

GLOBAL SCHOLARS FELLOWSHIP PROGRAM

Impact Report + Summary

a descriptive analysis of GLI's virtual fellowship program over Summer 2020

Global Livingston Institute

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LETTER FROM GSFP MANAGEMENT

2020 has been a strange year, to say the least. The COVID-19 pandemic has drastically changed the way our global community interacts, moves, and receives education and other learning opportunities. At GLI, with so much of our work focused around cross-cultural exchange and collaboration through travel, we had to reframe and rethink our approach to the work we do in 2020.

The idea to take our experiential courses, immersion trips, and student internships to a virtual space was an idea we had been discussing prior to COVID-19. The pandemic, however, kicked this to the top of our priority list. Like many other organizations and universities around the world, we tried to create an innovative learning space in a virtual setting. And to our surprise, it worked better than we had ever imagined!

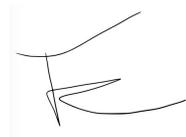
We will be the first to tell you that you cannot fully recreate our East Africa travel and in-person educational experience virtually. For the full experience, one must actually get on a plane and see it for oneself. However, the virtual fellowship we built this year showed us there is incredible potential for learning, cross-cultural conversations, and collaborative research to be done by students from all different corners of the world, just a click away. The Global Scholars Fellowship Program (GSFP) is an amalgamation of our immersion trips, academic summits and student-led research internships, but, despite these familiar components, is also uncharted territory for GLI.

And we can honestly say that the community of young people created through GSFP this summer has truly inspired us. Students across the United States and East Africa came to the table to Listen, Think, and Act with GLI and numerous partner organizations to learn about and discuss what doing good community development looks like in the real world.

We are very proud to share this report with our academic and community partners around the globe in order to provide some perspective and insight into our virtual fellowship experience this summer. We expect that even when COVID-19 has subsided, the lessons of Summer 2020 will inform the way we work moving forward. We look forward to collaborating with our academic and community partners to continue building this innovative, accessible approach to global learning. Many thanks to all of the teachers, professors, community leaders, and thought partners who helped to make this summer such a great success for us--despite challenging and unprecedented circumstances.

Listen. Think. Act.

Sincerely,



Tom Karrel
Director of Academic Partnerships, GLI



Jamie Van Leeuwen
Founder & CEO, GLI

ABOUT GLOBAL LIVINGSTON INSTITUTE (GLI)

The Global Livingston Institute (GLI) is an education and research-based institute that works with students and community leaders to educate, change the dialogue surrounding sustainable development, and create empowering jobs. Since its founding in 2009, the GLI has recruited motivated students and leaders in the US and East Africa to work together to reframe how we approach sustainable development and improve communities globally.

The framework of GLI is based on the mantra “Listen. Think. Act.” This is emblematic of the organization’s goal to move away from the mentality that involves trying to “fix” Africa and instead move towards a better understanding of and ability to listen to communities before proposing solutions.

More on the GLI can be found [here](#) in our “About Us” video.

EXECUTIVE SUMMARY

In the following report, you will find an overview of the Global Scholars Fellowship Program (GSFP) and GLI’s experience navigating the virtual learning space with students from the US and East Africa. Over the course of the summer, GLI hosted 63 students virtually in two fellowship cohorts, educating them on a broad range of opportunities in the field of international development, hosting dozens of guest speakers and conversations, and engaging students in real-world research projects. The fellows were college-age students and adults from 31 different universities/organizations, 19 US states, and 4 countries. GLI aims to make GSFP accessible to students from all backgrounds, and provided partial and full scholarships to dozens of participants this summer.

GSFP is a five-week intensive and rigorous academic program for students (undergraduate & graduate), recent graduates and professionals. The program is designed for students who want to build their international experience as well as bolster their understanding of community development in both local and international contexts. While the program was fully virtual for the summer of 2020, it is nonetheless highly interactive and tailored to the cohorts of student fellows.

The fellows participated in several virtual sessions each week, hearing from community development leaders from the US, Uganda, Rwanda and other countries to learn about their work and perspectives on the field. Fellows also completed group-based research projects focused on real-world questions pertaining to Ugandan community development, with their work published on GLI’s Research Library and used to inform the strategies and future work of GLI and its partner organizations.. Some of the thematic research areas included early childhood education, environmental sustainability, ecotourism, public health, music, women’s empowerment, gender-based violence and cultural exchange.

Surveys were also taken at the start, mid-point, and end of the fellowship. The GSFP found that over the course of the first cohort, there were some large shifts in the knowledge and attitudes in the fellows. Some of the most notable shifts include: the number of fellows who feel they have a network of international experts and leader that they can connect with (46% increase), the number of fellows who say they have an understanding of what it means to engage in underserved communities through international community development (44% increase), and the number of fellows who report having four or more people in their network that could provide career advice and connect them to more opportunities (56.5% increase). These calculations, as further laid out in the

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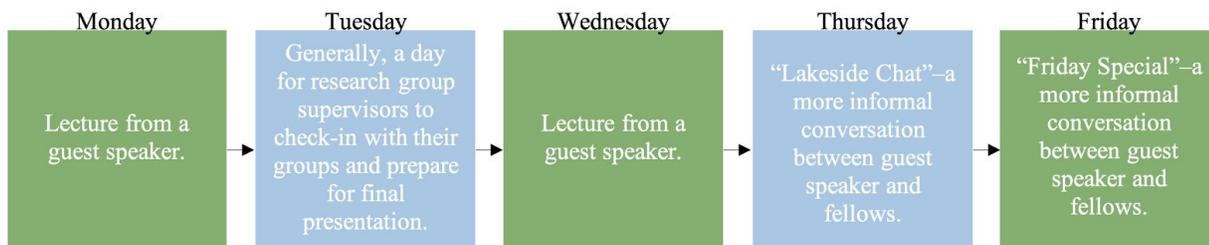
“Impact of GSFP | Data Analysis” section of this report, reflects an aggregated calculation of change in average fellow response on a likert scale survey questions in a pre vs. post-fellowship self-administered survey.

Students are given the opportunity to apply for independent study credits through their school/university. GLI also offers support for students in the midst of completing an internship or capstone project. Participants in the GSFP are asked to pay a program fee which covers all lectures, curriculum, mentoring, and additional program-related support. However, scholarships are made available to the fellows.

With special attention granted to the fact that this is a program that would otherwise be in-person, the GLI staff members are mindful of communicating with fellows and making it clear that they are present as resources and mentors even after their fellowship has concluded.

PROGRAMMING SCHEDULE

GSFP is a five-week program centered around numerous aspects of local and international community development, using Uganda and Rwanda as geographical focus areas. GSFP is centered around GLI’s motto of “Listen. Think. Act.”, and pushed students to think critically about existing practices in development, and how to prioritize building strong relationships and community buy-in before implementing programs.



Each week, fellows have four group sessions with a guest speaker/facilitator leading a conversation or lecture on a given topic in community development. Throughout the fellowship, students conduct their own research in smaller groups with a GLI staff member as their supervisor. Research groups give research presentations both in Week 3 and Week 5 to an audience including their fellow GSFP fellows and GLI’s partners, board members and other colleagues. The **Weekly Themes of GSFP** are as follows:

- *Week I: “Introduction to International Development”*
- *Week II: “LISTEN”*
- *Week III: “THINK”*
- *Week IV: “ACT”*
- *Week V: “Pulling It All Together”*

FELLOWSHIP SPEAKERS & FACILITATORS

- Aaron Kirunda | Founder & CEO, Enjuba
- Agnes Igoye | Uganda Deputy National Coordinator (Prevention in Trafficking in Persons) / Commitment Mentor, Clinton Global Initiative U
- Aireen Katangole | Managing Director, Staffable Africa
- Ambassador Peter H. Vrooman | US Ambassador to the Republic of Rwanda
- Barbara Grogan | Philanthropist / Founder & Retired CEO, Western Industrial Contractors
- Catherine Ebert-Gray | Incoming Director of International Programs, University of Colorado - Denver, Former U.S. Ambassador to Solomon Islands, Papua New Guinea, & Vanuatu
- Cat MacCormick | Office Manager, GLI

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- Daniel Yin | CEO, SPOUTS of Water
- Elizabeth Kasujja | Founder, Clear Yo Mind / Mental Health Collective Consultant, Comic Relief
- Emmanuel Bugingo | Founder & Executive Director, Partners for Conservation
- Emmanuel Oumo | Community Partnerships Manager, GLI
- Erin Ricci | Global Programs Manager, Bohemian Foundation
- Festus Bizimana | Policy Analyst, US Embassy Rwanda / Executive Member, Rwanda National Olympic & Sports Committee
- Helen Thorpe | Author & Freelance Journalist
- Humphrey Nabimanya | Founder & Team Leader, Reach a Hand Uganda
- Jamie Van Leeuwen | Founder & CEO, GLI
- Jane Ekayu | Founder & Executive Director, Children of Peace Uganda
- Jason Niwamanya | Founder & Manager, Safari Vacation & Travel Services / Transportation Contractor, GLI
- Jerry Amana | Community Outreach & Research Manager, GLI
- Jonathan Ebuk | Employer Management Officer, Kampala Capital City Authority
- Laurie Miller | Associate Director of CIPA Public Engagement, Cornell University (Institute for Public Affairs)
- Martina Namuddu | Chief of Staff, GLI
- Megan Lindstrom | Project Manager, Anna and John J. Sie Foundation
- Nasser Mukwaya | Founder & Manager, Kampala City Trekkers / Logistics Coordinator, GLI
- Nathan Davis | Director of Strategy, GLI
- Noeline Kirabo | Founder & Executive Director, Kyusa
- Phil Dimon | Foreign Service Officer (Diplomat), US Government / Spokesperson at US Mission in Uganda
- Raymond Bokua | Site Manager, Entusi Resort & Retreat Center
- Reagan Nowamani | Site Director, Entusi Resort & Retreat Center
- Rumbi Gumbie | Program Manager (Research & Development), GLI
- Ryan Grundy | COO, GLI
- Saran "S-Wrap" Thompson | Recording Artist
- Sharon Carnahan | Executive Director, Rollins College Child Development & Student Research Center / Professor of Psychology, Rollins College
- Sheila Gabeya | Communications & Events Manager, GLI
- Sophia "Sonia" Grinvalds | Co-Founder & Director, AFRIPads
- Tom Karrel | Director of Academic Partnerships, GLI

STUDENT RESEARCH PROJECTS

Over the course of the two fellowship cohorts, 63 fellows conducted group-based research projects related to core questions and problems addressed by GLI and its East African partner community. Some of the thematic areas researched included early childhood education, sustainability, ecotourism, public health, music, women's empowerment, gender-based violence and cultural exchange.

All research project deliverables created by Global Scholars Fellows can be found published in GLI's Online Research Library here: <https://www.globallivingston.org/research/>

Here are a few examples of the student-led research projects conducted by GLI fellows:

- Exploring Uganda's **early childhood education** system, working directly with a local Ugandan organization called [Enjuba](#) to create a media campaign for developing classroom materials based on recycled goods for the Lake Bunyonyi community. Additionally, this group launched a fundraiser and raised \$3,000 USD to support Enjuba's book distribution work on-ground in Uganda.

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- Focusing on **environment and sustainability** and presenting a report to GLI staff, board, and other stakeholders on the idea to have Lake Bunyonyi designated as a [Ramsar](#) site, and to use that designation as an opportunity to do a broader “ecotourism” audit of GLI’s Entusi Resort & Retreat Center in southwestern Uganda. The group’s work was centered around how tourism and funding opportunities may change in light of the Ramsar classification, and how a local hotel might use the COVID-19 lull as an opportunity to position itself as a stronger competitor in the ecotourism space.
- Taking on **public health projects** (centering around **music and policy**) that assess the replicability and feasibility of [GLI’s Public Health Music Festival](#) model in other communities and countries. Fellows conducted a review of the existing literature around GLI’s concert series and similar initiatives elsewhere. Key component of conducting interviews with Ugandan stakeholders related to this initiative.
- Exploring the **state of COVID-19 pandemic in Uganda**, formulating six key recommendations for Uganda to better respond to the pandemic, five programming recommendations to GLI’s Uganda team in post-COVID-19 Uganda, and a project proposal related to “COVID prevention and communication efforts” in Uganda.
- Looking at **cultural exchange** programs broadly and their **impact**, assessing the landscape of various cultural exchange programs (nonprofit, for-profit, governmental, academic, etc.), and making recommendations to GLI staff and board members on how to design and implement effective cultural exchange programs and how to measure the impact of [GLI’s cultural exchange programs](#).

FELLOWS PRESENTING GROUP RESEARCH (SCREENSHOTS)

Understanding and strengthen women's presence — “iKnow” Concert Series

Public Health and Music
Manjari Devkota, Andrew Nangoli, Mark Mutesasira, Alexandra McDermott

Participants: Global Livingstone Institute, Manjari Devkota, Tom Kamel, Aghes Syya, Alexandra McDermott

Project Goals

Make recommendations on how the GLI can carry out positive and effective cultural exchange programs

Make recommendations about how the GLI can measure cultural exchange programs

Recycled Plastics in Uganda

- Collected mostly through informal sector
 - 30 registered companies in Uganda
- PET Bottles
 - 582 Mega tons per month
- LDPE Plastic Bags
 - Kaveera ban
- HDPE
 - Floor tiles, bottle caps, jerry cans
 - 22% of market

Symbol	Abbrvsn	Full name	Examples
	PET	Polyethylene terephthalate bottles	Bottles
	HDPE	High density polyethylene jerry cans	Jerry cans
	PVC	Polyvinyl chloride	Right packaging, pipes, flooring
	LDPE	Low density polyethylene	Geotextiles, lining, wraps, household trash bags
	PP	Polypropylene	High quality packaging containers, bottle caps, BSK of most plastic packaging
	PS	Polystyrene	Foam meat & fish trays, HSE cartons, plates, cups
	Other	Any other plastics	Low

Credit: Global Green Growth Institute

Interview Key Points

Closing the Gap in Health Services

“GLI has to figure out a way to ensure the health services offered with their live concerts can still be available to the communities through COVID-19. The workgroups idea of a mobile health truck service is viable if we use a central place where people are already gathering for access to this service such as churches and schools. In addition, GLI would have to make this service COVID safe including give out free masks, offering additional COVID testing along with contact sheets to follow up.” (Rumbi Gumbe)

→ The free masks can be made by local artisans as another revenue generator for the community. (Andrew)

EFT Follow Through

“While these sessions could provide healing, GLI is also making individuals aware of issues they didn't know existed or how deep these issues went. GLI has to ensure that there is follow up after these unique therapy sessions, to be discussed later by Elizabeth, and that community members have consistent, permanent mental health resources. If GLI doesn't have the resources to set up something permanent, then they need to have a clear referral to the existing mental health resources available in the community in addition to existing to partnerships with Reach A Hand and AIDS Healthcare Foundation”. (Rumbi Gumbe)

PARTICIPANT TESTIMONIALS

How (if at all) has your worldview changed through GSFP?

“

Before GLI, I did not realize that I was capable of diving into a foreign country and **creating something meaningful**. I now realize that development is not exclusively for big orgs with a lot of money.

I too can start **my international development journey**, using the tools that I learned with GLI.

I think that I have more of an **appreciation for other cultures and communities**. I also think that I have a better understanding about international development and the more **effective routes** to take rather than just assuming what communities need and doing that without talking and listening to people there.

”

We should always **empower people with knowledge** to fix their own problems by opting to do it directly and with this, change that we seek will be inevitable worldwide.

“

I think I am more aware of what it means to be a **global citizen**. I want to spread the idea that we should travel and educate ourselves of other places, peoples, and cultures.

First, looking at my fellow colleagues in the fellowship, I have **hope for the future** that there are people around who have the world's best interest at heart. Everyone has the power to change the world in any little way possible.

”

What does GLI's Trademark approach of "Listen, Think, Act" mean to you?

I think that it is **the future of community development**. This message needs to be spread throughout both domestic and international development. It is so important to **respect the community** that you are trying to help develop, and mutual respect can be formed through listening, thinking, and then acting (if necessary).

”

“

We must listen in order to **foster understanding** to create change. Then think, what can we do based on our own past experiences and knowledge as well as what we have learned from the people in the region. We act in our community after much consideration on how it will **affect the community long term**.

Listen and critically **reflect on the stories of others** before acting. Slowing things down to understand true need.

What the trademark nails on the head is the **sense of humility** that must come with this line of work and an eager desire to be better with each venture into creating tangible, positive change.

”

“

Community development is not about imposing your rules and ideas on an international community, but **listening to their real struggles and needs** for better strategies that could be good for their future development.

IMPACT OF GSFP | DATA ANALYSIS

These data were compiled from survey responses of fellows both before and after GSFP. The following questions were asked on both the pre- and post-program surveys:

Data Notes:

- For all Likert Scale questions, the following scale is used (*x-axis on graphs*):
 1 - Strongly agree 2 - Agree 3 - Somewhat agree 4 - Neither agree nor disagree
 5 - Somewhat disagree 6 - Disagree 7 - Strongly disagree***
- All “% change” calculations reflect an aggregated calculation of change in average fellow response on a likert scale survey questions in a pre vs. post-fellowship self-administered survey

When fellows were asked how they intend to use/apply the knowledge gained from GSFP:

- Most common responses: **Current/Future Education, Personal Life, Research, Networking, Job Search**
- Other responses included: **Travel, Current Job, Medical School, Future Profession**

COHORT 1 | (June 1 - July 3, 2020)

PRE-PROGRAM POST-PROGRAM

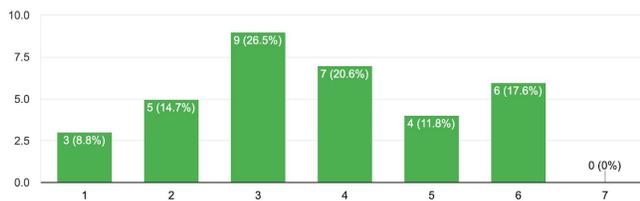
COHORT 2 | (July 13 - August 14, 2020)

PRE-PROGRAM POST-PROGRAM

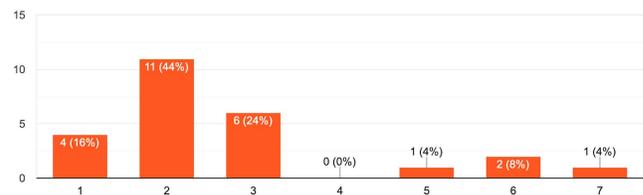
“I am aware of influential leaders/experts in international development.”

34% self-reported **increase** in the number of fellows who agreed, on some level, that *they were aware of influential leaders/experts in international development.*

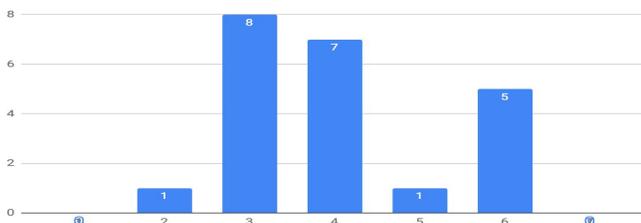
PRE-PROGRAM



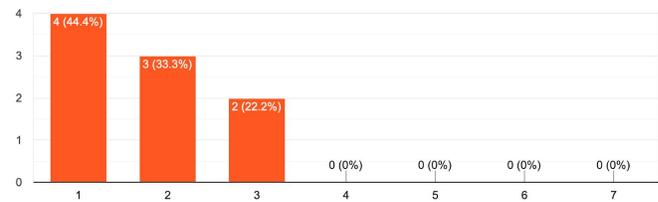
POST-PROGRAM



PRE-PROGRAM

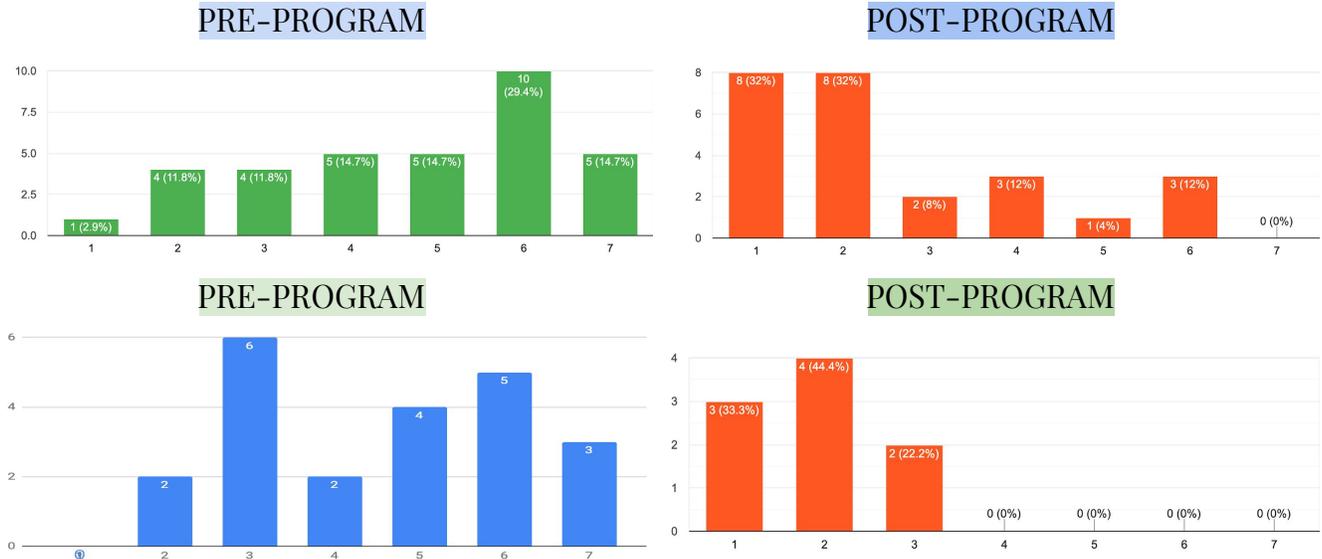


POST-PROGRAM



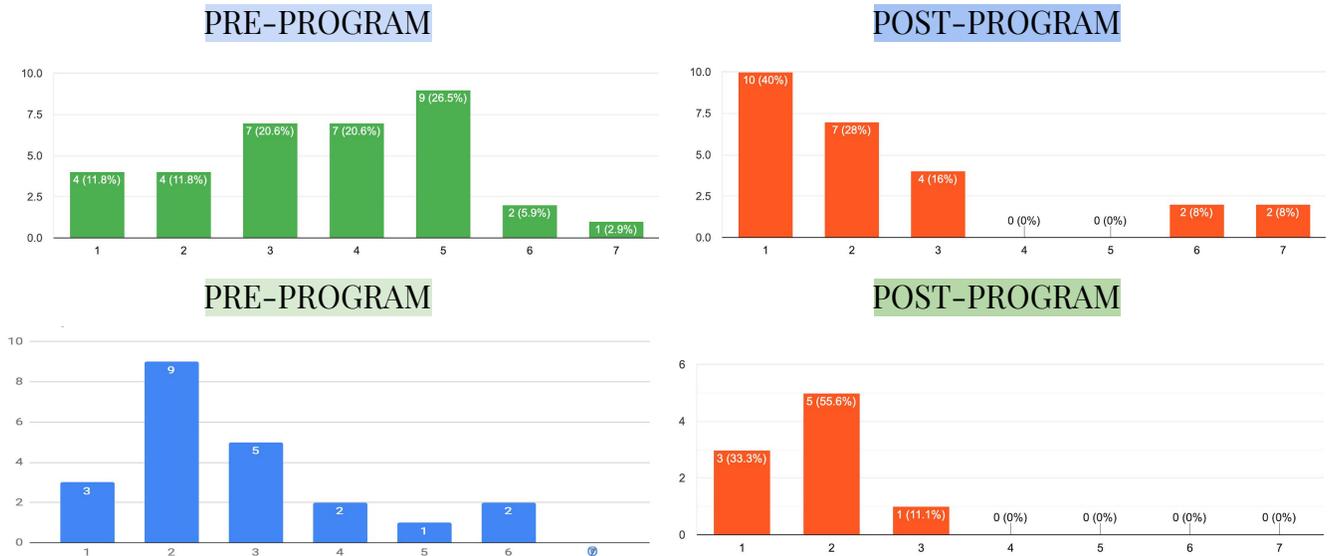
“I have a network of international experts and leaders that I could connect with to build my experience in international development.”

46% self-reported **increase** in the number of fellows who agreed, on some level, that *they had a network of international experts and leaders that they could connect with to build their experience in international development.*



“I understand what it means to engage in underserved and hard-to-reach communities through international community development efforts.”

44% self-reported **increase** in fellows who agree, on some level, that *they have an understanding of what it means to engage in underserved and hard-to-reach communities through international community development efforts.*

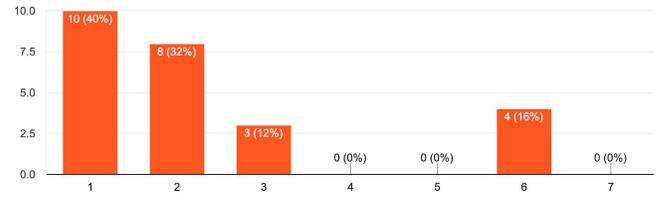
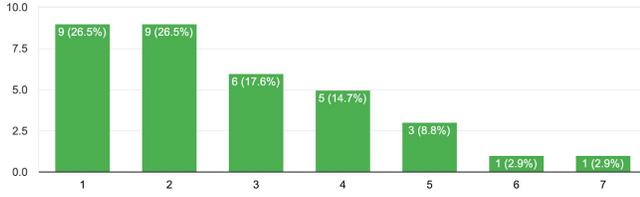


“I can effectively communicate with people from different backgrounds than my own.”

13% self-reported **increase** in fellows who agree, on some level, that *they have the ability to effectively communicate with people from different backgrounds than their own.*

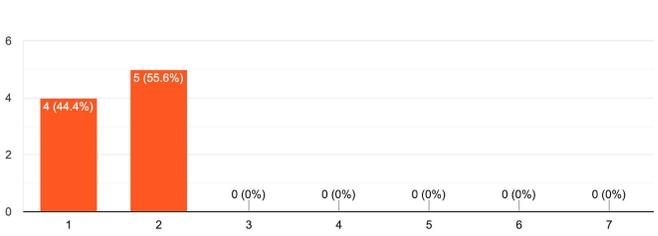
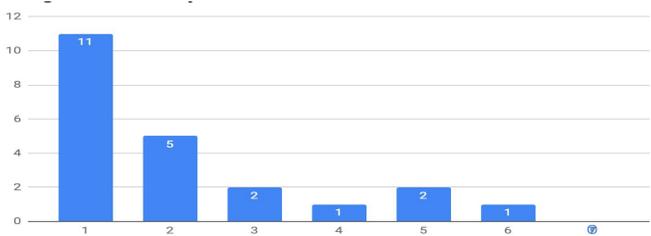
PRE-PROGRAM

POST-PROGRAM



PRE-PROGRAM

POST-PROGRAM

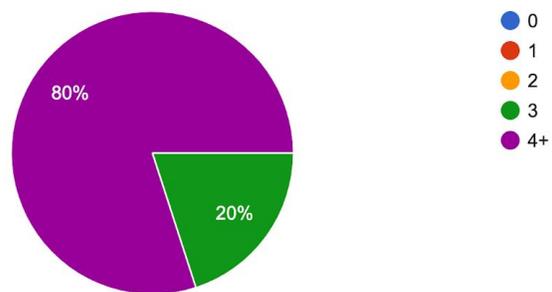
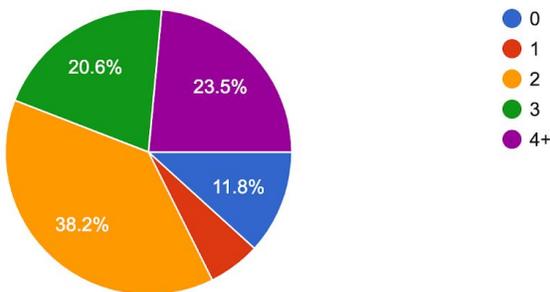


“How many people in your network could provide career advice and connect you to opportunities in international development?”

56.5% self-reported **increase** in the number of fellows who said that *they had four or more people in their network that could provide career advice and connect them to opportunities in international development.*

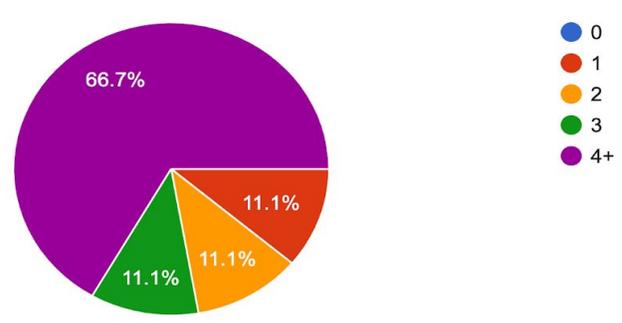
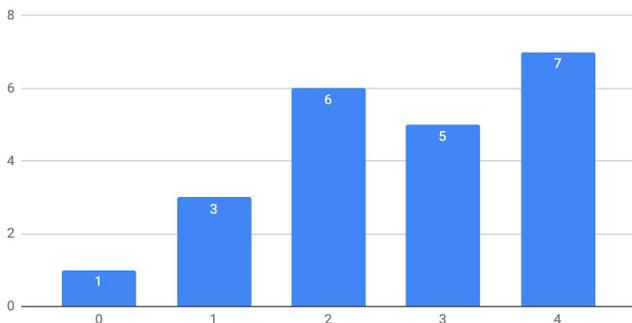
PRE-PROGRAM

POST-PROGRAM



PRE-PROGRAM

POST-PROGRAM



BREAKDOWN OF GLOBAL SCHOLARS FELLOWSHIP COHORTS | SUMMER 2020

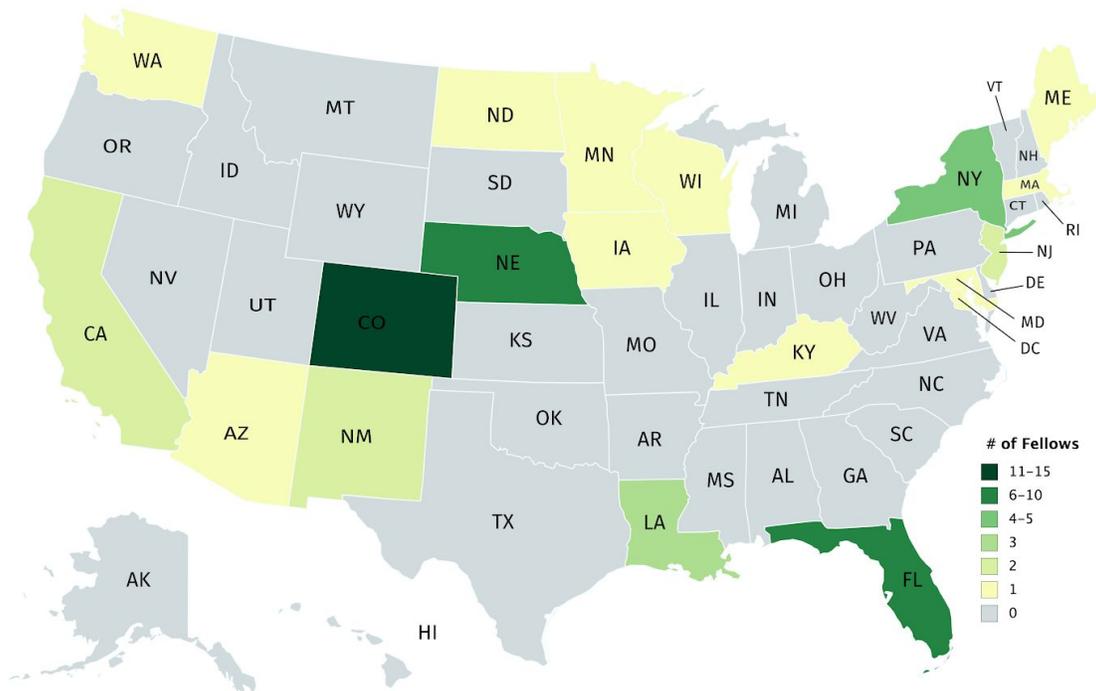
UNIVERSITIES & ORGANIZATIONS REPRESENTED IN THE PROGRAM

- | | | |
|---------------------------------------------------|------------------------------------------------|-------------------------------------------------------|
| 1. American University | 13. Kabale University | 23. Uganda Catholic Management and Training Institute |
| 2. Arizona State University | 14. Kigezi Health Care Foundation | 24. Uganda Christian University |
| 3. Colorado College | 15. Kyambogo University | 25. Uganda Christian University - Mukono |
| 4. Cornell University | 16. Makerere University (Undergraduate) | 26. University of Colorado - Boulder |
| 5. Creighton University | 17. Makerere University (Business School) | 27. University of Colorado - Denver |
| 6. Dartmouth College | 18. Makerere University (Law school) | 28. University of Denver |
| 7. Fordham University | 19. Rollins College | 29. University of Maine |
| 8. Forest High School | 20. Southern New Hampshire University (Kepler) | 30. University of Northern Iowa |
| 9. George Washington University | 21. Stanford University | 31. Wesleyan University |
| 10. Harambee Youth Mentorship and health Advocacy | 22. Tulane University | |
| 11. Indiana University | | |
| 12. Kabale Institute of Health Sciences | | |

INTERNATIONAL STUDENT BREAKDOWN

Of the 63 fellows in the two cohorts, 78% were from the *United States*, 17% were from *Uganda*, 2% were from *Rwanda* and 3% were from *other countries/territories*.

UNITED STATES STUDENT BREAKDOWN



CONCLUSION

In the summer of 2020, GSFP hosted 63 student fellows from around the globe, educating them on what “community development” is and what it looks like when done effectively. The fellowship also worked as a means for students to grow their network of mentors, future colleagues and peers. Over the course of their broader lectures and question and answer sessions with guest speakers, fellows were also able to work in small groups and work on real life projects that helped advance initiatives and programs in Uganda.

In the end, fellows expressed having a larger professional network of people in the international development field, a better understanding of what it means to engage in underserved communities, more contacts to go to for career advice, and had a better ability to effectively communicate with people that come from a different background from them.

This is how we begin to do really good community work, by Listening & Thinking to each other to create innovative ideas that will solve our world’s toughest social problems. Listen. Think. Act.

ACKNOWLEDGEMENTS

Special thanks go out to Oakwood Homes, Dave Prokupek, Rollins College, University of Colorado and other donors and support partners who helped GLI to offer partial and full scholarships to students to participate in GSFP! Also thank you to Rebecca Rawson and Martine Fulling for all your hard work to manage and run the fellowship program this summer alongside the GLI Staff. Another final thanks to all our speakers & community partners for taking time to engage with these students in various capacities!

GSFP DESIGN/IMPLEMENTATION LEAD

Tom Karrel

Director of Academic Partnerships | Global Livingston Institute

Tom started working with GLI at the end of 2017, and manages all of GLI’s academic/experiential learning programs (both in-person & virtual), student internships and manages 30+ academic partnerships between the US & East Africa. Tom was born in Westport, Connecticut, and has worked for multiple public health, research, and community development focused organizations in the US (New Orleans, Westport), and internationally (Uganda, Rwanda, Mexico, China). He graduated from Tulane University with a Master’s in Public Health (International Health and Development), is passionate about social innovation, facilitating group workshops, writing and research in the context of international development. Tom designed the GSFP curriculum, program and acts as primary facilitator, working alongside the entire GLI team on implementation and continued improvements to the program.



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LIST OF FELLOWS FROM FIRST TWO GSFP COHORTS (Summer 2020)

Cohort 1 (36 participants)		Cohort 2 (27 participants)	
Anna Adler	Kev Del Castillo	Alexandra McDermott	Hannah Mosher
Ariel Williams	Lily Denneen	Alexandria Gudgeon	John Oberst
Austin Spafford	Lilyon Conroy	Anita Ruth Namirembe	Kerrick Luff
Capri Gutierrez	Lorraine Kouao	Arthur Olowo	Manjari Devkota
Caroline Richter	Madison Fritz	Bailey Williams	Mark Mutesasira
Cora Cannedy	Mariama Drammeh	Banning McKeon	Matthew Irby
Cristalle Choi	Morgan Alexander	Bridget McManamon	Mercy Awino
Dawanta Parks	Nasya Jasper	Cecilia Myers	Nangoli Andrew
Elizabeth Smith	Natasha Valsan	Dominique Gaido	Sarah Kramer
Evan Barrie-Kivel	Nicholas Carlson	Elijah Rusk	Stephen Kabenge
Fatima Rezaie	Olivia Maurer	Ella Thompson	Teddy Hickenlooper
Gretchen Carpenter	Patricia Annan	Gimbo Grace Evelyn	Victoria Varlack
Hannah Luce	Sakura Eguchi	Grace Hilbert	Whitney Najjuko
Isabel Adamus	Sebastian Dittgen	Grace Waiswa Nsaawa	
Joe Waneka	Sydney Gart		
Joshua Charles	Sydney Prokupek		
Julia Hughes	Tess Richey		
Kerstin Carroll	Waiswa Ali		