

Thoraya Obaid Oral History Content Summary

Track 1 [duration: 53:06] [Session one: 22 November 2012]

[00:00] Thoraya Obaid [TO] One of eight children, only TO born outside Saudi Arabia, parents from Medina, Saudi Arabia. TO born in Baghdad, Iraq, 1945. Remarks on colonialism mandates of the time, and lack of passports or what are now visas, in region. Mentions circumstances of birth, childhood moving around Saudi Arabia with father's work in government. Age 7 father's wish for her to go to school, no schools for girls in country. Description of parents' early childhood and religious context, father's mosque education ending age 13. Mention of introduction of wireless in Saudi Arabia for sending messages. Description of Koranic roots of father's determination to educate all his children, TO as first daughter. Comment on mother as 'first feminist of the Arabian peninsula', description of her third grade education and investment in TO for a different life, religious foundations of this wish.

[04:30] TO sent to Egypt as no schools for girls in Saudi Arabia. Among first girls to have gone from five or six families, two schools were American College for Girls in Cairo and English school in Alexandria. Description of diversity of pupils at the American College for Girls, and cultural aspect.

[07:33] Discussion of substituting and reconstructing family when at boarding school and later application in UN [United Nations] role.

[09:14] Description of family history and lineage, tribes in the region. Explanation of Moroccan influence on city of Medina, Saudi Arabia, physical traits, city of learned people because of the Prophet's Mosque, intellectual aspect. Father from very poor family, taking responsibility as only son after his own father's death.

[11:33] Description of grandparents, paternal and maternal grandmothers.

[12:20] Remark on courtship in that era. Story about father courted by girls at the well in Saudi village, 1930s, and discussion of difference of social environment to today.

[14:09] Description of strong influence from her mother when home from boarding school. Story about visit home age 10 and cultural assumptions made about her and use of cutlery adopted from school in Cairo, life lesson learned and application by TO later in work life, in leadership.

[16:37] Description of father's character as macho and hot tempered, but avid reader who read classical Arabic stories to TO and siblings until early hours, TO's enjoyment of this and instilling of values and decision making skills. Poetry listened to but not understood. Father recognized in Saudi Arabia as a classicist, and became a writer and journalist.

[18:44] Father's writing in newspapers as activist. Father's vision for his country, and Saudi Arabia's progress in world.

[19:30] Description of mother's relationship with father, patience and strength, display of anger towards him and understanding of him, mutual respect as basis.

[20:40] Description of living with two mothers, TO's mother as second wife, father's discouragement of this lifestyle later in life. Father's equal treatment of both mothers, known as 'the uniformed women' wearing identical clothes. Remarks on TO's mother as household organizer and stern stance and 'other mother' [Mama Halima] as the kind one who spoiled them.

[22:27] Description of household and lack of differentiation between mothers. Story about brother not knowing which mother had given birth to him.

[23:01] Story about TO's punishment by father age 9.

[24:10] Description of TO later becoming female head of household in patriarchal society, relating to early education.

[25:16] Remarks on seven-year gap between her and siblings, and family planning at that time. Story about brother's terminal illness and seeking non-birth mother.

[27:05] Description of TO's mother's arrival in father's household to tough mother-in-law and Mama Halima's gentle character and her welcome of TO's mother with TO, already born. Mama Halima's expression to TO's father that would try to live together, if not will separate rooms. Discussion of 1940s context and lack of choice for women. Remarks on wisdom of both mothers holding family together.

[28:46] Description of father's influence on TO, advice given, to focus on education not make-up and high heels. Remarks that to date not wearing make-up, TO's acceptance and recognition of more important battle of being allowed to go to university.

[29:43] Story about lesson from father about speaking up in life.

[31:14] Description of relationship with eldest brother Taher [T] as another influence. Mentions 'Fire in Cairo' October 1951. Story of T traveling to Cairo to check she was safe, took care of TO as daughter, further examples.

[32:50] Description of communal home set up, air-conditioning as luxury, girls' room, boys' room, mothers sleeping in room with girls when "not on duty" with father. Comments on lack of cinemas in Saudi Arabia, TO's mother knew how to work cinema machine, screenings held in garden with neighbors. Comments on mother as social butterfly but simple dinners and attraction of black and white films.

[34:44] Story about younger brother's illness and hospitalization at Aramco [Saudi American Oil Company] hospital. Remarks that best hospital of time.

[36:29] Description of play at home and pre-school experience in *madrassa* [religious school], traditional songs from grandparents and rhymes at American school.

[38:24] Explanation of domestic help in 1950s, boys from Yemen, TO's father made sure went to night school, TO and siblings on dinner duty to enable this.

[40:38] Description of meal times at home, father's affectionate role. Story about father's continued physical affection later in life, comments that unusual for men of his generation towards children. Social climate of home, open house.

[42:53] Explains that did not go out as family, women alone, men alone, as family only to desert. Description of religious holidays and fasting.

[44:38] Explanation of father's rise in government to newly formed Ministry of Culture and final choice to be a writer. Description of Jeddah as merchant port, impact of Mecca and Medina on city, rich families had ties to India. Description of father establishing first printing house in Saudi Arabia, monthly magazine 'Al Riyadh' with help of friends, "utopian city" with housing for workers, TO's family home annexed, so exposed to scene, first photographs. Father's hope that beginning of journalism in the region extending to Egypt and Lebanon, but prevented by government issues.

[48:45] Father going to Egypt, produced magazine 'Sakhr El Arab' with major writers during Baghdad Pact until Crown Prince Faisal asked for father's return to Saudi Arabia, where 1960 begins column 'Rael al Sha'ab' discussing political issues, calling for constitutional monarchy, labor unions. Describes people standing outside printing house for paper hot from press. Discussion of 1960s threat of communism and second weekly article father wrote debating communism and Islam to dispel doubts that is believer. Father stopped from writing, secret trial and house arrest. Eventual release but refusal to sign promise to cease writing. Describes King Faisal's growing relationship with father, father's daring open expression.

Track 2 [duration: 53:35] [Session one: 22 November 2012]

[00:00] Anecdote of father and King Faisal.

[00:58] Describes arrival at American College, Cairo. Story about boarding school and stolen clothing. Observation of TO as only one among home friends who continued education, others married with children at 18, grandmothers at 35. Remarks on childhood exchange of cultures.

[04:14] Description of social climate at marrying age and father's distinction from norm. Story about university application to women's colleges in United States of America and difficulty of decision for father under pressure from friends.

[06:43] Describes father's positive approach to TO's non-Islamic missionary school attendance and protestant ethics instilled. Comments on enjoyment of singing in school chapel, missed after Nasser's decision to separate religions in schools. Story about teachers "praying to convert Muslim girl to Jesus" and discussion about religious tolerance.

[10:08] Comment on introduction of education for girls in Saudi Arabia, 1962.

[11:08] Discussion about upbringing as a girl compared to boys as cultural trait, and being chaperoned.

[12:26] Description of choice of subject of study, change from Medicine to English Literature based on aptitude test, after two years after being shown film of malformed child and responsibility of judgment entailed in work as an obstetrician.

[15:05] Description of life at Mills College, California, United States of America, transition from closed to open society, experience of walking around in Oakland, California, for first time in life, age 17, sense of freedom and self-reliance. Story about being granted Saudi government scholarship as a test of her and chance to humiliate father. TO's burden of responsibility and honor throughout scholarship until PhD. Anecdote about Saudi Prince studying at Stanford University's interest in her while there.

[18:18] Description of exciting period of anti-Vietnam, flower generation, revolutionary zeal in the West, assassination of John F. Kennedy, Martin Luther King, exposure to period of history, TO writing letters home.

[19:19] Description of "big sister system" at Mills College and friendships, social life in dormitories and TO's inability to participate for preservation of honor.

[21:10] Comment on interest in Sociology and human development aspect. [21:43] Remark on marriage proposal while studying and father's refusal.

[22:24] Mention of Saudi government providing airline ticket home every two years.

[22:31] Description of staying with American family, selection for internship at local Family Planning Association and exposure to high incidence of teenage pregnancies among African-Americans and different picture of America familiar to TO. Mention of work as a waitress at college.

[24:42] Description of teaching remedial English in poor areas of Detroit, Michigan, to African-Americans, and instruction not to correct spoken English as related to identity. Mention of the Black Panther movement and Stokely Carmichael. Story about one student and lack of engagement. First encounter with work and eye-opener for TO to world of injustice, discrimination, inequality.

[27:13] Description of down-town Detroit, change from white to black area, 1968 riots, TO active in Arab Student Organization, price of milk at high post-riots, involved in campaign for Iraqi-Kildanian shop keepers to lower prices for survival of black community. TO's first experience of trans-cultural, trans-political unity of purpose, common goals against injustice, period of political learning.

[28:50] Experience of Arab- Israeli war while in United States of America, Arab radio broadcasts, heartbreak, dignity, mis-information, upheaval in region reflected on Arab students. Inability to face the world so far from home. Mention of TO's participation as President of Arab Student Organization in demonstration against Rabin, sending

photograph and article to father and stern response and concern for study and political ‘stamp’ of activities. Discussion of father as a nationalist, but clarity of purpose.

[31:13] Explanation of PhD in English Literature with Anthropology as minor, on stereotype of the Moor in English Renaissance Drama.

[34:15] Description of first marriage age 23, to Lebanese activist, TO teaching at Lebanese university. Father’s acknowledgement that would be difficult for Saudi man to accept TO.

[36:32] Description of simple wedding starting early and ending at midnight, unlike Saudi norm of starting at 11pm, TO socialized with friends unlike tradition. Story about husband and father’s first meeting.

[38:20] Description of family life in Saida, Lebanon, and local response to TO as a Saudi woman. Birth of daughters 18 months apart, civil war, youngest daughter Reem [R] born as city being bombed, TO acknowledges this helping in later work at UNFPA [United Nations Population Fund] understanding issues of women in crisis. Contrast to birth of first daughter, Rawya, breathing techniques.

[41:08] Comments on balancing motherhood and work, refusal to join work evacuation to Amman, Jordan to stay with family. Long commute to work in Beirut, decision to live without domestic help to enable attention to daughters. Description of working day and establishment of NGO daycare center to support women, Lebanese law restricted to 40 day maternity leave. Comments on importance of socialization process of daycare for daughters. Story about traveling home from work during Israeli air attack, uncertain roadblocks, TO’s decision to drive through barrier rather than be captured. Story about convoy drive through crossroad between Christian and Muslim areas during sniping. Remark about contradictions of war and lessons learned.

[46:30] Story about power cuts and school generating power to bakery, community spirit in wartime, making do without basics. Remark about human resilience.

[47:44] Comment about father of TO’s daughters being hands-on father, TO’s dreams during absence from home for work, comment about motherhood.

[48:45] Story about 1982 Israeli attack of TO’s home city and emergency packing, gathering important documents and community shelter, women sustaining families, going out to buy food, crossing borders.

[52:00] Discussion of establishment of day care center responding to need as mother, remark on Lebanese maternity leave limited to 40 days, TO’s Saturday supervision of center.

Track 3 [duration: 05:13] [Session two: 29 November 2012]

[00:00] Discussion about TO’s awareness of women’s issues from household, emphasis on need to be educated as woman, joining United Nations [UN] in 1975 by chance. Explanation of government scholarship awarded to TO obliging commitment

of equal years in service of Saudi government. Explanation of UN country quotas, that zero for Saudi Arabia, TO “at the right place at the right time”.

[2:45] 1975 the first international Women’s Conference, TO recruited March 1975 as professional Saudi woman. Discusses application, TO not eligible because pregnant, and changing times in UN policy. Works in Women and Development program, statistics and records, establishment of Voluntary Fund For Women in 1978 Population, Margaret Snider becoming TO’s mentor.

Track 4 [duration: 1:41:50] [Session two: 29 November 2012]

[00:00] Description of the Voluntary Fund for Women established 1978, submitting operational projects looking at women in the field as opposed to theoretically, data collection needed. Discussion of this as first eye-opener, exposure to struggles of women of the *Mashregh*, Eastern Arabian countries, Community Development program in villages of Oman, beginning 1976 only men, by 1978 included women in Oman, TO involved, meeting ministers, community leaders to discuss how to involve women, women from cities recruited to help women in villages, until only women from villages, process started with ex-patriots from Egypt, Sudan, upgrading of villages through government match funding, began with trachoma, basic health education for women and literacy courses. Description of setting, traveling on donkeys, on foot, Sheikh of area provided room for alphabet study via Koran classes. Story about blind woman and TO’s understanding of importance of empowering woman beyond conferences, visiting villages for reality checks, “the small people who are really the big people” as measurement of change.

[4:45] TO’s mother’s philosophy of education for knowledge not superiority. Remarks that this is the women’s movement nobody recognises.

[5:28] Discussion of women’s movement in the Arab region beginning in Egypt and Iraq, 1920s and ‘30s, problem of not attracting younger generation, not adjusting to differing aims in 21st century, women now having education without a fight, struggle now is finding a job. Story about speaking at 2010 NGO meeting at the Commission on Status of Women, room full of grey-haired women, movement has succeeded if half room men and other half young people.

[7:40] Discussion about rights, clarity and mobilization of human rights, social and economic rights, reference to United Nations First World Conference on Women, Mexico City, Mexico, 1975. Challenge now is how to make jump in women’s movement from focus on women’s issues to a movement that is part of democratic change in countries. Remark on Arab Spring as Arab Autumn for women, women present but absence in share of the pie, has the change been superficial and not internalized? Decorative change not real? How to move forward in a way that internalized in population psyche, and part of real life and not imposition of First Ladies.

[9:42] Discussion of TO’s position on First Ladies, explanation of Arab Women’s Summit and decline of regular invitation, different vision of what development, and how position oneself as senior staff in terms of mobilizing for change.

[11:29] Description of work with Federation of Palestinian Women, Federation of Iraqi women, Federation of Arab Women, Coordinating Committee for Women in the Gulf Countries, issues emerged in different ways, “frightening part” is that issues same as in ‘20s and ‘30s, Selaqist movement reducing marriage age, education curtailed, question of multiple roles women have, wife, worker, mother, and conflict there. Discussion about public services to help women with example of Egypt, choice made to stay home rather than be harassed in buses, agonies that women face in terms of work not solved. Discussion about political representation, women not in leadership, no voice in parliaments across Arab world, only when supported by First Ladies, voices belong to political parties that quiet women. Description of ‘20s, ‘30s, ‘40s, early ‘50s felt that political liberation of countries would bring justice and equality and rights for women, linked, but one-party governments of Nasser, Saddam, Assad brought women into political arena but always tied to political structure, great deal of change in Iraq for women during ‘70s and ‘80s.

[15:58] US invasion of Iraq, Paul Bremer, eradication of Ba’ath Party including progressive laws for women, Family Law returned to law from 1950s, history of laws that could have remained powerful for women to build from, thrown out and return to restrictive laws. Discussion of women as victims of political change in spite of participation, with rise of political Islam, existence of women in danger.

[17:28] TO living through Lebanese civil war, Arab-Israeli conflict reflected in life in Lebanon, Muslim-Christian civil war and invasion of Lebanon in 1982, comparison to women in African conflicts where women violated, raped, living in camps, reference to Palestinians.

[18:28] Impact of war on women if not totally physical is psychological, TO’s work with UN Population Fund, how to work with humanitarian assistance, whether natural or man made, to bring issues of women’s protection, services. Mentions Iran-Iraq war, Iraq invasion of Kuwait. Comment on living large part of life in war situations, psychological impact on children, TO’s daughters jumping if car passing by. Discussion on women’s physical and biological needs in war not being met, lack of thought on birth across borders, menstruation in camps.

[20:45] TO’s move to New York, 1998 as Regional Director for Arab States and Europe, from population perspective, gender at heart of it, linked to United Nations International Conference on Population and Development (ICPD), Cairo, Egypt, 1994, empowering women to make decisions about their bodies. Describes controversy of conference, religious institutions fighting battle, perception that if women can decide on their bodies, can decide about abortion, family planning, taboo within theological minds of clergy, paragraph in final consensus that these are recommendations to be implemented at country’s discretion based on cultural and religious values.

[23:25] Discussion of perception of women’s needs, describing visit to Pristina Hospital, Kosovo after NATO bombing, no electricity or water, women climbing seven floors to reach maternity ward.

[25:48] Story about TO's appointment as Executive Director of United Nations Population Fund, mention of second marriage to Mahmoud Saleh and his encouragement of TO to take position, Secretary General Kofi Annan under political pressure from women's organizations and feminists, significance of post, mention of Nafis Sadik. TO's appointment first Under Secretary General post to undergo interview process, wide concern about Saudi woman leading gender based agenda that is controversial and progressive, different governments made special effort to meet TO, mention of Iqbal Reza, TO's proposal to bring cultural perspective into the development agenda, generally avoided by UN.

[30:09] After appointment, built Gender, Culture and Human Rights program, finding link between the three. Story about first intergovernmental Board of 34 member states of United Nations Population Fund and TO's presentation of her life as reflecting the International Conference on Population and Development's agenda, a woman from the South who is empowered.

[31:57] Overview of TO's achievements in ten years as Director of UN Population Fund, building relations, funds, trust, accessibility to country ambassadors.

[32:40] Mention of importance of meeting in each country the Director General who signs the budget, more than presidents, example of Uganda, approach to issue of maternal mortality.

[34:54] Example of Iran, Ayatollah Khomeini's drive for population increase and subsequent model introduced for family planning with class consideration, interesting case study of how religious values can be manipulated to respond to national needs.

[37:12] Example of HIV, women as face of HIV, especially in Africa, drive to empower women to express choice.

[38:00] Example of Palestine, institutionalization of health services. Explanation of spacing as fundamental to family planning.

[38:55] Explanation of country census, how to promote data reflecting each country's profile.

[39:23] Example of China and one-child policy, approach through experimentation, issue of infanticide, demographic projection made for 2030 and impact on society. Discussion of infiltration versus confrontation.

[41:25] Example of India, campaign against girl infanticide, ensuring the human rights of females from birth to death being the crux.

[42:16] Explanation of China profile and work with Chinese government's statisticians.

[43:26] Description of relationship with the Vatican, establishing credibility through building network of faith based organizations that provide services in the field, introduction of woman component. Mention of United States of America's opposition

to Population Fund's work with China. Story about lunch with the Anunció, clash on abortion, young people and their sexual life, empowerment of women, agreement to disagree on abortion, opened dialogue and friendship.

[48:45] Story about attendance at Catholic mass before United Nations General Assembly each year to break stigma of being Muslim and set example for mixing with other religions.

[50:15] Story about Pope John Paul II's visit to New York City, 1989 and his acknowledgement of TO.

[52:00] Description of funding of UNFPA as voluntary and attack of Bush administration on organization because of work with China and TO's refusal to be a tool to any country's government, European countries making up \$34 million Dollar contribution withdrawn by United States of America. Mention of UNICEF and WHO fearing similar cuts, challenge of working with other UN agencies, absence of solidarity. Description of UNFPA's relationship with civil society.

[57:30] Description of work with young people and Y-PEER, beginning with HIV issue, establishment of Youth Advisory Committee to advise TO on youth sensitivity of programs, inter-generational delegation of power, led to Youth Cluster. Mention of Babatunde Osotimehin, TO's successor and continuity of work.

[1:02:13] Description of United Nations Second Conference on Women, Copenhagen, Denmark, 1980, two agendas, Women under Apartheid and Palestinian Women under Occupation, explosive atmosphere, equation of Zionism with Racism at the time, Western countries especially United States of America proposing that women's issues not be politicized. Follow-up conference, United Nations Third World Conference on Women, Nairobi, Kenya, 1985, clear attempt was made to de-politicize issues of women. Mention of Latin American countries of time being despotic governments, avoidance of discussion.

[1:05:14] Discussion on United Nations Fourth World Conference on Women, Beijing, China, 1995, and TO's decision not to go, aversion to millions spent on event that could be spent on programs to protect existing issues and mandates not realized all over the world and extend current agendas rather than introducing new issues and having no mandate to work from if agendas like same-sex relationships, abortion clearly-stated are voted down.

[1:08:26] Discussion on breadth of travel and links to civil society organizations as Executive Director of United Nations Population Fund, in Latin American countries with dominance of Catholic Church, mention of regional conference for Latin America and Caribbean during Bush administration and big fight to re-endorse plan of action on Population and Development including Women and Gender, similarities found across the world, difference is in how the details are handled.

[1:10:26] Discussion of feminists' dislike of cultural values for fear of condoning relativism. Mention of Sudanese Abdullahi An-Na'im at Emory University articulation of cultural values that must first be contested by community affected, then

discussed to reach balance. Discussion of development arising from people internalizing the change, wanting the change and approaching in own way, development being about ownership and impossible without entering the mindset and reactions of people.

[1:12:30] Discussion of question facing in Middle East is the change people understood to have over last decades, was it not internalized enough to recognize it happening now? Mention of Tahrir Square, Cairo, Egypt. Discussion of work of Women's Learning Partnership (WLP) and reasons for TO's attraction to it. Description of TO's first meeting with Mahnaz Afkhami with Sisterhood is Global, and beginnings of involvement with WLP and strengths of the organization. Description of WLP's training manuals and dialogue held on topical matters, example of meeting to discuss what Arab Spring means for women, not only in region but what can other regions learn, strength of relationships and regional mentor system, leadership ingrained in region and country.

[1:20:45] Discussion of change in the world and need to understand where women fit, previously patriarchy, now religious extremism also related to patriarchy, how to approach? Do we mobilize the moderates to respond? How do we understand this new environment, no longer in context that is politically supportive of women, socialist, Marxist or capitalist, need to question rise of religiosity in the world. Mention of Orthodox Jews in Israel, Evangelicals in Christianity, Mitt Romney elections in United States of America.

[1:22:45] Discussion of universality of human rights and economic hegemony of the West, political manipulation and differing definitions of democracy, wave of change not dealt with in some sectors, prompting reaction. Mention of Karen Armstrong's 'The Battle For God' and fundamentalism in Christianity, Islam and Judaism and how movements are born when change comes so fast, lack of understanding leading to reaction, physically through violence, or ideologically.

[1:24:16] Discussion of protection of our rights being the minimum of those rights, not the maximum, WLP's efforts to understand from a woman's perspective, as long as women raise only issues of gender from a feminist point of view we have remained isolated and not part of a national movement, absence of women in leadership of labor unions, interests have not been tied to labor, not articulated to values and struggles of organizations in which we belong, question is how to participate in Arab Spring and other movements, supposed to be linked to lawyers, physicians, return to idea of social change with women within not outside of it, integrated so can be internalized in minds and behavior of people. Discussion of women as citizens with equal rights, citizenship as the key to the movement, relates to constitution, to laws, translation of rights into laws, equality will dictate responsibilities for man and for woman respectively.

[1:27:45] Discussion of TO's role in Saudi Arabia, respect for women who didn't have opportunities TO had, perseverance in history more important than TO's history because of constrained life, reference to TO's government scholarship, education no longer an issue for women in Saudi Arabia, but challenge is returning to their country, younger generation to return to the country with all restrictions after freedom

experienced outside. TO seen as role model, respected and listened to, TO's care not to make that a phenomenon in itself, TO's belief in Saudi women as role models for the younger generation to break through, TO's contribution of international perspective. Observation of pattern of women in 30s living outside Saudi Arabia visiting as consultants, expression of need to be out of the country, migration to the Gulf countries for freedoms allowed, strength of TO mentoring younger generation rather than to be a role model as their struggles are different.

[1:31:20] Description of time spent between Saudi Arabia, London and Cairo, role as housewife when in Cairo, TO as head of household in patriarchal society of Saudi Arabia and challenges of dealing with society and governmental system as a woman, TO's daily experiences and need for aggressive assertion recounted.

[1:34:50] Explanation of second marriage as acceptable in region, discussion of difference of adjustment conflicts marriage in later life.

[1:36:46] Discussion of fundamental change for women TO would like to see, recognition of women as equal citizens in all constitutions and laws implanting constitutions, though inequalities where this does exist, TO's expression that not likely to see in her lifetime, but must work on it for next generation. Comment that more men helping in the house, younger generation are more involved with their children, less separation as before, struggle is now for survival in unstable economy and livelihood is big issue for young people. Comment that economic cycle should ensure welfare of all people, example of Nordic countries and affluence while emphasizing comfort of their people. Comment that regardless of dynamics of country focus must be how to make citizens safe, with full rights and free.

[1:39:37] Comment that TO's daughters lack of focus on gender, only as TO's agenda, their battle is how to make it in the world through their jobs, even in the United Kingdom, question of how to change the mindset of men and of systems so the democratic state we are seeking can be achieved.

Track 5 [duration: 44:41] [Session three: 6 December 2012]

[00:00] Description of daily life at the American College for Girls, Cairo, amusing story about Corn Flakes, school rule of not going barefoot, all teachers American women except for male Religious Studies teacher. Description of class called Ethics bringing together different religions of pupils, Coptic girls from Egypt, girls from Bahrain, Kuwait and Saudi Arabia. Comment on American College for Girls producing leaders, education grounded in Arabic, English and French as a third language.

[5:40] Description of girls playing baseball in the center of Cairo in 1950s and 1960s, exposure to things outside of country. Story about Coptic girls from Upper Egypt taking care of younger girls in the school, bathing and rough braiding of hair, sense of responsibility when TO's turn came to care for younger girls. Story about pupils from Kuwaiti Royal Family and sense of injustice and class differentiation.

[8:32] Description of books, Shakespeare and classics read in English. Mention of Nasser coming to power in 1950s and introduction of Islamic studies and secondary school degree in Arabic and Mathematics in addition to American tests. Comment on difficulty of construction of sentences in Arabic with inflections, TO's choice to keep up Arabic through PhD research subject. Discussion of Arabic language being lost among new generation, preferring to speak English because easier language and because of the impact of the media and social networking, throughout Middle East.

[12:18] Story about United Nations Population Fund's advisory youth board for programs, all being alike, youth culture crossing borders, making concept of globalization concrete for TO. Discussion of globalization as aiming for economic globalization but cultural globalization needed for its success, examples of McDonald's and Pizza Hut and young people swept along in the value system, aspects of this culture seen in villages in way of dress. Comment that conflict happens when youth culture is confronted by local adult culture because youth see themselves in a another world, TO's belief that the resurgence of religiosity is a response to globalization with the fear of losing identity when nationalism, communism and socialism have failed, nothing else to grab onto except faith, when this fear becomes extreme it becomes violent. Comment that if 20th century is century of Globalization, start of 21st century is century of religion.

[16:45] Discussion of young women as part of globalized youth, feminists unable to let go of way of thinking of 1950s, '60s, '70s and '80s, so Women's Movement does not attract young women. Reference to Women's Learning Partnership meeting in Istanbul, Turkey and exploration of what the Arab Spring means for women. Mention of women on the streets in conservative Yemen demanding change, society has not absorbed what these women want, so invisible again. Comment on need to address why in a period of change women were invisible, why issues not part of democratic demand. Comment on importance of WLP's quest for new thinking on issues, consensus that Citizenship is key, if women asserted themselves as citizens equality would apply regardless of differentiation.

[19:44] Comment that Arab setting reflects what could happen in other countries, professional women not active in own syndicates, absence of women leaders, women feminists as a restrictive definition, need for activity on national issues not only women's issues, necessity to build alliances across all issues, example of Egyptian Constitution where women's voices only loud when relating to issue of equality of men and women, second example of emergence from colonialism and dismissal of social issues over political ones. Comment that women must be integral component of democracy, not an add on.

[23:45] discussion on political outcomes on transitions in the Arab world, will take a long time, comparison with experience of Latin America in 1980s, two decades to reach democratic maturity, in Arab case political Islam is being used making struggle harder, to separate religion from politics, so will take a long time to achieve democracy.

[25:18] Discussion of TO as product of 20th century globalization with East and West communicating but strong Arab identity as a Muslim woman, feeling of belonging on

found in Saudi Arabia, perhaps as mark of generation that is part of an old culture and values of those you love. Comment on significance of environment, story about TO finding herself at the United Nations and original plan to teach at university in Saudi Arabia.

[28:48] Description of first impression of United States during Vietnam war, free speech, flower generation, enabling activities not in the norm, pull and push between conservatives, TO living with American family, never feeling a difference in value system. Comment on Mills College reflecting status quo. Mention of assassination of John F. Kennedy and story about Middle East stereotypes. Comment on impact of Martin Luther King's speech, 'I Have a Dream' on TO and use of vision in TO's own speeches at the United Nations, enjoyment of African Americans and discomfort of whites reflecting on the meaning of that speech for everybody. TO's reflection that pacifism can make a difference.

[33:52] Story about stereotypes and TO playing the game in response, reference to American attitude of being the best.

[35:42] Description of role as the Chair of Women's Learning Partnership (WLP), bringing perspective of observing positioning of Arab women and what can be done, TO's drive for partners to think outside of traditional feminist thinking, need to visualize and articulate kind of society we would like our children to live in, and find ways of working to promote that society in practical ways, through citizenship, leadership, linking of struggle for social justice with human rights. Comment on importance of social media and new ways of communication regardless of location. Mention of Kofi Annan Foundation and use of virtual meetings.

[40:13] Discussion of common purpose of WLP partners, focus on people and skills building, taking from global level and housing it at national and vice versa, cross-country assistance and bilateral exchange, comment that this creative aspect not found in other organizations. TO's observation that one country's learning from the experience of the other minimizes adjustment period and repetition of mistakes. Description of political participation and observation of issues that can be shared which enables discourse about what the feminist movement should do, focus on difficult issues to understand reality in which we live. Comment that because partners are independent civil society people there are no barriers, easy to talk, disagree and agree while developing in the context of their own country.