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Cairo, February 1st, 2020

Re: *Educ-actors: from context to the text. Rethinking the studies of peace, conflict transformation, social justice and global citizenship in higher education, through the encounter of the arts as generators of a culture of peace.*

To Whom It May Concern:

I am writing this letter in support of Daniel Fernandez's project *Educ-actors*. The project materializes a pedagogical humanistic approach to social transformation, addressing how actions in the field of arts and culture can make significant contributions towards creating, developing and maintaining societies in which all human rights are increasingly realized.

Daniel sought my participation (and that of some of my companions at Tahrir Square in Cairo, during the Revolution of 2011), for one of the video-capsules that conform the pilot program of *Educ-actors*. As an educator and artist myself, I am delighted to see how this project captures two core axis of human interaction: emotion and expressivity. And how these are brought to the classroom, to be legitimated as indispensable knowledge, beyond the rational and quantitative.

I believe that the use of case studies of best practices to reflect on the use of the arts for social transformation - which implies and includes personal transformation - provides a vehicle and transversal language that facilitates building critical thinking about a culture of peace, conflict transformation, social justice and global citizenship.

Similarly, using the audiovisual element makes it easier for students to experience the emotional transits of the protagonists of social and personal transformation processes experienced through art, told in the first person. The contributions of the protagonists of the video capsules are perceived as effective experiences in the construction of empirical knowledge applicable in other areas of intervention and social commitment at local and global levels.

I highly endorse the project and its goals.

Best Regards,

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