



Next Generation Leaders Program

APRIL 2020 - MARCH 2022



Tufts
UNIVERSITY

Jonathan M. Tisch
College of Civic Life



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Foreword

Lorlene Hoyt

Talloires Network Executive Director

“Listen to the Young People”

In December 2020, as our members continued to grapple with the impacts of the coronavirus pandemic, the Talloires Network of Engaged Universities created the Next Generation Leaders Program to support and recognize university students around the world.

We received 271 applications from undergraduate and graduate students in 31 countries who expressed an interest in connecting with peers, exploring difficult issues through a series of virtual exchanges, and presenting their vision for the future at the 2021 Talloires Network Leaders Conference.



During this historic period of crisis, students described the extraordinary challenges they were experiencing — isolation, contact restrictions, water and food shortages, financial stress, physical and mental illness, domestic violence, and loss of loved ones. Despite these daunting circumstances, university students representing a wide array of disciplines were capable of imagining a brighter future and remained active in their communities.

Sponsored by the Mastercard Foundation, the Next Generation Leaders Program consists of 36 University students representing 18 countries — Bangladesh, Burkina Faso, Cameroon, Ghana, India, Ireland, Kenya, Kyrgyzstan, Lebanon, Mexico, Pakistan, Rwanda, Saudi Arabia, South Africa, Spain, Sudan, Uganda, and United States.

paNhari, a longtime partner of the Talloires Network, provided mentorship and coaching as the interdisciplinary student working groups met weekly to share their experiences of civic engagement, form lasting collegial ties, and build momentum to advance the university civic engagement movement in higher education. Each working group focused on a particular civic engagement theme: Pandemic Recovery and Resilience, Innovations in Gender Equity, Structured Listening Methods, and Civic Engagement Futures.

University student leaders presented their ideas and strategies at the four-day Talloires Network Leaders Conference (TNLC2021), which was jointly hosted on the virtual campuses of Tufts and Harvard Universities. Additionally, generous support from the Carnegie Corporation of New York, the Mastercard Foundation, and Open Society Foundations made it possible for 18 engaged universities in 14 global south countries to host safe local gatherings.

The voices, perspectives, and ideas of students participating in the Next Generation Leaders Program were distinctive features of our movement-building event. They prepared and delivered several plenary and breakout sessions for the purpose of shaping the Network’s collective strategic direction. Through TNLC2021, these young leaders reached more than 1,400 university leaders, faculty, staff, students, and community partners from 53 countries worldwide.

Collaboration among student leaders in the months prior to the conference required patience — an open mind and an open heart. The virtual meetings were challenging due to connectivity issues, scheduling across numerous time zones and life situations as well as language barriers and cultural differences. What united them was their ambition to become Next Generation Leaders with a clear understanding that international cooperation and civic engagement can help overcome despair and inertia in a world replete with loss and unrest.

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In his remarks at the TNLC2021 opening plenary, Dr. Philip Cotton (Mastercard Foundation's Director of Human Capital Development), described engaged universities as institutions that are humane, serve society, and listen to young people.

***"It is possible that the more you become the kind of university that matters to our young people, our economies, and the poorest and most hard to reach, and often most harshly oppressed by climate change need, then the more serving you become, the more humane you become, and the more engaged you become. Listen to the young people, they are telling us what is wrong with our systems, and the solutions are in their hands."* – Dr. Philip Cotton**

I invite you, dear reader, to open your mind and your heart. Listen to what these Next Generation Leaders have to say in this summary report. They are offering our coalition of engaged universities a sparkling North Star — a shared and hopeful vision as we navigate unpredictable terrain.

For all of us, the effects of the coronavirus pandemic, climate change, and other crises are ongoing. We look forward to engaging with our members to realize the full potential of university-community partnerships as a practical strategy for improving research and teaching while addressing societal challenges. In solidarity, let us leverage the collective imagination and generative utility of universities to improve the lives of all people and better communities around the world.

Sincerely,



Lorlene Hoyt
Executive Director
Talloires Network of Engaged Universities

Talloires Network is a growing global coalition of 421 university presidents, vice-chancellors, and rectors in 83 countries who are committed to civic engagement and social responsibility.

About the Next Generation Leaders Program

In 2021, the Talloires Network of Engaged Universities, in partnership with the Mastercard Foundation, assembled a diverse cohort of Next Generation Leaders. During the pandemic, the 2021 cohort had demonstrated in their communities a commitment to making a difference in the lives of others by way of civic engagement.

The 36 students selected for the Next Generation Leaders Program were organized into smaller working groups. Each small working group focused on a particular civic engagement theme:

- Pandemic Recovery and Resilience
- Innovations in Gender Equity
- Structured Listening Methods
- Civic Engagement Futures

These interdisciplinary and international working groups functioned as a community of practice to share strategies and ideas, form lasting collegial ties, and build momentum for the field of civic engagement.

Where were these students from?

- | | |
|----------------|----------------------------|
| • Bangladesh | • Mexico |
| • Burkina Faso | • Pakistan |
| • Cameroon | • Rwanda |
| • Ghana | • Saudi Arabia |
| • India | • South Africa |
| • Ireland | • Spain |
| • Kenya | • Sudan |
| • Kyrgyzstan | • Uganda |
| • Lebanon | • United States of America |



Figure 1: Map showing where NGL students are located around the world



The South African cohort of Next Generation Leaders attended TNLC2021 at the University of Pretoria, enjoying team-building activities both within and outside of the official conference program.

Civic Engagement Working Groups at a Glance

Pandemic Recovery and Resilience

The COVID-19 pandemic was unprecedented, and its effects reverberated through every part of the globe and in every sphere of life. Many questions were raised throughout society about how to recover from the pandemic, and what needs to be done to prepare for a similar future occurrence. This working group had the opportunity to unpack these difficult topics of pandemic recovery and resilience, examining university civic engagement strategies across the world. Together they explored the diverse types of “resilience” (economic, political, social, cultural) in relation to pandemic recovery, their work culminating in the documentation of the ways students and communities can respond and adapt to public health and related crises.

Innovations in Gender Equity

Despite the strides that have been made throughout history, gender inequality remains an issue in the world today. These inequalities have been exacerbated by the COVID-19 pandemic, with statistics showing a stark increase in gender-based discrimination, violence, and the lack of equitable access to social and economic opportunities. This working group discussed strategies to address these disparities and discrimination due to gender, with a particular focus on the issue of climate change. The group’s conversations highlighted the role of gender in the policy and practices of universities,

as well as the role of universities and students in advocating gender equity in collaboration with local leaders and community partners.

Structured Listening Methods

Individuals must consider multiple perspectives to work together to address societal problems and take collective action. With some exposure to the Kettering Foundation's approach to public deliberation, this working group explored the issues related to climate change in the context of developed and developing economies. The students, who come from diverse backgrounds, took this opportunity to dive into the range of information about this global challenge and discuss the several varieties of actions possible in different contexts. The group also examined the benefits of public deliberation as a structured approach for having productive conversations across differences.

Civic Engagement Futures

The COVID-19 pandemic affected access to education as many countries around the world implemented national lockdowns to curb the spread of the virus. These measures saw educational institutions shift to remote learning in an effort to continue educational pursuits despite the health crisis. These measures, however, brought into question the inequitable access to digital learning tools and equipment among students. The Civic Engagement Futures working group considered the future of learning, teaching, and research, and ways universities can be active and positive forces in their communities. Students in this working group also discussed how they were able to successfully connect their academic interests to real-world issues as well as the systemic barriers that hinder their ability to collaborate with communities.

About the Talloires Network Leaders Conference, TNLC2021

Student leaders presented their ideas and strategies at the four-day Talloires Network Leaders Conference (TNLC2021), which was jointly hosted on the virtual campuses of Tufts University and Harvard University from September 30 – October 3, 2021. The TNLC2021 was a movement-building event that provided opportunities to critically reflect on the power and responsibility of engaged universities to work together —

and in partnership with communities — to address global challenges sustainably and equitably. It was designed to maximize engagement and forge connections, even in a virtual format, including special opportunities for student leadership and participation. Using several interactive technology platforms, the gathering featured dynamic plenary sessions, highly interactive breakout sessions and workshops, virtual site visits, and thematic networking sessions.

In the following section, this report will give a summary of the presentations by each Next Generation Leaders working group. In addition, there will be a summary of the recommendations made by each group to address climate change, gender inequality, tensions of public deliberation, and civic engagement.

Summary of Civic Engagement Working Groups

Pandemic Recovery and Resilience

The Pandemic Recovery and Resilience working group anchored their presentation on the idea that one size does not fit all — meaning that solutions to pandemic recovery and resilience-building need to consider the context of the culture.



Figure 2: Does one size fit all? The group explored this concept to show how pandemic recovery varies with context

The group touched on three major topics in their discussion of building resilient universities in the future, starting firstly with an overview of “Education & Universities in the Pre-COVID-19 Era.” In this section, the group discussed how classes for most tertiary institutions were held through in-person lectures or seminars, where students would meet regularly with a professor or tutor. In addition, during this era, students had a plethora of opportunities for extracurricular activities like sports or volunteer clubs and many more, making the university experience a multifaceted one.

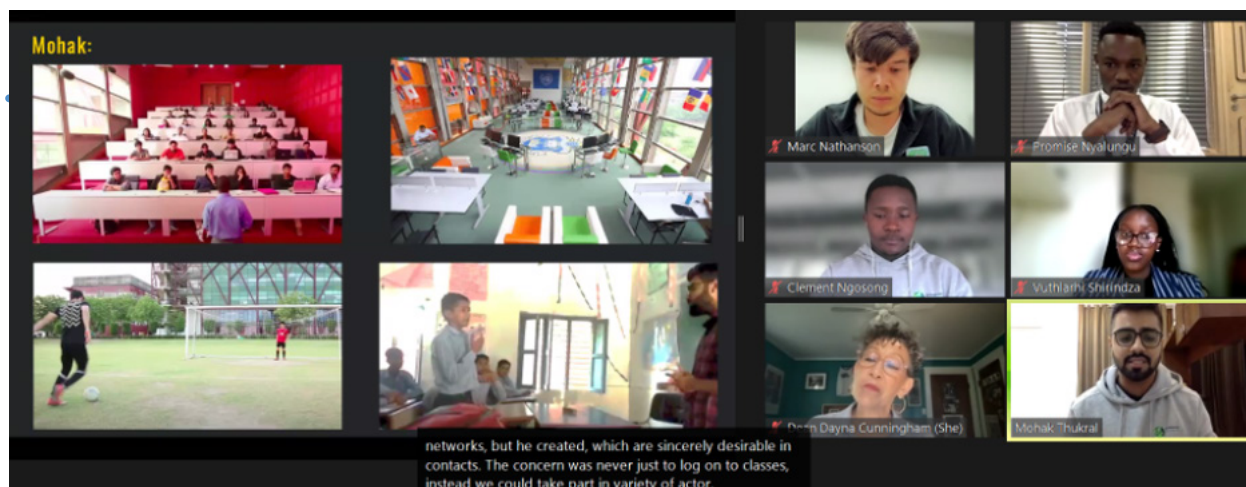


Figure 3: Students presenting on university life in the pre-COVID-19 world

With the dawn of the COVID-19 pandemic, however, there was a sudden and unexpected disruption in the “normal” way of life. The group discussed this under the topic “Education in a Global Health Crisis,” which was characterized by a move to virtual classes and the cancellation of numerous extracurricular activities. This time brought to bear the digital divide among students from different socio-economic backgrounds and highlighted further inequalities that already existed in these institutions.

Against this backdrop, one would wonder what the future of education should look like. To address this question, the Pandemic Recovery and Resilience group took to “Reimagining Universities,” proposing the following:

- 1. Continuity:** The unprecedented COVID-19 pandemic resulted in the temporary closure of many schools and universities as these institutions figured out the best ways for students to continue their education while staying safe. In the future, the group suggested that universities should have a system in place that would allow students to continue with their education without disruption should a similar event occur.
- 2. Digital Inclusion:** As many universities moved to remote or hybrid learning, it became increasingly evident that there was a digital divide among students from different socio-economic backgrounds, as well as those with varying physical and learning abilities. To address this issue, the group proposed that universities incorporate digital inclusion into their annual planning so that no student is left behind.
- 3. Changing Curricula:** Traditional curricula in universities often factor in activities like community outreach, practical work, and experiments in which the physical presence of

the student is often necessary. The Pandemic Recovery and Resilience group suggested a reconsideration of such aspects of the curricula so that there are alternative ways or places to satisfy those requirements.

Innovations in Gender Equity

The Innovations in Gender Equity group based their presentation on the theme *Gender in Dual Crisis: Women at the Intersection of Climate Change and COVID-19*, through which they explored the different ways in which women continue to bear the brunt of the effects of climate change and the ongoing COVID-19 pandemic.

As with many issues, the impacts of climate change affect women and men differently. Women are more vulnerable to the effects of climate change than men because they constitute the majority of the world’s poor. In addition, perpetual gender inequality has been shown to limit the resilience and adaptive capacity of women, families, and communities dramatically.

With the COVID-19 pandemic, these disparities have become even more apparent. For instance, COVID-19 has added to the economic pressures on society exacerbated existing structural barriers, discriminatory social norms, and gender inequalities. In addition, reports have shown that women and girls face an increasing trend of domestic violence in the face of the COVID-19 crisis.



Figure 4: An overview of the impact of COVID-19 on pre-existing gender inequalities

The group recommended several approaches to improve gender inclusion in climate action in a post-pandemic world:

- 1. Inclusive Research:** Universities have the means to create research opportunities to understand the impact of gender in climate action, including meaningful inclusion of women and girls.
- 2. Education & Work:** Institutions should create policies that safeguard the access and opportunity for education and upskilling, particularly in areas most impacted by climate change, while understanding the unique impact that global pandemics may have on these areas. Some special considerations should include access to housing, finances, food, and health care.
- 3. Creating Networks:** Universities have a unique opportunity to create national and international networks to share best practices. Universities have a mass population of youth who could lobby to push for policies and laws. Additionally, they can implement grassroots campaigns or transnational and international campaigns through their networks.

Structured Listening Methods

In their presentation during the 2021 Talloires Network Leadership Conference, the Structured Listening Methods working group challenged the “Doom and Gloom” messaging used by mainstream media to communicate climate change news.

The group argued that this way of communicating about climate change was highly flawed because of the psychological barriers that could arise from the audience. These include denial,

displacement, and rationalism — all of which result in individuals not taking any action to address climate issues.

The Structured Listening Methods group recognized how difficult communication is when it comes to climate change and action, which was addressed through the unique opportunity they had to learn more about deliberative democracy through the Kettering Foundation.

Deliberative democracy is defined broadly as a school of thought that “political decisions should be the product of fair and reasonable discussion and debate among citizens.”¹ Linking this in with the topic of “climate choices,” the group established the following recommendations to address the challenges of climate change and action:

- 1. Bottom-Up Approach:** Encouraging individual solutions and building a bottom-up approach to climate change action.
- 2. Shifting the Focus:** Focusing on the stories of victims of climate change who developed empowering solutions to better their situation.
- 3. Diverse Perspectives:** Weighing a wide range of perspectives of people who have been affected by climate change in large and small ways to highlight the urgency of addressing the challenges.
- 4. Creating Networks:** Developing new platforms for young people in universities to engage in structured conversations around climate change and action, not just at a technical level but also at the community level, in order to allow for the exchange of ideas.



Figure 5: A key message from the group was, "Let's mind our actions because there's no Planet B for habitation!"

¹ Eagan, Jennifer L.. "deliberative democracy". Encyclopedia Britannica, 17 May. 2016. <https://www.britannica.com/topic/deliberative-democracy>. Accessed 28 January 2022.

Civic Engagement Futures

The Civic Engagement Futures group concluded the TNLC2021 conference by sharing their vision for the role of universities in the future and how this vision should be achieved. Considering this, the individuals in this group used their presentation to tackle the following two questions:

1. What is the university good at?

2. What is the university good for?

Historically, universities have focused on self-realization and transformation, social mobility of the individual's expertise, and specialization around the ambitions of national growth. The group recognized, however, that what is missing in many institutions is the building of democratic societies that harness the potential of education as a "public good" for the betterment of society.

The aim of civic engagement is to ensure the full participation of all individuals in political, economic, and cultural systems. The group noted that institutionalized and integrated civic engagement, when embedded in university curricula, can transform students, communities, and universities. In nurturing this kind of social responsibility, it is important for students to be given the opportunity to contribute to the improvement of the world around them.

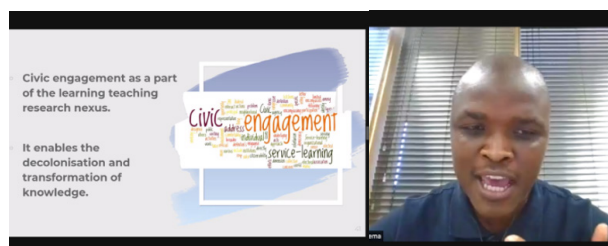


Figure 6: A member of the Civic Engagement Futures working group speaking on the importance of the topic

Several recommendations were made to improve the potential to transform universities into centers of civic engagement. These include the following:

1. Creating a Community of Practice: This is a network of individuals with a shared concern or interest who collaborate in discovering key issues, solutions, and best interventions to address key common issues.

2. Embedding Civic Engagement into the Curriculum:

Civic engagement as a part of the learning-teaching-research nexus will enable the decolonization and

transformation of knowledge, and therefore encourage students to become more engaged in making a change.

3. Developing Community-Focused Values in Students:

Listening and community engagement should be encouraged. Knowledge construction and learning should be a two-way collaborative process between universities and the communities surrounding them.

University Student Reflections



Okidi Patrovas Gabriel,
Makerere University (Uganda)
Civic Engagement Futures
working group

"I would love to thank the organizers of the Talloires Network Leaders Conference,

the host universities, and the entire team. The conference created a lot more insight and awareness to the attendees.

Personally, I am so grateful to having been part of the team that did the presentation.

I realized I achieved more than I expected. Prior to the conference, we had many engagements with the coaches, which improved the level of coordination and inclusiveness. Above all, it opened my mind to a global perspective of thought as I met very cooperative young leaders who are so passionate about creating a better world. Interacting with them gave me a chance to understand different cultures and different challenges being handled with different approaches, some of which could work for challenges in my community.

During the conference, I realized I was underestimating my potential; this gave me the motivation to begin to confront larger challenges such as climate justice by creating a movement to promote climate justice and fight against activities that harm the environment. This is a movement which will be run by youth and a Member of Parliament in Uganda, such that some of our objectives can pass as a law in the country.

Regarding my leadership improvement, I have learned to lead internationally, respecting the different time zones, cultures and timelines yet still getting the work done in time. My new perspective as a leader is to be open to new ideas while creating ideal environments for innovations so that new and more successful ways to improve on civic engagement, social responsibility, and climate justice can emerge.

I am finishing my bachelor's degree in Statistics this year, after which I have decided to do a Masters in Civic and Social Responsibility and would love to devote myself to this as it has the greatest potential to shape the 21st century."



Harunah Damba, Makerere University (Uganda)
Structured Listening Methods working group

"The year 2021 was a very memorable year in my life. I had the privilege of attending the

Talloires Network Leaders Conference (TNLC 2021) for the first time, joining other students, researchers, and world-renowned leaders from across the world to deliver presentations on some of the world's most pressing issues. My colleagues and I presented on climate change, deriving our presentation from the potential of structured listening for addressing climate change in a post-pandemic world and how universities might adopt such practices.

For four months, I enjoyed working with colleagues from different backgrounds, ethnicities, and perspectives. Although meetings were held virtually, they were more interactive and value-adding, presenting us with the opportunity to network, learn from one another, and find out more about what other students were doing regarding global efforts of tackling these issues.

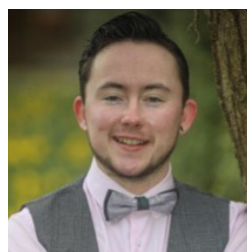
The Kettering Foundation sessions we attended were such a great hit and of extreme benefit to us in both our preparation for the conference and informing us of the numerous gaps in addressing climate change and engaging in deliberative democracy.

I especially enjoyed the discussions on the three models proposed by Kettering Foundation for addressing climate change which are to: (1) sharply reduce carbon emissions, (2) prepare and protect communities and, (3) accelerate innovation. The proposed models hold the potential of addressing climate change despite being a contentious discussion. Also, the deliberative democracy sessions were informative. They laid the options on how to go about addressing political woes and dictatorial tendencies.

Overall, the Talloires Network Leadership Conference was a very enriching and worthwhile experience for me. I enjoyed hearing stories from students on their unique experiences on issues such as climate change, gender equity, and pandemic recovery and resilience. The chosen speakers and topics for the conference were second-to-none and reflected the current situation and trends in societies. I was truly inspired by all people I met and their dedication

to addressing the world's pressing issues, and in particular, their efforts in addressing climate change, and gender equality.

I have gained a lot from the experience and feel more prepared to continue with my civic engagement activities. In fact, I would highly recommend other students to apply and participate in the conference when next offered because not only does the conference provide you with the opportunity to meet and interact with many students and leaders, but it also allows you to discover what a career in research might entail."



Cameron Keighron, National University of Ireland (Ireland)
Innovations in Gender Equity working group

"Applying for the NGL programme, I could never have predicted how my experience

would have turned out, the lessons I learned, the people I met, and the folks I now call friends.

Innovations in Gender Equity can be quite a challenging area to dive into, particularly in the context of COVID-19! I had the honor to lead a very talented group with members from Kyrgyzstan, Ireland, Kenya, Sudan, Mexico and Saudi Arabia — we decided to explore the effect of a dual crisis: COVID-19 and Gender Equity in Climate Change & Action.

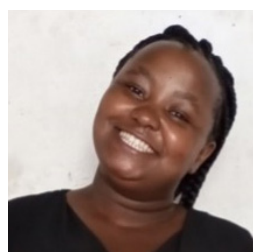
This experience allowed us all to explore these issues in both a local context and how they impacted our communities but also how the issues could be felt differently by other communities in other parts of the world. This really allowed us to delve into the concept of how we work together to create adaptive solutions to the climate crises that uniquely understand the roles of women and the challenges they face that fit many communities across the globe. We understood the need to move away from viewing climate change as a homogenous issue that can be fixed by a "one size fits all" solution.

Our work, together, allowed us to really find a voice of young people in the charge for climate change and gender equity but also supported us to make some solid policy recommendations that we hope (and encourage) universities to look at and implement where possible. The end product of our group was months of research, interviews, dynamic discussions, and dedication to improving the lives of women and girls across the globe.

It is also a call to action to listen, value and create space for the voices of women and girls in the discussion around addressing

climate change. This experience certainly was a once in a lifetime opportunity for me, where I learned so much about others, the challenges they face, and how I can play my part. I met some absolutely inspirational people whose words will stay with me for life.

Overall, this experience started with nine individuals who did not know each other lives or experiences and finished with an incredibly passionate group of young people inspired to create a better, more sustainable, and more equitable world!”



Hellen Irungu, Strathmore University (Kenya)
Innovations in Gender Equity working group

“Participating in the Next Generation Leaders Program is one of the best things that ever

happened to my leadership journey. I worked on the Innovations in Gender Equity working group, through which we looked into gender inequalities that exist between men and women in relation to climate change experiences.

At first, I was hesitant in delving into this topic as I had not engaged much with climate change. My community work mainly entails giving the vulnerable a voice through various engagements. After researching the topic, I came to enjoy learning about the issues, and I focused my energy on understanding the impact that COVID-19 has had in exacerbating gender inequalities in climate action.

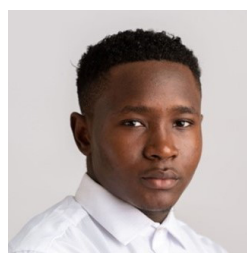
Throughout our journey, we immensely benefitted from the wise counsel of our coaches from paNhari. They mentored us with so much grace. They were not just interested in us completing the project, but they went out of their way to help us in other aspects. Most of our meetings started with us taking stock of where we were on matters, including our emotional and mental wellness and I must admit, that was incredible!

The coaches also invited guest speakers who talked to us about various topics like innovation in development work and pursuing one’s passion. I vividly remember our first guest speaker who encouraged us to ensure that we learned as much as we could, as this would make us better leaders. There was also a guest who talked to us about being a good listener, and some of the things that I learned I am practicing them in a bid to be a better listener.

The biggest impact of being in the NGL Program is that I got to appreciate how intertwined the issues facing humanity are. For

instance, when we talk about COVID-19 and how it is affecting women, you find such issues as the increase in domestic violence and teenage pregnancy cases. With the increase in the teenage pregnancy cases, you find that most of the girls will not be able to go back to school as they come from vulnerable families, and their future opportunities will become limited. This limitation of opportunities will cause more inequalities which will keep multiplying, creating more suppression for women. To that end, I am interested in learning more about the measures that can be adapted to address the source of the inequalities women and girls are experiencing.

I am really grateful to Talloires Network of Engaged Universities through the Next Generation Leaders Program for giving me a chance to grow my leadership skills as well create positive relationships.”



Ngosong Clement Nkengbeza, Ashesi University (Ghana)
Pandemic Recovery and Resilience working group

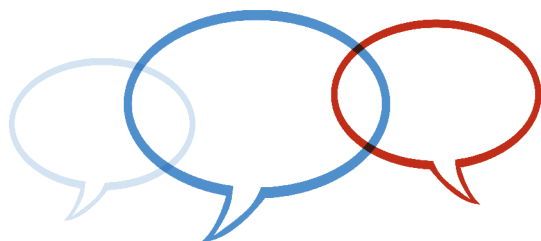
“When I got the email notifying me about being accepted into the program, it was difficult for

me to believe that I was selected from over a pool of 200 students to participate in the program. During the first call, I was very anxious and excited to see the other chosen Next Generation Leaders. It was such a delight seeing how much each of us had to contribute and the wonderful ideas people on the team constructively put forth for the NGL team.

I made some amazing and supportive friends during the program. I recall how we would spend about an extra 20 – 30 minutes discussing other facets of our lives and goals for the day we will meet. Joining the Next Generation Leaders Program served as a forum for me to reflect on the ethics of my past, present, and future approaches to change-making.

Besides connecting with like-minded student leaders from across the globe, it also served as an opportunity for me to work with both graduate and undergraduate students from diverse backgrounds.

As a Next Generation Leader, moving forward, I hope someday to meet in person all the people I spent almost a year working with. I also hope to use the network towards my career growth and aspirations, gain more insights on my capabilities, learn new things, and most importantly, increase my confidence and self-esteem as a young leader.”



University Student Recommendations for Action

Duaa Zahra Shah

National University of Sciences and Technology (Pakistan) – In a world of disproportionate burdens, you must examine your privilege and use it to tackle injustice, but pass the mic to the marginalized: let their voices inform solutions.

Cameron Keighron

National University of Ireland (Ireland) – Be the voice of change in your institutions. We have a collective responsibility to continually work towards gender equity in higher education.

Akmaljon Akhmedjonov

Bard College (United States) – Public deliberation is a key to bringing together conflicting and agreeing parties to begin cooperation rather than competition at universities.

Hellen Irungu

Strathmore University (Kenya) – Reach out to as many girls as possible and encourage them to attain a good level of education and obtain skills that can make them independent in the future.

Marc Nathanson, Stellenbosch University (South Africa)

– Let us continue the work we started on during the conference, including digital inclusion, curriculum reform, and the inclusion of civic engagement into university structures.

Fadi Salahedin

American University of Beirut (Lebanon) – Make civic engagement a core aspect of the educational journey of each student. We need to be more than just well-educated individuals.

Halima Dolif

Kenyatta University (Kenya) – My call to action to fellow youth is to do whatever it takes to be involved in the betterment of their communities, and to raise awareness about significant issues in society.

Ángel Solís

Tecnológico de Monterrey (Mexico) – Participate and share everything we have at our disposal to those who need it, put our talents and resources at the service of others.

Mohak Thukral

OP Jindal Global University (India) – We need strong partnerships to make the most impact. Connect with like-minded individuals and institutions so we can engage on the ground and create a positive change.

Funwako Bakhile Dlamini

University of Cape Town (South Africa) – The time to act is now. We cannot afford to sit in our comfort zone with the hope that socioeconomic issues will be solved without action—especially in a world that's interconnected.

Ila Nasreldin Mohammed Ahmed Mohammed Mustafa

Ahfad University for Women (Sudan) – Universities must create ethical and moral obligations and considerations about academia's responsibilities to address the patriarchal nature of the educational system.

Zukile Ntentema

University of Cape Town (South Africa) – Universities should utilize the community of practice approach for civic engagement. Students should establish societies and champion change without waiting for anyone's for approval.

Faiza Arshad

Effat University (Saudi Arabia) – Life's short. It's getting even shorter because of our actions. Let's pick a cause and fight for it.

Karla Jazmin Garcia Antonio

Universidad Veracruzana (Mexico) – The work is better collectively; we must recognize the different realities that we live in order to build peace between us.

Meet the Next Generation Leaders

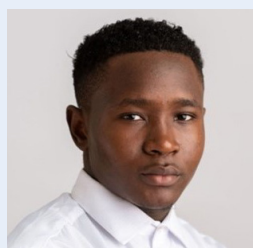
Pandemic Recovery and Resilience



Ángel Solís, Tecnológico de Monterrey (Mexico)

Ángel Solís studies his bachelor's degree in Mechatronics Engineering at Tecnológico de Monterrey in Mexico. He is broadly interested in the preservation of indigenous cultures,

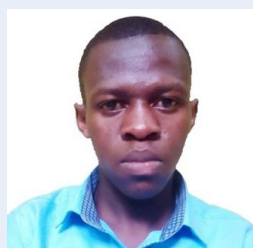
education, and equal opportunities. He believes in the power of multicultural cooperation and the ability of young people to change the world. He is founder of various social projects related to teaching and preserving indigenous languages and promoting conscious tourism. In addition, he dedicates much of his time to volunteering and performing community-strengthening activities.



Clement Ngosong, Ashesi University (Ghana)

Clement Ngosong is a sophomore studying at Ashesi University as a Mastercard Foundation Scholar. Clement has been engaged in a plethora of youth initiatives,

including "Youths Inspiration," which he founded to inspire and empower the next generation of young people. With Youths Inspiration, he has reached and connected with over 1500 secondary school students and organized four conferences (in-person and virtual) with an attendance of 300+ Cameroonians. Clement presently serves as the President of the International Students Association at Ashesi.Scholar.

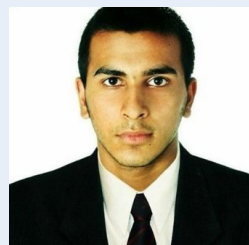


David Niyitanga, University of Rwanda (Rwanda)

David Niyitanga is from Rwanda and holds a Bachelor of Science in Agriculture Economics. David is an aspiring community leader and youth change maker. He is driven by

passion, enthusiasm, hard work, and strives to be an eager learner, researcher, and junior agriculture consultant. David is currently working as a Monitoring and Evaluation Officer and Master Trainer of Community Development Programs in a

national organization called Green Cover Initiative Rwanda that contributes to the socio-economic development of Rwandan communities. David also currently volunteers for a university-led NGO called Rwanda Village Community Volunteers.



Khan Alkozee, Universidad Camilo José Cela (Spain)

Khan Alkozee was born in Afghanistan, an area that has struggled with continuous war, which presents a barrier to children, adolescents, and many

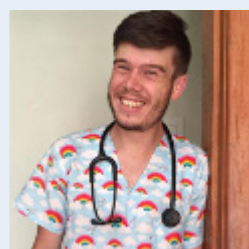
others from receiving an education. In Khan's opinion, education is the foundation for the growth of society and its future, informing his motivation to focus on learning and giving that chance to others. This goal has brought Khan to the University of Camilo José Cela in Spain, where he is pursuing a joint degree in Law and Criminology.



Mahugnon Samuel Ahossouhe, International Institute for Water and Environmental Engineering (Burkina Faso)

Mahugnon Samuel Ahossouhe is currently enrolled in a master's degree program in Water and Sanitation at the

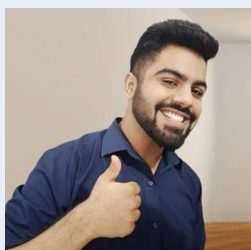
ZiE Institute. He is a volunteer at the welcoming of new students to the institute. As president of the Water and Sanitation club of the ZiE institute, he mobilized the members of this club toward the production of a hydro-alcoholic solution as part of the response to COVID-19. His civic engagement enabled him to participate in the 2019 Civic Leadership training of YALI program at the RLC YALIDAKAR.



Marc Nathanson, Stellenbosch University (South Africa)

Marc Nathanson is a third-year medical student at Stellenbosch University in Cape Town, South Africa. Previously, Marc studied Sports Psychology at the University

of Johannesburg (UJ), received his honors in Sports Management at UJ, and studied Psychology honors at the University of the Witwatersrand. Marc is immensely excited to connect with peers globally and create long-term COVID-19 relief initiatives in his community in Cape Town and beyond.



Mohak Thukral, OP Jindal Global University (India)

Mohak Thukral is the founder of Project Kushal Society, a registered non-profit organization working to remove the barriers to quality education and inclusion of sexual

minorities in our social outlooks. Mohak has organized multiple skill development workshops and events for students from underprivileged backgrounds. Further, his organization has partnered to organize several seminars, awareness sessions, and landmark events, including Punjab's first Pride Parade.



Promise Nyalungu, University of Venda (South Africa)

Promise Nyalungu is an entrepreneur, actor, writer, researcher, and art activist who holds a Bachelor of Arts Degree in International Relations from

the University of Venda, South Africa, and a Certificate in International Business Administration and Leadership from Baden-Württemberg Cooperative State University, Germany. He founded Struu Artzz Entertainment, a Media and Entertainment Company that focuses on giving opportunities to rural and township-based creatives. Promise enjoys managing different rural and township development projects.

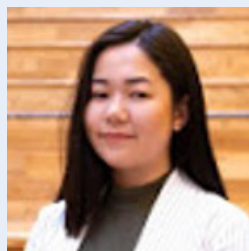


Vuthlarhi Shirindza, University of Cape Town (South Africa)

Vuthlarhi Shirindza is a fourth-year medical student at the University of Cape Town (UCT). In 2020, Vuthlarhi completed her Honours Degree in Biomedical Sciences majoring in

Medical Biochemistry (Cum Laude). Vuthlarhi is the student representative of the Rural Doctors Association of South Africa and the Deputy Chairperson of UCT's Rural Support Network. Vuthlarhi is the co-founder of RaAzi, a company that uses drone technology to deliver chronic medication in rural and peri-urban South Africa. Vuthlarhi is the TEDxUCT Lead Organizer (Curator/Chairperson) and the author of the children's book "My Name Is Ripfumelo."

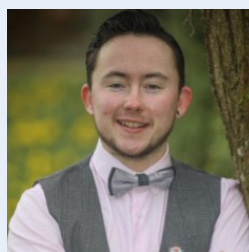
Innovations in Gender Equity



Adina Sulumbekova, American University of Central Asia (Kyrgyzstan)

Adina is originally from Kyrgyzstan, where she lived in a remote village for 17 years and now studies at the American University of Central Asia,

majoring in Sociology at the department of Liberal Arts and Sciences. Adina is an alumna of the New Generation Academy preparatory program at AUCA, where she discovered, as a young girl, her leadership potential.



Cameron Noah Keighron, National University of Ireland (Ireland)

Cameron is currently a PhD Student in Electrophysiology studying Parkinson's Disease in NUI Galway. Cameron has been involved in

advocacy, activism, and volunteering over the past decade. Cameron is the current Chair of AMACH! LGBT+ (in Galway), the President of the ENLIGHT Student Board, student partner in the Inclusive Learning and Teaching project and a Youth Panel Member on the D1 Now study looking to improve healthcare for Type 1 Diabetics.



Daniel Patrick, Kenyatta University (Kenya)

Daniel is a student of Economics at Kenyatta University in Nairobi, Kenya in his Junior year. He is a fellow at the Equity Leaders Program based in Nairobi, where he served

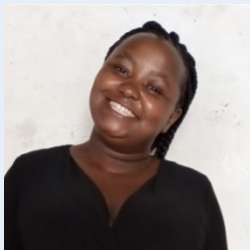
as a Chairperson of Residential Mentors in Nyagatugu, a chaperone and mentor to Equity Wings to Fly scholars, and as the African Representative in the Equity Global Scholars Board. Daniel is the Founder and Team Leader of Ecotowels (K) Initiative, whose goal is to create environmental and social change by revitalizing menstrual health practices that are healthy, innovative, environmentally sustainable, culturally responsive, and empowering.



Halima Dolif, Kenyatta University (Kenya)

Halima Dolif is pursuing a degree in Psychology at Kenyatta University. She is the current Speaker of the Access Education International Youth leadership program in Kenya

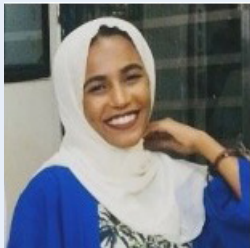
and Minister for Sustainable Development Goal 5. She has had the opportunity to represent the country in the Commonwealth Youth Parliament at age 14. Being very active in debates and parliamentary procedures, Halima joined in advocacy for children at an early age and has kept a keen interest in scientific innovations that help solve problems in society.



Hellen Wanyora Irungu, Strathmore University (Kenya)

Hellen Wanyora Irungu is a third-year student in Strathmore University Law School. Her community engagement entails giving the vulnerable a voice and the

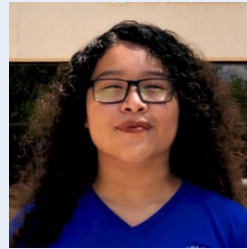
capability to fight for themselves and those around them. She has volunteered in public schools as a teacher and in organizations as a mentor. She has also trained students on matters of sexual and gender-based violence. In the future, one of her goals is to learn ways to give teenage mothers a voice.



Ilaf Nasreldin Mohammed Ahmed Mohammed Mustafa, Ahfad University for Women (Sudan)

Ilaf Nasreldin is a women's rights advocate and the Co-Founder and COO of AMNA, an organization that advocates against violence against

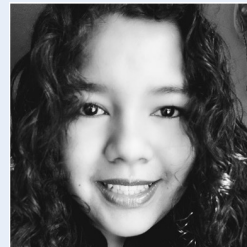
women (VAW) in Sudan. She is an activist for human rights, peacebuilding, social justice, and development, with a special focus on gender-related issues. In addition to working in AMNA, she also works at the Sudanese Organization for Research and Development as a Research Assistant and Projects Coordinator for Supporting Feminist Transformative Peace and Democracy in Sudan.



Karen Estevez, Tecnológico de Monterrey (Mexico)

Karen Estevez was born in Ciudad Juárez, Mexico, and is currently an engineering student in Innovation and Development at the Tecnológico de Monterrey. Karen considers herself a

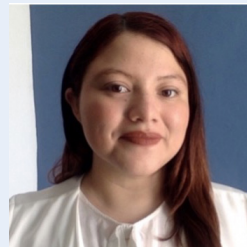
person who has an interest in learning from other people and from other cultures, as well as promoting social transformation in the context in which she lives. Karen would like to share her skills and vision of the world to create contributions that could make the world a better place for everyone.



Karla Jazmin Garcia Antonio, Universidad Veracruzana (Mexico)

Karla was born in Orizaba, Veracruz, and has studied at the Intercultural Veracruzana University since 2018. Karla has participated in an educational experience called

Expresiones del Arte Totonaco and participated in a Collaborative Online International Learning program studying the educational experience of cultural diversity. Currently, her collaboration in the Mujeres Montaña group has encouraged her to share her life experiences as a woman in the family, academic, and social spheres, motivating her to promote the rights of women with her family, colleagues and neighbors in her free time.



Keila Zurisadai Contreras Santos, Tecnológico de Monterrey (Mexico)

Keila is from Mexico, and from an early age, she has made a commitment to her community. She has done projects that involve

children in extreme poverty, girls in science, illiterate adults, and indigenous women in Chiapas, Mexico. Currently, she has impacted the lives of more than 15,000 people in southern Mexico through her projects. She was awarded a full scholarship by the Tecnológico de Monterrey with the Leaders of Tomorrow Scholarship to study her career and promote her social project: *Aliyel en Libertad* for girls and traditional midwives in Chiapas, Mexico.



Patrick Oyenga, Jomo Kenyatta University of Agriculture and Technology (Kenya)

Patrick Oyenga is Kenyan-born and currently a resident of Thika town in Central Kenya. Patrick holds a Bachelor of Arts in Mathematics and

Economics and is currently a Master of Science student in Research Methodology. He has professional experience in academic administration, M&E, Quality assurance, project management and peer education. He is currently self-employed in academic freelance services with interests in Research Theory, Data Analysis, and Report Writing. He has been awarded an ACCESS master's project scholarship, has three journal publications, and mobilized healthcare funds for disadvantaged youth.

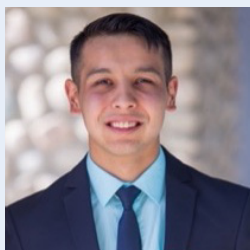


Sarah Alharthey, Effat University (Saudi Arabia)

Sarah is one of the pioneering women in Renewable Energy and Sustainable Utilities Development in Saudi Arabia with a degree in Electrical and Computer Engineering

and a Master's in Renewable Energy Engineering from Effat University. She is a Global Shaper at World Economic Forum, and her work revolves around climate policy, green economy, and advocacy for education and women's rights in marginalized communities. Sarah is the Founder of the Women Engineers Network of Saudi and Co-Founder of Dar Wujd, a social enterprise for the empowerment of underprivileged women and youth in Jeddah since 2016.

Structured Listening Methods



Akmaljon Akhmedjonov, Bard College (United States)

Akmaljon Akhmedjonov, or simply Jon, is a recent graduate of the International Relations department at the American University of Central Asia and an Academic Resource

Center Fellow at Al-Quds Bard College. Jon is going to pursue his Master's degree in International Public Affairs at Central European University in the upcoming academic year. In addition to academia, Jon is involved in several volunteer projects in Central Asia to uplift the quality of education in developing countries.



Duaa Zahra Shah, National University of Sciences and Technology (Pakistan)

Duaa is currently in her sophomore year at the National University of Sciences and Technology and is majoring in Economics. She aspires

to use her theoretical classroom knowledge, experiential service and research, and multidisciplinary ideas from politics and law to tackle inequality in power and resource distribution. To this end, she strongly believes in the capacity of empathetic listening, grassroots bottom-up approaches, and multidimensional inclusiveness in effecting meaningful global change.



Faiza Arshad, Effat University (Saudi Arabia)

Faiza Arshad is a senior student of Psychology at Effat University, KSA. Faiza is fascinated by leadership and group dynamics in different settings. From her point of view,

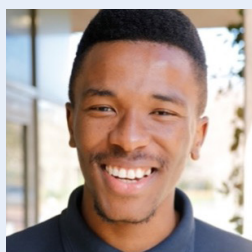
understanding the role of the human condition in our world and the psychology behind why people do what they do is crucial to challenge existing systems and introduce reform. Faiza also firmly believes that when people from different cultures, opinions, and worldviews come together, the group almost always walks away with something life-changing.



Farhana Shahnaz, BRAC University (Bangladesh)

Farhana Shahnaz is a development practitioner with an academic background in Economics, Development Studies, and International Relations. She has

experience in strategic development communications, digital communications, content development, and editing. She wishes to establish effective development communications practices which blend both art and science. She is currently working as a Communications Officer at United Nations Development Programme focusing on preventing violent extremism and fostering peace. Farhana is a Global SDG Talent and Ambassador at UNLEASH – Innovation lab for the SDGs and a Fellow at the Interfaith Dialogue on Violent Extremism Intercontinental Youth Forum.



Funwako Bakhile Dlamini,
University of Cape Town (South Africa)

Funwako Bakhile Dlamini is a Master of Public Health (Health Systems) candidate at the University of Cape Town's School of Public Health and Family Medicine. He is also the

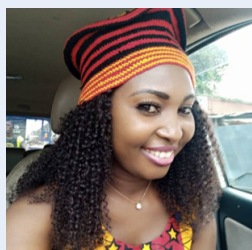
founder of Adopt a Child Foundation, an education model centered on youth mentorship and career empowerment in the Kingdom of Eswatini. He is a bronze and silver awardee of The President's Awards Program by HRH The Duke of Edinburgh and a World Politics alumnus of The Paris School of Political Studies, Summer School.



Harunah Damba, Makerere
University (Uganda)

Harunah is the Founder of United Persons with Disabilities — a disabled people's organization in Bweyogerere Parish, Wakiso District in Uganda. The organization has

grown to be of social impact tackling community development and empowerment. In his early career, Harunah served as a Guild Representative Councilor and minister for students with disabilities at Makerere University (2018/19), the experience that catapulted his leadership career — from decision-making and problem-solving to creating leadership networks. Harunah holds a Bachelor's degree in Biomedical Laboratory Technology from Makerere University.



Mercy Koti Fri, Redemption Higher
Institute of Biomedical and
Management Sciences (Cameroon)

Fri Mercy Koti, a level 300 student of RHIBMS, was born and raised in Banja, Bamenda—Cameroon. Growing up in a rural community, Mercy

pledged to find a solution to one or more of the community problems. Chasing this course of action led her to co-found two non-governmental organizations with a primary focus on community benefits. The opportunities given to students to take initiative and be actively engaged in community activities pushed Mercy to start the micro health insurance scheme, which goes a long way in promoting and maintaining health among students and raising capital to enable students to empower themselves and the community.



Mwangangi (Stephen) Munyoki,
University of Nairobi (Kenya)

Mwangangi Munyoki is from Kenya and hopes to change the world one step at a time. Mwangangi intends to leave his mark and influence a generation with the skills and drive

that he has through community outreach programs focusing on art, upcoming listening platforms (podcasts, WordPress, music). Growing up, Mwangangi always had a strong gut feeling that not only was he special, but his passion for everything concerning art would open doors for him in this life and allow him to assist those that are less privileged than him in this pursuit.

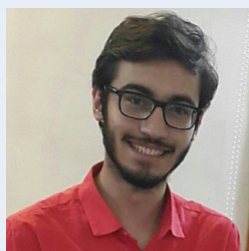
Civic Engagement Futures



Claire McCann, Rhodes University
(South Africa)

Claire McCann holds a BA Honors degree in Economics and Politics from Rhodes University. Currently, she is pursuing a Master of Economics focusing on the potential

of civil society to transform South Africa's ECD trajectory. In 2021, Claire took on a part-time role at Rhodes University's Community Engagement Division, where she facilitates a research group exploring the impact of Nine Tenths and designs a Community Engagement program for private schools. Claire has been recognized as one of the top ten volunteers at Rhodes University in 2018 and 2019. In 2020, she was a recipient of Rhodes University's Student Volunteer of the Year Award.



Fadi Salahedin, American
University of Beirut (Lebanon)

Fadi Marwan Salahedin is a Syrian student at the American University of Beirut in the MEPI Tomorrow's Leaders Program. Fadi is studying Psychology and Business

Administration and aiming to continue his studies in the fields of Management and Social/Political/Industrial Psychology. Fadi is an avid reader and a civically engaged individual with a dream of making the world a more comfortable, tolerant, and inclusive place, which is reflected through his achievements. Fadi believes in taking the initiative and taking risks for the things one believes.



Maria Gitau, Strathmore University (Kenya)

Maria Gitau is a student at Strathmore University pursuing a Bachelor of Science in Informatics and Computer Science. She is also the co-founder of Jalia Club, a

platform that brings young people together to learn from one another and appreciate our unique experiences. Maria is especially interested in how the knowledge and skills she has learned in school can directly be implemented in solving problems faced in her community.



Maria Torres, University College Cork (Ireland)

Maria Torres is an indigenous lawyer and master's student in University College Cork (MRes Government and Public Policy), who serves as a parliamentary

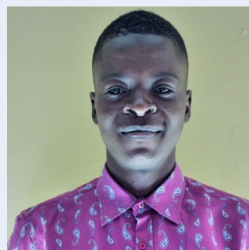
adviser at the Commission for Andean, Amazonian and Afro-Peruvian Peoples, Environment and Ecology at the Congress of the Republic of Peru. She is a political activist for indigenous peoples' rights and has advocated for reclaiming indigenous identity in Peru. Last year, she ran for Congress in Peru, leading a campaign based on making people aware of the importance of reclaiming indigenous identity. Her research focuses on the relationship between indigenous self-identification and the political support that a person who reclaims this identity could give to indigenous peoples' demands for self-determination.



Okidi Patrovas Gabriel, Makerere University (Uganda)

Okidi Patrovas Gabriel was born in Oyam District in Northern Uganda. He studied at Fountain Boarding Primary school, Lango College, Mentor SS, and is currently at

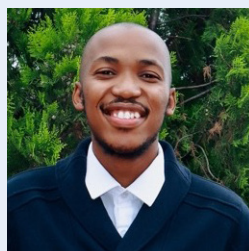
Makerere University as a Mastercard Foundation Scholar attaining a bachelor's degree in Statistics. Okidi began his leadership career at 11 years old as an English Prefect, and later became a school speaker in secondary school and High School. He is currently a Human Resources Manager at Think About Life Uganda, a registered nonprofit organization he founded aimed at expanding necessary skills for youth. He is also the Psychosocial Team Leader under the Mastercard foundation (Family head level).



Philip Adebayo, American University of Beirut (Lebanon)

Philip Adebayo is a Mastercard Foundation Scholar at the American University of Beirut where he is pursuing a Master of Engineering degree in Mechanical Engineering.

He holds a Bachelor of Science degree with a first-class in Mechanical Engineering from the University of Ibadan and emerged as the best student in his class, winning several awards. He is an alumnus of the YALI RLC, a fellow of the Young Innovation Leaders Fellowship, and a Scholar of the Nigeria Higher Education Foundation. He is passionate about youth development and believes in equal access to quality education and opportunities around the world.



Paseka Elcort Gaola, University of Pretoria (South Africa)

Paseka Elcort Gaola is a final-year Bachelor of Commerce in Law student at the University of Pretoria in South Africa. He is the Founding Executive of The Street Store@UP,

a programme that assists students in need with necessities such as food, toiletries, and clothing. He was selected as one of the three South Africans to participate in the 2020 Study of the U.S Institute for Global Student Leaders on Civic Engagement in the United States of America for 6 weeks. Paseka strongly believes that young people, as future leaders, ought to question the status quo and rewrite new narratives.



Zukile Ntentema, University of Cape Town (South Africa)

Zukile Ntentema is part of the Safer-Spaces Community Safety and Violence Prevention Practitioners as well as the director of Vulisango Youth for Peace, an

organization that specializes in youth development programs. He has worked to aid government departments, and civic organizations in reaching their objectives. He is currently a student earning his Bachelor of Social Work degree at the University of Cape Town. He has also served in several civic organizations such as community policing forums, youth organizations, and has led many civic organizations.

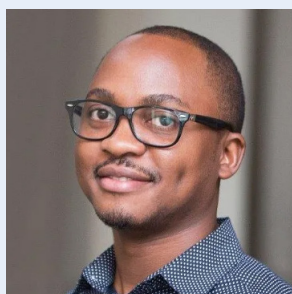
Social Media Highlights



Meet the Mentors and Coaches



"We loved working with the NGL students throughout the program. They were all very smart and had the courage to dream big! We enjoyed coaching and mentoring this new generation of leaders. Want to know more about us? Read our story: <https://panhari.org/our-story/>"



Donald Bodzo

Co-Founder, paNhari

Donald Bodzo is a passionate social entrepreneur who loves working with young people. He co-founded [paNhari](https://panhari.org/) to empower young people to become successful leaders,

growth enablers, and innovators in their communities. He has been working in the development sector for over a decade and firmly believes that if young people are provided with opportunities and resources to succeed, then there are no limits to what they can achieve.



Ruvimbo Mushavi

Program Coordinator, paNhari

Ruvimbo Mushavi is on the paNhari team as the Program Coordinator for the Next Generation Leaders Program. She earned a Bachelor of Arts in International Relations from

Mount Holyoke College in South Hadley, Massachusetts. She holds four years of experience in the development sector. She currently resides in her home country, Zimbabwe, where she is also working in communications and advocacy, harnessing the power of storytelling and youth engagement to advocate for urgent action to address the scourge of violence against women and girls in Zimbabwe.



Phil Mlanda

Co-Founder, paNhari

Phil Mlanda is a technologist who co-founded paNhari. A large number of projects that he has focused on through paNhari are housed and incubated at higher learning

institutions that include the University of Zimbabwe and the Catholic University of Zimbabwe. Through this organization, Phil has worked on the development of university-accredited leadership and entrepreneurship curricula. Phil's background in software development has allowed him to develop technical web applications, and through such social-impact projects, he has developed private-public partnerships. During the TNLC conference, Phil discussed an application that he built, deployed, and trained university students to maintain — a crowd-sourcing digital platform that was used during the onset of the COVID-19 pandemic in March 2020. Data from the application has been used as a tool for response and research. Phil shared key insights from this project at the Talloires Network Leadership Conference 2021.

