**SELECTED EXAMPLES OF CBL PROJECTS RELATED TO POVERTY ALLEVIATION**

**CARRIE FORDEN: PSYCHOLOGY, SAPE**

Regarding your request for information on course projects dealing with poverty.  PSYC 5243, Prevention and Intervention in Communities, held a grant competition with a $500 prize from ACE.  The winning proposal "Trash Into Cash," involved working with an informal settlement on a recycling project.

**BROOKE COMER: Department Rhetoric and Composition**

I began to bring civic engagement into my writing classes, primarily **Rhetoric 201, but also Rhetoric 101**, in late 2005, when an African refugee protest in Cairo’s Mostafa Mahmoud park drew international attention. I created a Rhetoric 201 course, “African Refugees in Cairo: Freedom and Justice for All?” in which students embarked research by engaging with African refugees and learning what rights asylum seekers in Cairo are entitled to vs. which rights they actually receive. In 2009, my 201 students and Dr. Amani Elshimi’s Writing for Publication students collected refugee stories gathered for their research database and AUC published the collection titled *Voices in Refuge*. This book proved invaluable as a source for future classes.

In **RHETORIC 2012**, my civic engagement work branched out as students chose problematic landscapes in Cairo and analyzed the relationship between the inhabitants, and the physical space they inhabited. Landscapes included Azhar Park, Island of Gold, Tahrir Square and more. This project proved more challenging in terms of civic engagement as each student had an individual problematic and devised a unique intervention to work with inhabitants. This course was taught in collaboration with a landscape design course at AUB, in which students tackled similar projects but focused on implementing interventions. One student, Ramy Safien, won a WISE Learner’s Voice award for his project on helping to create a secondary trade school in the Zabaleen village with an emphasis on recycling. Ramy also attempted to bring Zabaleen recycling methods to AUC. The relationship between AUB and AUC still exists, in the form of an undergraduate Civic Engagement conference.

**PANDELI GLAVANIS: SOCIOLOGY, SAPE**

In **SOC570 SOCIETY AND ENVIRONMENT:**

1. Students focused on a **Water Awareness and Education Program**, Impact Assessment and Strategies for the Future working with an Egyptian NGO: **Wadi Environmental Science Center (WESC).**
2. Students focused on **Drainage Water Reuse Pilot Schemes** working with an Egyptian Government Agency, **NAWQAM (Ministry of Water Resources)**, and they focused on: Human health and hygiene measures, Agricultural technical support, Access to markets, Business training, Crop selection training and Access to financial resources

**In SOC 450 THIRD WORLD DEVELOPMENT**

1. Students worked with the Coptic Evangelical Organisation for Social Services (CEOSS) and focused on “**Children at Risk”** with a particular emphasis on: Increasing the income and economic settings to the children, who exposed to danger, and their families; Facilitating the access to basic services like (education, health and, clean water); Capacity-Building of NGOs in three governorates (Cairo, Beni Suif and Minia); Empowering children through organizing themselves in coalitions, under adopting rights-based approach.
2. Students worked with the AUC NGO Student Action for Refugees (STAR) to focus on a **Refugee Youth Outreach Program** whose focus was to design a program that provides minors with basic educational facilities, tutoring, self-empowerment and skills-building workshops and activities.
3. Students worked on *Ad Astra Per Aspera*: **Creating a Visual Record of Women’s Empowerment,** meaning “to the stars through difficulty,” the Latin phrase *ad astra per aspera* illuminates an apt summation of our involvement in a development program led by the Association for the Development and Enhancement of Women (ADEW). The organization’s goal of social, political, and economic empowerment of Cairo’s female heads of households is a ground-breaking step in the process of achieving sociological equity in a historically Rostowian traditional background.
4. Students worked on a project that had as a focus “**Orphans with Learning Disabilities**”, and helped staff at the SOS village (orphanage) in Cairo to develop better methods to empower and educate the orphans.
5. Students worked with an NGO, **HEALTHY EGYPTIANS**, to assist them in enhancing the campaign to prevent pneumonia among young children by increasing awareness among parents.
6. Students worked with NEBNY FIOUNDATION on a project entitled “**Developing Children Through the Arts”** whose focus was to enhance literacy among poor children in poor government schools where illiteracy was very high.