

Cover Letter

I am exceptionally fortunate that my professional and academic experiences have allowed me the opportunity to compare and contrast between different educational programs, systems and institutions. I spent my primary and high school years learning within a British system, received my bachelor's degree from an Egyptian system and resumed my learning with graduate studies in an American system. Similarly, my professional experiences have exposed me to organizations and individuals from around the world. These educational and professional experiences across multiple international contexts have engrained within me a deep appreciation for the value of diversity, especially within the field of education. I have friends, colleagues, students and teachers from around the world that have endowed me with a wealth of knowledge and experience on the complex impact that educational programming has on human development.

This wealth of knowledge has been my constant companion for over 15 years now as I mentored, advised and taught multitudes of children, youth and young adults, including outstanding undergraduate and graduate students, underprivileged youth, aspiring young teachers and, more recently, Syrian refugees across various host countries. I guided them as they set their goals, walked with them through numerous personal, academic, and professional challenges, helped them recognize their inherent skills and felt their passion for change. As my work and activities introduced me to an increasing number of students, I came to realize the vast, unlocked potential existing within the world's young human capital. It is crucial that educational programming provide learners with access to high quality, holistic education. This holistic education should empower them with transferrable knowledge, relevant academic and professional skills as well as interpersonal competencies that enable them to thrive within their specific contexts. Needless to say, this is easier said than done! Throughout my interactions with diverse students from a variety of challenging contexts I have become acutely aware of the unified experience they all share in battling against the detriments of limited access to contextually relevant, developmental, and educational opportunities. While my work with students has been a constant source of inspiration, my frustration at the scarce opportunities available to them is just as powerful.

I believe in human creativity. I define creativity as our ability to create a new reality for ourselves. The new reality I envision for teaching and learning experiences will engage individuals in their development processes and empower them to become active participants in determining their own destinies. It will view learners as positive change agents within their communities and advocate collaboration with all sectors of society to create a context of holistic support. It will be an empowering environment that values the unique characteristics of the diverse contexts surrounding each individual. This is the reality that I hope I can help in creating through my work with various educational programs and organizations.