer backgrounds to university is not only a question of social justice, it is also in the interest of universities themselves; such students are typically more motivated and will often perform better than students from more conventional academic backgrounds.

Under the direction of Francisco Gil, rector at the Universidad Católica Silva Henríquez (UCSH), a private institution in Santiago, Chile, conference participants attended a workshop on college preparation and access, seeking evidence that academic talent is equally distributed across all social strata. The session described how one university's efforts to broaden access and increase opportunities for the less economically-advantaged is causing ripples across the Chilean higher education system.

In many developing countries, enrolments in secondary education have increased sharply in recent years. In Tanzania participation rates have increased fivefold over the last ten years. In Venezuela they have doubled. Although capacity in higher education

has also expanded, it cannot possibly keep pace with such strong growth and so universities are forced to become more selective. In the case of Chile, only 10% of young people who finish secondary school go on to university, according to Gil. This raises the question of which 10% will get to go: will it be the richest, the poorest, the most intelligent?

A comparison of university entrance exam results of secondary students from private and public schools in Chile has shown that, although results vary per student, those who are privately educated generally score higher than those from public schools and proportionately more of them go to university. Similar results are to be found in most countries around the world.

This might lead you to believe that the privately educated can also be expected to perform better at university, but Gil's research shows otherwise. In 1992, the Universidad de Santiago de Chile started experimenting with broadening access by giving students from poorer backgrounds extra points in the university entrance exam so proportionately more of them entered higher education. After following some special catch-up courses, they found that these students performed up to four times better than students from private schools with the same scores in entrance exams. Gil's research pointed to the fact that these students were typically more motivated than other students and that this was reflected in their academic performance.

The experience of Tommy Cooke, head of community links at Dublin Institute of Technology (DIT), backed up this finding. Attending the session at the Talloires Network Leaders' Conference, he said that students who came in via DIT's Higher Education Access Route, designed to overcome socio-economic barriers to a university education, typically performed as well if not better than other students. At that crucial junction of moving from the first to the second year of studies, last year 80% – 84% of access students were successful, a 15% better retention rate compared to students from more standard backgrounds.

Working at the UCSH in the middle of the past decade, Francisco Gil began wondering what would be the result if access could be made easier for young people who are really at the bottom of the heap – in his words, "students who are so poor that they do not even appear on our charts [for secondary school leaving exams]." Working with UNESCO, in 2007, his team designed a six-month preparatory program aimed at students in their final year of secondary school. The course took place on university premises allowing them to become familiar with a campus environment. It covered subjects such as mathematics, language and personal development. One hundred percent attendance was made obligatory with failure to attend a single session automatically leading to exclusion.

High drop-out rates of 34% were a problem during this first experimental year. However once parents were encouraged to get involved during the second year of the scheme, the drop-out rate dropped to just 10%.

Gil was realistic about what can be achieved with such a short course of training. In six months you can develop a sense of personal responsibility but you cannot undo the effects of 12 years of poor quality education, he reported, adding that these students had to study extremely hard in order to catch up and fill in all the gaps. Nevertheless, the

benefits for those who made it through this preparation were clear. In their first year at university, these students typically performed worse than others but, by the second, they were performing just as well.

The UCSH preparatory program has since attracted the attention of other universities. In 2009, two more institutions started offering the course and in 2011 there are ten. Gil believes other universities have been keen to join in as they were all struggling with the same dilemma: how to broaden access without dropping academic standards.

At UCSH, these students benefit from grants co-funded by the Chilean government which means they pay no tuition fees during their first year. During the following years, they are offered student loans to cover this cost.

"This is the best thing we can do for them," said Gil. "These are kids who are lost to society in our country. If you give them a chance, you can improve social inclusion and social peace. But that is not all, these are often brilliant students and they can move the world."

The key to letting in the talent

Francisco Gil has learnt two key lessons from his pioneering work with economically disadvantaged students in Chile.

First, an aptitude for learning is distributed equally amongst all of the population regardless of their social background. This means there are talented students in all schools. Second, once you have selected your students to work with, there is nothing to be gained by constantly making allowances for them – tough love gives much better results.

"The question of access is not about letting in the poor, it is about letting in the talent," he says. "Poverty in itself is not an academic merit, what is a merit is being an outstanding hard-working student from a poor school."

Effective support to transition and democratization

The cases of South Africa and Egypt

"One thing we learnt is that after an election you must first think of the new minorities and only then of the majority. That has the best chance of keeping everyone happy."

Playing an active role in political transition can compromise the neutrality of universities and their aspirations to act as the conscience of society. Yet universities are often a hotbed for political change and their contribution to democratization processes around the globe is significant. At its Leaders' Conference in Madrid, the Talloires

Network asked its members whether universities can and should be an active partner in political transition.

Two African countries took prominent positions in the workshops on the theme – one in the far north, one in the far south and culturally a world apart. South Africa is going through a democratization process that was launched with the abolition of apartheid. Egypt is still reeling from the events of early 2011.

The case of South Africa was presented by Russel Botman, vice-chancellor of Stellenbosch University. He divided transition processes into four main phases: its origins among the people, its elevation to a macro level, its transformation into a constitutional issue and then its embodiment as an institutional issue.

He argued that the last part, embodiment, is the most important and critical phase and it is in this phase that we find the biggest role for higher education.

Transition is something which is difficult to define. It comprises changes that affect every single part of society. Mostly, people speak of it as socio-political transformation, but Botman believes it is about two simple issues: justice and unity.

The justice Botman referred to is justice back and forth between the constitution and the community. Very often one finds that even when there are strong institutions and a strong jurisdiction, the only people who are directly affected by it are people who break the law. But justice is not just a matter of sentencing criminals. It also means doing people right, people who have suffered but there is no longer anyone to blame.

On the other side is the issue of unity. Often transition is guided by oppositional frameworks. This can produce some very complex situations, even if they look simple at first glance. In the case of higher education, it is important to be seen to be working hard for both sides. People entering a university must feel that they enter a united space.

Defining precisely what role higher education can play in these processes proved quite a challenge for Botman, too, and quite understandably so because today change has become a constant.

First of all, people are less scared now that they have and can share more information. Secondly, in the past one could tell a student exactly what to do. Today that is no longer the case. Graduates are steering into a multi-career, multilingual, highly mobile future.

Higher education used to prepare people for government services. This changed and the strong pull of the private sector then became a major influence on higher education. Now, even that driver is becoming less powerful. Today, universities must simply create innovation and prepare people for it and for change, the biggest and most challenging of which is perhaps the change from our self-centered societies, where individual gain is the greatest driving force for development and innovation, to one based on sustainable development for the next generation.

To show what these concepts mean in daily practice, Botman referred to his own university, traditionally a white institution.

Today, an important task for Stellenbosch is to help white students, whose parents have been deeply involved in past racial practice, to win a debate at home about apartheid. Another important challenge is how to disentangle all kinds of issues from apartheid. This means teaching people in a confrontation not to turn to racial issues too quickly. People must learn to argue without letting racial prejudice condition their responses.

During the workshop, Walid Moussa, president of Notre Dame University-Louaize in Lebanon, referred to his country's diverse population and the problems this poses for democratization.

"We speak of democracy, but we are a bit afraid of it because it includes majorities and minorities. So we look at non-numerical democracy but do not yet quite know how to do that," Moussa said.

Botman conceded that this is a problem in South Africa too but that it is rooted in a profound misunderstanding of democracy.

"What some people do not understand is that one key role of democracy is to protect minorities. If you visit a very poor community in South Africa and ask its people whether they like democracy they will say no, because they think of democracy as a different thing. We do not think voters or even the president are the highest authority. It is the higher court. One thing we learnt is that after an election, you must first think of the new minorities and only then of the majority. That has the best chance of keeping everyone happy."

At the other end of the continent, change has come to Egypt much more recently. Like many people in Egypt, Barbara Ibrahim is still reeling from the events of the last few months. The director of the John D Gerhart Center for Philanthropy and Civic Engagement at the American University in Cairo (AUC) told conference participants that campus life has changed beyond recognition since the people's uprising swept away the Mubarak regime after thirty years in power last February.

With the end of the old regime has come a flowering of freedom of academic expression but also a flurry of activity. Every day, two or three conferences analyzing the political situation await her, while visitors from abroad want to know more details of the Egyptian revolution – all of this on top of her normal academic work. She described stunned students wandering around campus unsure what to do with their new freedoms. They have never practiced citizenship in their lives and now suddenly everything seems possible.

The modest protests that began on Tahrir Square in Central Cairo on 25 January 2011 and mushroomed into the national movement which forced Hosni Mubarak to resign on 11 February did not entirely take Ibrahim by surprise though. Her center had been quietly studying patterns of youth participation in society for the past four years and had come to some telling conclusions. It had found that young people in Egypt were significantly different from previous generations. They had given up hoping that their elders or institutions were going to solve society's problems. They had started taking action in innovative ways.

A minority became directly involved in politics although the price some had to pay for this involvement was high. Others, the majority, started getting involved in community action, often citing religious and patriotic beliefs as the motivation for their activism, and the number of such organizations grew fast over the last five years. Most did not subscribe to any particular ideology but they were tuned into global culture and interested in global concepts such as freedom of expression.

Once the protests broke out in Tahrir Square, many of this cohort of civic-minded active young people were quick to join in. As the protests gathered strength, the protesters soon became highly organized – with medical stations, cleaning brigades, security checks to stop anyone bringing a weapon into the square and small stands where people could leave their mobile phones to recharge, to give but a few examples. Ibrahim believes that part of this impressive degree of organization was down to the experience young people had gained through their participation in civic action over the previous years.

Barbara Ibrahim believes that universities also played a contributing role in Egypt's recent revolution. Universities were incubators for what happened not because they were venues for free speech – they were just as constrained as other institutions – but simply because they were places where young people gathered. University lecturers, if they were careful not to adopt too overtly a political stance, could also influence their students by taking them to visit poor communities or encouraging critical thinking by allowing a certain level of debate in their classes.

Since 11 February, Egyptian universities have been working hard to rid themselves of the shackles of the past. Police informers, often used by the Mubarak regime to keep an eye on events on campus, are now a thing of the past. Universities such as AUC are working on new regulations to provide for a fairer system for appointing deans and other university managers.

"Egyptian universities still have a lot of bad habits to deal with, including plagiarism and corruption," says Ibrahim, "but there are also some very hopeful signs such as the fact that the government is reaching out to universities for policy advice."

The ivory tower for all

The case of Costa Rica

"Most importantly, universities are integrating measures to support civic development into their curricula."

Active community engagement has important implications for the way universities are managed because it extends the scope of activities, public relations and finance into non-academic areas that may not feel like home ground for lecturers, deans and rectors.

One country that has taken the civic engagement of its academic community very seriously is Costa Rica. If there is any ivory left at the Universidad de Costa Rica

(UCR), it will probably be on the keys of an old piano used in music lessons for the kids of San José. And while private universities are mushrooming, even they have caught the national spirit and become engaged in civic activities.

At the Talloires Network Leaders' Conference in Madrid, the university was singled out as a case study for a session on committed and strategic university management. One of the university's vice rectors presented its refreshing approach to some of the most basic issues in community engagement.

In 1948, Costa Rica famously disbanded its military, citing that it would use these resources for education and culture instead. During the following year it drafted a new constitution, established a national bank and a telecommunications operator. UCR was called upon to train the necessary human resources.

Two significant developments followed that would completely change the face of Costa Rican higher education. The first was its gradually developing focus on quality over quantity in the years until the first democratic elections in 1953. Admission exams were introduced, emphasis was placed on the social sciences and all university institutions were gathered on one site in San Pedro.

In the 1970s further innovations were introduced that would prove to be remarkably ahead of their time. Besides teaching and research, there would be vice rectors for management, university life including student services and social action. The current holder of the latter position is María Pérez Yglesias.

In the 1970s, UCR was already active in civic engagement but these activities were still very much on the periphery of its operations. So community work was changed from being a voluntary activity to taking up 300 hours on the obligatory curriculum. The university calls this 'the interchange of knowledge' and this development has really served to open up the university to the community.

Children as young as seven started coming to UCR for music classes and lecturers started offering short vocational courses to professionals. In the long run this move resulted in a series of special projects, such as conferences and fairs, the last one of which, Expo 2011, managed to attract 140,000 visitors. There are now about 15 special courses per year for people with learning difficulties.

UCR works closely with other Costa Rican universities on macro programs that are set up along different social, geographic and demographic variables. These may address people with special needs or the needs of indigenous communities and specific regions.

Perhaps more significantly, on paper at least university courses are public events with free access for all. These are not just add-on activities. They serve an important purpose in terms of accountability, as a way for the university to showcase its activities in over 1000 projects to the general public.

Such work does cost money but Maria Pérez Yglesias is adamant that it should not be seen as a cost for the university but rather as an investment.

"We are a university for the whole country, for all of Costa Rica," she said.

Working together for sustainable development

The case of Malaysia

"Before you start preaching to others, make sure your own campus is green."

For any university, engaging with the outside world is by definition a matter of building good working relationships with a wide variety of different organizations and groups of people – be they community leaders, NGOs, representatives of industry or local authorities. For the Universiti Kebangsaan Malaysia (UKM), it is the strength of these partnerships which is the key to successful civic engagement and in Madrid the university was keen to tell other members of the Talloires Network how it has been putting this into practice in its work on sustainability and the environment.

First of all, if you are going to work with a lot of different actors, you need a clear framework to govern these new relationships. In the case of universities, this should take the form of a policy which clearly defines the roles of each partner and describes the kinds of processes that will be followed and support mechanisms that are required in order to get there. Academics and students may need guidance on what is expected of them "because if the work is not done properly it can give a very bad image of the university," said Saran Kaur Gill, deputy vice chancellor for industry and community partnerships.

Leadership is also key. If responsibility for civic engagement is not placed high enough up the chain of command, it risks disappearing without a trace. UKM has a deputy vice chancellor in charge of civic engagement and recently created a dedicated chair for its work on climate change, "something which has allowed us to leapfrog all kinds of obstacles," according to Gill.

It is also important to ensure your work is properly aligned with the overall mission of your institution. In the case of UKM, the university's mission already explicitly mentioned its duty to contribute to efforts for nation-building and so work on civic engagement could easily be accommodated within this mandate.

Working with industry requires academics to come up with ideas and proposals which are both original and attractive. "If you want industry to come on board, you have to talk to them about ideas that will really excite them," said Gill. It also means they must adapt to different ways of working as people in the private sector may take a while to be convinced that students and academic staff have the stamina to work at their pace.

Universities must also be prepared to put a lot of effort and resources into building these new partnerships with other organizations with no guarantees that there will be any result. "It requires patience and a lot of investment and planning from all," said Gill, "and even then it may come to an end with or without coming to fruition."

Motivating busy academics to find the time among their existing commitments to dedicate to work with the community is another important priority. "It is much easier for an academic to be driven by the imperatives of research and teaching," said Gill, "it is much more demanding and time-consuming to be driven by community imperatives."

Recognizing and rewarding people's efforts is vital. At UKM, the solution has been to make community engagement an explicit part of the expected workload for faculty; as things stand, UKM faculty are expected to devote 50% of their time to research, 30% to teaching and 20% to civic work, and this is evaluated every year. Evaluators strive to be flexible in their approach – "in the appraisal, you can put forward research that is industry or community based, for the teaching component, if faculty can show they have used innovative ways of involving the community, they will get credit for that," said Gill. Students can earn credits for their civic engagement activities through learning contracts signed with faculty.

Faculty may find there are unexpected benefits from conducting their research out in the field. UKM vice chancellor Sharifah Shahabudin described some recent work of the university's Solar Energy Research Institute which took some new solar panels to be tested in a remote rural area. "The researchers thought that it would be good to use the power to give these people television and internet access but they found that what people actually wanted was energy to power their boats because that was their livelihood," she said. Now the institute has decided to always test out its new innovations in the community as the feedback, especially in terms of user behavior, can be invaluable.

Ensuring internal coherence with your avowed aims is also important and this is especially so when you want to convince students you are serious and encourage them to get involved. "Before you start preaching to others, make sure your own campus is green," said Gill who reports that students often call on university management to make sure their operations are as sustainable as possible. Accordingly UKM tries hard to keep its use of resources to the minimum and has put aside 100 acres of forest land for conservation. This forest, together with a 20-acre herbarium, also serves as a laboratory and for recreational purposes for the university.

University response to disasters

The case of Pakistan

"When disaster strikes, they don't ask: 'What can we do?' No, they ask: 'How soon can we go?'"

Scientists and engineers from universities around the world play an important role in disaster prevention. They do so in many different ways. But when disaster strikes, not all universities may feel obliged to extend a helping hand and ask their students and academics to roll up their sleeves and get their hands dirty to assist those in need.

Universities help to develop the methods to calculate weather, earthquake, volcano and tsunami patterns and warning systems. They help to calculate the effects of global

climate change and research new energy solutions. They play a key role in preventing communicable diseases and in countering many other threats.

Should they also try to implement their solutions during unexpected emergencies? Some universities think they should not. When disaster strikes, they may feel that they can make a better contribution by delivering blueprints, models and theories that others can put into practice.

At the other end of the scale, some universities go so far as having established standard response procedures for crises and disaster.

One country where this has become the norm rather than the exception is Pakistan. Two key players in Pakistani disaster response shared their experiences with colleagues in Madrid.

In the last six years alone, Pakistan has been hit by two massive disasters; a devastating earthquake in the northern part of the country cost 75,000 people their lives in 2005, while the catastrophic Indus Basin floods of 2010 either damaged or destroyed almost 2 million homes.

According to rector Muhammad Asghar, the National University of Science and Technology (NUST) is one of Pakistan's most prominent centers of knowledge in this field. It pioneers research in disaster relief and rehabilitation and trains the engineers and scientists who take on important roles in disaster response.

But with the establishment of a National Disaster Management Authority, NUST has also been given much more practical duties, such as responsibility for training the trainers for the military, the police, emergency and civil defense services, and the District Disaster Management Agencies.

The university is now planning to offer a masters in disaster management.

What really makes NUST stand out however is its acute response to disasters as they unfold.

In 2009 massive flows of refugees left the Swat region to escape violence. In response, the university set up support centers at 14 locations, providing healthcare, water, sanitation facilities and makeshift schools for a community of some 10,000 people.

When the floods came in 2010, NUST was able to make the most of its experience and was much better prepared to provide assistance. According to Asghar, its engineering colleges saved more than 4,000 people from the floods and set up shelters, vocational training centers, a hospital and water filtration plants.

The university that started the trend for deep community involvement in Pakistan is the Aga Khan University (AKU) in Karachi. When it introduced obligatory community service comprising of 20% of total study time for *all* of its students in the mid 1980s, academics and authorities were up in arms. Today, more than 25 years later, compulsory community service for students has been adopted throughout the country.

AKU president Firoz Rasul told Talloires Network members in Madrid that the university has developed a community service ethos in this field. When disaster strikes, staff and management gather immediately and formulate a rapid response.

When the floods struck, the university quickly set up 50 medical relief camps with students, nurses and staff volunteers. All staff donated one day's salary to establish an emergency fund, just as they had done following the 2005 earthquake. Once this emergency fund had been set up and the university had established its positions in the field, finding money abroad became much easier. USAID gave the university US$6.2 million for medical treatment and nutrition. They could have come and spent the money themselves, but AKU was in a much better position to mobilize people. Their staff knew the people and spoke their language. They could also make public that the US was funding their work without getting into trouble. They had become a well-known entity who people trust.

Rasul's predecessor Shamsh Kassim-Lakha was also in Madrid. He headed the university from its establishment in the 1980s until 2005 and helped to lay the foundations for current practice. He explained that helping the community in times of need is part of the institution's general ethos and not at all regulated.

Staff and students just go out and do it, he said, adding that he believes that this is partly the result of the obligation for students to do community work. They know what the world out there looks like, according to Kassim-Lakha, they have seen how great the need can be and this exposure to extreme need breeds compassion.

When disaster strikes, students and staff do not ask what they can do, they ask how soon they can go.

AKU deliberately fosters this attitude among staff and students. It has served as a role model in Pakistan, but Kassim-Lakha believes that the development of community services in Pakistan is not solely due to the efforts of his university or those of the government for that matter. It is also the result of a deeply ingrained culture in Pakistan.

From early childhood, people in Pakistan learn that they have to help the less fortunate, even though, or perhaps *because*, there is no strong social security system. In countries that have excellent social services, individuals may often see the responsibility for helping the needy as down to the authorities.

But Kassim-Lakha believes that the strong moral urge in Pakistan is also reinforced by religion. The Quran is very clear about the duty to help the people around you, he said

The example of Pakistan shows that direct involvement in practical relief work can be a great idea. It may not get your institution into the Shanghai or Times Higher rankings, but it actually saves people's lives and it certainly embeds the university into its surrounding community.

A powerful haven for post-war reconciliation
The case of Liberia

"Most importantly, universities are integrating measures to support civic development into their curricula."

The example of countries where regime change has dominated the political agenda in recent decades can play a key role in democratization processes that are characterized by transition from one political system to another.

Such countries include the former communist countries in central and eastern Europe and the specific case of South Africa which was repeatedly highlighted at the conference in Madrid.

But what if the transition is one from utter chaos to stability? Some former Yugoslav countries have tried their hands at that in the last two decades, but their entity was split up following years of turmoil. Some countries have been torn apart by a savage civil war and have no way to separate the warring factions. Their only chance for peace and stability is true reconciliation. Liberia is such a country. What can universities in Liberia do to help their country's return to decency?

Emmet Dennis, the president of the University of Liberia, told participants in a workshop on this theme that true reconciliation is still very difficult in Liberia and that finding a role for higher education in this process is not easy either.

After the war and the first elections in 2005, Liberia remained entirely dependent on donor support. Five years ago, donors tended to focus on basic education as this had become a buzz word in development aid because of the Millennium Development Goals.

Liberian higher education looked to best practice from counterparts such as Uganda's Makerere University and other African institutions that had experienced similar situations. It now sees three key tasks for universities in the reconstruction and reconciliation process: producing the human capital needed for development, performing academic research and being a think-tank for public and private services.

Instead of being able to give faculty stable conditions in which to work on these aims, change had to be enforced because the pre-war curricula were no longer relevant to the country's needs. The number of universities went up from three to eight and the total number of students is now 35,000 out of a population of 3.8 million.

According to Dennis, universities do aspire to be players in the reconstruction process but they lack the capacity. Most of their resources are eaten up by the need to make good war damage while the need to revamp curricula and develop strategies for avoiding future conflict acts as a second drain on resources. There is much to be done and it must be done quickly if the fragile peace is to be turned into visible recovery.

Unfortunately, many international donors do not think further than five years ahead, while timeframes of 20 years are probably more relevant in this context.

Transforming curricula is currently underway throughout the country with the help of international partners. Two universities have peace studies institutions, others are busy studying post-traumatic stress. There are programs for government officials, such as one on finance for middle managers in government services supported by the World Bank.

Most importantly, universities are integrating measures to support civic development into their curricula. Students from different ethnic groups study together at universities. They must do community service and are often sent into communities other than their own. This is tremendously important in a post-civil war situation.

But it is also tremendously difficult, said Dennis. "Although we have a truth and reconciliation committee, the insidious effects of war run deep. If you have killed my father and mother, and now you walk past me and say: 'Let's forget all about it...' Well... that's just *so* difficult."

Is there a North-South divide in civic engagement?

"The reality of different types of civic engagement may be more complex than a simple division between the Global North and South."

Studies of how higher education institutions go about engaging with their communities are largely dominated by accounts from universities in the Global North. However, as attendance at the Talloires Network Leaders Conference in Madrid shows, Southern universities are just as active as their Northern counterparts, if not more so. This raises the question of whether there are distinctly Northern and Southern ways of doing civic engagement and if so, what are the differences?

Although not an official item on the conference agenda, this question was very much up for debate during the workshops, plenaries and informal discussions during coffee breaks and over lunch.

The differing experiences of Northern and Southern universities form the basis of chapter eight of *The Engaged University: International Perspectives on Civic Engagement*, a book charting the growth of the civic engagement movement. The book was presented in Madrid by Elizabeth Babcock, coordinator of the Talloires Network and one of the book's co-authors together with David Watson, principal of Green Templeton College Oxford, Robert Hollister, dean of Tisch College of Citizenship and Public Service at Tufts University and Susan Stroud, executive director of Innovations in Civic Participation.

By documenting an extremely diverse range of institutions and practices in higher education civic engagement – twenty universities from sixteen countries – the book attempts to redress the balance by giving equal prominence to examples from the Global South. It also asks what Northern universities can learn from the experience of the South.

Southern universities can provide positive examples of how to use incentives to reward faculty members for instance, an issue which universities everywhere struggle with. "On balance, the Southern examples show a greater emphasis on goals of improving community conditions – because of the urgency of social and economic challenges. In addition, they indicate that it is possible to build and sustain civic engagement and social responsibility programs with comparatively little money," according to the authors.

Co-author Susan Stroud believes there are discernible differences between the motivations for, and ways of doing, civic engagement. In the South, the main focus is often on addressing the development challenges facing the local community, she said, and this means that the relations between university and community tend to be organized around those challenges and how to transfer information and applied knowledge between them. There is also more awareness in the South of the knowledge that communities already possess – "there is a greater recognition that knowledge doesn't just exist within universities so it is more of an equal exchange between the two," she said.

South Africa in the early 1990s provides an interesting illustration of how a Southern government has tried to harness the power of universities for its development agenda. During the period following the release of Nelson Mandela and the first democratic elections in 1994, South Africa's education policy was rewritten as part of a drive to dismantle the mechanisms of apartheid and start building a more equal and inclusive society. One aspect of the new policy on higher education, according to Stroud, was a strong mandate for universities to contribute to the transformation of their local communities. "Higher education institutions were recognized as a big resource which were publicly funded and were expected to play a role in the transformation agenda," she said.

The experience of Ahmed Bawa, vice-chancellor of Durban University of Technology, would seem to back up the idea of a stronger focus on tackling development issues in the South described by Stroud, but with a difference. "My university mainly services poor rural students who actually *are* the community," he said, "so the idea of engagement is not so much about exposing them to the poor as it is about empowering them."

But for Bawa, the reality of different types of civic engagement may be more complex than a simple division between the Global North and South. He believes that even within the Global South you will find a North and a South. "South Africa is a divided society, parts of it are very wealthy and large tracts are very poor and those North and South also manifest themselves inside universities so the big question is what does that mean for community engagement?" he asked.

Harnessing knowledge for shared benefits

Advice from conference speakers and participants

A panel of high level experts explored the question how policy can affect the social role of universities. Several panelists could combine their expertise of having been in government with the freedom of no longer being in that position, which offered refreshingly interesting results.

In 1852, a series of lectures by John Henry Newman led to his publication *The Idea of a University*. It exemplified what would become known as the academic ivory tower – for some a symbol of pride, for others increasingly a symbol of elitism and the perpetuation of social inequality.

Today's general trend of encouraging higher education to get involved is nothing new though. Even Newman in his day acknowledged that academia has a duty towards society and the state.

Tom Boland, chief executive of the Higher Education Authority of Ireland, used the example of Newman to show participants at the Madrid conference how perceptions have changed in the world of higher education; today we use seed funds to promote engagement with business, engagement with civil society, strategic innovation and regional development.

The pressure this puts on universities to keep evolving is enormous. Opening up higher education to the whole of society has changed it more than anything else in the past century. And the process is not over yet. The demands on universities continue to change. More than ever before, universities need to be internally adaptive if they are to be externally responsive, said Boland.

Former UNESCO director general Federico Mayor Zaragoza followed up on his remarks by commenting that one of the reasons behind the dismantling of the ivory tower is the general democratization of Western societies. By and large, we are no longer subjects, we are citizens. An important role is still awaiting universities in transition and developing countries that are currently in the process of democratizing.

But even on the road towards democracy, Mayor saw a strong role for universities: media power, oil power, military power – all are formidable and we need to help people to read the signs and interpret the news, he said. Through learning, universities must provide people with information that can increase their commitment to civil society.

Not everyone will agree on such an all-encompassing social role for universities but there is a strong tendency to move towards less theory and more application. This in itself is almost unavoidable, seeing as we are reaching higher education participation levels of close to 50% in some countries now.

Russian deputy minister of education Sergei Ivanets said that, although universities must focus on innovation development and respond to expected as well as unexpected changes, their role as providers for the labor market is rapidly expanding and not always with equal degrees of success. We have the knowledge but the bottleneck is application of this knowledge, he said.

But developing knowledge with no prospect of applying it even in the distant future makes little sense. The key challenge today is integrating the functions of science, economy, society and education. The focus must shift from training researchers to training people who can apply knowledge and the status of the latter must be boosted. In Russia, new standards, new networks, increased financial autonomy and federal funds supporting companies that seek services from the higher education community are helping to put this theory into practice.

John Fallon, Chief Executive of International Education at Pearson, also believes that there is a need to rethink what he called the "all too prevalent split between the 'academic' and the 'vocational' camps," asking whether this is not a false dichotomy? The two will vary from individual to individual and in a highly personal way. Is not learning always important both for its own sake and for the wider opportunities it offers?

Fallon suggested we agree with German-turned-Irish Ferdinand von Prondzynski who has argued that the genuinely educational character of education needs to be rediscovered, without this leading us to turn up our noses at students who from a young age take a very clearly vocational route – not because they are not interested in education for education's sake, but because people learn in very different ways – a concept that has made much headway in primary education in many countries, but is still largely ignored in higher education.

Fallon believes that for the engaged university, however important, the focus on widening access and participation should not exclusively be about ensuring that it serves a socially diverse audience so as to break down economic and social divisions. It should also foster an appetite for continuing to learn throughout the community. The service learning model as promoted by Tufts University for example goes well beyond community service and is motivated by the belief that service learning improves the academic skills of the students who practice it.

In other words, service learning is not a one-way process in which a university decides to help its local community, but one where the benefits flow in both directions.

Fallon believes that one of the most urgent questions for engaged universities is how they can play their part in tackling what remains "the greatest scandal in our global community of education:" the 110 million primary age children who do not go to school at all, the further 150 million who will drop out before secondary school and the many, many millions more for whom the concept of a tower made of ivory perfectly sums up their chances of entering higher education – noble, perhaps, but entirely impractical.

It is possible to bring good quality and effective education to even the poorest members of our global community, Fallon argued concluding that he could not think of a finer enterprise than to build glistening towers of ivory in some of the world's poorest communities and throw open the doors to all – *anyone* who cares about education should be invited to come on in.

A country that has needed active policy support to recreate university engagement with society after years of military rule is Chile. Before the military coup in 1973, universities in Chile were very engaged in social, cultural and even physical development such as infrastructure, according to former Chilean education minister and former rector of the Universidad Católica de Temuco, Mónica Jiménez.

Between 1973 and 1990 all that changed. Chile turned towards Europe and North America as a kind of a protective measure, studying their issues and their concerns, not Chile's own.

In 2000, the country launched a large scale initiative to turn the focus of higher education back on Chile. One thing the universities were asked to do was to formulate a social mission, both internal and external. Chilean universities today are much more civically engaged.

A man who perhaps better than anyone else put into words how universities can engage with their immediate environment is Shamsh Kassim-Lakha. An old hand in Pakistani higher education, he headed the private Aga Khan University (AKU) in Karachi for more than 20 years before stepping down in 2005 and was the education minister in the caretaker government of 2007-2008.

One of the founding principles of AKU was that the institution's students should do 20% of their work in local communities. This came up against a lot of resistance from both professionals and the government but the university pressed ahead and it became a resounding success.

They did what they believed in. In doing so they proved what for Kassim-Lakha became a golden rule; leadership should not tell people what to do, but be enabling, perhaps only providing seed funding. He quoted General George Patton, who once said: "Never tell people how to do things. Tell them *what* to do and they will surprise you with their ingenuity."

All universities would love such freedom from their own [national] leaders but importantly, they tend to forget that the same also applies to themselves in their local leadership role. Universities do not solely exist to *do* something for their local communities, but to *listen* to them. Many know surprisingly little about the communities outside their front gates. We need civil society to help us, said Kassim-Lakha.

The experience has given him confidence and he warned against the lethargy that can paralyze the sense of initiative in higher education in parts of the world that have become used to receive funding first and start innovating after, such as some areas that have been heavily supported by the EU. Kassim-Lakha believes that if you have a truly interesting program, funders will come of their own accord and want to be associated with it.

And others will follow the initiative because, according to Kassim-Lakha, role models are crucial and terribly underrated. One university taking the lead can change the entire playing field. One of the key points of the Pakistani higher education reforms of the turn of the millennium became, indeed, increased civic involvement. Some funding is now allocated to universities based on their level of engagement.

Not all agree that fully integrating community service or even civic engagement into the curriculum is a good idea. Martin Clayton, vice president for campus and communications at the University of Brighton Student's Union, believes that making community service mandatory may take away the sense of ownership and empowerment among students who now do extracurricular work out of conviction – not because they have to. His concern was repeatedly echoed by other, mostly European university representatives. His vice-chancellor, Julian Crampton, thinks that as long as the volunteering rates go up, as they are at the moment in Brighton, intervention by

university management other than to encourage and facilitate should be pursued only very cautiously.

By and large, however, Asian, African and Latin American colleagues are encouraged by examples they have seen at the conference of other universities who have gone much further to integrate community engagement into the core mission of universities.

In the words of Sharifah Shahabudin, vice-chancellor of Universiti Kebangsaan Malaysia: "This meeting has convinced me of the need to integrate industry and community engagement into research, education and services – not as an add-on or a third mission, but fully integrated. The universities of the future are engaged universities."

Recognition for best practice in community engagement

The MacJannet Prize for Global Citizenship rewards outstanding work with the community

"You cannot train students without bringing them into contact with the social reality of their time."

Every year for the past three years, the Talloires Network has partnered with the MacJannet Foundation to recognize outstanding community engagement programs at Talloires Network member universities. The MacJannet Foundation, set up in 1968 to continue the work of pioneering US-German educators Donald and Charlotte MacJannet, is on the look-out for exceptional initiatives within the Talloires Network where universities and students are really making a difference to the quality of life in their communities. The most outstanding examples are awarded prizes of between US$5,000 and US$1,000 to continue their groundbreaking work. This year 59 universities from 26 countries submitted a total of 75 nominations. Eight of these were selected.

"MacJannet Prize winners receive a cash award to continue their community work," said Robert Hollister, dean of Tisch College of Citizenship and Public Service at Tufts University, "they also receive public recognition and publicity, and we convene a student representative and a staff representative from each institution to exchange about their experience and to build their capacity." A broader aim of the prize is to generally raise awareness about the important work universities around the world are doing in the field of civic engagement.

This year university leaders and academics attending the Madrid conference gathered at Banco Santander's Financial City headquarters outside the Spanish capital to find out more about this year's prizewinners.

First prize went to the University of Buenos Aires's Community Action Program in Vulnerable Neighborhoods (PIACBV) which works with people living in situations of high risk in Greater Buenos Aires in Argentina. Since 2007, students and staff have set up extension centers in deprived areas in the Argentinean capital and its metropolitan area to promote social inclusion and local development by harnessing the resources available to communities as well as providing some useful services of its own.

Projects focus on three broad areas: non-formal education, community health and community development. "From our point of view, you cannot provide fully trained university students without bringing them into contact with the social reality of their time," said Oscar García, vice-rector for outreach at the UBA. Winning first prize is "a great motivator" according to García, "it is good to know we are not alone as this kind of work is not easy." PIACBV is planning to use the MacJannet Prize money to install new software which will allow them to store useful information about the more than 10,000 beneficiaries of the project to-date.

Joint second prize was awarded to projects from the University of South Africa (UNISA) and the University of Brighton (UB) in the UK. UNISA's Bright Site of Sunnyside Service Learning Centre serves the community of Sunnyside in Pretoria where UNISA's main campus is located. It promotes community engagement, providing in-service learning opportunities to students, support to local NGOs and is channeling the results of academic research to the community at large.

Set up by the department of social work in 2008, the project is designed to ensure an active role for all constituents and benefits for many. Various academic departments have contributed in the response to societal needs via community-based and applied research. Research results are disseminated to local NGOs and the community to inform decision making.

So far 15 NGOs have benefited from management workshops, counseling and advice on issues including unemployment, homelessness, how to integrate refugees and xenophobia. For Catherina Schenk, UNISA professor, this only goes to show how interdependent the university and its surrounding communities really are. "In the Bright Site project the community becomes the source of learning, development and research for the university and adds the voices of the people to the education script," she said, "this will ensure that the university is responsive and relevant in society and communities."

UB's Student Community Engagement Program was set up as part of the university's drive to tackle issues of marginalization and disadvantage in the local community through its Community University Partnership Program (CUPP). It provides students with opportunities for service learning by accessing experiential and practitioner knowledge as well as academic learning. It also gives them the chance to explore their attitudes, values and aspirations in a real life situation while making a contribution to the organization where they are working.

"We prioritize local partnerships and support our students in developing projects on the doorsteps of the university, but the challenges of our own communities are similar to those faced by communities across the world," said Juliet Millican, development manager of student learning at UB, "it is vital for all of our young people growing up in

the 21st century that they see those local problems in a local and a global context." As part of its concern to link the two, CUPP plans to use the MacJannet Prize money to bring students from outside the UK to the CUPP conference in Brighton in 2012 to share their experiences with the local audience.

Joint third prizes were awarded to five initiatives from around the world. These were:

Amplifying Grassroots Community Voices in Vhembe District, the University of Venda, South Africa
Bard Palestinian Youth Initiative, Bard College, USA
Creating Communities for Development, Tecnológico de Monterrey, Mexico
DIT Community Links Programme, Dublin Institute of Technology, Ireland
Lakeside Drive Community Garden, Charles Darwin University, Australia

Student Communications Team

A group of 10 students were selected from member universities around the world to serve as an in-house communications team and to provide student insight and student voices throughout the conference. These dynamic and enterprising student leaders ranged in age from 18 to 48 years old, and are studying disciplines that include human rights law, journalism, and rural and youth development. They were:

Alwin Kam Yiu Wong, University of Hong Kong, China

Butho Ndhlovu, University of Venda, South Africa

Crystal Tremblay, University of Victoria, Canada

Edward James Popa, University of Western Sydney, Australia

Emma King, National University of Ireland, Galway

Helen McMahon, Dublin Institute of Technology, Dublin, Ireland

Jacqui-Ann Watson, University of Cape Town, South Africa

Martin Clayton, University of Brighton, UK

Neethu Putt, Tufts University, USA

Soledad La Fico Guzzo, Universidad de Buenos Aires, Argentina

During the three-day event in Madrid, these students interviewed keynote speakers and university leaders from around the world and wrote over 30 blogs recording these meetings and giving their own personal view of the proceedings. Their perspectives made a very valuable contribution to the conference as a whole as young people are usually to be found on the front lines of social change but their voices are not often heard at high level gatherings of academics.

On campus, students are eager to drive the civic engagement movement forward and will often challenge their universities to do more. In fact, students are not simply looking for acknowledgement or praise from those in positions of leadership. What they want is results.

"What bothers me is that the effects of civic engagement programs are rarely evaluated seriously. It is almost like anything that students do for the community is good, as long as students have an "engaged" attitude. Why should the community bear the risk and suffer just for students to learn?" said Alwin Kam Yiu Wong, a student at the University of Hong Kong.

These student reflections can read at www.talloires2011.org/blog

Talloires: from strength to strength

On 16 June, the 2011 Talloires Network Leaders' Conference closed among slowly settling amazement at how topical civic engagement in higher education has become. With Tufts University in the lead, the Talloires founders were astonished to see how much their network had grown in just six years. Many of the hundreds of others present were surprised to find how far the doors of the ivory towers have actually been flung open in so many countries.

In 2005 they were 29 universities. They met in the small French alpine town of Talloires to discuss how universities could better engage with their surrounding communities.

Six years later at Universidad Autónoma de Madrid, at only their second general meeting, they were 215 participants, 120 of whom were vice chancellors, rectors and presidents from all over the world.

Looking back, incoming Talloires Network chair Mark Gearan said that if anyone had told him that in six years the network would represent more than 60 countries on six continents he would not have believed them.

For the closing session of the conference, Vuyisa Tanga, vice-chancellor of Cape Peninsula University of Technology in South Africa was asked to comment. She said that it would have been easier to sum up the weather – baking hot – than all that she had picked up from the conference. But she tried nonetheless, quite successfully catching the spirit of the meetings in a few lines which are summarized here:

> Universities are the recipients of hundreds of thousands of young minds with a virtually unlimited capacity for change, but how can we develop it?

> We seem to agree that we must. In spite of our tremendous diversity we share the belief that we should change the academic paradigm from the notion of an ivory tower to an open space for learning and development.

Policy alone is not enough to achieve this. We need decisive leadership, an alignment of all university processes and active student involvement to critically embed the culture of an engaged university.

In Madrid there was overwhelming agreement that universities should indeed develop into open spaces for learning and development in their communities. There was spirited disagreement on how this should be achieved. But that did not seem to matter because more than anything else, there was tremendous respect among participants for the different ways in which their colleagues are engaging with their communities.

Some universities have fully integrated civic engagement into the curriculum and say that this has dramatically increased the sense of community among students. Others have done precisely the opposite and have tried to develop a culture of social engagement without making any of it mandatory for fear of losing the goodwill of socially active students and destroying their motivation. It all depends on the setting – a global movement cannot dictate form and protocol for such culturally sensitive and eminently local issues.

The Madrid conference resolution is set out in two parts, the second of which contains the actual commitments. These advocate a push for more civic engagement globally, for raising awareness, sharing best practice and developing peer learning networks. They also specifically refer to new initiatives launched or presented at the conference to be run through the Talloires Network, such as the Walmart Foundation's small grants program for Chilean universities, the MasterCard Foundation's project to increase economic opportunities and participation for disadvantaged youth, UAM's program to promote South-South student volunteering and the Talloires Network's new Institute, in partnership with Pearson Foundation and TakingITGlobal, for building capacity for the professionals and students to enhance their civic engagement skills.

The refreshingly informal atmosphere, in part a consequence of the almost complete absence of serving politicians amongst the participants, made for a lot more free and open debate than is always cited at the closure of conferences. Collegial workshops amongst academics, industry representatives, politicians and other stakeholders separately, followed up by an engagement meeting of all stakeholders, is probably a better recipe.

Closing the conference together with the heir to the Spanish throne, Prince Felipe, Spanish education minister Ángel Gabilondo gave full endorsement to the activities and the ethos of the Talloires Network.

"I came here to say *yes*," he said. "At a time when we hear *no* all the time, I came to say *yes*. We need a positive discourse. [...] We must listen to everyone. Even those who do not have a spokesperson. Because there is no exclusion that is worse than exclusion from knowledge."

Prince Felipe noted that the network promotes aspects that he feels are integral to higher education, noting that higher education and social commitment are terms that are intrinsically linked.

"Universities are key to human progress, culture and cohesion. Talloires promotes these aspects. The EU 2020 strategy places education at the heart of European policies and not just for economic reasons but also to make our societies fairer and increase solidarity among our citizens."

Prince Felipe ended his speech expressing the broadly shared hope and belief that the debates of these days would help to make universities even more committed, more involved and more socially responsible.

One key challenge for the network in the immediate future will be to broaden its ownership across the hundreds of new members and countries. It understandably bears the strong footprint of its founding members who built its strength through a combination of admirable zeal and good timing. Their ability in the years ahead to share ownership of the network will be crucial for its further development.

As for the conference in Madrid, this was by all standards a resounding success.

"I am sure this will stand as a historic moment in the development of community engagement in higher education," said Mark Gearan. Only time will tell, but he may well be right.

Madrid 2011 conference resolution on the civic roles and social responsibilities of higher education

I. Meeting the challenges of today and tomorrow

As leaders of universities from around the world, we have come together in Madrid to promote civic engagement and social responsibility as core commitments of our institutions, to learn from each other's best practices in furthering those commitments, and to chart collaborative efforts in this arena for the years ahead. To these ends, we have engaged in intense and productive discussions and have shared insights and understandings on how higher education can play a leadership role in promoting civic and social participation by university students, faculty, staff, alumni, and community partners.

We reaffirm the goals and undertakings set out in the Talloires Declaration of 2005 and embodied in the Talloires Network created by that Declaration. Since that time, we note with pride the growth of the Talloires Network spanning six continents and including several hundred institutions representing millions of students across the globe. What began as a small meeting in the village of Talloires, France, has now captured a global movement of universities committed to civic engagement. The Madrid Conference affirmed the demand for the Network's collaborative sharing of ideas and practices as

well as the burgeoning effort across the world of universities moving beyond the ivory tower to honor the mission of civic engagement and social responsibility.

The world is a very different place than it was when the Talloires Declaration was signed. Across the globe, the societies in which our institutions are situated are facing increased economic, social, and civic challenges. At the same time, in universities on every continent, something extraordinary is underway. Mobilizing their human and intellectual resources, institutions of higher education are increasingly providing opportunities and directly tackling community problems—combating poverty, improving public health, promoting environmental sustainability, and enhancing the quality of life. Many universities across the globe are embedding civic engagement as a core mission along with teaching and research. Around the world, the engaged university is replacing the ivory tower.

In 2005, we stressed that our institutions exist to serve and strengthen their societies through educating students, expanding access to education, and the development and application of new knowledge. We now reaffirm those judgments. In this, the Madrid Resolution, we also affirm that our institutions need to be active and engaged participants as our societies grapple with the great challenges they face. We believe there is much to learn from community partnerships, NGOs and other organizations that take on difficult community development challenges every day. True community engagement is, at its heart, mutually beneficial for all parties, reciprocal in nature, and designed to promote learning and the exchange of knowledge in the search for collaborative approaches to real-world problems and opportunities.

Our universities are committed to foster a spirit of social responsibility and a commitment to the common good among our students, faculty, staff, alumni, and working partners so that they all can be effective leaders in collectively working to solve the difficult issues that beset our communities at every level. We are partners with those communities in seeking new knowledge, and we have responsibilities to contribute not only to the intelligence of our students, but also to their civic and social values in ways that help ensure they will be effective community citizens. Further, we need to be mindful of the forces in all our societies that are trying to resist broad-based civic participation. We must do all we can to counter those forces.

Ultimately, we believe that university-community engagement supports and enhances the development of sustainable communities and universities across the globe that meet the needs of the present generation, that do not compromise the ability of future generations to meet their own needs, and that allow each person the opportunity to develop in freedom, within a well-balanced society and in harmony with their surroundings.

The Madrid Conference has enabled us to share best practices both in meeting the specific undertakings set out in the Talloires Declaration and in other programs by which we seek to meet the objectives expressed in that Declaration. We have, for example, learned from each other ways to enhance civic training of students, faculty, and staff. We have shared assessment practices for university civic engagement and social responsibility programs. Similarly, we have shared means to promote regional networks that are becoming a cornerstone of our collaborative efforts.

The Talloires Network is a dynamic catalyst for change and brings us together in support of our shared goals.

The next part of this Resolution covers the commitments of the Talloires Network and its members.

II. Commitments of the Talloires Network

The commitments of the Talloires Network are to:
- Advance civic engagement globally through the dissemination of best practices, encouragement of innovation, development of communities of practice, policy advocacy, and promotion of the field to philanthropic organizations
- Elevate public awareness of the value of university-community engagement through our communications platforms
- Promote the work of regional networks committed to community engagement, encouraging existing higher education networks to focus on engagement, catalyzing the creation of new networks where none currently exist and participating in and/or improving existing networks
- Acknowledge and draw lessons from the diversity of member institutions and the unique local contexts of our members
- Collaborate with regional partners and member institutions to develop frameworks, toolkits, training materials, and other resources that are informed by global best practices and are contextually relevant
- Expand student programs, student participation in international conferences, and exchange opportunities among members and regional partners
- Foster peer communities of professors, scholars, and researchers by providing regional training opportunities and events
- Identify and disseminate compelling case studies, examples, and narratives from around the world to highlight the powerful impact of university-community engagement
- Assist in the creation of tools for evaluating impact and the collection of data on university-community engagement, as well as the assessment of student civic engagement and social responsibility competencies.
- Disseminate resources directly to our members whenever possible
- Explore and develop possible strategies for universities to increase economic opportunity and participation of disadvantaged youth
- Advance university-community engagement throughout the core work of the university, including Learning and Teaching, Research, and Service and thereby empowering universities to address community-identified needs and deepening students' civic and academic learning
- Promote access and retention programs in higher education for academically talented youth from low-income sectors