

Listen Think Act:

Evaluating Global Livingston Institute's Impact on Past Travelers

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### **Executive Summary**

Founded in 2009, the Global Livingston Institute (GLI) engages students and community leaders on experiential learning trips to Rwanda and Uganda. Based on the organization's 'listen, think, act' approach towards international development, GLI designs abroad programming that prioritizes host-country collaboration and community-based action (Global Livingston Institute, 2015). Whether building relationships with Ugandan and Rwandan partners, engaging organizations and individuals from various backgrounds in round-table discussions, participating in women's leadership conferences, facilitating youth summits, or attending a multi-cultural HIV-awareness music festival, GLI travelers partake in transformative experiences intended to introduce innovative approaches to international development and enable collaboration, awareness, personal growth, and conversations (Global Livingston, 2016; Lutterman-Aguilar & Gingerich, 2001).

Assessing the impact of the Global Livingston Institute's abroad trips, this study evaluates if travelers from 2009-2016 are competent in each component of the 'listen, think, act' framework upon their return from East Africa. Surveying individuals who traveled with the Global Livingston Institute over the course of seven years, this report acknowledges that various confounding factors may exist that could affect reported levels of impact. In addressing both impact and influential characteristics of past travelers, this study seeks to answer the following three research questions: 1) How has the Global Livingston Institute impacted individuals who have participated in the organization's travel abroad trips to East Africa? 2) How does the length of time between a participant's travel and the completion of the survey affect responses? 3) What is the relationship between demographic characteristics of respondents and perceived level of impact?

Despite some differences detected between demographic variances, the Global Livingston Institute impacted the majority of travelers' ability to 'listen', 'think', and 'act', with 'listen' and 'think' realizing the highest competency levels. While survey responses generally indicated that GLI effectively incorporated components of experiential education pedagogy into their programming, several areas of improvement are identified. Out of those identified areas for improvement, recommendations are made in relation to the 'act' component of GLI's framework and to the systematic evaluation processes of the organization.

## Listen, Think, Act: Evaluating Global Livingston Institute's Impact on Past Travelers

### **Introduction**

Immediately following the 1990s emergence of non-government organizations (NGO) as highly visible international development actors, critics questioned the effectiveness and legitimacy of the services they provided (Williams, 2010). Scholars have critiqued their priorities and qualifications, the sustainability and effectiveness of their programs, their staff's knowledge of the host countries in which they work, and the dedication to the communities with which the NGOs operate (Barber & Bowie, 2008; Corti, Marola, & Castro, 2010; and McGehee & Santos, 2005; Williams, 2010). As organizations that oftentimes recruit volunteers and interns, international NGOs have also been criticized for engaging individuals in work that neither elevates their consciousness about social issues (Sin, 2009) nor encourages experiential learning (Lutterman-Aguilar & Gingerich, 2002).

Learning from the missteps of its predecessors, the Global Livingston Institute (GLI) was established in 2009. A non-government organization that focuses its efforts in both Rwanda and Uganda, GLI engages students and community leaders in collaborative and community-focused learning experiences to reshape how they think about and approach international development (Global Livingston Institute, 2015). Aligned with UNESCO's 1976 (Buerghenthal & Torney) vision for international education, GLI engages travelers in transformative trips that encourage intellectual and emotional development; promote reflection and synthesis of experiences; instill skill sets; and, inspire appropriate action (Lutterman-Aguilar & Gingerich, 2002).

Whether engaging travelers in immersion trips, internships, Women's Leadership Retreats, Annual Youth Summits, cross-sectoral conversations with multinational community leaders, or Music Festivals, GLI builds its programs around its core value: listen, think, act

(Global Livingston Institute, 2015). It is this very approach to community and international development that GLI hopes will resonate with its participant travelers.

Exploring if individuals who have participated in GLI's travel abroad trips from 2009-2016 have adopted the 'listen, think, act' approach to development, this report aims to determine if the Global Livingston Institute is meeting its intended outcomes. Recognizing the heterogeneity of GLI travelers, this evaluation also addresses how demographic characteristics and the time interval between date of travel and this evaluation affect participants' perceived levels of impact. Following a description of the Global Livingston Institute's abroad programming as well as an overview of the relevant experiential learning-abroad literature, this report evaluates the impact of GLI's trips and proposes ways in which the trips may be further developed.

### **The Global Livingston Institute: Background**

Founded in 2009 by Jamie Van Leeuwen, the Denver-based NGO is modeled after the Aspen Institute, a policy and education-focused organization aimed at fostering leadership through value-based and non-partisan dialogue about the critical issues of today (The Aspen Institute, 2016). Adapting the Aspen Institute's framework, GLI is dedicated to shifting the approach students and community leaders take to international development.

Since its inception, GLI has evolved in both scope and activities. Although always incorporated into its programming, the 'listen, think, act' model did not become an explicit core value until 2012. In that same year, the organization also witnessed one of its most significant developments. A platform that fosters job creation in southwestern Uganda and that hosts cross-sectoral collaborative conversations, festivals, and events, the Entusi Resort and Retreat Center was constructed in Kabale. The development of Entusi has allowed for newer GLI programming

in the past four years such as Youth Summits, Women's Leadership Conferences, and HIV/AIDS-awareness music festivals. Since its construction in 2012, GLI has witnessed a rapid increase of participants in its travel-abroad trips.

Whether engaging in immersion trips or specific events, over one hundred students and community leaders travel with GLI each year, with over five-hundred participants having traveled with the organization as of June 2016. Depending on the needs of the traveling cohort, GLI trips differ in content and focus. Whether traveling as a study-abroad student via a partnering academic institution, a high school student enrolled in GLI's school leadership program, an intern, a community leader, or a donor, GLI engages travelers in pre-travel preparation, collaborative activities with host-country partners across specific locations in both Rwanda and Uganda, and community-focused initiatives. Despite the evolution in programming over the past seven years and the differing itineraries between cohorts, the Global Livingston Institute has maintained the same objective since its conception: to engage travelers in an experiential learning trip that encourages listening and comprehensive thought before action (Global Livingston Institute, 2016).

### **Literature Review**

Many scholars have researched pedagogical models of experiential learning, or the process by which experiences are transformed into knowledge (Dewey, 1997) through reflection, critical thinking, and synthesis (Lutterman-Aguilar & Gingerich, 2002). In light of the influx of international non-government organizations, international volunteering, and study abroad programming, researchers have advised that components of experiential learning be adopted by various organizations and institutions to foster global understanding (Lutterman-Aguilar and Gingerich, 2002; Pagano and Roselle, 2009; Stoner, Tarrant, Perry, Stoner, Wearing, & Lyons,



2014; Tarrant, 2010). For those bodies that have incorporated experiential education into their programming, researchers have found that travelers report increased levels of self-efficacy (McGehee & Santos, 2005), intercultural sensitivity (Williams, 2005), global awareness (Kehl and Morris, 2008; McGehee & Santos, 2005; Tarrant, 2010), and civic engagement (Tarrant, 2010).

While the Global Livingston Institute is attempting to reach outcomes similar to the ones listed above, the organization is more specifically intending to foster mental frameworks through which travelers can eventually approach development work. Although GLI has designed its abroad trips to reshape travelers' outlooks, no evaluation has been conducted to assess whether GLI has affected how participants 'listen', 'think', and 'act'. Informing the methodology of and contextualizing the need for this evaluation, the review of the relevant literature will discuss a critique of international development efforts, experiential education paradigms, and impact measures.

### **International Development Work**

By the 1990s, aid agencies such as the World Bank and the United States Agency for International Development (USAID) embraced international non-government organizations as effective tools in offering humanitarian aid and promoting development (Williams, 2010). Yet, in the early 2000s, advocacy movements began to question whether these organizations were implementing plans "from above" (Williams, 2010, p. 29) rather than addressing the needs of the community with which they were working (Easterly, 2006). Developing a "culture of independence" (Barber & Bowie, 2008, p.749), many NGOs have been criticized for isolating themselves from host-country governments and communities and, consequentially, hindering

national capacity-building (Barber & Bowie, 2008) and promoting initiatives misaligned with community priorities and needs (Williams, 2010).

Although participation has been deemed crucial for development projects to be effective and sustainable (Williams, 2010), “authentic participation” (Fowler, 1997, p.16) in which stakeholders impact and have a voice in the decisions that will inevitably affect their lives can regularly be lacking in international NGOs. Recognized by the International Monetary Fund (IMF) as a serious shortcoming characteristic of many development initiatives (Moyo, 2009), the disconnect between those giving and receiving aid (Sin, 2009) affects aid workers’ cultural competencies (Barber & Bowie, 2008) and can result in culturally exploitative practices (McGehee & Santos, 2005). Recognizing the ineffectiveness of traditional models of aid delivery (Moyo, 2009), Easterly (2006) describes how the “Big Plans” (p.17) of program and policy drivers are uninformed by the culture, experiences, and expressed need from those the aid is intended to target.

In light of the criticism specifically targeting the relationships between those giving and receiving aid, researchers and economists have proposed steps that international development organizations can take. While some professionals call for a reduction of the dependence of developing countries on foreign aid (Moyo, 2009), others advocate organizations to redirect their focus from funding governments to directly enabling those in need (Easterly, 2006). By building relationships with community members (Barber & Bowie, 2008; Williams, 2010), targeting the expressed needs of individuals (Barber & Bowie, 2008; Easterly, 2006; Williams, 2010), and being held responsible by the stakeholders most impacted by the aid (Easterly, 2006; Fowler, 1997; Williams, 2010), international development organizations can bridge the divide frequently separating them from the communities with which they are working.

Recognizing both the validity of the criticism surrounding foreign aid as well as the outcomes of well-developed service providers (Bill and Melinda Gates Foundation, 2014), the Global Livingston Institute consciously aims to develop abroad programming that emphasizes the need for collaboration and community partnerships in any development initiative.

### **Experiential Education Abroad**

To shift how individuals have approached international development, GLI engages travelers in education-based and transformative programming rooted in experiential learning pedagogy. Informing both GLI's 'listen, think, act' model as well as this report's measures of GLI's impact, experiential education abroad involves a carefully-crafted program in which reflection, critical thinking, and synthesis are emphasized so that students can take well-informed action to positively affect society (Dewey, 1997; Itin, 1999).

Specifically in the context of study abroad programming, scholars have asserted that global citizenry and awareness can only be developed (Kaufmann, Martin, Weaver & Weaver, 1992) when reflection and critical thinking transform experiences into experiential education (Joplin, 1995). In a southeastern U.S. university, researchers evaluated how experiential abroad programming, non-experiential abroad programming, and on-campus programming affected global citizenry. Researchers found that students engaging in an experiential study-abroad program reported higher levels of global citizenship than their peers (Tarrant, Rubin & Stoner, 2014). Through reflection and critical thinking within an abroad experience, individuals, like those in Tarrant et al.'s study, can undergo a shift in perception or mindset by grappling with potentially "disorienting dilemmas" (Stoner et al., 2014, p.154) such as immersion in unfamiliar cultures, visual manifestations of social ailments, and new learning environments (Pagano & Roselle, 2009).

One potentially discomfoting experience inherent to experiential learning and key to acquiring global awareness and cultural competencies (Fisher, 2013) is for individuals to understand how colonizing practices have disenfranchised communities around the world (Velure & Fisher, 2013). To preclude cultural imperialist attitudes, experiential learning-abroad programs emphasize mutuality and reciprocity (Lutterman-Aguilar & Gingerich, 2002) through such things as pre-travel preparation, host country partnerships, collaboration with community members, and open dialogue (Freire, 2000; Ladd, 1990).

As an inherent component of GLI's programming, cultural awareness and host-country collaboration is key for participants to undergo shifts in perception, mindset, and behavior. Through such things as personal connections (Citron & Kline, 2001; Murray, 1993) with service-learning and East African partners, reflection and critical analysis (Dewey, 1997) via round-table discussions at Entusi, problem-based collaborative conversations (Dewey, 1997; Freire, 2000), and cultural understanding (Lutterman-Aguilar & Gingerich, 2002), GLI intends for its experiential abroad-programming to leave a lasting impact on the way participants listen, think, and act.

### **Measuring Impact**

Lutterman-Aguilar and Gingerich (2002) advocate the use of an evaluation tool to determine whether an experiential learning program was implemented successfully. In determining appropriate methodology to assess GLI's intended impact, this report looked to immersion and service-learning programs both domestically and abroad to inform data collection and identify potential confounding variables.

Although it can be challenging to develop the appropriate questions to assess perceptions, aptitudes, and behavior (The Outward Bound Trust, 2014), various surveys have been employed

to do just that. As an appropriate tool, surveys have been used to gather feedback, inform program improvements, and assess impact (Office of Quality Improvement, University of Wisconsin-Madison, 2010; Tarrant, 2010; Williams, 2005). Using predominantly tiered survey questions, organizations have developed tools to assess civic responsibility (Furco, Muller, & Ammon, 1998), global citizenship (Reysen & Katzarska-Miller, 2013), and personal, social, emotional, educational, and workplace impacts (California Department of Education, 2015; The Outward Bound Trust, 2014). In accordance with the surveys used to measure such outcomes, the data-collection instrument for this report includes tiered close-ended questions coupled with short-answer questions to best assess the impact of GLI's abroad programming from a large pool of participants (Johnson, 2014).

To compare responses across specific participant characteristics, the survey used in this report also contains demographic questions (California Department of Education, 2015; Williams, 2005). In similar evaluations assessing the impact of abroad immersion programs, study results have varied in how factors such as length of stay (McGehee & Santos, 2005), gender identification (Corti, Marola, & Castro, 2010; Kehl & Morris, 2008; McGehee & Santos, 2005), age (Corti et al., 2010; Kehl & Morris, 2008) and year of study (Kehl & Morris, 2008) have impacted study-abroad and volunteer-abroad traveler responses. Additionally, researchers have found that survey responses are affected by the timespan between an activity and the activity's evaluation (Evans & Leighton, 1995; Sudman & Bradburn, 1973). Such things as recall bias (Evans & Leighton, 1995), or memory decay, and telescoping (Evans & Leighton, 1995; Sudman and Bradburn, 1973), or misremembering the timeframe of an event, increase as time passes. To adequately address the impact of GLI's abroad programming, the survey instrument

disseminated to participants includes demographic questions to address potentially confounding variables acknowledged in the scholarly literature.

### **Purpose**

Informed by the relevant literature on experiential learning abroad and focusing on the Global Livingston Institute's framework of 'listen, think, act', this report evaluates the impact of GLI's travel programs to identify strengths, highlight areas of improvement, and offer recommendations for future trips. The following research questions steer this evaluation:

1. How has the Global Livingston Institute impacted individuals who have participated in the organization's travel abroad trips to East Africa?
  - a. Specifically, how competent are past travelers in each component of GLI's 'listen, think, act' model?
2. How does the passage of time since a participant's trip affect perceived levels of impact?
3. What is the relationship between participant demographic characteristics and perceived levels of impact?

### **Methodology**

Having never conducted an impact evaluation, GLI expressed interest in using a survey to acquire comprehensive feedback from the more than four-hundred participants who traveled with the organization from 2009-2016. Due to the large group of people being targeted (Johnson, 2014) and due to the organization's desire to acquire a baseline understanding of their programs' impact, a survey was the most logical data-collection method.

The data-collection tool used in this study reflects the structure of questions used in relevant evaluations (California Department of Education, 2014; Furco, Muller, & Ammon, 1998; Reysen & Katzarska-Miller, 2013; The Outward Bound Trust, 2014) as well as the

expressed direction of the CEO, associate director, and program coordinator at GLI. The first part of the survey (see Appendix A) contains demographic and trip-specific questions to account for any confounding variables that may impact survey responses. The second half of the survey contains both open-ended and five-point Likert scale questions. All of the close-ended questions were written by this researcher and approved by GLI staff members. The open-ended questions were adapted from a list of questions developed by GLI's CEO. All questions besides the last item in the survey measure the three components of GLI's framework: 'listen', 'think', and 'act' (see Appendix B).

After the survey was drafted and approved by staff members at GLI, a former GLI trip leader and Master's student at the University of Colorado Denver conducted a trial run of the survey to assess accessibility, clarity, and time needed for completion. The individual's feedback informed survey adjustments and confirmed that the survey took about ten minutes to complete. To gain a higher response rate, the survey was intended to take a short period of time to finish (Johnson, 2014).

On April 12<sup>th</sup>, 2016, a personalized e-mail introducing the project was sent from one of the CEO's GLI addresses to 324 individuals, or all past travelers whose email addresses were listed in the organization's database. From the same e-mail account, the google-forms survey was sent on April 13<sup>th</sup>. Participants were allotted ten days to complete the questionnaire. Besides the initial message and consent form accompanying the survey link, respondents were sent two follow-up e-mails on both April 18<sup>th</sup> and April 21<sup>st</sup>. To increase the response rates, reminder emails (Dillman, Smyth, & Christian, 2008; Office of Quality Improvement at University of Wisconsin-Madison, 2010), e-mail personalization (Heerwegh & Loosveldt, 2006), and status updates on the organization's Twitter and Facebook accounts were utilized.

Excluding the 26 inactive accounts, 298 individuals received the survey and 111 responded. The thirty-seven percent response rate represents a higher percentage than the studies conducted in recent years that have used email surveys as their data collection tool (Sheehan, 2001; Johnson, 2014). The 111 respondents in this report varied in a myriad of personal and trip-specific characteristics (see Table 4). About 2/3 of respondents were female, traveled with GLI on one occasion, journeyed with the organization in the past three years, and had traveled to a developing country before their experience in East Africa. Roughly 50% of respondents were between the ages of 18 and 27 and had traveled with GLI as students. Other factors that widely varied between participants include locations visited, academic partners with which some traveled, and traveler status (see Appendix C).

The results of the survey were analyzed using a two-fold system. The close-ended questions were quantified using Statistical Package for the Social Sciences (SPSS) software to run descriptive statistics, cross-tabulation analyses, and statistical significance tests appropriate for the nominal and ordinal data of which the research consists. As a common way to treat Likert data (Carifio & Perla, 2008; McNabb, 2015), the Likert responses were processed with interval-scale statistics. Specifically, mean composite measures for 'listen', 'think', and 'act' (see Appendix B for indicators) were calculated to gauge the average competencies of the sample as well as to compare the scores across demographic characteristics. To compare the level of participant competencies across each of the three framework components, an average aggregate score ranging from 1 (lowest competency) to 5 (highest competency) was used.

The use of index scores is appropriate for this study due to the multiple dimensions and variation of the subjects being studied (Babbie, Halley, Wagner III, & Zaino, 2013). Although researchers frequently use a sum of Likert responses to comprise the index scores (Babbie et al.,



2013), this survey instrument used a mean aggregate rating because each component of the GLI framework contained a different number of indicators.

Mean aggregate scores across demographic questions were analyzed using cross-tabulations to determine how other factors impacted traveler perceptions of GLI's impact. Mean differences of 10% or more between characteristic groupings were noted as indications of an existing relationship (Johnson, 2014). This method of association was used with most of the demographic variables because the data did not meet specific requirements, such as an absence of outlier responses, to run association tests on SPSS.

To assess whether the differences between characteristic groupings were generalizable to the population of GLI travelers with active email accounts, an independent samples t-test was used. This test was only run for gender identity, traveler status, and having previously traveled to a developing country because the data rendered met the specific requirements, such as normal distribution of responses and similarity of sample sizes (Laerd Statistics, 2013a; Laerd Statistics, 2013b), to run a statistical significance test.

The survey also contained open-ended questions so that respondents could express their opinions about their GLI experiences more fully (Johnson, 2014). To quantify these responses, a classical content analysis was used to count the number of times specific themes were referenced per question (Leech & Onwuegbuzie, 2007). Specifically, the four open-ended questions were deductively analyzed using components of experiential education pedagogy (Dewey, 1997; Freire, 2000; Global Livingston Institute, 2016; Hooks, 1994; Lutterman-Aguilar & Gingerich, 2002; Ladd, 1990; Prawatt & Floden, 1994; Stoner et al., 2014; Wallace, 1993) as indicators of GLI's 'listen, think, act' framework (see Table 1).

To ensure inter-coder reliability, this researcher engaged an individual with a Masters in International Relations from the University of Denver to code 5% of the collected responses. The similarity in coding between this researcher and the volunteer was 81%, which is an acceptable agreement percentage in many research situations (Lombard, Snyder-Duch & Bracken, 2002). After all of the responses were analyzed, the percentages of the most frequently referenced codes were documented.

Table 1: Code Framework Used to Analyze the Open-Ended Survey Responses

GLI Framework Component	Specific Code
<i>Listen</i>	Collaboration (Dewey, 1997; Freire, 2000; Hooks, 1994)
	Dialogue (Dewey, 1997; Freire, 200; Hooks, 1994)
	Understands perspectives of others (Prawatt & Floden, 1994)
<i>Think</i>	Critical thinking (Dewey, 1997)
	Connection to the world around them (Wallace, 1993)
	Understanding communities (Lutterman-Aguilar & Gingerich, 2002)
	Avoid exploitation (Freire, 2000; Ladd, 1990)
	Shift in worldview (Stoner, Tarrant, Perry, Stoner, Wearing, & Lyons, 2014)
<i>Act</i>	Currently using the skills gained in East Africa to Make a Difference (Global Livingston Institute, 2016; Lutterman-Aguilar & Gingerich, 2002)
	Listening and thinking before action (Global Livingston Institute, 2016)

## Results

The data collection results will be discussed in the following four sections to adequately address each research questions: Likert-scaled questions, content analysis, year-traveled as a contributing factor, and other demographic variables.

### Likert Scale Response

After aggregating the measures of each component of GLI's framework, average scores were developed to indicate respondents' competencies. As seen in Appendix B, 'listen', 'think', and 'act' were measured using various indicators. 'Listen' competency scores were determined by participants' opinions of whether community understanding, community participation, and cross-sectoral collaboration were necessary components of one's work. 'Think' scores were

specifically indicated by whether GLI informed respondents' thought processes surrounding social problems, poverty, development practices, cultural differences, and self-efficacy. 'Act' competencies were indicated by respondents' current application of the knowledge and skills acquired on their GLI trip. The aggregate competency scores for each component within GLI's framework range from 1(lowest competency) to 5(highest competency).

A summary of the sample's responses is outlined in Table 2. The majority of respondents possess a high competency in 'listening', with 81% of participants achieving a score of 5 and with participants achieving an average score of 4.69. The ability of participants to think about social problems, development practices, cultural differences and their own ability to make a positive impact is also high, with 50% of participants achieving a score of 4 and with a sample average aggregate of 4.17. The 'act' competency score, at 3.53, is 22% lower than the 'listen' composite score. While the GLI trips positively impacted participants' competencies in all three of the framework components, the aptitudes of respondents in 'listen' and 'think' are higher than that in 'act'.

Table 2: Participants' Aggregate Competencies for each Component of GLI's Framework

	Competency Score					Average
	1	2	3	4	5	
<b>Listen (N=109)</b>	4%	0%	1%	15%	81%	4.69
<b>Think (N=109)</b>	5%	0%	9%	50%	40%	4.17
<b>Act (N=81)</b>	0%	7%	44%	36%	12%	3.53

N=Number of respondents; Scale=1(lowest competency)-5(highest competency)

### Classical Content Analysis

To provide richness, description, and complexity (Leech & Onwuegbuzie, 2007) to the Likert responses, participants were also asked open-ended questions about the skills and knowledge acquired on their trip, the current utility of those skills, and a resonating story from their experience. To comprise a code by which to conduct the content analysis, each component

of GLI's framework was disassembled into specific categories that not only paralleled experiential education scholarship (Dewey, 1997; Freire, 2000; Hooks, 1994; Ladd, 1990; Lutterman-Aguilar & Gingerich, 2002; Prawatt & Floden, 2004; Stoner, Tarrant, Perry, Stoner, Waring & Lyons, 2014; Wallace, 1993), but that also represented the organization's vision (see Table 1).

As seen in Table 3, the most frequently referenced competency aspects per question consisted of the 'listen' indicators of collaboration (12%) and dialogue (11%); the 'think' components of 'shift in worldview' (12%) and 'connection to the world around them' (11%); and the 'act' indicator of 'currently using the skills gained in East Africa to make a difference' (11%).

When asked if they acquired new knowledge or skills during their GLI trip, 85% of respondents responded positively. The most frequently cited skills and knowledge were 'collaboration' (12%), 'critical thinking' (7%), and 'avoiding exploitation' (7%). When asked how they currently use those acquired skills, respondents most frequently cited 'dialogue' (15%), 'collaboration' (13%), 'shift in worldview' (13%), and 'currently using skills in East Africa to make a difference' (12%). In describing the importance of collaboration and the avoidance of exploitation, one participant emphasized the importance of, "Communicating with Ugandans and Rwandans to gain knowledge of their backgrounds and what they desire for their home countries, not what we (U.S.) think they need."

When asked if they had any volunteer, internship, or paid work that was influenced by their time spent in East Africa, 55% of participants responded positively. In discussing education work in Asia and Africa, one respondent noted, "The way I communicate and a majority of my

in-field experience came from my time there and informs the way I make decisions and interact with donors, students and all other stakeholders.”

Finally, when asked about a story that resonated with participants, most respondents told a story that referenced ‘connection to the world around them’ (23%), ‘dialogue’ (21%), and ‘shift in worldview’ (17%). Discussing a memorable story about the importance of ‘dialogue’, one participant said, “The most influential experiences I had on this trip were our informal group discussions”. On a similar note, another participant discussed that the most memorable moment “was the enriched conversations about problems and strategies, how best to assist within a community as people diagnose, prioritize, and take the reins.”

As with the Likert question analyses, the classical content analysis also indicates that the aspects of ‘listen’ and ‘think’ were more developed by GLI travelers than ‘act’.

Table 3: Frequency of Codes Referenced per Question

Framework Component	Code	Open-Ended Survey Questions				% each Code was Referenced
		Newly acquired skills or knowledge (N=74)	Use of skills/ knowledge acquired on GLI trip (N=52)	Example of work influenced by GLI trip (N=48)	Story or experience that stands out (N=75)	
<b>Listen</b>	Collaboration	12%	13%	23%	4%	12%
	Dialogue	5%	15%	6%	21%	11%
	Understands perspectives of others	5%	8%	8%	5%	6%
<b>Think</b>	Critical thinking	7%	6%	0%	4%	5%
	Connection to the world around them	3%	8%	8%	23%	11%
	Avoid exploitation	7%	4%	2%	1%	4%
	Shift in worldview	4%	13%	6%	17%	12%
<b>Act</b>	Currently using the skills gained in East Africa to make a difference	0%	12%	42%	0%	11%
	Listening and thinking before acting	5%	10%	2%	1%	4%

N=Number of respondents

### **Year Traveled as a Contributing Factor**

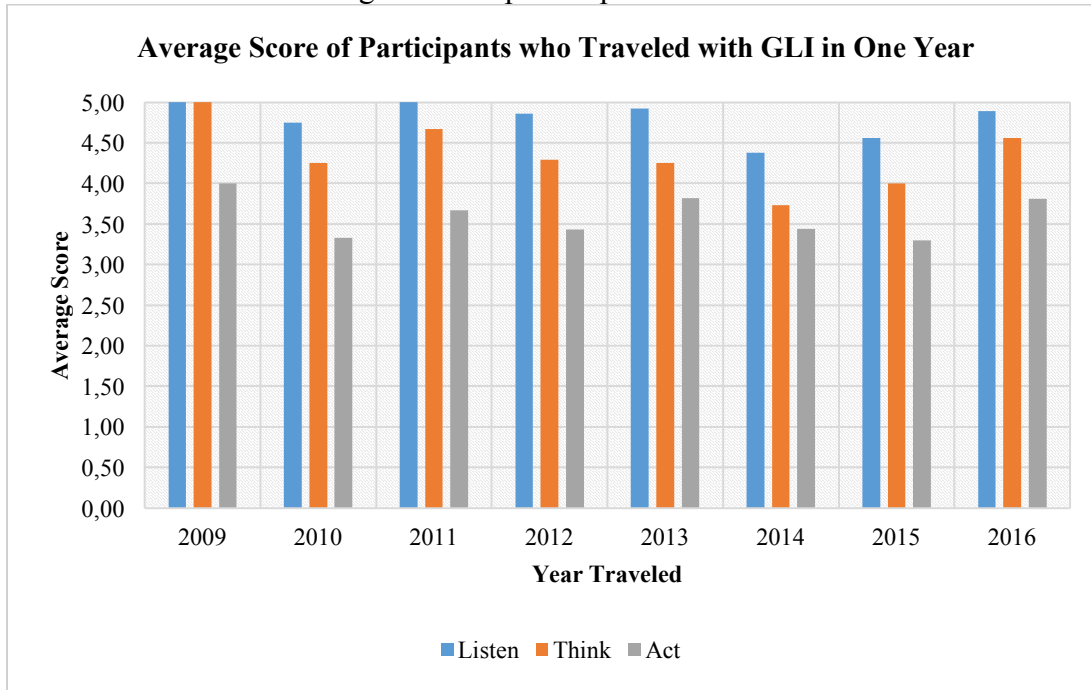
To assess how various traveler and trip-specific characteristics affected responses, cross-tabulations were used. The first factor analyzed was year-traveled. To assess if a relationship existed, the responses of participants who traveled with GLI in a single year were compared.

The presence of a relationship between year-traveled and responses was indicated by at least a 10% difference in average composite scores for 'listen', 'think', and 'act'. As seen in Figure 1, all scores for the 'listen' competency were within 10% of each other except the average score for 2014 travelers. 2014 realized the lowest averaged index score (4.38) while 2009 and 2011 received the highest averaged aggregates (5.00). All of the scores for the 'think' component were within 10% of each other except those for 2009 (5.00), 2015 (4.00) and 2014 (3.73) participants. All of the highest scores for this component, besides the one in 2016, occurred in the first three years of travel from 2009-2011. For the 'act', four of the averaged scores differed by 10%, with the highest scores rendered by 2009 (4.00), 2016 (3.81), and 2013 (3.82) participants.

Because the data does not meet the requirements to conduct a one-way Anova test, it is infeasible to determine the statistical significance of the relationship between years traveled and survey response. Yet, the cross-tabulations did reveal patterns that indicate minor differences in responses between participants who traveled in varying years. One trend applicable to every component within the GLI framework was that 2009 respondents achieved the highest score in 'listen', 'think', and 'act'. Oftentimes, high scores were rendered from those participants traveling in 2016 as well. Yet, due to the uneven dispersion of participants across years (see Appendix C) and due to the high potential for recall bias, or the misremembering of events after

a period of time (Evans & Leighton, 1995), it is difficult to assert that the year in which an individual traveled affected competencies in 'listen', 'think', and 'act'.

Figure 1: Responses per Year Traveled



N=Number of respondents

N (2009): 2; N(2010): 4; N(2011): 3; N(2012): 8; N(2013): 12; N(2014): 16; N(2015): 33; N(2016): 18

### Other Demographic Variables

To assess how other characteristics affected responses in the survey, the following items were analyzed to determine differences between subgroupings: gender identification, age, times traveled with GLI, locations traveled, traveler status, length of stay, having traveled to a developing country prior to the GLI trip, stay at Entusi, student status, and receipt of school credit. Based on the use of a 10% difference in responses as an indicator of the presence of a relationship (Johnson, 2014), only four characteristics were identified as potentially affecting responses (see Table 4): age, locations traveled, student status, and, as discussed above, year traveled.

Table 4: Average Listen, Think and Act Score per Following Characteristics

Characteristic		%	Average Aggregate Score		
			Listen	Think	Act
<b>Gender Identification</b> (N=110)	Male	34%	4.86	4.28	3.52
	Female	66%	4.59	4.14	3.54
<b>Age*</b> (N=109)	18-22	28%	4.53	4.40	3.76
	23-27	22%	4.83	4.42	3.30
	28-32	12%	5.00	4.23	3.90
	33-52	6%	4.17	3.50	4.00
	38-42	5%	4.60	3.80	2.80
	43-47	7%	4.75	4.50	3.38
	48-52	5%	5.00	4.80	3.75
	53+	16%	4.56	3.63	3.33
<b>Times Traveled with GLI</b> (N=108)	1	86%	4.68	4.19	3.55
	2	10%	4.73	4.27	3.40
	3	4%	4.75	4.00	3.33
<b>Locations Traveled*</b> (N=110)	Kampala;Kabale; Musanze; Kigali	6%	5.00	4.50	3.67
	Lira;Kampala Kigali	6%	4.86	4.43	3.20
	Lira;Kampala; Jinja; Kabale; Musanze; Kigali	12%	4.62	4.46	3.78
	Kampala; Kabale; Kigali	12%	4.62	4.17	3.71
	Lira;Kampala; Fort Portal; Jinja; Kabale; Musanze; Kigali	9%	4.90	4.30	3.70
	Lira; Kampala; Jinja; Kabale; Kigali	6%	4.86	4.57	3.20
	Lira; Kampala;Kabale; Kigali	10%	4.80	4.40	3.67
<b>Traveler Status</b> (N=107)	Student	47%	4.60	4.24	3.65
	Community Leader	21%	4.68	4.14	3.53
<b>Years Traveled with GLI*</b> (N=109)	2009	2%	5.00	5.00	4.00
	2010	4%	4.75	4.25	3.33
	2011	3%	5.00	4.67	3.67
	2012	7%	4.86	4.29	3.43
	2013	11%	4.92	4.25	3.82
	2014	15%	4.38	3.73	3.44
	2015	30%	4.56	4.00	3.30
<b>Length of Stay (N=108)</b>	2016	17%	4.89	4.56	3.81
	Less than 3 Weeks	78%	4.62	4.10	3.47
<b>Traveled to Developing Country before GLI</b> (N=109)	3-6 Weeks	19%	4.95	4.55	3.71
	No	35%	4.51	4.19	3.68
<b>Traveled to Entusi</b> (N=110)	Yes	64%	4.78	4.17	3.46
	No	17%	4.95	4.37	3.59
<b>Student Status*</b> (N=64)	Yes	82%	4.63	4.15	3.52
	High School	20%	4.08	4.15	3.80
	Undergraduate	52%	4.88	4.44	3.59
	Graduate	25%	4.56	4.19	3.43
<b>Received School Credit</b> (N=67)	PhD	3%	5.00	5.00	4.00
	Yes	39%	4.65	4.46	3.42
	No	61%	4.63	4.25	3.72

\* Indicates a 10% difference in response between categories within a given characteristic; N=Total number of individuals; Scale=1(lowest possible score)-5(highest possible score)

Note: Length of Stay, Years Traveled, Locations Traveled, and Traveler Status had extensive variety within subgrouping. The most predominant categories were included in this table.



Within the age characteristic, 33-52 year-olds were the only respondents whose average aggregate (4.17) for 'listen' was outside the 10% range. 53+, 38-42, and 33-52 year-olds represented the low end of the 'think' index score outside of the 10% range while 48-52 year-olds represented the high scores. For 'act', 38-42 year-olds rendered the lowest score outside of the 10% range while 28-32 and 33-52 year-olds achieved the highest composite scores.

Within locations traveled, the only groups outside the 10% variation were those who traveled to Lira, Kampala, and Jinja (3.20) as well as those who traveled to Lira, Kampala, Jinja, Kabale, and Kigali (3.20). Due to the unequal dispersion of participants into each subcategory of age and locations traveled (see Appendix C), the varying patterns may be predominantly due to the skewed sample sizes within some of the characteristic groupings. Therefore, it is difficult to draw conclusions about the effect of these two characteristics on participants' ability to 'listen', 'think', and 'act'.

For the subcategories of student status, the only relationship indicator that existed was within the 'think' element. High school students garnered a 4.08 score compared to their undergraduate, graduate and PhD peers who received scores ranging from 4.56-5.00. Due to the nature of the Likert measures of 'think' which asked about participants' work (volunteer, internship, or paid), the low score of high school students may be more of an indicator that they are not currently involved in work-related activities at this stage in their lives.

To assess whether the observed relationship between characteristic variances and competency scores were generalizable, three statistical significance tests were run. Although the presence of a relationship was not detected with gender identity, traveler status, and having previously traveled to a developing country, the data collected for these specific characteristics fit the criteria to run an independent sample t-test. After determining the mean difference

between two subcategories of a characteristic (i.e. male and female or student and community partner), the t-test provided a probability value (p-value) that indicates whether the difference in average aggregate scores is generalizable to the population in question. As seen in Table 5, the only mean difference generalizable to GLI participants with active email addresses exists between male and female participants in the 'listen' competency. Although a +0.273 higher aggregate score for men is marginal, it is a difference that will most likely occur if and when GLI samples future participants.

Table 5: Independent Samples T-Test

Characteristic	Listen Aggregate Score (Scale: 1-5)		Think Aggregate Score (Scale: 1-5)		Act Aggregate Score (Scale: 1-5)	
	Mean Difference	P-Value	Mean Difference	P-Value	Mean Difference	P-Value
<b>Gender Identify</b> (M:Male;F:Female)	0.273 M>F	0.037*	0.139 M>F	0.471	0.024 F>M	0.898
<b>Traveler Status</b> (S:Student; CL: Community Leader)	0.82 CL>S	0.744	0.097 S>CL	0.707	0.119 S>CL	0.620
<b>Previously Traveled to a Developing Country</b> (Y:Yes; N:No)	0.269 Y>N	0.182	0.15 N>Y	0.937	0.217 N>Y	0.256

P=Probability Value; \* Indicates statistical significance at  $p \leq 0.05$

Due to the inconsistent sampling sizes across characteristic groupings, the inapplicability of survey questions for some high school students, and the minor statistically significant difference in responses between men and women, it can be concluded that GLI travel abroad programming impacts travelers in predominantly similar ways despite differences in various personal and trip-specific characteristics.

## Discussion

### Implications for GLI

The implications of this study for the Global Livingston Institute will be discussed as the organization's strengths and areas of improvement.

### Strengths

With 99% of respondents recommending GLI to a friend or colleague and 85% of the sample having acquired new skills and knowledge from their trip, it is apparent from both the Likert scale and open-ended questions that GLI has had a positive impact on respondents. Specifically, the organization has affected the way participants 'listen', 'think', and 'act' with very little difference in competencies across demographic characteristics.

The organization has especially excelled in shifting the way respondents 'listen' and 'think', with participants receiving an average aggregate competency score of 4.69 in 'listening' and 4.17 in 'thinking'. With GLI emphasizing global awareness, conversations, collaboration, and innovative approaches to international development (Global Livingston Institute, 2015), these survey results are indicative of the successes of the organization's travel abroad programming.

Further, the results of this report indicate that the Global Livingston Institute has effectively incorporated components outlined in experiential education pedagogy. As highlighted in the open-ended responses, a majority of respondents denoted feeling an emotional connection to their experience (Lutterman-Aguilar & Gingerich, 2002; Murray, 1993), developing their critical thinking abilities (Dewey, 1997), valuing the time for group reflections (Dewey, 1997; Lutterman-Aguilar & Gingerich, 2002), learning from the collaboration and dialogue with both travel group members and host-country partners (Dewey, 1997; Freire, 2000; Hooks, 1994; Lutterman-Aguilar & Gingerich, 2002), and exploring non-exploitative development practices within a community (Freire, 2000; Ladd, 1990). Encompassing multiple components just listed, one participant, in discussing how s/he currently uses the skills acquired on the trip, said, "At the root, however, it is all about relationships and GLI has helped me to hone my skills in relationship building in a big way."

With a majority of participants emphasizing the importance of collaboration, dialogue, and connection to the world around them in development work, participants not only indicated that their GLI trip was an experiential education opportunity, but that their approach towards international development contrasted with that of many NGOs criticized for ethnocentric and top-down methods (Barber & Bowie, 2008; Williams, 2010).

### **Potential Areas of Improvement**

The two potential areas of improvement highlighted by the results in this report relate to the 'action' component of the GLI framework as well as to a need for a systematic evaluation process.

While participants achieved high average scores in 'listening' and 'thinking', they received an average competency of 3.53 in 'acting.' Further, when asked about their current volunteer, internship, or paid experiences, only 55% of respondents reported having examples of work that were influenced by their GLI trip.

These relatively low scores of 'action' are anticipated because 'action' is one of the last steps in the experiential education process as it involves the application of the acquired cumulative skill sets (Lutterman-Aguilar & Gingerich, 2002). Elaborated further upon in the 'Recommendations' section, GLI can incorporate an element into their programming that asks participants to devise a plan of how they will use their acquired skills, knowledge, and perspective after their return from East Africa.

Secondly, evaluations and assessments, both formal and informal, are an integral part of experiential education pedagogy (Lutterman-Aguilar & Gingerich, 2002) to assess program effectiveness and learner growth. Although reflection and evaluation papers are incorporated into the trips designed for students, standardized pre- and post-tests are not utilized to assess impact.

Without a pre-test, baseline competencies in 'listen', 'think', and 'act' were not determined and, therefore, it becomes difficult to attribute high competencies in 'listening', 'thinking', and 'acting' to the GLI program alone.

### **Recommendations**

In response to the potential areas of improvement, the following two recommendations are outlined.

#### **Recommendation 1: Incorporate a Goal Setting Component at the End of Each Trip**

As Lutterman-Aguilar and Gingerich (2002) noted, the outcome of a true experiential education trip is new action. Due to participants' lower 'action' competency scores and the 45% of respondents who reported not having an example of current work that was influenced by their time spent in East Africa, it is recommended that GLI facilitate the planning process of 'action' by incorporating a goal-setting component at the end of each trip. It is suggested that all participants outline at least one SMART (specific, measurable, achievable, relevant, and time-bound) goal related to how they will apply their acquired knowledge, skills, and perspectives to a current or future volunteer, internship, or paid role. Although this activity will not guarantee that participants will fulfill their goals, it will allow travelers to begin brainstorming how they can apply, for instance, the skills of collaboration (Dewey, 1997; Freire, 2000; Hooks, 1994), dialogue (Dewey, 1997; Freire, 2000; Hooks, 1994), and understanding the perspectives of others (Prawatt & Floden, 1994) upon their return from East Africa.

#### **Recommendation 2: Adopt a Systematic Evaluation Process**

As a core component of experiential learning pedagogy (Lutterman-Aguilar & Gingerich, 2002), evaluations should be incorporated into GLI's abroad programming to assess both program effectiveness and learner outcomes. To do this, it is recommended that each cohort take

a pre-test, a post-test immediately following their return from East Africa, and another post-test 3-12 months (The Outward Bound Trust, 2014) after the trip commences to assess long-term effects. By obtaining a baseline measure of competencies relating to the 'listen, think, act' model, GLI can assess the degree of change after travelers participate in the program. By limiting the time between a traveler's return home and the initial post-test, GLI will also reduce the chance of responses being affected by rival explanations (Johnson, 2014) and recall bias. Further, by having records of three data collection points (pre-test, post-test 1, and post-test 2) per traveling cohort, GLI will have the appropriate sample sizes to assess the effects of confounding variables on traveler competencies.

### **Conclusion**

Having learned from the nongovernment organizations criticized for their isolationist and ineffective development methodologies (Barber & Bowie, 2008; Williams, 2010), the Global Livingston Institute aims to reshape how individuals approach international development. Using its 'listen, think, act' framework to drive its abroad programming, GLI hopes that all of its travelers will be impacted by their experiences both personally and professionally.

To assess if GLI is in fact meeting its intended outcomes and impacting the way its participants 'listen', 'think', and 'act', this report surveyed past participants for the first time since the organization's inception. The results revealed that past travelers, on a scale from 1 (lowest competency) to 5 (highest competency), earned an average score of 4.69 in 'listening', 4.17 in 'thinking', and 3.53 in 'acting'. These findings were supported by the open-ended responses which revealed how participants were applying the skills and knowledge acquired abroad. Although participants excelled in 'listening' and 'thinking' competencies, this report identified the outcome of 'acting' as an area in which GLI programming could improve.

While these findings carry a utility for the organization, it is important to identify several limitations inherent in this study. One limitation of this study is the comparison of traveler responses from the past seven years. As this was the first evaluation conducted for GLI, the responses from all past participants were necessary to collect. Yet, it is likely that the responses of individuals who traveled with GLI in the earlier years were affected by recall bias (Babbie, 2001) and, therefore, may not represent accurate information about how GLI affected their ability to 'listen', 'think', and 'act'. Individuals asked to recall events after the passage of three or more weeks are more likely to experience memory omissions of particular events as well as telescoping, or the phenomenon by which events are misremembered as happening more recently (Evans & Leighton, 1995; Sudman & Bradburn, 1973). Although respondents who traveled in the earlier years of GLI programming oftentimes reported higher competencies in 'listening', 'thinking', and 'acting', it cannot be assumed that a lengthier passage of time since travel will elicit higher competencies due to the presence of recall bias.

Another limitation of this study relates to the sample size of respondents into subcategories of each characteristic (i.e. age). The variances in responses across demographic factors may have been attributable to inconsistencies in the sample size rather than to the characteristics themselves. For instance, some variances within 'locations traveled', 'age', 'traveler status', and 'student status' only had one or two representatives. Further, sample sizes drastically differed across the 'year traveled' variable because GLI, as a new agency in 2009, did not systematically collect participant data in the beginning stages of operation. Therefore, assessing association between demographic variables and 'listen', 'think', and 'act' competencies is difficult due to the abnormal distribution of responses.

The design of this study also introduces further limitations. Because no pre-test was disseminated to travelers before their GLI trip, there is no baseline from which to compare responses. While some of the questions within the survey were specifically asking about the GLI trip, others addressed participants' opinions, self-efficacies, and approaches towards community and international development work. Yet, due to the absence of a pre-test and to a lapse in time between travel and requested feedback, rival explanations mostly likely exist that account for the observed results (Johnson, 2014).

Despite the limitations, this first-time evaluation of the impact of GLI's abroad programming reveals useful information about the positive effect of the trips as well as potential areas of improvement. With continued effort to focus on the 'act' component of its framework and to institutionalize a systematic evaluation procedure, GLI could realize even more impressive outcomes and have an accurate data set to reference so that they can continuously develop and grow as an organization.



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**Appendix A**  
Evaluation Survey Instrument

**GLOBAL LIVINGSTON INSTITUTE**

*Thank you for your involvement with Global Livingston Institute. As past travelers, your input is invaluable to us. To assess the impact of GLI's travel-abroad trips, we ask you to spend about ten minutes to complete this survey. Your honesty, time, and participation are greatly appreciated.*

*Thank you!*

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**PART 1**

*The first half of this survey will ask you descriptive questions about yourself and about the details pertaining to your particular GLI trip(s).*

*Note: If you have traveled with GLI on multiple occasions, please select all applicable responses.*

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**Sex:** Male:  Female:  Other:

**Current Age:**

18-22:  23-27:  28-32:  33-37:  38-42:  43-47:  48-52:  52+:

**How many times have you traveled with GLI?**

1:  2:  3:  4 or more:

**In what year(s) did you travel with GLI?**

2009:  2010:  2011:  2012:  2013:  2014:  2015:  2016:

**How long did you travel with GLI on each trip?**

Less than 3 weeks:  3-6 weeks:  7-10 weeks:  More than 10 weeks:

**Have you traveled to developing countries before your first GLI trip?**

*While there are many definitions to describe a "developing country", please use the following World Bank definition to inform your answer: "A developing country is one in which the majority lives on far less money – with far fewer basic public services – than the population in highly industrialized countries" (The World Bank, 2012).*

Yes:  No:  Not Sure:



**Please select all locations you visited during your trip(s):**

Lira:  Kampala:  Fort Portal:  Jinja:  Kabale:   
 Musanze:  Kigali:  Other:  \_\_\_\_\_

**Did you stay at Entusi during your trip:** Yes:  No:

**You traveled with GLI as a(n):**

Student:  Intern:  Donor:  Community Leader:  Other:  \_\_\_\_\_

**If you traveled as a student, please select your status(es) during your trip(s):**

High School Student:  Undergraduate Student:  Graduate Student:  PhD Student:

**If you traveled as a student and with an academic partner (i.e. Denver University, Regis University, University of Colorado, etc.), please identify the institution(s) with which you traveled:** \_\_\_\_\_

**If you traveled as a student, did you receive school credit for participating in the GLI trip(s)?**

Yes:  No:

**PART 2**

*Thank you for completing Part 1! The last half of this survey is intended to assess the impact of the Global Livingston Institute. Again, your honest responses are greatly appreciated.*

*Note: Questions relating to clientele, work, implementation, and programs refer to any volunteer, paid, or internship work that you have completed since your return from East Africa.*

**Please indicate how strongly you agree or disagree with the following statements:**

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
It is important to understand the community with which someone works.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community participation is needed to ensure that development initiatives are effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Community participation is needed to ensure that development initiatives are sustainable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My GLI trip(s) informed the way I think about social problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My GLI trip(s) developed my understanding of poverty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During my GLI trip(s), I learned effective international development practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cross-sectoral collaboration is needed to solve complex social issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During my GLI trip(s), I learned effective community development practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After my experiences in East Africa, I feel confident that I have the skills to affect positive change in any given community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because of my trip(s) to East Africa, I am more tolerant of cultural differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**24. Were any new skills or knowledge acquired during your GLI trip(s)?**

Yes:  No:

**25. If you acquired new skills or knowledge during your GLI trip(s), please list them here:**

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**Please indicate the frequency of each statement:**

*Note: For the purpose of this survey, a stakeholder is defined as any individual, group, or organization of vested interest or concern.*

	<i>Not Applicable</i>	<i>Never or Almost Never</i>	<i>Occasionally</i>	<i>About Half the Time</i>	<i>Mostly</i>	<i>Always or Almost Always</i>
I seek feedback from my clients before implementing any new initiative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I seek feedback from other stakeholders (besides clients) before implementing any new initiative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use the skills and knowledge acquired on my GLI trip(s) in my current work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please describe how (if at all) you are currently using the skills and knowledge acquired on your GLI trip(s):**

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**Do you have any examples of work that you have done that was influenced by your time spent in East Africa?**

Yes:  No:

**If you answered 'yes' above, please describe at least one example here.**

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**Please share one story or experience that stands out from your GLI trip(s) to East Africa.**

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**Would you recommend Global Livingston Institute to a friend or colleague?**

Yes:  No:  Not Sure:

*Thank you for taking the time to complete this survey!*

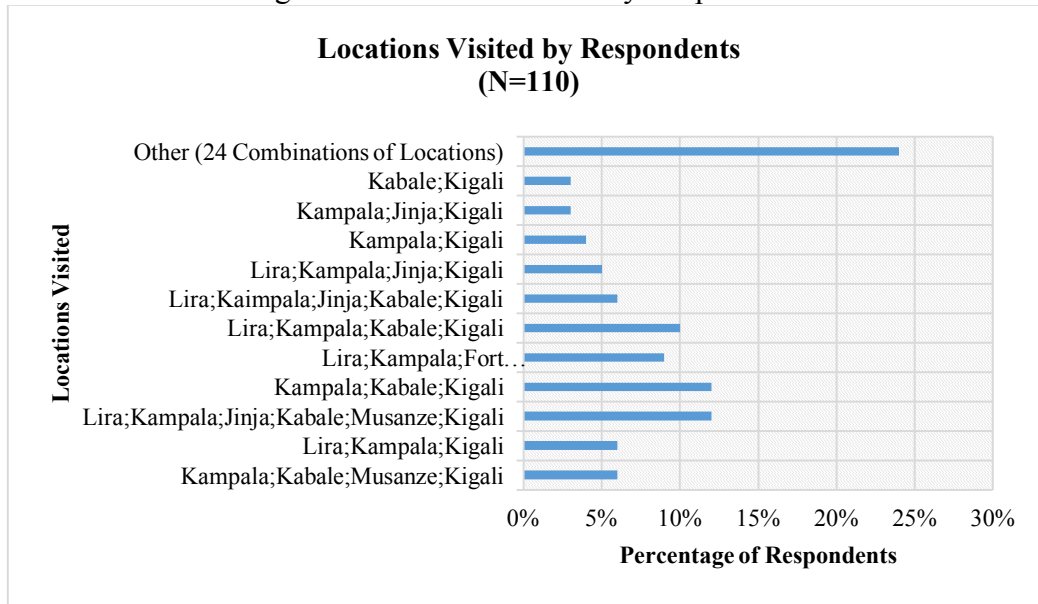
**Appendix B**

## Indicators Used to Comprise Composite Scores for the Likert Scale Questions

<b>GLI Framework Component</b>	<b>Measure (Survey Question)</b>
<i>Listen</i>	It is important to understand the community with which someone works.
	Community participation is needed to ensure that development initiatives are effective.
	Community participation is needed to ensure that development initiatives are sustainable.
	Cross-sectoral collaboration is needed to solve complex social issues.
<i>Think</i>	My GLI trip(s) informed the way I think about social problems.
	My GLI trip(s) developed my understanding of poverty.
	During my GLI trip(s), I learned effective international development practices.
	During my GLI trip(s), I learned effective community development practices.
	Because of my trip(s) to East Africa, I am more tolerant of cultural differences.
	After my experiences in East Africa, I feel confident that I have the skills to affect positive change in any given community.
<i>Act</i>	I seek feedback from my clients before implementing any new initiative.
	I seek feedback from other stakeholders (besides clients) before implementing any new initiative.
	I use the skills and knowledge acquired on my FLI trip(s) in my current work.

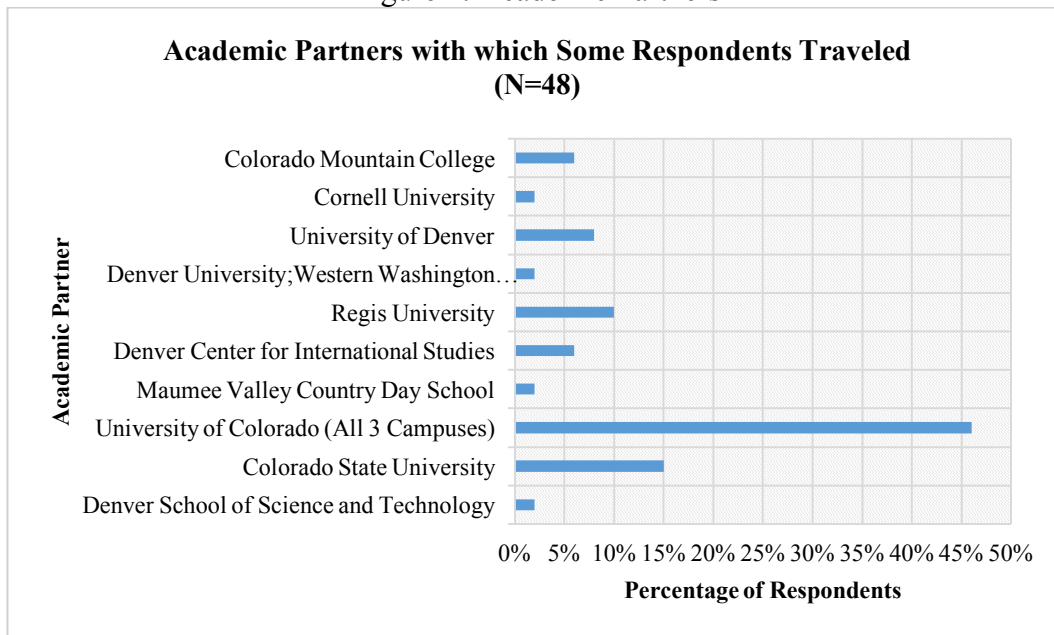
**Appendix C**  
 Demographic Characteristics of Respondents

Figure 1: Locations Visited by Respondents



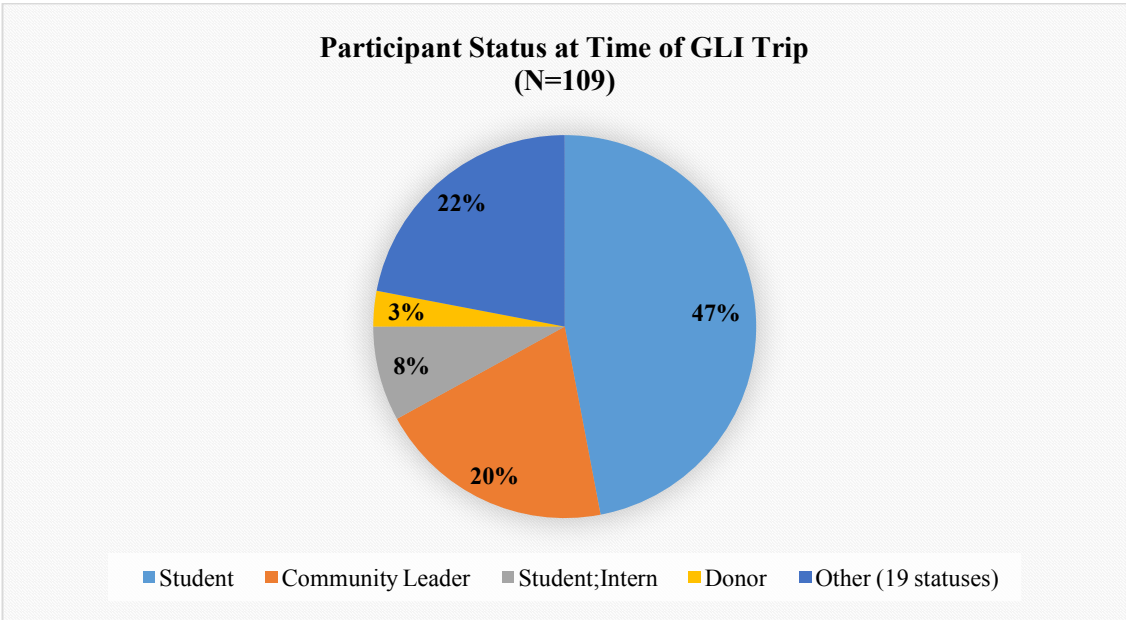
N=Number of respondents

Figure 2: Academic Partners



N=Number of respondents

Figure 3: Traveler Status



N=Number of respondents

## **Appendix D**

### Course Competencies

To conduct this capstone project, I applied the knowledge and skills fostered throughout my year-of-study in the Accelerated Masters of Public Administration (AMPA) program. Specifically, due to the nature of this project and to my client's needs, three courses were instrumental to complete this capstone:

- PUAD 5350: Program Evaluation
- PUAD 5003: Research and Analytic Methods
- PUAD 5006: Leadership and Professional Ethics

#### *PUAD 5350: Program Evaluation*

The coursework in Program Evaluation emphasized the importance of collaboration, stakeholder involvement, and effective communication to a variety of audiences. Professor Medina's course developed the following competencies that I directly applied to this capstone project:

- Competency 5.2: The student is able to partner effectively and work in teams to accomplish goals.
- Competency 5.3: The student is able to communicate effectively in writing to a variety of audiences.

The completion of this evaluation required the involvement of GLI staff-members as well as the input of my readers and the organization's clients. Program Evaluation reinforced the effect of a collaborative team effort. Through productive conversations with all involved parties, we were able to develop an effective data-collection tool that assessed what we intended to measure.

To communicate the results of the evaluation clearly, I drew upon the expectations for our Program Evaluation assignments. As a client-oriented tool, this report needs to be digestible to GLI staff members, clients, board-members, and various other stakeholders. To present the results and analysis in a clear way, I applied the writing skills I developed in Program Evaluation.

*PUAD 5003: Research and Analytic Methods*

As another course that directly influenced my capstone process, Research and Analytic Methods directly influenced my methodology and analysis sections. The following competencies were honed in PUAD 5003 and directly pertained to my report:

- 3.1: The student is able to select and use appropriate research methods and analytical tools for collecting and analyzing data.
- 3.2: The student is able to find and synthesize existing data to inform decisions.
- 5.4: The student is able to communicate effectively in a spoken format to a variety of audiences

Due to our data analysis and research proposal assignments, I developed a foundational understanding about the appropriate methodologies and analysis tests to use based on research questions, type of research design, and nature of the collected data. By practicing data analyses tests in our Methods course, I was well-versed in the appropriate tests used for nominal and interval quantitative data that I obtained.

Asked to present statistical analysis results in an easy-to-understand presentation, Research and Analytic Methods not only involved the practice of various analyses, but demanded that we could present test results in a palatable way. Through such practice, I was able to synthesize and consolidate the results of the survey to present a meaningful, applicable, and



useful presentation directed toward my client. The presentation consisted not only of raw data, but of data interpretation to inform organizational recommendations.

*PUAD 5006: Leadership and Professional Ethics*

Finally, Leadership and Professional Ethics also shaped my approach toward this topic through the following competency emphasized in the course:

- Competency 5.1: The student understands and appreciates the value of diverse backgrounds and viewpoints in a democracy.

Asked to assess the impact of GLI on its participants, I immediately was interested in operationalizing GLI's driving philosophy, 'listen, think, act'. This philosophy, rooted in experiential education pedagogy, directly addresses the importance of inclusion, democratic processes, and collaborative decision-making. By assessing whether participants were employing democratic processes in their current volunteer, internship, or paid roles, this evaluation directly enquired about the leadership skills developed by GLI's past travelers.

Although each course in AMPA has framed the way I think about, approach, and analyze nonprofit and government-related issues, the above three courses specifically equipped me with the tools needed to complete this capstone project.