

GLOBAL STUDENT LEADERSHIP

...Changing the way the world works

UNIVERSITY OF DAR ES SALAAM & MANHATTANVILLE COLLEGE

JUNE 9TH - 23RD JULY

JULY 5TH - AUGUST 12TH



GSL2006 PROGRAM REPORT

September 30, 2006

The materials contained herein are confidential and only intended for the express usage of GSL program partners and stakeholders.

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OVERVIEW

Global Student Leadership (GSL) now marks six years of existence, with four trainings at Manhattanville College in the United States and two at the University of Dar es Salaam in Africa. During this six-year period the program has experienced growth and a proven track record has emerged. These factors along with the evidenced positive impact the program has on graduates indicates that there is a standard module for GSL, which has proven to work within and outside Manhattanville College.

The 2006 programs at the University of Dar es Salaam, June 9th- 23rd and New York July 5th -August 12th offered an insight into strengthening GSL's original vision. A total of 33 students undertook the GSL training this year adding to a sum of currently over 100 alumni. The student's interest in the curriculum, willingness to learn and interaction with each other worked well in enhancing GSL' leadership style.

Our original goal of developing a student led program was also reinforced by the active involvement of alumni this summer. The students who graduated in previous years and now understand the gist of this program were willing to share their experiences and were a major tool in helping their colleagues understand GSL vision. Irene Kagoya GSL2003 is set to return to Africa to help run the GSL Africa program as we work on securing another alumnus to run the GSL program at Manhattanville College.

Among tasks undertaken this year was recruitment of four trainers, Anne Gold, and April Yee assumed positions as Leadership and Communication facilitator, Ravi Arps and Benjamin Damron joined as instructors for Information Technology. The new staff brought fresh perspectives and contributed enormously to the programs success.

A GSL Africa operations base will be established in January 2007 at the University of Dar es Salaam to create and build the first GSL Africa operations. Under the leadership of Richard Berman President of Manhattanville College, we are also developing a five-year Business Strategy to clarify our future goals and strengthen GSL's financial base. The strategy will also focus on the expansion of local networks in other regions including Eastern Europe, which will strengthen the global network.

The task we undertook in 2000 seemed a milestone but your support and commitment, students' continuous engagement with one another and interest in the program still pushes us to work to fully realize our visions for a peaceful future.

...Realizing my feelings or emotional position and how to act in certain ways that are more positive I learnt a lot about myself and other people.... out there I will be able to focus on different issues with a more open mind, a more relaxed mind and a heart to change how the world works. GSL Africa 2006

BACKGROUND

Michaela Walsh, founder and former president of Women's World Banking, initially launched the GSL Program. Its inception was in 1990 with the help of Women in Community Leadership, a program offered at Manhattanville College. Michaela Walsh and Susan Stehlik CEO, of an independent management and organizational consulting firm, Prime Time Ideas Inc and professor of Management Communication at NYU's Stern School of Business and Rutgers University designed the program curriculum.

The curriculum was supported by a number of individuals and organizations, who have worked to ensure the smooth running of the program to date. The program was first held at Manhattanville College in the summer of 2000 with 28 participants age 18-24 from Latin American countries. Majority of these women were not fluent in English so they were enrolled for the summer courses at the ELI (English Language Institute) and graduated with action plans to be implemented in their home countries.

In 2001 the group broadened its global reach with 19 participants 18-24 years from Africa, Latin America and Eastern Europe.

The 2002 plan included 5 alumni interns and a program coordinator. It was postponed due to difficulty in obtaining visas after the September 11 New York tragedy.

GSL2003 Summer involved 8 students between the ages of 18-28 years from East Africa, West Africa and America. These participants launched the GSL website and were set to return home to implement their action plans.

In 2004 Michaela Walsh and Manhattanville College President, Richard Berman visited schools and universities outside the United States with which memorandums of understanding were signed strengthening the GSL relationship and creating new partners.

GSL2005 involved two programs the first of its kind in Africa at University of Dar es Salaam, Tanzania with 26 participants, comprising students and professors. And GSL 2005 summer program at Manhattanville College with 10 participants from Africa, America and Europe. Similarly the 2006 program involved two programs, one in Africa with 27 participants and the annual summer Institute New York with six participants.

It is upon this background that GSL has evolved, there are currently over hundred twenty-five alumni through out the six continents, engaged with one another through the GSL listserv website and blog.

VISION

Help create a worldwide community of young people of confidence and commitment- leaders and change agents at the local and

global levels-who have skills and confidence to identify problems, define solutions, support one another and build on their shared experience via technology. The GSL Summer Institutes establish the bonds between future leaders and hone their skills. The GSLNET and personal network sustains their growth. Most importantly, participants discover their own capacity for growth and learn that confidence; commitment, competence and competitiveness are theirs for the taking.

MISSION

Ensure that the GSL network serves as a hub for information and a conduit for sharing intellectual, financial, human, and educational resources, which continually energize the efforts of its members and their respective communities.

That the network's members pledge to share understanding of their mutual strengths through cultural exchange programs either in person or online. The multi-national nature of the leadership participants works to cross boundaries of many kinds.

Unlike traditional leadership programs that often seek to impose conventional wisdom, GSL is deliberately structured to encourage students to think for themselves and take action.

Participants learn that making their own decisions and guiding one another is powerful: no need to wait to be directed.

GSL illuminates for its participants that solutions to difficult problems can come from different approaches and that they can initiate leadership rather than depend upon outside leadership.

OBJECTIVES

Goals and objectives of GSL form the base line in developing and implementing all GSL leadership programs:

- Awaken and nourish the leadership potential in the participants, who have the zeal to bring positive change into their communities and then leverage that awareness into mature, meaningful activity.
- Deliver content programs that enhance essential skills i.e. English language training, information technology, and cross-cultural communication. Communication and leadership work at the personal and group level is vital.
- Support each participant in developing an action plan, which demonstrates a commitment to community service, and encourage them to accept responsibility as agents of change and advocates for community service.
- Sustain a student-led website blog and list serve that supports the GSL network, and connects its graduates and new GSL students around the world through an examination of their accomplishments and needs.
- Maintain the GSL Master Manual documenting all program activities, logistics and training material for future programs.

STRATEGIC PARTNER ORGANISATIONS & EDUCATIONAL INSTITUTES

We continue to gratefully acknowledge the support and student sponsorship various organizations; universities and individuals who have offered to help us maintain a program of this nature. Without your corporation GSL would not be as effective as it has been.

[Manhattanville College](#) has been supportive of the New York program, as well as GSL program in Africa. Manhattanville College serves as the hub of the GSL program. The College enables participants to interact with other summer students from all parts of the world in a perfect setting to balance the intensity of academic pressure with the relaxed natural surroundings. We commend president Berman's commitment to the program's vision and willingness to support the students during and after the programs.

[University of Dar es Salaam](#) where the GSL Africa program was first launched provided the room and board, administrative support, classrooms computer labs athletic facilities and more importantly security and comfort for multicultural learning environment. The home atmosphere of University of Dar es Salaam is enhanced by Vice Chancellor Prof. M.L.Luhanga and Dr. Fenella Mukangara's enthusiastic support of the GSL program. Under the direct leadership of Dr. Fenella University of Dar es Salaam has assumed a bigger task of housing GSL Africa in the new Gender Institute beginning early next year.

[Carnegie Corporation of New York](#) is one of the internationally recognized and highly respected foundations promoting the advancement and diffusion of knowledge across borders. Carnegie's East Africa Universities gender program has been very supportive of the GSL program right from the core programs sponsoring students who have been enthusiastic in promoting the program and working towards its growth. The support and commitment of Andrea Johnson Carnegie since the program's earlier stages, the corporation has moved on to support the GSL initiative of setting up a GSL Africa operations office. This commitment is indeed encouraging and major step to cementing the program's external links.

[Women's World Banking \(WWB\)](#) has served as a committed partner in making the program a reality from the onset of our vision. Along with financial support for Latin American students the WWB team facilitated the initial selection process of 28 participants, as well as suggesting numerous action plan ideas. The identification of this program with WWB and its broad-based network brought the necessary visibility to qualify the selection process and enlist other partners both in the United States and abroad. For many participants it provided ongoing local support for bringing their action plans to reality.

[The Open Society Institute \(OSI\)](#) especially with the help of Lesley Hawke and Deborah Harding OSI has sponsored students to GSL since 2001. This year with their help Roma Education Program again sponsored two distinguished students from Romania and Bulgaria. Together we are offering a unique opportunity for building a new community voice for Roma women throughout Europe. [International Planned Parenthood Federation- \(IPPF\) WHE](#) an organization that works to improve the health of women throughout the Americas identifies with our vision and continues to support students for our summer programs. The Regional Director Carmen Barroso and staff's enthusiastic support has been encouraging. IPPF-WHE sponsored two participants to GSL2006 from Brazil and Chile. IPPF/WHE too enhanced the training of these students through one-week internship in their office in New York City.

[United Nations Development Program \(UNDP\)](#) supported GSL from the outset. The commitment of Viola Morgan (former Director of African Gender Programs and currently Deputy Director in Botswana) to encourage local sponsorship of students from over 10 African countries continues to provide an important depth to the outreach and quality of all the GSL students.

[United Nations Environment Program \(UNEP\)](#) joined the ranks of GSL last year and sponsored a student from Nigeria in 2005.

[Pfizer Inc.](#) One of the biggest pharmaceutical companies in the world has been committed to supporting GSL program. One of their staff a former GSL Student Georgina has been of great help in helping us build the Latin American students' network. Particularly this summer with the encouragement of Pfizer's Vice President Sylvia Montero students had an excursion to the corporation's head quarters in New York offering them an opportunity to understand the corporation operation. And her personal commitment to share her powerful story impressed the students and enhanced their learning.

[Makerere University](#) set out to support the GSL program right from the early stages of the program inception. We recognize the support offered by Vice Chancellor Prof. Luboobi, and Makerere's Gender Mainstreaming Division in supporting the GSL Africa program initiative. The commitment and interest shown by the students from Makerere continues to justify our program vision and the need to reach the grassroots.

[Jomo Kenyatta University](#) has continued to support the GSL Africa program sending us students who are committed to learning and with visions of making a difference in their communities.

[Kwame Nkrumah University of Science and Technology](#) has been one of our partners and through their efforts one of their students Dora Cudjoe has continued to be part of the GSL network. We did not have students from Kwame Nkrumah this year but hopefully next year we may have some students as promised.

[Kigali Institute of Science and Technology](#) is one of the new partner schools that have shown interest in the GSL Africa program. With the help of African American Institute and the commitment of Professor Lwakabamba KIST support two talented students, whose participation helped widen the cultural diversity, an aspect critical to GSL's Learning process.

STRATEGY AND METHODOLOGY

The GSL Leadership practices and values call for collaborative and transformational leadership style drawing on qualities and skills that are as much personal and public to the envisioning of positive change. The GSL curriculum was deliberately designed to

promote effective change in the participants, their peers and community. The curriculum as a tool also contributes to shaping young students as leaders of themselves as they advance to lead others.

1.Program Policies

GSL policies guarantee organizational discipline and effective program flow as well as security of participants and enjoyment of the experience. In order to attract quality participants, sponsors, and organizational partners, we must maintain integrity both internally and externally. GSL2006 Participants agreed to respect and act on GSL program policies though there had to be some flexibility in given policies to meet the groups' special needs without interfering the students' learning.

2.Recruitment and Selection Criteria

GSL sponsors, supporters and graduates ('agents') cooperate with the GSL network in recommending candidates. Candidates are recommended on the basis of demonstrated potential leadership skills, strong academic performance, and some conversational English. Prior to the program, students are asked to create a short essay describing a project to work on in their communities after the program-the basis for the creation of an action plan. GSL management does not intervene directly in the selection process, relying on the expertise of its partners and sponsors. The recruitment process for both programs was encouraging we received a number of positive responses from applicants and sponsors. Unfortunately the Manhattanville College program fell short of our high expectations when 10 of the 16 participants were denied visas.

Communication and Leadership

The Communication and Leadership, a core component of the curriculum builds a foundation for personal growth and development for the first part of the training. Later focus is placed on the application of this growth and skills to their interest, work, studies and environment through the development of action plans.

This is effected through:

- Team-building
- Leadership assessment
- Interpersonal and group communication
- Networking
- Identifying qualities of leadership in oneself and in others
- Defining the responsibility of leadership in one's self and community
- Effective writing

*I could learn more about myself but at the same time I developed myself. I learned many things that I was not aware of before.
Sakibe GSL2006*

Students are encouraged to keep a personal journal, for daily reflections and Learning. Classes are supplemented with numerous games and exercises testing students' perceptions of themselves and their interactions with team members, facilitators, and leaders. This encourages active discussion, providing another opportunity to practice language skills.

English Language Courses

The English language Institute maintains its distinguished history of successful language programs for a culturally diverse student base. The staff methodology and flexibility targets the language learning needs of each individual from written English proficiency, to confidence and competent use of the language in a variety of situations. Students at have the option of sitting for the TOEFL test. This year 3 of the 6 students studied and passed the TOEFL language test.

Computer Classes

Technology Labs are equipped with latest information technology enabling students to learn in a practical and interactive way. During six hours of classes each week for the New York program and 18 hours a week for the Africa training students focus on computer fundamental basic knowledge and its application in the information systems, Internet surfing and WWW.GSLNET.ORG.

Students are instructed on building and developing individual websites which they work on while collectively expanding on the GSLNET website. The, www.gslnet.org, website GSL Blog and Listserv continues connect graduates, sharing resourceful information and allowing participants to support one another.

The GSL program is only a tool, it is like a vessel used to help us become better leaders its upon our selves to make the best out of what we want from this program...GSL2006 Summer

Role Model Sessions

Accomplished professionals and leaders, from government, organizations and businesses share their stories 2 or 3 evenings each week. This fuels constructive dialogue among students on values principles and visions developing the GSL unique learning dimension. This type of personal intergenerational exchange raises the comfort and confidence level of students leading to an increased flow of opinions ideas and breakthroughs in personal and group situations.

Action Plan-Enterprise Module

The development of each participant's Action Plan¹ is a major defined program expectation. During the Communication and Leadership workshops, trainers assist each student in developing and polishing their individual Action Plan and guidance on how to present one's ideas effectively and professionally. The final week of the Summer Institute is now focusing on a week of skills building. The curriculum has been structured to provide students with entrepreneur management and financial skills ranging from Communication, to Marketing, Advertisement, Budgeting, Accounting and Human Resource.

¹An idea of a given problem or issue that a student is passionate about. It could be personal or contribution to their community. Each student is expected to implement this Plan when they return to their local communities after the training.

Dining Conventions and Etiquette

Ann Nicol a distinguished professional with expertise in the specialized field of etiquette training on the “Dos and Don’ts involved in professional and formal dining continues to deliver this component of the program. Students are impressed by her presentation more so this year that included a business protocol session. We plan to incorporate a similar training for GSL Africa next year.

Alumni Involvement

The participation of other alumni during program trainings and annual program assessment meeting proved invaluable. Georgina Montero GSL2001, Cleopatra Mukangara GSL2003, Nathalia Alveraz GSL2005 and Dora Cudjoe GSL2001, Grace NshemeireGSL2001 Helen StephanieGSL2003 Mwanahamisi Mikidadi GSL2005. Other alumni joined in virtually either through email and/or telephone. Irene GSL2003 served as this years’ program coordinator. This accorded her practical training on how to run a six-week program prior to her return to Africa as Director of GSL Africa operations. Indeed our vision of building a student led program is materializing.

Extra-Curricular Activities

Extra-curricular activities acquaint students with the host country’s culture, broaden their view of the world and create some time to relax. These recreational and educational activities include trips to cultural sites, visits to various institutions, sightseeing, shopping, movies country presentations by students and talent shows. Students also engage in their own physical activities e.g. jogging swimming tennis etc.

GSL 2006 STUDENTS

Who’s Who

Under guidelines established by the GSL founders, 27 participants took part in the GSL Africa program from Kenya, Uganda, Rwanda Tanzania and the USA. Due to visa denials only 6 out of the 16 applicants took part in the summer program at Manhattanville College. These were from Brazil, Bulgaria, Colombia, Kosovo, Chile, and Romania, this diversity in culture helped create an environment for GSL interactive learning.

GSL USA

NO	LAST NAME	FIRST NAME	ORGANISATION /INSTITUTION	EMAIL	COUNTRY
1	Pio	Leticia	International planned parenthood	Leticiapio@gmail.com	Brazil
2	Naydenova	Violeta	Open Society Institute	Vile_Pile@yahoo.com	Bulgaria
3	Sakibe	Jashari	Open Society Institute	Sakibe.Jashari@hotmail.com	Kosovo
4	Olaya	Marcela	Banco De Bogota	mmariza@yahoo.com	Colombia
5	Schmidt	Grace	International Planned parenthood	Grace.Schmidt@gmail.com	Chile
6	Dobre	Elena	Open society Institute	elenamacioi@yahoo.com	Romania

GSL AFRICA

1	Aaca	Lisa Rebecca	Makerere University	lisaaca@yahoo.co.uk	Uganda
2	Birgen	Faith	Jomo Kenyatta University	faithbirgen@yahoo.com	Kenya
3	Chisala	Antonite	University of Dar es Salaam	toniliz@bomanionline.com	Tanzania
4	Frumence	Ansila	University of Dar es Salaam	anisilaf@yahoo.com	Tanzania
5	Githua	Beth	Jomo Kenyatta University	githuab200@yahoo.com	Kenya
6	Godfrey	Antonia	University of Dar es Salaam	Antwa49@yahoo.com	Tanzania
7	Jones	Clarer	University of Dar es Salaam	Clarajones2003@yahoo.com	Tanzania
8	Kalison	Rosine	Kigali Ins. Science & Tech.	Kaliros6@yahoo.com	Rwanda
9	Kikwa	Happy	University of Dar es Salaam	kikwahappy@yahoo.com	Tanzania
10	Nalugo	Margret	Makerere medical School	mnalugo@yahoo.com	Uganda
11	Mbelle	Atuwene	University of Dar es Salaam	Atuwene1981@yahoo.com	Tanzania
12	Mgonja	Jehova	University of Dar es Salaam	Jerofrank810@hotmail.com	Tanzania
13	Miingi	Nyokabi	Jomo Kenyatta University	nyoxiem@yahoo.com	Kenya
14	Misana	Kalibha	University of Dar es Salaam	Kalibhamisana@yahoo.com	Tanzania
15	Modu	Philomena	University of Dar es Salaam	Heeps8@yahoo.com	Tanzania
16	Moraa	Grace	Jomo Kenyatta University	Graymo2000@yahoo.com	Kenya
17	Mugassa	neema	University of Dar es Salaam	ntungakyenda@yahoo.com	Tanzania
18	Mugwaneza	Pascale	Kigali Ins. Science & Tech.	pascalechippy@yahoo.fr	Rwanda
19	Munene	Pamela	Jomo Kenyatta University	Ciku_munene@yahoo.com	Kenya
20	Nabaabsa	Enid	Makerere University	hmugasho@yahoo.com	Uganda
21	Rashid	Mwanaidi	University of Dar es Salaam	mwanarashy@yahoo.com	Tanzania
22	Rotich	Charity	University of Dar es Salaam	charitymemo@yahoo.com	Tanzania
23	Said	Zainab	University of Dar es Salaam	zessyr@yahoo.com	Tanzania
24	Vedasto	Jacqueline	University of Dar es Salaam	Jkage4@homail.com	Tanzania
25	Waihenya	Rabecca	Jomo Kenyatta University	wkinge@yahoo.com	Kenya
26	Yang	Nora	Manhattanville College	yangn@mville.edu	United States
27	Brokate	Erin	Manhattanville College	Brokatee@mville.edu	United States

Summary of Students Action Plans

Each student creates a detailed Action Plan to be initiated when they return home. In the Communication and Leadership module the students learn steps in developing an Action Plan. This Plan consists of a dream idea of something and we help turn that idea with detailed action steps to the reality point. The trainers pay close attention to these students' plans instructing them on how to approach the plan and build it into a business like manner with clarity and style.

1. **Margret** -To Increase student's awareness of hepatitis B and its effects and to avail free vaccine to Makerere Students.
2. **Beth** - Intends to work with a group of women (ten to start with) from her home area (Nyahururu Division) to raise awareness on the need of engaging in an environmental conservation project.
3. **Enid** -Empower the young generation to be better leaders and nation builders through seminars and trainings on leadership targeting primary and secondary selected schools.
4. **Jehova** - Wants to address the problem of shortage of female lecturers in the science departments at the University of Dar es Salaam by forming a female science students' club that will support and encourage female students to pursue higher education in science field
5. **Kalibha** -Building self-confidence and courage among girls who are in schools through organized seminars aimed at knowing who they are and their strengths.
6. **Neema** -Educate the people on their rights to humane treatment and right to access remedies in case of mistreatment by police officers and show the limits of the police power
7. **Grace** -Plans to form an organization aimed at encouraging the youth to vote, participate in leadership.
8. **Happy** -Addressing the problem of early marriages for girls under 18 years of age especially in the Tanga region. This she hopes to do by working with parents and sensitizing them on the need for education rather than wealth.
9. **Charity** -Help girls with low self-esteem by helping change the way they think about themselves through workshops
10. **Aca** - Improve the quality of leadership in Uganda through the Global Student Leadership programme
11. **Ansila** - Encourage and empower girls in rural areas in Rombo District; Tanzania by sensitizing the parents in Rombo district to encourage and facilitate girls to join school.
12. **Mwahaidi**-Reduce the number of Street Children in Tanzania, forming an organization and find funds to set up residence for the children, have a sociologist to encourage them to go to school.
13. **Philomena** - Establish an Info Fun camp in conjunction with her church, any NGO or Corporate company that is dedicated to empowering the youth during school holidays thus; Youth Info Fun Camp (YIFC)..... believe it live..... it its Yours
14. **Zainab** -Encourage Young female students in Kigoma Region Tanzania to start their High school education so that they can get to University by forming an organization Kigoma Youth Foundation (KYF) *for the generation of educated women.*
15. **Antonite**- Introduce a pre-university student course choice awareness program in Arusha for A' Level students aimed at imparting students with information on the courses offered in various universities before joining University
16. **Atuwene** -Initiate a project that creates awareness on UDSM girls' rights in their relationships.

17. **Pascale** -There are no female student leaders in KIST and she would like to sensitize the females by conducting workshops and seminars in conjunction with the GSL program
18. **Jacqueline** - Increase the number of girls joining science course at the University of Dar es Salaam by encouraging girls in primary schools to study science.
19. **Faith** -Shine Your Light Bringing the World to You... a club she plans to form a resource Center to link the community to the rest of the world by introducing information technology which will empower women in all aspects of their lives.
20. **Rosine** -Wants to build the young Rwandan generation to open their hearts and minds to community development by bringing GSL type training to young secondary girls.
21. **Nyokabi** -Initiate an outreach for battered women by working with an already established NGO called Center for Rehabilitation of abused Women that will help with the counseling.
22. **Violeta** -Form an awareness raising campaign titled "Get to know them before judging them". Through this campaign she wants to encourage the majority to change their attitudes and let go of the stereotypes they feel about Roma.
23. **Grace** -This action plan seeks to give legal system operators basic knowledge about the importance of sexual and reproductive rights, when they take a decision with relation at the women issues.
24. **Elena**-Empowerment Roma women and non-Roma socially and economically.
25. **Sakibe** Have a Center that offers daycare for children and training facilities for women who come from disadvantage groups.
26. **Leticia** -Intends to reduce the rate of domestic sexual violence against children and adolescents in Sao Luis, Maranhao.
27. **Marcela** -Help women her community with micro-loans and financing in her community

PROGRAM MANAGEMENT AND STAFF

Manhattanville Program

Michaela Walsh, Director and one of the original designers of the GSL program. She was Founding President of Women World Banking, a unique non-profit agency developed to respond to the need to provide women with access to credit and financing in their to build their own. In the 1960s and early 1970s, she broke the gender barrier as the first woman manager of Merrill Lynch International and the first woman partner of Boettcher and Company. She helped formulate the Rockefeller Brother's Fund strategy to encourage innovative and small-scale sustainable projects worldwide. Her work has been recognized with honors including the NOW (National Organization Of Women) NYC *Women of Vision Award*, the Global 500 *Environment Achiever's Award*, and the United Nations' *Paul G. Hoffman Award* for outstanding work in development. Most recently she chaired the annual 59th DPINGO conference at the United Nations in which some of the GSL students had chance to participate in as organizers as well as speakers.

Larry Arps

Vice President and Chief Information Officer of Manhattanville College, holds a BA in physics from Carleton College 1975, B.S. Industrial Engineering Columbia Graduate School of Business 1975, an MBA operations Research & Marketing Columbia Graduate School of Business 1979. He was Texas Instruments Inc. Systems Engineer for two years, IBM, Division Program manager for 13 years, private consultant, Computing Technology for 2 years and Manhattanville College CIO in 2000.

Thomas Joyner

Manhattanville College Webmaster was born and spent his school years in Manhattan, graduating after a 12-year stint at Trinity School in 1969 and receiving his BA in 1973 and MA in Medieval English Literature in 1977 from NYU. He abandoned work on his PhD in favor of a job in publishing, rising to the position of Publisher of various specialty and trade publications. During this time, he became intrigued with desktop publishing, graphics, and web design, ultimately working in the Marketing-Communications Department of Branson Ultrasonic Corporation as its Webmaster. He is now Webmaster at Manhattanville College.

Benjamin Damron

Assistant to the Vice President Information Technology and CIO Manhattanville College; providing front office support and acting as a liaison between IT and other departments. Benjamin holds a B.A in philosophy from North Missouri State University. He has also held various positions involving technology as a special education teacher, publishing specialist. His technical experience and willingness to interact with the students were a unique contribution this summer's program.

Anne Gold

Is Executive Director of (PEPA) Purchase Environmental Protective Association and Aide to President for Community Relations at Manhattanville College. She is experienced in developing and managing communication strategies for non-profit organizations. She serves as a board member FCWC (Federated Conservationists, Westchester County), United Way of New Rochelle the New York Chapter of NCCJ (National Coalition for Community and Justice) Her enthusiastic support for and engagement with the students was enormous this summer and we are fortunate to have her as the new communication and leadership trainer.

Norma Bass

Controller of Manhattanville College, she is a CPA licensed to practice in New York State and holds a Master of Business Administration degree from Bernard M. Baruch College and a Bachelor of Science degree from Queens College. She worked as Internal Auditor for Fordham, Yeshiva and New York Universities. Her experiences in areas other than higher education include internal audit, accounting and controllership in the retail and manufacturing industries, and public accounting.

Irene Kagoya

GSL2003 Alumni served as this year's program coordinator at Manhattanville College. Holds a Bachelors degree in law from Makerere University. After her training at Manhattanville College she will be returning to Africa as director of the GSL Africa operations and plans on pursuing her MBA in Human Rights at the University of Dar es Salaam next year.

University of Dar es Salaam

Dr. Mukangara Fenella

Is a senior Librarian/ Lecturer at the University of Dar es Salaam Main Library in Tanzania. She is the acting director and head of the Law Collections at UDSM. She is the chairperson of the Tanzania Programme (TGNP) TGNP conducts Gender and development Seminar Series that is evolving into a place for gender capacity building lobbying networking and exchange of experiences and issues. She is also a member of the Gender programme on the UDSM Research and Publications. Her commitment to the initial launch of the GSL Africa program and now the establishment of the GSL Africa operations is inspiring.

April Yee

Is currently the undergraduate Affairs officer for Prep for Prep and furthering her graduate studies. She has been involved in a number of educational programs as a teacher, departmental chair and social worker. She conducted the GSL Africa communication and leadership curriculum. Her commitment to meeting each student's needs and interaction with the students enhanced the GSL learning and helped the students bond in a short period of time.

Ravi Arps

A distinguished professional in information technology obtained a BS Neuroscience & Behavior. Besides winning a number of scholarships in Connecticut he too has been involved in a number of leadership program. He has been involved in small business consultancy since 2005 and is now the Systems' Analyst and Administrator of the NYC's first public chronic disease registry. He too joined the ranks of the new staff recruited to help with facilitation of the Information and technology.

EVALUATION- COMMENTS AND LESSONS LEARNED

1. Evaluation of Progress in Individual Student Development

The GSL program was established to strengthen individual students by equipping them with the tools necessary to develop and perfect their leadership skills. Therefore, day-to-day evaluation of each student's progress by their trainers and the GSL management staff is an integral element of the GSL program. [A summary of 2006 evaluations is available.](#)

2. Overall Program Evaluation

The GSL2006 diversity allowed personal interaction and exchange geared to each student's needs. This process helped validate our mission and vision to develop students as young leaders.

- The GSL program has a history of success in attracting young students to its trainings in Africa and at Manhattanville College as well as support and funding from organizations, governments and Individuals
- The two successful trainings in Africa have demonstrated GSL's ability to expand and its applicability in different environment providing a scalable model for development.
- GSL Vision aligns well with Manhattanville history and African Universities Gender programs.
- Thus the commitment of Manhattanville College president, and Vice Chancellors of the six partner schools has been key in maintaining the GSL program here and establishment of the GSL Africa Link.
- Designate point person possibly to directly deal with administrative issues concerning GSL Africa program -i.e. from Class attendance, tardiness, program schedule, accommodation facilities and miscellaneous logistics.
- The eligible age of 18-24 must be adhered to as working with older persons this summer at Manhattanville proved difficult.
- Extend the GSL Africa program from 2-3 weeks in order to have ample time for absorbing the days' learning and reflections.
- Redesigning of the GSL website to make it more attractive and informative for alumni current and potential participants.

3.Way forward

- Devising better channels of securing visas for students to attend the GSL program in New York.
- It is evident the GSL Africa program work, logistical support is quite cost effective, easy entry into the country and attracts more students. We therefore are working at establishing the GSL Africa office and ensuring that GSL takes root in Africa.
- Our plans are to continue on building the GSL Africa program as we reach students from other countries.
- Irene Kagoya a former GSL student has been in training with the GSL program at Manhattanville College for a Year now. She will be returning to Africa to help with the direct administration of the GSL Africa program early next year.
- Currently we are working on raising support for the initial two-year plan to run the GSL Africa operations with two programs per year starting next year.

GSL2006 PROGRAM ACCOMPLISHMENTS

Program Trainings

- Students internalized Communication and Leadership course content displaying commitment and enthusiasm for developing leadership skills and increasing their ability to communicate empathize and work with others in a group.
- The students developed and presented individual action plans to be implemented when they returned home
- Students learned to create access databases from scratch and how to use them to analyze data as well; they learned advanced Internet searching techniques, using Internet as a vast data resource and how to create web pages with Microsoft front page.
- The students produced full newsletters covering their experiences to reviewing workshops attended.

GSL Africa Operation Initiative -Training of GSL Africa representative has been a venture to reckon with. Manhattanville College's commitment to house Irene Kagoya in training to run the GSL Africa program has been commendable. She has been able to interact with different people in and around New York City.

Alumni Involvement-Active involvement of the GSL alumni with current students was vital in helping the students comprehend what GSL meant to them and learn to appreciate the different program rules and policies. Their involvement was also primary in helping connect the different program graduates in both programs

GSL Evaluation Meeting-The meeting that involved two independent consultants, alumni, and staff was a held during the summer program in New York. The students' willingness and openness to share the program strengths and weakness, recommendations were encouraging. We were encouraged and challenged by student's interest in the program and their openness hoped to help us restructure program rules and policies and also plan for the next program trainings.

GSL Staff-The recruitment of new and younger staff this summer was also one of the tasks accomplished this summer. Their relationship and involvement at an earlier stage is hoped to help with the adoption and sustainability of the program curriculum. The interaction of the younger staff and students brings forth an element of trust and openness an important element of GSL learning.