**International Development in East Africa:**

**Understanding Public Management and Public Health Practices**

**PUAD 6600/7600-001 (for graduate credit)**

**&**

**PSCI 4995 M91 (for undergraduate credit)**

**Summer 2019 -- Immersion Course in East Africa**

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**I. Introduction**

This course is designed to challenge students to think differently and bigger about international development. Taking an interdisciplinary lens to East Africa students will listen and think about the role that public management and public health plays in urban and rural communities.

“Like most people who go overseas to do development work, I did so expecting to find out what it’s like to be poor… that’s not what happens. Instead you learn what it’s like to be rich, to be fabulously, incomprehensibly bloated with wealth.” (Mike Tidwell, The Ponds of Kalambayi).

In the bush of South Africa, let po means to “pay attention”. I learned it from Henri, a guide on our safari as we made our way through the Kruger animal reserve. Reality here is subtle and if you don’t pay attention, you will undoubtedly miss something important. There is a lot that we are not paying attention to; both here at home and abroad. In fact, we are missing things that are unbelievably important.

**II. The Challenge of International Development**

If one performs a quick Google search of the question: “how many Non-Governmental Organizations (NGOs) there are in the world,” one recent such effort found two responses:

1. "The number of internationally operating NGOs is estimated at 40,000.[1] National numbers are even higher: Russia has 277,000 NGOs;[2] India is estimated to have around 1-2 million NGOs".
2. WOW... I don't know if that data is available... There are so very many that the count in each country is in the hundreds of thousands at the very least...

For most discussions on international development, the starting point is an acknowledgment of the immense challenges in doing such work and a recognition of the high degree of change in the field.

The challenges are familiar: poverty, wealth disparity, difficulties associated with emerging economies, environmental degradation, poor public health and education infrastructure, lack of employment opportunities, and so forth. Issues of a changing global landscape are likewise significant: aid donor-recipient relationships are much different than a generation ago, climate change promises both foreseeable and unforeseeable impacts, and several recent decades of more pronounced economic globalization have modified degrees of economic interdependence.

Private philanthropy has changed with the advent of mega-foundations like the Bill & Melinda Gates Foundation setting out to focus their resources on eradicating disease and facilitating education reform. Twitter and the rise of social media are credited as key players in the uprising in Tunisia that led to the overthrow of the government. Taken together, these sorts of considerations make understanding how to address the subject of international development, its challenges and its changing context, an even more complex undertaking than it was just a short time ago.

At the same time, with a finite pool of resources and increasingly complex social issues in the areas of education, health care and public management, a political discourse is underway around the role of government and the private sector, and how communities can most effectively address the global infrastructure challenges faced in both urban and rural systems. In his 2015 annual letter, (<http://annualletter.gatesfoundation.org/#section=home>) Bill Gates spells out three myths that block the poor and argues that the world is getting better. Do you agree?

The very notion of what constitutes international development – and how successful development is achieved – is a fundamental question being confronted by governments, NGOs, scholars, philanthropists, business leaders, activists, and citizens in general. How relatively free markets can be used to promote development and how aid or development programs can be made effective and sustainable are key related questions. From the nonprofit and philanthropic perspective, NGOs draw on a finite pool of resources available from private foundations, corporations, governments and individual giving.

Do the efforts of the nonprofit sector aimed at securing these resources increase the capacity to impact change in fields such as health, education and public management? Or do their efforts diminish overall local development capacity? And with social impact investing and micro-financing rapidly becoming more popular concepts, what is the role of the private sector in alleviating poverty in the developing world? How we answer these questions in practice speaks directly to the challenge of improving the lives of people in the developing world.

Thinking about these issues sets the stage for this course. And as you truly experience this course, we will be looking to you to ask those questions that we haven’t even thought to ask yet! That is what the learning process is all about and that’s what makes this course so exciting, as you begin to really dig into what international development truly looks like on the ground in a place like Uganda.

What does this mean for you? Here is a sample of what to expect from this course.



**Course Highlights**

* With an interdisciplinary lens on international development, students will engage in individualized learning experiences in Kampala, Uganda and surrounding communities with a focus on health, education, economic development and public management.
* Students will engage in an immersion experience that will connect them with local community leaders and academics to provide some context into international development and the approach we are taking to Africa both applied and academic.
* Students will travel to Northern Uganda to better understand rural poverty and the impacts of conflict and violence on community development.
* Students will travel to Southern Uganda for their final week to engage in an interactive retreat focused on women’s leadership and rural community development in East Africa.
* Students will complete their trip with a

 brief visit to Rwanda where they will

 engage in a final dialogue around

 economic development and reconciliation

 following the 1994 genocide.

* And students who participate…Africa WILL change you!

“International  Development  in  East  Africa:  Understanding  Public  Management  and Public Health  Practices”  is designed for current or future practitioners in public service – public or nonprofit administrators, public health specialists, policy analysts, educators – who are interested in addressing questions related to international development, public management and public health practices.

In this unique, highly interactive study abroad experience, our objective is to bring a set of policy and practice issues to life in an applied setting. From tours of local health clinics and education centers to interactive experiences this course will engage students and build on their understanding of development. Specifically, the course offers student knowledge and skills acquisition through executing experiential learning opportunities with several different organizational partners in Uganda, in both the governmental and nonprofit sector. Likewise, students will be exposed to a series of dialogues, lectures, conversations and interactions with the grassroots leaders of several distinct communities, with university professors, and with nonprofit and public sector personnel and leaders in Uganda. Every effort will be made to individualize the course as much as possible to meet specific policy interests of each student focus by connecting them with key thought leaders and meaningful experiences in their areas of interest.

**A. Course Objectives**

The overall goal of this course is **for students to gain an understanding of how to engage in good governance in the areas of public management, international development and public health in a developing country context**, through both service learning projects and participation in transformational dialogue with members of the community - ultimately, to listen and think, before you act. When you complete this course, our hope is that you will think differently about international development. And you will ***think big***.

Our discussions will be motivated by addressing several key questions, although we expect that you will raise others:

1. What does “international development” mean in practice?
2. What “best practices” work and what challenges exist?
3. What is the role of public health in national and international development?
4. What is the role of education in national economic development and in broader systems of international development efforts?
5. How do public management practices in developing countries affect its political, economic and cultural development?
6. How does an individual country’s public management fit into broader systems of international development efforts?
7. What differences exist between rural and urban international development, and how do those differences impact public policy?

In terms of course learning objectives, by the time of course conclusion, students should have developed skills such that they are able to:

* Recognize and understand key concepts associated with effective international development practices.
* Recognize and understand key practices associated with public and nonprofit organizational management in a developing country context.
* Apply lessons learned from site visits and lectures in assessing relative efficacy of policy system approaches and organizational service delivery strategies.
* Develop a better understanding of existing research and literature on international development, especially in East Africa.
* Improve social media skills through blogging
* Gain greater self-knowledge

**B. Course Assignments**

This course is organized into four parts:

1. There will be pre-travel classroom preparation and orientation time.
2. After arriving in Uganda there will be interactive classroom instruction that will involve both a general discussion of international development issues and a speakers series involving in-country experts that will address topics including but not limited to general public management in a developing country context, education, public health, arts and culture and economic development. As opportunities arise or based on specific student interests other speakers will be invited to the course dialogue.
3. The third section of the course is the execution of individualized, topic-specific experiential learning opportunities, which will highlight certain thematic issues raised in the course. Students will exercise self-reflection in areas of specific interest and use their experiences to inform group discussions.
4. The final section of the course is a concluding session after returning to the United States, where students will be invited to debrief and final written assignment work will be submitted and discussed.

**Before:** You will write a 4-5 page brief prior to departure regarding why you are interested in East Africa and 3-4 professional or academic goals you hope to achieve. Use this as an opportunity to tell us how to individualize this course for you. Who do you hope you will meet? How will this course support your academic and research goals?

**During:** We are going to send you out into the community for a couple of days on an interactive learning experience to better understand what is happening on the ground as it relates to education and public health. We will try and connect you with experiences that are consistent with your professional and academic interests.

And then stretch your social media skills with three blogs! Talk about something that really stood out for you or tell a story about something that happens to you along the way. Post three blogs on different experiences throughout trip and talk about something you learned or something that makes you think differently or bigger that you want to share with others!

**After:** At the end of your journey you will write a 4-5 page evaluation of experiences in East Africa and your assessment of success in achieving goals. If you can, write your first cut on the airplane, as your experiences will still be fresh in your mind! We want you to be critical and thoughtful. Tell us what worked and how the course helps you and tell us what you think could be improved? What did you learn along the way and what should we know as other students engage in this course? Let these reflections sit with you for a week and then make your final edits to turn in as your final assignment for this course.

**C. Reading Requirements: Assigned Materials & Supplemental Recommendations**

The course will utilize a combination of book chapters, research articles and public reports, made available electronically.

Assigned Reading Materials – complete documents or selections from the following texts:

* Adegoke, Y. (25 June 2017). UN: Half of World’s Population Growth is Likely to Occur in Africa. *CNN: Africa View*
* Blaak, M., Openjuru, G., & Zeelen, J. (2013). Non-formal Vocational Education in Uganda: Practical Empowerment Through a Workable Alternative. *International Journal of Educational Development, 33*. 88-97.
* Business Ecosystems Come of Age (2017). Deloitte University Press.
* Byekwaso, B. (December 2010). Poverty in Uganda. *Review of African Political Economy,* *37(126)*. 517-525
* Cernansky, R. (17 July 2018). It Takes Consultation to Help a Village. *The New York Times*.
* Diamond, L. Mosbacher, J. September/October 2013. Petroleum to the People: Africa's Coming Resource Curse - And How to Avoid It. *Foreign Affairs*. 86-98
* Eggers, W (2015). Wicked Opportunities. *Deloitte University Press*
* Gates, B. & M. 2014. 3 Myths That Block Progress for the Poor. *2014 Bill and Melinda Gates Annual Letter*.
* Gates, B. & M. 2016. If You Could Have One Superpower, What Would It Be?. *2016 Bill and Melinda Gates Annual Letter*.
* Gates, B. 2017. 5 Reasons Why I’m Optimistic About Africa. *2017 Gates Notes*
* Gates, B. & M. 2018. The 10 Toughest Questions We Get. *2018 Bill and Melinda Gates Annual Letter*.
* Gawande, A. (29 July 2013). How Do Good Ideas Spread?. *The New Yorker*.
* Hassan, R. & Birungi P., (2011). Social Capital and Poverty in Uganda. *Development Southern Africa, 28(1)*. 19-37
* Hunt, S. (30 March 2014). The Rise of Rwanda’s Women. *Foreign Affairs*
* Illich, I. (20 April 1968). To Hell with Good Intentions. *Conference on InterAmerican Student Projects*.
* Kamin, D (12 January 2018). 36 Hours in Kigali, Rwanda. *The New York Times*.
* Kassie, M., Shiferaw, B., & Muricho, G. (2011). Agricultural Technology, Crop Income, and Poverty Alleviation in Uganda. *World Development,* *39(10)*. 1784-1795
* Lodin, J. (2012). Intrahousehold Bargaining and Distributional Outcomes Regarding NERICA Upland Rice Proceeds in Hoima District, Uganda. *Gender, Technology and Development, 16(253)*. 253-278
* Mathers, K. (2012). Mr Kristof, I Presume?. *Transition, 107.* 15-31
* Scribani, J. (28 September 2018) Map: Which Cities Hold Africa’s Wealth? *Visual Capitalist*.
* Smith, A. (2010). The Influence of Education on Conflict and Peace Building. *Education for All Global Monitoring Report*. 1-29
* Uganda Cuts Poverty Rate. (December 2010) *African Business*.
* USAID (July 2017), Overview of the Used Clothing Market in East Africa: Analysis of Determinants and Implications. *East Africa Trade Investment Hub*.
* Waiting to erupt-Congo’s was bloody. It may be about to start again. (15 February 2018). *The Economist*.

If students would like more context for this course, below are several additional books that will prove useful for better understanding the issues students will encounter while abroad. Graduate students in this course are required to select Dead Aid, The End of Poverty or States and Power in Africa for this course as required reading and integrate these perspectives into their participation in the course and their written assignments.

Recommended Supplemental Texts:

* *Blue Clay People: Seasons on Africa’s Fragile Edge*. William Powers. 2006. Bloomsbury.
* *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It?* Paul Collier. 2008. Oxford University Press.
* *Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa*. Dambisa Moyo. 2010. Farrar.
* *The End of Poverty: Economic Possibilities of Our Time*. Jeffrey Sachs. 2006. Penguin.
* *The Idealist: Jeffrey Sachs and the Quest to End Poverty*. Nina Mink. 2013. Doubleday.
* *Shake Hands with the Devil: The Failure of Humanity in Rwanda*. Roméo Dallaire. 2004. De Capo Press.
* *States and Power in Africa*: *Comparative Lessons in Authority and Control*. Jeffrey Herbst. 2000. Princeton University Press.
* *We Wish to Inform You That Tomorrow We Will Be Killed With Our Families: Stories from Rwanda*. Phillip Gourevitch. 1999. Picador.
* *The White Man’s Burden: Why the West’s Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. William Easterly. 2007. Penguin.

**III. Requirements and Operations**

**A. Class Format**

This course has elements of an interactive discussion seminar that will supplement and enhance the experiential learning portion of the course. A basic expectation is that students come to each discussion session and each international experience prepared and ready to engage in focused dialogue of the reading material assigned. The more you read, the more you will get out of your experiences in East Africa! When guest lecturers are present, it is expected that the students will engage the lecturer and their colleagues in focused discussion relating course materials and service learning experiences to the content of the guest presentation. Apply your experiences to the conversation at hand!

**B. Assignments**

The course will not utilize traditional exams for assessments of student learning. There are three written aspects of this course that will be graded. The pre-trip briefing, a series of interactive blogs during the trip, and a post-trip evaluation. Assignments should be theory based specific to the areas of interest for the student. Content should include both key observations and highlight learning experiences throughout the course. We want to know what your interests are so we can design a trip that speaks to your academic focus. And we want to know what you learn while you are traveling in East Africa. The assignments are designed to both teach and to assess your performance in the course. We want to know that you learned during your journeys in East Africa!

Graduate students are required to choose one of the recommended readings (*Dead Aid, The End of Poverty or States and Power in Africa*) as part of their course work. Assignments should reflect how the content of this reading integrates into the learning experiences during the course.

**C. Course Communication:**

The course is supported on Canvas; as such, electronic course materials will be provided through that course site. Lecture files, assignments and other course communications will be transmitted via Canvas and/or through the class email list.

**D. Disabilities & Classroom Learning Environment**

Students interested in participating in this course should contact the Office of Global Education as soon as possible to understand the necessary travel documents, immunizations, and other expectations and preparations for this opportunity.

Students should be fully aware that the University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who wish to seek academic accommodations must register with Disability Resources and Services (DRS), Student Commons Building 1201 Larimer Street, Denver, CO 80217 in Suite 2116, phone 303-315-3510.  DRS is responsible for reviewing all documentation for the student’s request; once that review has taken place, DRS will provide the student with a letter indicating which academic accommodations have been approved. Please be prepared to provide the instructor a copy of that DRS letter and all necessary accommodations will be provided.

**IV. Student Preparation, Conduct, and Course Grading**

**A. Preparation, Participation & Written Work**

As noted above, a basic expectation is that students attend every discussion/lecture session fully prepared; this means that all assigned materials have been read prior to class and that any assigned coursework is delivered to the instructor by the assigned deadline. You will get so much more out of your short time in East Africa if you have read the assigned materials, to provide some context for what you are experiencing! It is important to recognize that for a roughly three-week study abroad course like this one, active and thoughtful participation is critical as you will be doing a very short-term fast-paced deep dive into policy and public health questions in Uganda and Rwanda. There will be intensive discussion sessions with practitioners, academics and community leaders over the key questions framing this course. Active engagement with assigned material and with the class presentations is critical to successful performance in the course. Read and understand the issues, so you can ask the tough questions! That is what the learning process is all about.

**B. Professional Conduct in the Classroom and in the Field:**

Students should endeavor to conduct themselves in a professional manner. This can be especially challenging when in a very different culture. Ask us questions if you are unsure of how to act or respond to a specific situation. That is how you learn! The academic and professional relationships that the University of Colorado Denver and the Global Livingston Institute are cultivating in Uganda and Rwanda are significantly impacted by how students and community leaders present themselves.

And be on time! This is particularly tricky in Africa where “Africa Time” can mean delays of 30 minutes to an hour. In this course, we are lining up a key group of community leaders to engage you and how we present ourselves determines how much they engage us in future efforts.

Be thoughtful and respectful in how you use your cell phones and other technologies. For this course to have an impact, the more time you can be present and focus, the more you will get out of the experience. We will set aside time for you to email and text your friends, family and colleagues; however, during our interactive experiences and instruction time, please refrain from cell phone use. The less time you spend on technology and social media, the more you will get out of your experiences in East Africa!

**C. Course Grading: Expectations for Student Success**

Participate and ask informed questions. Draw from the readings and the experiences that you have while in Uganda and Rwanda. Show us that you are learning and show us what you are learning! Students enrolled in this course will be assessed on their demonstrated competency in understanding, producing and communicating results of any analysis or assessment in their assigned work.

**D. Course Grading Scheme:**

* Pre-Departure Briefing: 25%
* Interactive Learning Experience and Blogs (must post three during or after trip): 15% (5% per blog)
* Post-Trip Evaluation Report (to be turned in one week after return): 25%
* Discussion/Participation: 35%

For each written assignment, students will be assessed on the following grading matrix:

* Organization and Style: Is the assignment well organized and has the document been reviewed for grammar and spelling. (50%)
* Content: Does the assignment provide theory and specifics relevant to the academic interests of the students to demonstrate that they are incorporating the experiences from the course, both from academic and field, and reflecting them in their writing. (50%)

Your grade will be based on your performance in the following areas:

Letter grades comport with a traditional set of intervals (90 – 100% = A, 80 – 89% = B, 70 – 79% = C, etc.), with pluses or minuses to those letter grades being assigned at the upper or lower end of each class interval. Clearly and professionally communicating your ideas is critical to your success in this course and beyond. Papers and assignments will be held to standards of college writing, including organization and presentation, and will be graded for both content and form. As you make a case for key points in your papers, you will be expected to support your premise via readings, lectures, and logical analysis.

**E. Assessment of Student Performance**

Assessment of student performance in this course is based on measurable indications that the course learning objectives stated above have been achieved. There are several different areas of evaluation that will be used to produce a final student performance rating.

Most importantly, student performance will be based on overall student engagement in the course; measurement and assessment made based on the overall quality of assignment responses, discussion contributions, and service learning project activities. Did you really dig in and ask the tough questions in the communities that you visited? Did you gain insight into leadership attributes and yourself? Did you see variations in Uganda and Rwanda?

Areas of evaluation include the following:

* Written materials produced by individual student efforts on a given experiential learning project, including both reflective writing assignments and a final written project evaluation – measurement and assessment will be on the quality of analytic content, evaluative efficacy, and overall written communication skills.
* Ability to synthesize classroom material in both discussions and in written work; measurement and assessment will be based on demonstrable knowledge and skill through quality of written content and discussion content.
* Presentation of work effort in regular class discussions. Measurement and assessment will be made of the rigor of analysis, quality of insight, productivity in contribution, and in formal presentation of final work assignments.

As stated in Section B, a series of written assignments are required for submission both at the beginning and at the end of the course. While you are in Uganda and Rwanda, we are most interested you focusing on the dialogue at hand and really engaging the community leaders, speakers and your own colleagues in meaningful conversations. Participation and engagement will be a major part of your course grade.

**F. Academic Integrity**

Each student in this course is expected to abide by the University of Colorado Denver’s Student Conduct Code, which can be found at this link:

http://thunder1.cudenver.edu/studentlife/studentlife/discipline.html .

Any work submitted by a student in this course for academic credit must be the student's own work, and must incorporate proper citations when quoting or drawing from published work.

In addition to traveling together, you are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give “consulting” help to or receive “consulting” help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

**V. Course Schedule & Bios**

Due to the nature of this course and East Africa travel, minor course and schedule revisions are likely. Such adjustments will be geared toward accomplishing the most effective course content possible during your three weeks abroad. More importantly, separately from this course syllabus, additional travel logistics and detailed travel itinerary documents will be provided to students. We have a great team at the Global Livingston Institute, who will ensure that all of your questions are answered as part of this very interactive course and travel experience.

**A. Travel Logistics**

A separate Orientation Manual, created by the Global Livingston Institute and course partners, will provide comprehensive information about travel to East Africa, including but not limited to guidance on clothing, expectations over food, and use of cell phones and Internet access while aboard.

**B. Summary of Classroom Hours (Lecture, Discussion, and Project Reviews)**

As the schedule indicates, in addition to an orientation session to review course logistics, there will be one preparatory call and one brief classroom session prior to departure to Uganda, and one debrief after returning from Uganda. Additionally, classroom session time will be held on most days of the abroad portion of the course (specific details are provided in the previous section of the syllabus). The service learning project workdays are expected to run as an eight-hour workday.

In sum, the distribution of classroom and supervised experiential learning hours is as follows:

* Total classroom contact hours while abroad: 50

**Total classroom contact hours:** 40 (minimum)

* Total experiential learning contact hours in Uganda (field): 42
* Total experiential learning contact hours in Uganda (academic): 50
* Total (minimum) experiential learning contact hours: 92

**C. Course Calendar Plan Overview:**

**Monday, May 20th** Depart from Denver, CO

**Tuesday, May 21st** Arrive, Kampala, Uganda (Transfer to Kampala Campus)

 *Accommodations: GLI Kampala House*

**Wednesday, May 22nd** Breakfast at GLI Kampala Campus

 Orientation to Course, Kampala Campus and Community (academic)

 Transportation to Currency Exchange

 Visit to the Katanga Slums of Kampala (field)

 Visit to Thread of Life (academic)

 Lunch at the Makerere Cantina

 Walking tour at Makerere University (academic)

 *Accommodations: GLI Kampala House*

[6 hours academic, 2 hours field]

**Thursday, May 23rd** Breakfast at GLI Kampala Campus

 Visit Pam’s Peanut Butter Factory (academic)

 Lunch at Ashira Restaurant (at Mosque)

 Visit to Mosque (field)

 Optional walk to Lake Victoria (field)

 Dinner on your own

 *Accommodations: GLI Kampala Campus*

[2 hours academic, 4 hours field]

**Friday, May 24th** Breakfast and lecture at GLI Kampala Campus

 Visit to Craft Market (field)

 Walking tour of Old Kampala (Taxi, park, Owino market, etc.) (field)

Lunch and afternoon on your own (near Acacia Mall)

Dinner at Khana Kazana (academic)

*Accommodations: GLI Kampala Campus*

[2 hours academic, 4 hours field]

**Saturday, May 25th** Breakfast at GLI Kampala Campus

 Visit Jibu (academic)

 Visit GLI office space at DesignHub (academic)

 Lunch on your own around DesignHub

 Visit Reach A Hand Uganda (field)

 Dinner at Otters

 *Accommodations: GLI Kampala Campus*

[4 hours academic, 2 hours field]

**Sunday, May 26th**  Early breakfast at GLI Kampala Campus

Travel to Lira (6 hour drive)

Lunch on your own

Ziwa Rhino Reserve (field)

Dinner at Sankofa Café

*Accommodations: Lira Hotel*

[2 hours field]

**Monday, May 27th** Breakfast at St. Lira Hotel

VisitRachele Rehabilitation Center (academic)

Site visit to rural health clinic and orphanage (field)

Lunch with Sisters (field)

Site visit to Internally Displaced Persons Camp (field)

Dinner at Washing Bay Restaurant

*Accommodations: Lira Hotel*

[2 hours academic, 6 hours field]

**Tuesday, May 28th** Travel Day: Return to Kampala (6 hour drive)

 Breakfast at St. Lira Hotel (academic)

Transfer to Kampala

Lunch on the road (on your own)

Afternoon to reflect, journal, relax

Community BBQ (academic)

 *Accommodations: Kampala Campus*

[4 hours academic]

**Wednesday, May 29th** Free Day in Kampala

 Breakfast at GLI Kampala Campus

Final Morning and Kampala Wrap-up Session (academic)

Free day in Kampala (field)

Lunch on your own

Optional performance at Ndere Cultural Center (field)

Group dinner on Muyenga rooftop (academic)

*Accommodations: Kampala Campus*

[4 hours academic, 4 hours field]

**Thursday, May 30th** Travel to Lake Bunyonyi: Early morning departure (8 hour drive)

 Breakfast at GLI Kampala Campus

Transfer to Lake Bunyonyi

Lunch on the road (on your own)

Welcome dinner and celebration by Entusi Women’s Association

*Accommodations: GLI Entusi Resort and Retreat Center*

 **Friday, May 31st** Breakfast at Entusi

Hike and visit to Brite’s village (field)

Lunch at Entusi

Visit to witch doctor (field)

Afternoon of leisure

Dinner at Entusi

 *Accommodations: GLI Entusi Retreat and Resort Center*

[4 hours field]

 **Saturday, June 1st** Breakfast at Entusi

 Excursion to Kabale Town (field)

 Visit to Reproductive Health Uganda (field)

 Visit to football stadium (field)

 Visit to market (field)

 Lunch (on your own)

 Visit Kabale University (academic)

 Dinner at Entusi

 *Accommodations: GLI Entusi Retreat and Resort Center*

[2 hours academic, 8 hours field]

 **Sunday, June 2nd**  Free Day on Lake Bunyonyi

 Breakfast at Entusi

 Relaxing day on Lake Bunyonyi

 Lunch at Entusi

 Farewell dinner at Entusi with Kabale University students

 *Accommodations: GLI Entusi Retreat and Resort Center*

 **Monday, June 3rd**  Breakfast at Entusi

 Travel to Musanze, Rwanda

 Lunch at Vulcana Lounge

 Dinner at Sorwathe Tea Plantation (academic)

 *Accommodations: Sorwathe Tea Plantation*

[2 hours academic]

 **Tuesday, June 4th**  Breakfast at Sorwathe Tea Plantation

 Leisurely morning and tour at the Tea Plantation (field)

 Transfer to Kigali

 Lunch on the road (on your own)

 Check-in to hotel

 Dinner at Meze Fresh

 *Accommodations:* Garr Hotel

[2 hours field]

 **Wednesday, June 5th** Breakfast at Garr Hotel

 Visit to Kigali Genocide Memorial Center (field)

 Lunch (on your own)

 Visit to Nyamata Church Memorial Center (field)

 Dinner at Republika

 *Accommodations: Garr Hotel*

[4 hours field]

 **Thursday, June 6th** Breakfast at Garr Hotel

 Day to explore Kigali and shop (field)

 Evening departures

 *Accommodations: Garr Hotel*

[2 hours field]

**B. Bios**

**Jamie Van Leeuwen** currently serves as the Senior Advisor for Governor Hickenlooper after working as Deputy Chief of Staff and Director of Community Partnerships during the first term. Leading up to the Hickenlooper administration, he worked as the Policy Director and served on the transition team for the Hickenlooper for Colorado gubernatorial campaign. He is also the CEO & Founder of the Global Livingston Institute, a non- governmental organization in East Africa designed to engage students and community leaders to develop innovative solutions to poverty and is a Senior Research Fellow with the Buechner Institute at the University of Colorado Denver School of Public Affairs. He became a Fulbright Scholar in 2013.

In 2006, Jamie was appointed by Denver Mayor John Hickenlooper to head up Denver’s Road Home, the city’s *Ten Year Plan to End Homelessness*. In this role, he oversaw leadership staff, fundraising, public relations and evaluation for Denver’s *Ten Year Plan to End Homelessness*. In the first five years of the initiative, Denver’s Road Home generated over $50 million in new resources for the homeless, developed over 2,000 new units of affordable housing, prevented over 3,500 families from becoming homeless, reduced chronic homelessness by 70 percent and was recognized by HUD as one of the top six homeless programs in the country. In 2007, Jamie was appointed to chair the Drug Strategy Commission and oversee the Office of Drug Strategy. The office launched a major community-wide strategic plan in 2008 to close the unmet treatment gap in Denver. In the first two years the plan created over $500 thousand in new treatment services and generated $3.5 million in-kind media annually. Denver’s Road Home and the Office of Drug Strategy combined in a new division on Jamie’s oversight called the Office of Community Impact.

Prior to his role in the public sector, Jamie directed fundraising, legislative work and research as the Director of Development & Public Affairs at Urban Peak, a Colorado non-profit agency serving homeless and at-risk youth. During his tenure at Urban Peak he was appointed to serve a two-year term on the National Council for Youth Policy for the National Network of Youth. He is a graduate of Leadership Denver (2002), Emerging Leaders (2003), and Leadership Arts (2004) and has served as an adjunct faculty member at Metropolitan State University of Denver, University of Denver and University of Colorado Denver. Jamie was selected in 2005 as a Livingston Fellow by the Bonfils-Stanton Foundation Board to cultivate his leadership in the non-profit community in Colorado and in 2006 was named one of “Forty Under Forty” by the *Denver Business Journal*.

Since 2009, he has worked to develop a research and learning institute for students and community leaders in Uganda and Rwanda. He is the recipient of the 2014 Creighton University Alumnae Merit Award, the 2009 “Judy Kaufman Civic Entrepreneurship Award” from the Denver Foundation, the 2010 Denver Metro Chamber Leadership Foundation Alumnus of the Year, and named in the 2011 Power Issue of the *Out Front* magazine as a leader in Lesbian & Gay community.

Jamie completed his PhD in Public Policy at the Graduate School of Public Affairs at the University of Colorado Denver with an emphasis on affordable housing and homelessness. He has a Masters degree in International Public Health and a Masters degree in Sociology from Tulane University. His career focus is on domestic and international work related to poverty alleviation, specifically targeting homeless and vulnerable youth in developed and developing countries. Jamie is involved in the community serving on the Buechner Institute Board, Denver Metro Chamber Leadership Foundation Board, Level One Health Board, Morgridge Family Foundation 21st Century Classroom Board, and the 9Kids Who Care Advisory Board. He is also active as a national and international researcher and presenter. Publications and presentations include a book chapter in *Globalizing the Streets*, “Integrating Interventions: Outreach and Research Among Street Youth” and an article in *American Journal on Addictions*, “Correlates of Substance Use among Homeless Youth in Eight Cities.” He has previously served on the boards of the Capital Hill United Neighborhood Association, Colorado Health Institute, Curious Theatre, Denver Foundation Human Services Advisory Board, Family Directions and the Harm Reduction Action Center. Jamie has extensive international experience with travel to over 90 countries. He is an avid runner and has run the New York City Marathon twice.

*Application Deadline*: **March 15, 2019**

**Appendix**

**A. Global Livingston Institute**



The Global Livingston Institute (GLI) is rapidly growing and developing collaborative partnerships in both East Africa and in the United States. The Global Livingston Institute (GLI) is named after Johnston R. Livingston, a visionary, entrepreneur and philanthropist from Colorado.  The mission of the GLI is to positively impact the health and vitality of communities in East Africa and inform GLI participants through research, exchange of ideas and knowledge sharing.

To achieve this mission we believe we must: Listen. Think. Act. You can also contact the Assistant Director of the Global Livingston Institute, Ryan Grundy (by email ryan@globallivingston.org or phone (713-306-8570) for specific information related to the nature of this course. Please also follow us on Facebook and Twitter (@listenthinkact) and visit our website at <http://www.globallivingston.org/>.

**B. Entusi Retreat Center**



The Entusi Resort and Retreat Center officially opened on August 6, 2013. As this center comes online, next steps will be to engage the center at its full capacity. Entusi Resort and Retreat Center: GLI at Lake Bunyonyi acts as a forum for the growing dialogue in social and economic progress within the local and international community at large while providing the space for everyone to experience the natural beauties of Uganda. Consistent with the GLI Mission’s to *Listen.Think.Act.* through education, economic development and research and idea-change, GLI’s goals include positively impacting the health and vitality of communities in East Africa, and informing GLI participants through research, exchange of ideas and knowledge sharing. Entusi creates a space for this to happen for both the local and international community that Entusi and GLI serves.

Modeled after the Bellagio Center developed by the Rockefeller Foundation, GLI’s concept for Entusi is to provide a creative and innovative working space in the Bunyoni region for travelers, students and community leaders from all around the world to convene to address complex social issues. More importantly, this retreat center is designed to serve as an incubator for learning where the students, community leaders and local partners will work together to reinvest in the Lake Bunyoni community through education, health, public management and arts and culture.

“In the era of the iPhone, Facebook, and Twitter, we’ve become enamored of ideas that spread as effortlessly as ether. We want frictionless, ‘turnkey’ solutions to the major difficulties of the world—hunger, disease, poverty. We prefer instructional videos to teachers, drones to troops, incentives to institutions. People and institutions can feel messy and anachronistic. They introduce, as the engineers put it, uncontrolled variability.” –Atul Gawande, “How Do Good Ideas Spread?” from *The New Yorker*