GLOBAL CLASSROOM IMPACT REPORT & SUMMARY

Virtual Youth Summit

a descriptive analysis of GLI’s Virtual Youth Summit over the summer of 2021

The Global Livingston Institute

Prepared by:
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Send us an email at info@globallivingston.org to learn more or apply for our academic programming!
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.

PROGRAM DESCRIPTION
The Virtual Youth Summit was a two-week international community building experience for high school students, with heavy focus on engaging content & interactive sessions. We wanted to help build community and foster unique cross-cultural connections! Speakers from around the world will helped share perspectives and lessons each day, followed by daily breakout room conversations between students.

In Week 1, students explored the history of Uganda through the stories and perspectives of GLI’s local staff and community partners. Students learned about dynamic cultures and how history has played a huge role in East Africa’s modern day communities. Each day, students pushed their comfort zones through Soom ice breakers and reflections, and were broken into small groups with students from around the US and Uganda to have conversations about community and leadership.

In Week 2, students were challenged to take all the lessons from Week 1 back home! How can international lessons in community development and new perspectives shape the next generation of leaders? Students spent time with GLI’s Board of Directors and
staff, who served in mentorship capacities and helped students create “Action Statements” that explained how they wanted to positively impact their own community. At the end of Week 2, students were tasked to creatively portray and present their Action Statement to the larger group and hold themselves accountable for the future!

We had 25 students, 7 mentors, and 4 guest speakers from all over the United States, Uganda, Rwanda, and Kenya.

PARTICIPANT TESTIMONIALS

Emily Delgado
“My perspective changed on community development after the Virtual Youth Summit because I feel more open minded hearing about people’s roles in their community and how different it is than my community. The most memorable aspect of the course was interacting with people all over the world and learning more about different cultures. It was fascinating to think about how while I was in the US someone else was in Africa on that same zoom call.”

Kaoutar El Ouadi
“Community development starts with understanding what it truly means to be a community. At first whenever I heard community my mind wandered to the prime definition: "a group of people living in the same place or having a particular
characteristic in common.” After this youth summit I learned that it's far more than its definition. It's a way of life through people, meaningful interaction, and an understatement of peoples experience and thoughts. After understanding what community was and what it takes to be a community then one can realize how to take a collective action on issues that certain communities face. Before this summit in regards to community development I used to spend a lot of time talking and getting involved without truly listening. In this youth summit I took a step back and began to listen and genuinely learn.”

Magenta Patricia Gift
“I have been able to learn the power dynamics involved for one to solve a community problem and learnt that it starts pretty much with baby steps that include making research, getting involved in discussions with people right from individual and household levels to then the collective communities. And yes, I believe with this knowledge gained, I can be able to play my role in developing the community by finding solutions to my action statement.”

Pamela Isingizwe
“Since taking this course, I have learned the need to understand people's backgrounds, cultures, and histories for better and effective interaction. We can't bring solutions to a society with problems we're not aware of or to people we don't know. I have learned that community development revolves around the understanding of diversity, and my role is using that diversity for a good impact.”

Xitlali Curincita
“My perspective on community development is extremely important to me now. GLI has shown me how it's important to build community but to maintain it. I have learned so much from these past 2 weeks, 100% recommend for the ones interested to JOIN!”

Anonymous
“My perspective on community perspective has changed because I learned that it's important to listen and then act. I had the opportunity to listen to speakers talk about their stories and how they’ve made action towards the issue and I think that’s really
important. It opened my eyes to new perspectives but also to new history of Uganda that I’ve never known and what life over there is like. The most memorable aspect of the course was getting to learn about Uganda’s history and working with members of GLI to work through our action plan regarding what issues were passionate about in our community.”
IMPACT OF THE YOUTH SUMMIT | DATA ANALYSIS

- For all questions, the following scale was 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

Pre-Program

I am aware of influential leaders in international development.
17 responses

Post-Program

I am aware of influential leaders in international development.
12 responses
Pre-Program

I can effectively communicate with people from different backgrounds than my own.
17 responses

Post-Program

I can effectively communicate with people from different backgrounds than my own.
12 responses
Pre-Program

I have a diverse worldview.
16 responses

Post-Program

I have a diverse worldview.
12 responses
Pre-Program

I am confident in my leadership abilities.
17 responses

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Post-Program

I am confident in my leadership abilities.
12 responses

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### DAY 3 | Wednesday, June 16 | 9am MST / 6pm EAT (1 hour)

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<th>Welcome!</th>
<th>Ask some participants to share “Noticings &amp; Wonderings” from previous day</th>
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| **Short Writing Activity:** Gaining New Perspectives | Write down:  
- 1 Thing you heard yesterday that changed your opinion or perspective on something?  
- 1 Thing you heard yesterday that you want to learn more about?  
- 1 Thing you want to share with other people today? |
| **Guest Speaker Session:** Role of My Culture in Uganda!  
(Led by Nasser Mukwaya) |  
- Overview of Uganda’s cultural landscape  
- Overview of Nasser’s culture & home community! |
| **Lakeside Chats:** How do you define culture? | Break out students into Zoom rooms (groups with 1 staff member/facilitator)  
- How do you define culture?  
- Think about a time you met someone from a different culture, what was that like?  
- Why might it be important to share cultures? |
| **Closing Remarks from GLI!** | Recap of day & setting stage for next day!  
- *Listen. Think. Act emphasis* |

### DAY 9 | Thursday, June 24 | 9am MST / 6pm EAT (~1 hour)

| Welcome! | Ask some participants to share “Noticings & Wonderings” from previous day  
- Highlight specific adjustments(updates on their action statements |
| --- | --- |
| **Zoom Icebreaker/Short Writing Activity:** Your Hero | Write down: “Who is your hero or role model? Who do you look up to and gain inspiration from?”  
- On the count of three… hold up your answer on screen to the group!  
- Ask several people to share their answers and explain!  
- Get ready to describe this to other people |
| **Mentorship Action Groups:** “Implementation” | Break out students into Zoom rooms (~5 people per room)  
- Mentors discuss who their heroes/role models are, and how they have helped them define their work?  
- Students discuss who their heroes/role models are. Seek advice on how to build strong relationships to help address their Action Statement  
**GUIDING QUESTION:**  
- How would you implement your action statement?  
- What is “Step 1”?  
  - Who would you talk to?  
  - Does this require resources? If so, how might you get them? |
| **Closing Remarks from GLI!** | Recap of day & setting stage for final day! |
GUEST SPEAKERS, FACILITATORS, & MENTORS

- Agnes Igoye | Uganda Deputy National Coordinator (Prevention in Trafficking in Persons) / Commitment Mentor, Clinton Global Initiative U
- Belinder Odek | Chief Executive Officer, BridgeAfrica Advocacy Foundation
- Catherine MacCormick | Office Manager, GLI
- Jamie Van Leeuwen | Founder & CEO, GLI
- Laz Masaba | Peer Educator, Reach a Hand Uganda, Founder, ELGONEvents
- Nasser Mukwaya | Founder & Manager, Kampala City Trekkers / Logistics Coordinator, GLI
- Nathan Davis | Director of Strategy, GLI
- Rebecca Rawson | Academic Programs Coordinator, GLI
- Ryan Grundy | COO, GLI
- Saran “S-Wrap” Thompson | Artist & Spoken Word Poet, S-Wrap
- Talona Mandela Aloys | Peer Educator, Reach a Hand Uganda
- Tom Karrel | Director of Academic Partnerships, GLI

VIRTUAL YOUTH SUMMIT PARTNER ORGANIZATIONS