

**Education for Global Responsibility  
A Three-Year Evaluation:**

**An End-of-Project Development Education Report**

**YWCA of the USA**

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## **Executive summary**

Women from around the world first brought their global development analyses to the international table in 1985 at the United Nations women's conference in Nairobi, Kenya. There, women leaders and activists gave voice and form to the historical and enduring global political, social and economic disenfranchisement of women. They pointed to governmental and other institutional economic policies (such as the World Bank's structural adjustment policies) as a key cause of the dismantling of support systems and equated this with the advancing and overwhelming impoverishment of women around the globe.

In 1995, women carried their analyses further, when in Beijing, China, they named consumption-driven market values, increasing globalization, and certain US foreign policies and business practices as devastating to the world economic system, the environment and the lives of women and their families. Growing numbers and varieties of issues surfaced as major indications of global crises with increasingly destructive effects on women and their families: increasing poverty, exploitative labor practices (especially related to women), depletion of natural resources, destruction of communities -- all basic survival issues that find their harmful roots in global economic and political strategies.

These are not new ideas. However, it is increasingly clear that US women still have a lot to learn about how their lives are tied to the lives of women all over the world, and how the causes of poverty at home and abroad are inextricably tied to international economic policies, and that all of these issues are complex and intricately connected.

Women in the US cannot afford to see their existences as location-specific. It is imperative that we educate ourselves so we can develop astute analyses of our own; make informed, responsible decisions; and work to create sustainable, healthy communities at home and abroad.

The YWCA of the USA has been linking communities of women and girls around the world and challenging them to recognize and address changing global connections for 137 years. We are active, essential members of the World YWCA in Geneva, Switzerland, and as a result, are linked to a global movement of YWCA women that spans YWCA over 91 countries worldwide.

In 1989, with the support of the US Agency for International Development (USAID), we launched the YWCA of the USA Development Education Project. This was Phase I of a long-term campaign to integrate a global agenda into our organization development and training for national YWCA volunteer and staff leaders. With this initial three-year project we began to realize our goal to build our organizational capacity to address the global issues of women.

We worked to:

- ◀ Equip our national leaders with a wider perspective on the issues facing women in the US and around the world, and to

- ◀ Engender the organizational will to incorporate that wider, global perspective into every facet of our work on leadership development of women, advocacy on behalf of women and service delivery to women and their families.

**Phase II of our development education efforts began in 1992 with the Education for Global Responsibility Project and a second three-year grant from USAID. Over the past three and a half years, in addition to continuing our work on the national level, our goal has been to increase the capacity of YWCAs nationwide to respond to the global dimensions of their work.**

To this end, our focus has been to:

- ◀ Orient YWCA community leaders to the global issues facing women in the US and around the world;
- ◀ Work with members and staff to design and deliver substantive global issues programs community- and campus-based YWCAs;
- ◀ Produce and deliver resources that assist with the "global issues" education, training, leadership development of YWCA members and staff;
- ◀ Design assessment tools to measure an organization's capacity to effectively define and implement development-focused programming; and
- ◀ Develop a preliminary, working strategic planning tool to guide organization leaders step-by-step through the process of equipping their organizations to work with the community to identify and address development issues facing women.

The YWCA of the USA defines "globalization" as "an organization's successful effort to integrate into its mission, vision and agenda for action a strengthened understanding of the ways global systems effect people and communities. Special emphasis is placed on the trend of increasing poverty among women within the communities where the organization work and in the rest of the world." Perhaps one of the more pivotal developments of the Education for Global Responsibility Project has been our conception of a framework around which an organization can begin its work to "globalize" itself. It is around this idea that the YWCA of the USA has developed its "globalization" tools.

Our work on development education over the past six and a years has left the YWCA of the USA poised to utilize the strategies of development education, training, leadership development and community collaboration to continue our work with our national leadership, community- and campus-based YWCAs, and other national and community-based women's organizations to build a nationwide network of women and organizations in the US equipped to address the effects of poverty and globalization on the lives of women, their families and their communities.

## **Introduction**

### **What is the EGR project?**

The Education for Global Responsibility (EGR) project is a development education project of the YWCA of the USA. This three-year initiative was originally funded by the US Agency for International Development (USAID) between September 1992 and August 1995. In June 1995, at the request of the funder, a no-cost extension application was filed by the YWCA, and project timelines were extended to February 1996.

**The purpose of the project was to educate about global responsibility.**

**Global responsibility is defined as:**

**Individual and community action based on the understanding that**

- ◀ **The economic, political and social systems at work in our communities are a part of a larger set of interdependent, global systems;**
- ◀ **The dismantling of these systems by governmental and other institutional policies creates poverty that has a particularly devastating impact among women;**
- ◀ **Poverty, in turn, creates the many of the economic, political and social problems that we see in our communities, such as homelessness, violence against women and racially biased crimes; and,**
- ◀ **These social problems can be dealt with more effectively when we work to better understand these systems and, then, work from an informed position to change them.**

**Education for Global Responsibility (EGR) is education about global systems, the role of US foreign policy, the role of international development, the global impoverishment of women and the interrelatedness of all these. The purpose is to increase global responsibility in the YWCA nationwide. EGR programs seek to increase knowledge about:**

- ◀ **The conditions and root causes of global poverty;**
- ◀ **The ways in which poverty and development affect the lives of women and their families in communities in the US and around the world; and,**
- ◀ **The ways we can work to create change in the social systems that promote or perpetuate sexism, racism and global poverty.**

The aim of EGR is to "institutionalize" these basic EGR concepts within community- and campus-based YWCAs. That is, to weave practices based on this perspective into the ongoing activities of local YWCAs.

The YWCA national office sought to change the ways in which YWCA policies and strategies are developed so that the work of the organization (the empowerment of women and girls and the elimination of racism) become more focused on the global empowerment of women and their families through economic, social and political development.

In planning ways to work toward the project goal, a few conditions needed to be considered:

**First:** Community- and campus-based YWCAs need to be sold on EGR program ideas, encouraged to develop EGR programs and allowed to develop these programs in ways that suits the needs of their communities.

**Second:** Due of limited financial resources of many YWCAs, it is essential that the national office model low- or no-cost means for them to achieve this goal.

**Third:** In order for integration of new concepts and programs to be sustained, EGR program activities and models needed to be developed that outlive the three-year project funding.

The four project objectives were developed with these conditions in mind. As a result, focus was placed on developing resources that facilitate long-term integration and sustainability within local YWCAs. These objectives were:

- ◀ To establish a national EGR leadership team (EGR Team).  
  
Selected volunteers from around the country were oriented to EGR concepts, the immersion model and guided to developed their focus and communications plan. The team was prepared to plan and implement program development, marketing, training opportunities and program evaluation.
- ◀ To provide leadership development opportunities to member YWCA staff and volunteers.  
  
An EGR education curriculum and two EGR immersion models were developed.
- ◀ To initiate EGR programs in local YWCAs.  
  
Marketing campaigns were conducted. Local volunteers and staff were identified to plan and develop program models.
- ◀ To design and implement an evaluation process.

**An EGR evaluation model and procedures were developed. EGR evaluations were implemented. EGR evaluation criteria were developed and implemented that could be integrated into existing evaluation tools.**

### **The EGR project evaluation**

**At the beginning of the project major stakeholders were identified: USAID (the project funder); the YWCA of the USA national office (project implementers and manager), the national volunteers who were recruited to implement the project (the EGR leadership team); and community-based YWCAs (represented by program staff, executive staff and executive volunteers). After conducting informal interviews, group discussions and surveys, the some of the major concerns of these stakeholders were identified as follows:**

- ◀ Are the four funded project objectives met?**
- ◀ If project objectives are met, are EGR concepts institutionalized in YWCAs to any extent?**
- ◀ Can integration of EGR concepts and program activities in YWCAs occur by relying on volunteer work and staff who are not specifically hired for the project?**
- ◀ Does familiarizing selected staff and volunteers with EGR concepts through workshops and marketing material create enough of an impetus for EGR program development?**
- ◀ Is EGR programming the type of programming in which YWCAs should become involved?**
- ◀ Of what benefit is it to the YWCA of the USA?**
- ◀ Will EGR program development improve understanding of the role of the YWCA of the USA in the World YWCA movement?**
- ◀ Will EGR become a vehicle to define "mission-driven" more specifically within the YWCA of the USA?**

**This evaluation of the EGR project has centered mainly around answering the first two questions. That is, whether the project met its objectives and worked toward its goal. The following report will focus on the results and conclusions drawn from that evaluation, and will touch briefly on the other evaluation concerns outlined above.**

## **Meeting the four program objectives**

### **Establishing a national EGR leadership team**

One of the project objectives involved establishing a team of volunteers (EGR team) who would act as "ambassadors" of the project, and who would plan and implement all other project activities: marketing, program development, leadership development and evaluation. By design, the specific direction and work responsibilities of the team were not defined prior to the team's formation. Instead, the team members were directed to determine their own direction during their initial orientation meeting.

The nature of all work in the YWCA of the USA is dependent upon, encourages, facilitates and models the YWCA volunteer-staff partnership. EGR project activities needed to rely heavily on volunteers and staff from around the country who were not necessarily skilled in EGR program areas. Also, since program involvement is more likely to lead to ownership and buy-in, it was believed that using volunteers and staff from local YWCAs to market and develop EGR would facilitate the integration of EGR at the local YWCA level. Finally, it was believed that establishing a team of volunteers would facilitate the continuation of program development and marketing beyond the life of the three-year project.

### **Team Selection and Training**

Establishing the team involved a formal selection and training process. After selection and training took place, team members were expected to plan and carry out their own activities, with the national project manager overseeing the work, facilitating communication and providing technical assistance.

It was determined that successful team selection depended on three basic criteria:

- ◀ That the team members be diverse with respect to race, age, level or area of YWCA representation and job type.

This was deemed important because of the YWCA's philosophical emphasis on inclusiveness and because of variation in points of view offered by diversity.

- ◀ That all YWCAs be given the opportunity to nominate staff or volunteers.

Such an opportunity would help to establish a sense of project ownership among YWCAs, thereby increasing the likelihood of project success.

- ◀ That team members be selected based on the technical skills they could bring to the project (training, marketing, evaluation, program development), their past YWCA experience and their reasons for wanting to be on the project.

**This criterium increased the likelihood that team members would be chosen for the professional and technical expertise and level of commitment they could bring to the team.**

**Team selection was expedited by mailing announcements and team applications to all YWCAs and national YWCA volunteers (see appendix A for a copy of the application). All potential team members were required to complete the application. Application questions were designed to help project manager identify members based on the three selection criteria described above.**

**By March of 1993, 20 team members were chosen and assigned to one of four available committees:**

- ◀ **A leadership development committee;**
- ◀ **A program development committee;**
- ◀ **A marketing committee; and**
- ◀ **An evaluation committee.**

**Examination of team applications demonstrates that the team configuration process met the three selection criteria. The team was diverse in a racial composition and age. There was varied representation from YWCAs. And, three of the four evaluation committee members team members indicated on their applications that they had experience in the committee areas to which they were assigned.**

**In May 1993, a formal training of the EGR team was implemented. This involved a one-week immersion, in Cuernavaca, Mexico, and a four-day practicum session in Phoenix, AZ, at the YWCA of the USA Leadership Development Center.**

**The purpose of the immersion was:**

- ◀ **(a) to strengthen team members' understanding of EGR concepts and philosophy to adequately prepare them to carry out team responsibilities; and**
- ◀ **(b) to increase enthusiasm for the EGR project.**

**The purpose of the practicum was:**

- ◀ **(a) to provide team members with the time to process the knowledge they gained through the immersion, and**
- ◀ **(b) to determine the specific activities and direction of the project.**

**(For a more detailed description of an EGR immersion, see "Providing Leadership Development Opportunities" below.)**

**Immediate post-testing of the team members took place after the practicum (see Appendix A for a copy of the post-test). Testing was used to determine whether team members demonstrated a basic understanding of EGR concepts. A "demonstrated understanding" was defined as the ability to:**

- ◀ **Provide a definition of "Education for Global Responsibility",**

- ◀ Provide a definition of a "globally responsible" YWCA; and
- ◀ Describe and give examples of "systems", the ways in which systems are globally connected, and the effects of those systems on women and their families.

The post-test was also used to measure team members' opinions of the success of the practicum. The practicum was determined to be successful if team members indicated it provided enough opportunity for:

- ◀ Group bonding;
- ◀ Development of project strategies;
- ◀ Development of project workplans; and
- ◀ The practice of skills necessary to carry out team responsibilities.

Results suggest that both the immersion and practicum successfully met their purposes as described above. For instance:

- ◀ All team members demonstrated a basic understanding of EGR concepts and definitions as they relate to global systems and their effect on women.
- ◀ All team members expressed great enthusiasm for the EGR project, and a strong desire to carry out their team responsibilities.
- ◀ Most team members reported that the practicum provided them with the opportunity to process the knowledge they had gained through the immersion and to practice the skills they would need as team members.
- ◀ All team members indicated that they were given the opportunity to develop project strategies and workplans; some concern was expressed that ample opportunity was not provided.

## **EGR Team Activity and Mid-Point Assessment**

As indicated above, once the EGR team was selected and trained, team members were expected to take the leadership role in planning and implementing other project activities -- leadership development, program development, marketing and evaluation. The project manager worked to facilitate these activities by establishing regular written communication, encouraging and setting up phone conferences, holding a formal two-day meeting for team committee chairs in December 1993, and calling EGR meetings for team members whenever members were brought together for YWCA (non-EGR) other meetings.

While the process of selecting and training team members was successful as were the group coordination and facilitation efforts of the project manager, team activity was slow during the first year of the project. Some project workplans were not completed, and completed workplans were not always carried out.

In response, in March 1994, the project manager requested that the evaluation design and distribute to team members an extensive end-of-project year written questionnaire. (See Appendix A for a copy of the questionnaire.) The purpose was twofold:

- ◀ First, to determine the retention of knowledge and enthusiasm gained through the initial team training.
- ◀ Second, to provide the team with the opportunity to assess its own work over the past year. As of May 1994, 16 of the 20 team members had completed the questionnaire.

Results of the questionnaire indicated that team members retained both their knowledge about EGR concepts and goals and their enthusiasm for the project. However, a majority of the team members had not acted on these to any great extent, either in their work with the EGR team or in other YWCA areas. In other words, team members were not taking themselves from interest and enthusiasm to action.

Team members also expressed concern over their own inactivity. Almost all team members reported that they wished they were more involved in the project, and that they were not satisfied with the work of their team committees. The main reasons team members gave for their own inactivity were:

- ◀ Team Purpose.

Most team members expressed a level of uncertainty or anxiety regarding their expected role on the team. They expressed that they did not see themselves as "experts" in the type of programming they were expected to promote and develop. Despite verbal instructions, written instructions and on-site instructions to the contrary, some came to the team assuming their role would be purely advisory, and were surprised to discover they were expected to plan and carry out activities.

◀ **Planning.**

Several believed they required time beyond the May 1993 practicum to complete or revisit project planning. This was the key reason given for subsequent problems with carrying out team activities. A few team members felt they should only have been asked to assume an advisory role and had been their experience with other YWCA project in which they had participated.

◀ **Staff Support.**

Some assumed that the YWCA national office would staff the project with program developers, marketing personnel, trainers and evaluators. They were unsure how to operate given the reliance placed them for carrying out project work. Some of the team members expressed a need for greater in-house staff support to be provided to the project manager. Some pointed to a lack of time to carry out the project activities due to other demands in their lives.

◀ **Communication.**

Most members were satisfied with the quality of communication that occurred between the YWCA national office and team members. However, they expressed a need for increased quality or frequency of self-initiated communication among the team members and felt that the project suffered because of it.

After the mid-point review, project manager reduced the size of and reconfigured the team. Members who believed their role should be only advisory or who did not want a more active role on the project were either removed from the team or placed in an "ambassador" group. This group was asked to advise the project and to speak at local YWCAs about EGR programming.

A smaller, specialized group was retained to continue the work of the team. These members were those who demonstrated an ability and willingness to carry out project activities. The smaller group also made communication easier.

Finally, the project manager decided to hire consultants to assist with evaluation and curriculum development.

## **Providing leadership development**

**Providing leadership development opportunities through the EGR project involved:**

- ◀ **Conducting EGR workshops;**
- ◀ **Designed and refining EGR orientation workshops;**
- ◀ **Planning, designing and facilitating EGR immersions; and**
- ◀ **Developing an EGR education and training curriculum.**

## **The EGR Workshops and Immersions**

**Training in the form of workshops and immersions has been the most successful and visible activity of the EGR project. A large percentage of the target audience been reached through training and evaluation results suggest that the desired outcome of the training has been accomplished as well.**

**EGR orientations are three-hour workshops designed to introduce participants to the basic concepts of EGR and to pique interest in developing EGR programming.**

**The immersion is a workshop that lasts anywhere from three days to two weeks. Immersion participants travel to a geographic area to study the impact of poverty on women in a specific area or community. This area may be outside of the United States (for example, Mexico, Jamaica, Barbados, Kenya) or inside (for example, the Tucson, AZ, community or Appalachia). They then spend time "immersed" in the culture of the region, and meeting with women involved in social change or the government. In this way, they learn through direct observation and interaction about the realities of poverty for women around the world. (See Appendix E: YWCA of the USA Sample of Immersion Description.)**

**The objectives for both the workshop and the immersion are to:**

- ◀ **Increase EGR knowledge.**  
**Defined as knowledge about global systems and their interconnectedness, conditions and causes of poverty, ways that poverty and development affect the lives of women and their families, and ways to change systems that promote or perpetuate poverty, racism and sexism.**
- ◀ **Increase the desire and skills to develop EGR programs in YWCAs.**

**By May 1995, 60 staff and volunteers had participated in an EGR immersion and 200 in an EGR orientation workshop. Most of these participants were executive directors or board presidents. An additional 650 staff and volunteers were exposed to EGR information sessions and presentations in other workshops. In all, about 30% of the EGR project target audience was reached through EGR leadership development opportunities.**

The evaluation of the orientation workshops and immersions concentrated on answering two questions:

- ◀ First, do these training experiences increase EGR knowledge?
- ◀ Second, as a result of increasing knowledge, are participants more likely to want to
  - ◀ develop EGR programming;
  - ◀ believe that EGR is a way for YWCAs to be mission-focused; and
  - ◀ understand how they can develop EGR programming?

A written evaluation form was distributed to all workshop participants. The evaluation consisted of a set of statements about EGR and the workshop, and participants were asked to indicate the degree to which they agreed or disagreed with each statement (see Appendix B for a copy of the evaluation). In all, 143 of the 200 participants completed and returned the evaluation. For all immersions except one, participants were given a pre- and post-test of their demonstrated EGR knowledge and were asked to self-report on the written evaluation form.

A majority of the workshop and immersion participants described themselves as having increased EGR knowledge. For instance, 70% indicated having a better understanding of the root causes of global poverty, 85% indicated having a better understanding of the ways poverty and development affect the lives of women and their families, and 92% indicated having a better understanding of what an EGR program is (see Table B1 in Appendix B).

Immersion participants demonstrated some knowledge of global systems going into the immersion experience, and that knowledge did not increase significantly. This has led YWCA EGR staff to speculate that people who are attracted to the immersion workshops already have a level of knowledge about global systems. However, these participants also demonstrated a significant increase in their understanding of the ways global systems are interrelated and of ways to create changes in the systems and of what EGR is (see Table B2 in Appendix B).

Participants who reported having a better understanding of EGR concepts were more likely to want to learn more about developing EGR programs. This relationship was statistically significant (see Table B3 in Appendix B).

Immersion participants demonstrated a tangential, but important, change in attitude after experiencing the immersion. Most participants began the immersion with a particular preconception of the culture in which they were immersed. They tended to believe the people they would encounter would be somewhat helpless, desperate, in need of rescuing, disempowered. After the immersion experience, most participants' attitudes changed. They began to see the people they visited as somewhat empowered, inspirational and capable of effectively dealing with community problems.

Thus, not only was the project successful at providing educational opportunities to a large percentage of the target audience, the evaluation results suggest that the educational

**opportunities created the desired impact on the target audience: Increased EGR knowledge and, consequently, increased interest in developing EGR programming within local YWCAs.**

**Six-month follow-up interviews were conducted with 30 participants from three of the immersions (see Appendix B for a copy of the interview). The purpose of the follow-up interviews was to determine whether participants had:**

- ◀ Retained the knowledge of and enthusiasm for EGR programming that was gained through the workshop;**
- ◀ Acted on their knowledge and enthusiasm by changing YWCA programs and policies in any way.**

**The interviews showed that EGR knowledge was retained by participants, as was their enthusiasm for EGR program development. However, upon return to their YWCAs little action had been taken by participants to integrate EGR into their YWCAs' program and policies. Participants reported feeling at a loss as to how this should be accomplished. As a result of the follow-up interviews, more emphasis was placed in EGR workshops on working with participants to develop plans of action.**

## **Development of the EGR Curriculum**

**Project staff and consultants developed an EGR curriculum that will be included as a part of the YWCA of the USA national leadership development agenda. The curriculum educates about poverty, women, international development, civil society, building sustainable communities, and initiating change. A great deal of emphasis is placed on working with participants to turn the knowledge gained through the training into realistic action plans that can be carried out in their work and personal lives. By placing emphasis on developing plans of action, it is intended that EGR will more easily be integrated into YWCAs.**

**As of the writing of this report, curriculum development was not complete. (The anticipated distribution date is August 31, 1996. Evaluation of the curriculum is not part of the current EGR project. However, initial and informal feedback on the curriculum indicates suggests that it will be highly successful at educating about EGR and development education concepts in an in-depth and action-oriented way.**

### **Initiating EGR program development**

**The third objective of the EGR project focused on development of EGR programs within local YWCAs. This was accomplished by conducting an informal marketing campaign and recruiting program coordinators from local YWCAs to develop low- and no-cost replicable program models.**

## **Conducting a Marketing Campaign**

The organizational structure and functioning of the YWCA of the USA is such that, within certain parameters, local YWCAs have autonomous control over the development and implementation of their programs. Thus, in order for EGR program development to be successful, it needed to be marketed to member YWCAs. A certain level of buy-in needed to be obtained from those who are instrumental in program development: Executive staff and volunteers (executive directors and presidents) and program managers.

The assumption was that as long as marketing material contained certain necessary characteristics, member YWCA staff and volunteers would become interested enough in EGR to take advantage of training and development opportunities. It was also believed that they would quickly view EGR programming as a way for their YWCAs to become more "mission-focused." The necessary characteristics of EGR marketing material were defined as follows:

- ◀ Defines EGR as YWCA mission-focused programming;
- ◀ Identifies EGR programs as a way for a YWCA to have an impact on community issues;
- ◀ Identifies EGR programs as a way for a YWCA to have an impact on global issues;
- ◀ Identifies EGR program as a way for a YWCA to improve its image and leadership position in its community;
- ◀ Explains that the EGR project provides training and program development opportunities to YWCA staff and volunteers;
- ◀ Explains at least one advantage that EGR can bring to a YWCA;
- ◀ Piques interest in finding out more about EGR programming;
- ◀ Is easy to understand;
- ◀ Is inclusive and multicultural in its language, graphics and photography;
- ◀ Is global in its theme.

Marketing material took two basic forms:

- ◀ **First:** EGR orientation workshops and presentations were viewed as training activities and opportunities to market EGR concepts as well. As discussed above, the training activities were successful at informing YWCA staff and volunteers of EGR, and at piquing interest in EGR programming.
- ◀ **Second:** Marketing included designing and mailing program descriptions and announcements of upcoming EGR events to member YWCAs, and articles about EGR in YWCA newsletters. Throughout the life of the project, the written marketing material was tested before being sent to member YWCAs. A group of 25 staff and volunteers were asked to review the material based on the necessary marketing characteristics defined. (See Appendix C for a sample of the marketing interview).

The reviewers consistently described the material as meeting the almost all of the marketing standards, although at times they tended to find the material difficult to somewhat understand.

### **Developing and Implementing Program Models**

By January 1994, program coordinators from 8 YWCAs had been selected to develop EGR program models. The team of coordinators was prepared in much the same way as the EGR leadership team: They were provided with a week-long immersion training and a two-day practicum in Jamaica. The main objective of the practicum was to develop first drafts of the program model goals, objectives and activities. Program models were required to fall within the definitions of an EGR program (as outlined in Appendix C), to be easily replicable in other YWCAs, and to be inexpensive or no-cost.

As with the EGR team, it was assumed that the program model coordinators would take a leadership role in planning and carrying out their own activities, and that the project manager and project evaluator at the national office and EGR team members would act as technical support providers and communication facilitators.

As with other immersion participants, the program model coordinators were tested to determine whether the immersion experience provided them with a better understanding of EGR concepts. Results of the testing indicated an increase in EGR knowledge, an increase in understanding of EGR program development and increased enthusiasm for developing EGR models over the coming year. Also, first drafts of the program models were developed in the given two-day period.

During the immersion, pre- and post-workshop measurements were made of the coordinators' changes in attitudes about the culture and people of Southern Hemisphere countries. Results indicate that large, qualitative changes occurred:

**Before the immersion, the coordinators described having a tourist attitude about the area being visited, and tended to see the people of Jamaica as hopeless in their poverty. After the immersion, participants reported a more realistic image of the country, and tended to see Jamaican people as more capable and empowered than previously seen - in some cases, more so than people in the United States.**

Reactions to the two-day practicum varied among participants. About two-thirds reacted positively to the experience, and one-third were critical.

The negative reactions were related somewhat to the participants' own ability to complete the first drafts of their program models. All were able to do so, but those who had difficulty with the practicum assignments reacted negatively and tended to transfer that reaction to the project and the facilitator. They expressed anxiety over being asked to design initial drafts program models after one week of training which they felt was insufficient time. There was anxiety over being asked to take on expertise roles when they did not see themselves as experts in EGR or development education, despite being selected as EGR coordinators precisely

because during the selection process they demonstrated some experience in program development.

Development of the program models took place over the next year. There were some problems:

- ◀ The project manager and the project evaluator reported some trouble in maintaining communication with the program model coordinators.
- ◀ The project evaluator encountered difficulty from some of the coordinators in her attempts to evaluate the models as they progressed. (In these cases, phone calls were not returned by the coordinators and letters were not responded to.)
- ◀ A needs assessment scheduled to take place was canceled by a program coordinator.

A written questionnaire was sent to all program coordinators in order to assess their retention of EGR knowledge one year after the training and their attitudes about the program development process. (See Appendix C for a sample of the questionnaire). Despite two follow-up phone calls to each coordinator, only one completed and returned the questionnaire.

Although these difficulties in the development process existed, particularly in the evaluation of the program models, all coordinators but one designed and implemented their program models with varying degrees of success.

A consultant was recruited to evaluate and "profile" two program models and their impact on YWCAs that developed them. Among other areas identified, that portion of EGR project evaluation focused on:

- ◀ Why should YWCAs address global issues?
- ◀ Are YWCAs prepared to address EGR issues in their communities?

That evaluation is provided in a separate report titled "Two Education for Global Responsibility Profiles: The YWCA of Salem and the YWCA of Cambridge". (See a further description under the section "YWCA Ethnographies".)

## **Designing and implementing an evaluation process**

The final project objective involved the development and implementation of an EGR evaluation process that would be used to monitor the growth of EGR programs beyond the life of the three-year project. Two activities were considered necessary to reach this objective:

- ◀ **Create a definition of a "globally responsible" YWCA. This was accomplished early in the project. (The definition is outlined in Appendix C.)**
- ◀ **Set up methodologies and databases to measure EGR program development.**

Three basic methodologies to measure EGR program development were designed and implemented:

- ◀ **First:** The YWCA of the USA assessment tool used to determine YWCA accreditation was revised to include items pertaining to EGR concepts. Through this tool, YWCAs are now assessed according to whether their programs and policies follow the definition of a "globally responsible" YWCA.
- ◀ **Second:** The tool used to collect annual program data from members YWCAs was revised to include reporting of EGR program activity. This will allow the YWCA of the USA to track growth in EGR programs and program participation over a period of years.
- ◀ **Third:** An EGR evaluation handbook has been developed. Titled "Guiding Your YWCA Towards Global Responsibility," the handbook will help member YWCAs to evaluate their own EGR programs based on a standard set of evaluation criteria. The handbook is scheduled for distribution in August 1996. It has not yet been tested for effectiveness.

## **The institutionalization of EGR**

The four project objectives were met. The question remains then, whether meeting the objectives brought the YWCA of the USA any closer to the project goal -- the "institutionalization" of EGR within YWCAs. Overall, the project was designed to familiarize staff and volunteers with EGR concepts and subsequently to engender the organization will to implement EGR programming and establish globally responsible public policies; and qualitatively change the activities of YWCAs so that they draw in part on EGR concepts.

Two methods were used to determine whether this outcome was achieved:

- ◀ **First:** YWCA staff and volunteers were surveyed twice during the project to measure changes in their familiarity with EGR and their attitudes toward EGR programming.
- ◀ **Second:** An ethnography was conducted at two YWCAs where EGR programs were developed and implemented. The ethnography measured the degree to which implementation of EGR programming created a qualitative change in the functioning and culture of the YWCAs.

### **Familiarity questionnaire**

At the beginning of the project, it was decided that increased familiarity with EGR concepts among YWCA staff and volunteers around the country, as well as increased enthusiasm for developing EGR programs, would be one sign that institutionalization of EGR was taking place. The assumption was made that institutionalization would occur in part from staff and volunteers discussing and passing along information about EGR in board and staff meeting and other YWCA fora.

To measure whether increased familiarity and enthusiasm took place, a random sample of 469 YWCA presidents, executive directors and program manager were selected at the beginning of the project to represent the project's target group.

One year into the project, the sample was asked to complete the "EGR Familiarity Questionnaire" (see Appendix D for a sample of the questionnaire). Questions on the questionnaire centered around staff and volunteers':

- ◀ **Level of familiarity with Education for Global Responsibility and the YWCA organization mission as well as level of enthusiasm for EGR concepts and desire to become involved in programming;**
- ◀ **Sources of YWCA news and information;**
- ◀ **Level of exposure to EGR during the project through workshop presentations, program descriptions and other marketing material.**

164 (36%) of the 469 staff and volunteers completed the questionnaire. Since very few of the respondents were board presidents (24 of the 164 respondents) this group was eliminated from the sample. Three years into the project, the remaining 140 respondents were mailed the same questionnaire and asked to complete it again. 55 (37%) of the 140 responded a second time. It was subsequently determined that the high sample attrition rate was due mainly to staff and volunteer attrition on the local level. As with most non-profits, staff turnover is often high among program personnel. Also, board presidents often hold office for one- or two-year terms.

Major results of the questionnaire follow (see Appendix D, tables D1 through D5):

- ◀ 40% of the executive directors and program coordinators surveyed saw an EGR program description between 1992 and 1995. One-third saw an EGR newsletter article or other written marketing material. 25% were exposed to a presentation on EGR in a workshop.
- ◀ Overall, there was no significant increase in staff familiarity with, or enthusiasm toward EGR during the three-year project. Familiarity dropped slightly from the beginning of the project to the end.
- ◀ Staff who were exposed to EGR program descriptions and presentations about EGR were significantly more likely to be able to describe EGR, to see EGR as a way for YWCAs to strengthen their programming and to want to learn more about developing EGR programs.
- ◀ Executive directors were more familiar with EGR than program staff and also more likely to see it as an integral part of YWCA program. But the program staff were more likely to want to learn more about EGR and ways to develop EGR programming.

Thus, the impact of EGR project activities appears to have followed this dynamic: **Where staff were reached directly with information about EGR** (through, for example, newsletter articles and workshops) **familiarity and enthusiasm for EGR increased, and the desired impact occurred.** However, information about EGR was not necessarily passed from local YWCA to local YWCA. As a result, the "snowball effect" for institutionalizing EGR was not as successful as anticipated.

### **YWCA Ethnographies**

In March 1995, a consultant was hired to conduct an analysis of the impact of the EGR program models on the YWCAs that developed them, to determine whether "institutionalization" of EGR concepts had taken place. The main part of the analysis would include an ethnography conducted at two of the program model sites.

## **Conclusions and lessons learned**

As indicated earlier in this report, the four project objectives were met. An EGR team was established, effective and extensive EGR training took place, a curriculum was developed, program models were developed and tested, and EGR evaluation tools were put in place. Additionally, familiarity with EGR increased among local YWCA staff and volunteers, and interest in developing and implementing EGR programs increased. In other words, movement towards this goal of institutionalizing EGR has taken place.

There are a few lessons to be learned from the project which might be taken into consideration in future EGR projects and any other YWCA national office projects:

- ◀ **First:** It is clear that most of the difficulties arising in the project were directly related to the reliance on volunteers and local staff to plan and coordinate project activities without intense supervision from the national office. Where project activities were under the direct control and supervision of the national office, leadership team members and the project manager (for example, any training opportunities, the development of the EGR curriculum, project evaluation), few difficulties arose, and results were extremely successful. However, when volunteers and local YWCA staff were given supervisory control of activities (for example, marketing and program model development) difficulties arose and activities were sometimes not completed.

This situation occurred for two reasons, 1) Use of volunteers to carry out activities has always been an effective means of work within the YWCA. However, by expecting staff and volunteers from around the country to plan and coordinate project activities, a great deal of project control is automatically removed from the national-level project manager and placed in the hands of individuals who already have full time jobs and other responsibilities, and who may consider the EGR project a sideline activity. Consequently, the authority and control of the project manager becomes deflected.

2) Relying on volunteers and staff with no previous development education experience to execute program delivery without hands-on guidance from an "expert" or specialist undermines potential project success. The volunteers and staff themselves reported feeling anxious about developing programs in a field in which they did not necessarily consider themselves skilled. This anxiety may have adversely affected their performance.

In the future, it may be more beneficial to use volunteers and local YWCA staff as advisors and resources to carry out already planned activities rather than coordinators. It may also be essential to include regular site visits to review and evaluate program activity in-progress.

- ◀ **Second:** The project sought to reach a large target audience at a larger number of YWCAs. This did not necessarily occur. However, when project outcomes were realistically scaled back (for example, when the number of program models to be developed was reduced from 12 to 6) and when a more in-depth outreach to smaller groups of people occurred (for example, week long

immersions for 20 or fewer participants), attempts to educate about women and poverty were extremely successful.

In the future, it may be more effective to focus on developing in-depth educational experiences for even smaller groups of participants, than to attempt large scale educational experiences.

- ◀ **Third:** As illustrated through the familiarity questionnaire, staff and volunteer turnover can be very high within local YWCAs. If EGR training is to be effective and sustainable in the long-term, this must be taken into consideration. Application of the EGR curriculum in local YWs will need to be regular and frequent.
  
- ◀ **Finally:** Also as indicated by the results of the familiarity questionnaire, program staff are initially more likely to want to learn about EGR program development than executive directors. Yet, most of the staff and volunteers who were exposed to EGR through the project were executive directors and presidents. This exposure was important to the success of the project, since executive buy-in is necessary to programmatic changes. However, program staff are the individuals who design and implement program development.

In the future, a greater effort should be made to include greater numbers of program staff in the target audience for EGR training opportunities. Perhaps, in partnership with their executive directors and presidents. And, as is the case with the EGR curriculum, these training opportunities should focus more on the practicalities of program development and action planning.

**Appendix A:**

**Evaluation material related to the national leadership team**

**YWCA of the USA**  
**Education for Global Responsibility**  
**Leadership Team Fact Sheet**

**BACKGROUND**

The 1989-92 Development Education program goal was institutionalizing development education in the YWCA at the *national level*.

1. To educate, over the next three years, at least one thousand key YWCA leaders about the root causes of poverty and hunger in the developing world and about the interdependence of the world's nations.
2. To build a team of able national and local YWCA Development Education Consultants available to guide the YWCA at many levels to plan, implement, and evaluate development education efforts.
3. To identify and develop written and videotape materials to support development education in the YWCA of the U.S.A.
4. To offer nominal incentive grants to selected local associations to develop and test community-wide local-global development education program models.
5. To strengthen our National YWCA as a force for action as we work with other National Affiliates of the World YWCA to build a just and equitable world society.

The current **Education for Global Responsibility (EGR)** program for 1992-95, concentrates primarily on the YWCAs at the *member Association level*. The goals of our current program are:

1. To implement EGR programs in member YWCAs nationwide;
2. To orient EGR program leaders to development education issues and training methods which maximize adult learning;
3. To design and implement a three-year program evaluation process;
4. To train a national leadership team/advisory group for providing leadership in four major program areas--program marketing, program development, leadership development, and program evaluation and integration.

## **EGR Fact Sheet/page 2**

The emphasis is to develop Education for Global Responsibility programs in member Associations. The change in name from *Development Education* to *Education for Global Responsibility* represents a recognition that we need to make this program *user-friendly* and relevant to our membership.

With the increasing globalization of our world, our connections to women around the world are becoming closer and stronger. The systems which oppress them oppress us, and vice versa. The YWCA, as a national women's membership movement, has the potential to make some significant changes in the systems which oppress us all. The Education for Global Responsibility program gives us the knowledge, skills and resources to examine how that might be done.

The program enables the YWCA to address poverty and its affect on women around the world; to study the impact of racism and sexism on women in this country and globally; to look at how racism and sexism in the political, socio-economic, educational, social, religious systems in the U.S. affect women in other parts of the world; to review public policy initiatives and its fairness to women everywhere; and to develop strategies for women and girls in YWCA programs to think globally and act locally.

### **EGR LEADERSHIP TEAM**

In order to carry out this program, we are forming a national leadership team (NLT) of national and member YWCA volunteers and staff. This leadership group will help:

1. define globally responsible programming in terms understandable to member YWCAs;
2. develop a plan that includes diverse strategies for member Associations to carry out globally responsible programs, given the realities in a member Association and in their community;
3. design evaluative measurements for EGR programs, both formative and summative;
4. provide consultation to member Associations and State Councils in planning, implementing and evaluating globally responsible programs in their associations/councils.

### **SKILLS REQUIRED**

Team members will focus their effort in one or more of the following areas: program design, training design, workshop facilitation, program monitoring and evaluation, marketing and consciousness raising activities.

## COMMITMENT REQUIRED

1. All leadership team participants must be a member of a YWCA association.
2. Participate in one 16 day immersion training experience in May, 1993.
3. Commit an additional 3 days in year I, 10 days in years II and III respectively for telephone conference calls, meetings, individual or sug-group assignments.
4. Provide consultation to at least 5 Associations with the goal of establishing an EGR program in each Association.
5. Work with one state council with the goal of introducing an EGR workshop at one council meeting.

### The Team and it's Sub-groups:

The team will work in four groups that focus on different program areas: 1) training, 2) program design, 3) evaluation, and 4) marketing. You will be asked to work within one or more of these.

## LEADERSHIP TEAM TRAINING

A EGR Leadership Team training experience will be held in Cuernavaca, Mexico and Phoenix, Arizona in May 1993. All leadership team members must attend this training in its entirety. It is important for the leadership team to begin their work on the EGR program with a common foundation which will build programs in member Associations.

The training will begin on May 16 in Cuernavaca, and end on May 30 in Pheonix.

We will spend the first portion of the training *listening* to women in Mexico to hear about the problems they face and their efforts to improve their lives and their communities. We will begin to draw the connections between *their issues* and those of the women in the U.S.

The second portion of the training will take place in Phoenix at the Leadership Development Center, where we will immerse ourselves in a *practicum*:

Applying what we have learned in concrete and practical terms in developing EGR programs to be implemented in member YWCAs.

**EGR Fact Sheet/page 4**

**EXPENSES**

Expenses for all pre-approved activities will be paid by the EGR program.

**PROGRAM STAFF**

Education for Global Responsibility is part of the mission/world leadership unit of the national office. National office EGR staff are Tracy Hyter-Suffern, Program Manager; and, Beth Gragg, Leadership Specialist.

All program-related correspondence and questions should be directed to the EGR staff, Tracy may be reached at 212/614-2789; Beth, 212/614-2781. The EGR secretary (to be hired by January 31) may be contacted at 212/614-2872.

**1/27/93**

**Education for Global Responsibility Program  
Leadership Team Application  
1992-1995**

The three-year Education for Global Responsibility (EGR) Program will work with YWCA volunteers and staff nationwide to introduce EGR programs in member YWCAs. Using their knowledge of YWCA organization and structure, the EGR leadership team will help design programs and training events to implement EGR in member associations. The team will identify strategies to initiate EGR programming that responds to YWCA needs, develop evaluation processes to measure program success and field test program activities.

Team members will focus their effort in one or more of the following areas: program design, training design, workshop facilitation, program monitoring and evaluation, marketing and consciousness raising activities.

**Application Process and Deadlines**

Included with this packet are an **EGR Leadership Team Factsheet**, this **EGR Team Application Form**, and a **Letter of Agreement** for participation on the EGR leadership team.

The application and letter of agreement must be returned with the endorsement of your YWCA supervisor or designee. Refer to the following chart for a list of appropriate designee:

**EGR Team Candidate**

**Appropriate YW Supervisor  
or Designee(s)**

Member Association Executive Director  
or CEO

Member Association President

Member Association President

Member Association Executive Director

Member Association Staff

Member Association Executive Director

Member Association Volunteer

Member Association President and  
Executive Director

Next page →

## Education for Global Responsibility Leadership Team Application 1992-95

Return completed applications form to:

Tracy Hyter-Suffern ▾ EGR Program Manager  
YWCA of the U.S.A.  
726 Broadway ▾ New York, NY 10003

Applications must be returned postmarked no later than  
Monday, February ~~15~~, 1993.  
22

Please type, or print legibly in black ink.

---

Name: \_\_\_\_\_ Telephone: \_\_\_\_\_ / \_\_\_\_\_  
Fax Number: \_\_\_\_\_ / \_\_\_\_\_

YWCA Name and Phone: \_\_\_\_\_ / \_\_\_\_\_

Your YWCA Affiliation/Position: \_\_\_\_\_

YWCA Membership Expiration Date: \_\_\_\_\_

---

(To facilitate processing, please stay within the space provided.)

1. Why are you interested in serving on the National Leadership Team?

2. Identify skills that you bring to the National Leadership Team. Elaborate on your experience in those areas where you see yourself making the greatest contribution to the Team. (Refer to the Fact Sheet for "Skills Required")

3. Describe your YWCA experience as a YWCA member/volunteer and/or staff.

4. Describe your experiences in education for global responsibility, both YWCA and non-YWCA.

5. Describe the steps you would recommend to a YWCA that is interested in introducing an EGR program in their Association?

6. Please complete the following:

Racial/Ethnic Identification: \_\_\_\_\_

Ms. \_\_\_\_\_ YWCA Title: \_\_\_\_\_  
(Name preferred on badges and place cards)

Mailing address: \_\_\_\_\_  
\_\_\_\_\_

Telephone: \_\_\_\_\_ / \_\_\_\_\_ DAY  
\_\_\_\_\_ / \_\_\_\_\_ EVE

Fax: \_\_\_\_\_ / \_\_\_\_\_

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

7. Supervisor/Designee's recommendation:

\_\_\_\_\_  
Supervisor's/Designee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Supervisor's/Designee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

DO NOT WRITE BELOW THIS LINE

Rec'd: \_\_\_\_\_ Ack'd: \_\_\_\_\_ Conf'd: \_\_\_\_\_  
(date) (date) (date)

App Rej'd: \_\_\_\_\_  
(Reason)



# Travel Seminar Application

F.Y.I

Dates of seminar for which you are applying \_\_\_\_\_

Name (Official name that would appear on passport) \_\_\_\_\_

Preferred mailing address  Home  Work: YKICA of the U.S.A. / 726 Broadway  
City NYC State/Prov. NY Zip/Postal Code 10003

Home phone \_\_\_\_\_ Work phone \_\_\_\_\_  
AREA CODE AREA CODE

Overnight mailing address (where someone is present during the day to receive deliveries) No P.O. Boxes.

Same as above  Other \_\_\_\_\_  
ADDRESS (INCLUDE ZIP CODE) PHONE

FAX number (if you have access to one) (212) 677-9716 YKICA of the U.S.A.  
AREA CODE COMPANY NAME

Gender: M  Will you be travelling with a spouse or parent/family member? no

Occupation (be specific) Leadership Development Specialist (trainer)

Are you a member of the Armed Forces, Reserves, National Guard, etc?  No  Yes. Branch of service no

I would like my flights arranged from \_\_\_\_\_ no  
(CITY OF DEPARTURE)

If you have special requests for your travel arrangements, please detail them here: no

**Passport information:** (Note: For U.S. citizens, a passport is not required for trips going to Mexico only. For Middle East travel seminars, if the trip goes to Arab countries other than Egypt, it is imperative that your passport does not have an Israeli stamp or visa in it. If it does, you must obtain a new passport. For trips going to South Africa, it is important to contact the Center for passport information.)

Country of Citizenship USA

Passport Number Z Date of issuance \_\_\_\_\_ Expiration \_\_\_\_\_

Place of issuance Bangkok, Thailand Date of Birth 3-10-56 Birthplace Ft. Hood, TX, USA

I do not have a passport yet. Please call the Center before applying for one if applying for the seminar within three months of the departure date.

Spanish language ability (for Latin America trips only; not a requirement)  None  Beginning  Conversational

In order to arrange a program that responds to your needs and interests, our hosts in each country have asked us to provide them with information on each trip participant. If a question is not applicable, write "N/A."

Religious affiliation/denomination (required for visa application to most Arab countries, optional for others)

N/A

Other groups or organizations in which you participate, particularly ones which relate to the trip:

YWCA of the U.S.A.

Society for International Training + Research (SIETAR)

Society for Women in Development (SIO)

Have you previously been to this region?  No  Yes If so, please provide dates and purpose of previous trips:  
Most recently, in Summer 1992 w/ YWCA + CGE-sponsored Immersion Experience.

Previously, every year to Mexico (US/Mexico border). As child, spent 4 years in Belize, + travelled extensively throughout Central America. At teenager, spent 4 yrs. in Puerto Rico; 2 1/2 yrs. in Ecuador as Peace Corps Volunteer.

What other Third World countries have you visited, if any? (Please include dates and purpose of previous visits):

See above; extensive travel throughout Caribbean + South America.

Worked for 2 1/2 yrs. in Thailand; travelled through Burma, Laos, Thailand, Philippines, Hong Kong, China.

How did you become interested in this region?

By growing up there.

Objectives and expectations for the trip:

As leader of the group, my expectations are that the participants will be able to speak with active players in the areas of community dev't., business politics, etc. Am convinced that the way CGE does work is valuable for our participants in its demonstration

How do you expect to share your learning and experience when you return?

Will continue to oversee training needs of this group, as the YWCA carries out its Education for Global Responsibility program in 50 YWCA

of in-depth knowledge, sensitivity + long-term commitment.

Is there anything else related to your participation on the seminar you think we should know about? A throughout the U.S.

Just that I'm ready, willing + able!

### Deposit

- Enclosed is my deposit of \$100, made payable to the Center for Global Education. (Note: There is a non-refundable \$25 registration fee unless specified otherwise in the trip's brochure.)
- I would like to contribute an additional  \$25  \$50  \$100 other \$\_\_\_\_\_ for the Mary Witt Memorial Scholarship Fund, established to assist low-income people, primarily those of color, to participate in the Center's travel seminars. (You will receive a receipt for this tax-deductible contribution.)







April 21, 1993

726 Broadway  
New York, NY 10003-9595  
212-614-2700  
Fax: 212-677-9716

TO: Members, Education for Global Responsibility  
National Leadership Team

FROM: Tracy Hyter-Suffern, EGR Program Manager  
Beth Gragg, Leadership Development Specialist

RE: Training of Trainers

Welcome to the Education for Global Responsibility National Leadership Team! We are writing to let you know what we have planned for the Training of Trainers coming up May 15 - 28 in Cuernavaca, Morelos and Phoenix, Arizona.

We have several objectives for our two-week sojourn. In forming the Leadership Team, we want everyone to approach their work with the Education for Global Responsibility Program with a common understanding about how political, economic, cultural, social and religious systems frequently work against the empowerment of women. We will compare the oppressive influence of these systems on the lives of women globally and analyze how the YWCA can influence systems change to ensure equity and access for the empowerment of women.

Please read the attached article, "Women's Health: The Price of Poverty," to get an idea about how different systems affect one aspect of all women's lives.

Our agenda will be roughly as follows: everyone will meet at the airport in Mexico City by 3:30 p.m. on Saturday, May 15, 1993. (Please see attached blue sheet for further logistical details.) We will travel to the Center for Global Education in Cuernavaca, Morelos in the company of the Center's staff. It is about 1 1/2 hours to Cuernavaca from Mexico City. That evening we will have an orientation to the Center, and do a cross-cultural communications exercise to help us as we enter Mexican culture.

(over)

A handwritten signature in dark ink, appearing to read 'Tracy Hyter-Suffern', is written over the typed name and extends across the right side of the page.

National Board  
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Kathryn A. Dessonville  
Assistant Treasurer

Gwendolyn Calvert Baker  
Executive Director

Welcome/NLT  
page 2

The next days will be filled with conversations with community development workers, social service providers, activists in the Base Christian Community, demographers, artisans, government representatives and, hopefully, women who work in a foreign-owned factory. On some days we will travel to meet people in their own communities; on others, they will come to us at the Center.

We feel that it is very important to be able to reflect on our experiences as we move through the week in Cuernavaca. We have reserved evenings for time to introduce new concepts and put what we have experienced in perspective. Please bring a journal in which to put down your thoughts. You can write them, draw them, paint them...bring a book that is conducive to reflection and easy to carry.

We will leave Mexico City for Phoenix at various times on May 23. In Cuernavaca, we will give you transportation instructions to get from Sky Harbor Airport to the Metrocenter Marriott Courtyard.

On Monday, May 24, we will begin the "practicum" of the Training of Trainers. We will apply our experiences in Mexico, and the wealth of knowledge that you bring as team members, to answering the question, "How do we most effectively carry out EGR in Member Associations?"

There are four major components to our team: program design, leadership development, marketing and evaluation. We will divide ourselves into work groups, each of which will carry primary responsibility for work in one of these areas. Each group will have an opportunity to work together, and separately, to decide how to best carry out the work of the Education for Global Responsibility Program. We will strategize how to introduce EGR into Member Associations, and we will plan accordingly, assigning roles and responsibilities by the end of the two weeks.

By noon on Friday, May 28, we will have our strategies and our plans in place for how to carry out the EGR program in community associations and in the student movement.

Please carefully read the attached logistical and financial information from the YWCA of the U.S.A. and the Travel Seminar Information Sheet from the Center for Global Education. If you have any questions or concerns, please call Tracy or Beth at (800) YWCA-US1.

We're both eagerly looking forward to working with each of you.

cc Carmen Rivera Watson, Director, Mission/World Leadership

YWCA of the U.S.A.  
Education for Global Responsibility  
NATIONAL LEADERSHIP TEAM TRAINING  
CUERNAVACA - PHOENIX - MAY 1993  
EVALUATION FORM

---

PART I - KNOWLEDGE GAINED THROUGHOUT TRAINING.

1. List five ways in which women are affected by economic, political, social, cultural and religious systems.
  - a)
  - b)
  - c)
  - d)
  - e)
  
2. List five ways in which the systems shown above are interrelated.
  - a)
  - b)
  - c)
  - d)
  - e)
  
3. List three ways in which women in Mexico are creating change in exclusive systems.
  - a)
  - b)
  - c)
  
4. Briefly define:
  - a) EGR:
  
  - b) A Globally Responsible YWCA:
  
5. Name one resource that is available to you that would facilitate your work on the National Leadership Team.

PART II - OPINIONS ABOUT THE TRAINING.

1. At the beginning of the immersion trip, you were asked to write down an expectation you had of the workshop. Was that expectation met? Briefly explain why or why not.

2. Briefly describe the way in which the immersion experience affected your work in the past week.

3. During the practicum, do you think the group accomplished a lot, enough or not enough in the areas of (please check one):

A Lot    Enough    Not Enough

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Group Bonding/Relationship Forming

Developing a strategy for carrying out EGR in member YWCAs.

Developing a workplan for carrying out that strategy.

Practicing skills necessary to implement EGR program design, evaluation, marketing or leadership development.

4. What was the nicest aspect of the practicum for you?

5. If you could have changed one thing about the way the practicum was structured, what would it have been?

Thank you for taking the time to complete this form.

**YWCA of the USA  
INTER-OFFICE MEMO**

---

To: EGR Team Members  
From: Stephanie Condas  
Re: EGR Team Midpoint Assessment  
Date: April 8, 1994  
cc: Tracy Hyter-Suffern  
Carmen Rivera-Watson

As many of you are aware, the EGR evaluation includes a midpoint assessment of the EGR leadership team. To help with this assessment, **ALL TEAM MEMBERS** are **REQUIRED** to complete and return the enclosed questionnaire **BEFORE MONDAY, MAY 2, 1994**, as part of their responsibilities to the project.

It is vital that we receive your questionnaire on time! If you can not meet this deadline, you must contact Tracy-Hyter-Suffern by Monday, April 18, to negotiate an extension.

Your answers will be used to analyze the way the national office implements projects like EGR, determine the future direction of the EGR team, and be included in our final USAID report.

Your input is integral to the success of the EGR project. Please keep all answers concise; confine all answers to the spaces provided. Do not retype the form. Remember that you are assessing the structure and function of the EGR team, **not** the performance or qualifications of anyone on the team or on the YWCA national staff.

If you have any questions, I can be contacted at 1-800-992-2871, extension 2749. Thank you in advance for your time and effort!

# EDUCATION FOR GLOBAL RESPONSIBILITY EGR TEAM ASSESSMENT QUESTIONNAIRE

## CONFIDENTIAL

Your signature is required on this form. To preserve confidentiality, this cover page will be detached from the rest of the questionnaire once it has been received by us.

Name (print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

We would like to have an EGR leadership team meeting at Convention during June. Is your YWCA planning to send you?

Yes     No     Don't Know

### IMPORTANT INSTRUCTIONS:

- ▶ KEEP ALL ANSWERS CONCISE.
- ▶ CONFINE ALL ANSWERS TO THE SPACES PROVIDED.
- ▶ DO NOT RETYPE THE FORM.
- ▶ RETURN THE QUESTIONNAIRE BEFORE MONDAY, MAY 2, 1994. TO RETURN THE ASSESSMENT:

Mail it in the return envelope provided

Or Mail it to:            Stephanie Condas  
                                 YWCA of the USA  
                                 726 Broadway, New York, NY 10003  
                                 Confidential - Open By Addressee Only

Or Fax it to:            Stephanie Condas 212-677-9716 (Faxing does not ensure  
                                 confidentiality)

Or Fax it to:            Tracy Hyter-Suffern at 212-614-2787 (Faxing does not ensure  
                                 confidentiality)



CONFINE YOUR ANSWERS TO THE SPACE PROVIDED

## PART II: THE EGR TEAM TRAINING

### Section A. The Cuernavaca Immersion

1. Consider the different aspects of the Cuernavaca immersion: the pre-trip information you received; the time and scheduling involved; the daily activities and the evening reflections. If you could change one thing about each aspect, what would it be?

1a. Pre-trip resources and information:

1b. Time/scheduling:

1c. Daily activities:

1d. Evening reflections:

2. One objective of the immersion was for team members to learn about political and economic systems in Mexico, their linkages to U.S. systems and the impact the systems have on the lives of women.

2a. While in Mexico, what three examples of Mexican economic and political systems impressed you the most?

▶

▶

▶

CONFINE YOUR ANSWERS TO THE SPACE PROVIDED

2b. Based on your observations, in what three ways are these systems linked to U.S. systems?

▶

▶

▶

2c. Based on your observations, what are three ways that women in Mexico are working to create change in the systems you described above?

▶

▶

▶

3. Before the immersion, most of us had an image of Mexico in our minds. Describe your pre-conceptions, and whether or not the trip confirmed or changed them.

3a. Mexico/Mexican society:

3b. The relationship between Mexico and the U.S.:

3c. The lives of Mexican women:

3d. Poverty:

CONFINE YOUR ANSWERS TO THE SPACE PROVIDED

4. What was the most important lesson you learned while on the immersion (e.g., about Mexico, the U.S., the YWCA, yourself)?

4a. Over the last year, how have you been able to apply what you learned to your work on the EGR team?

4b. Over the last year, have you been able to apply what you learned on the immersion to other areas of your life? How?

CONFINE YOUR ANSWERS TO THE SPACE PROVIDED

Section B. The Practicum

1. Below are the four objectives of the Phoenix practicum. Indicate whether you think each objective was achieved. Also indicate how, next time, we can do a better job of achieving the objective.

1a. Group Bonding/Relationship Forming:  
 Achieved     Somewhat Achieved     Not Achieved    Next Time:

1b. Developing a strategy for carrying out EGR in member YWCAs.  
 Achieved     Somewhat Achieved     Not Achieved    Next Time:

1c. Developing a work plan for carrying out the strategy.  
 Achieved     Somewhat Achieved     Not Achieved    Next Time:

1d. Practicing skills necessary to implement EGR program.  
 Achieved     Somewhat Achieved     Not Achieved    Next Time:

2. Define "Education for Global Responsibility."



EGR TEAM MIDPOINT ASSESSMENT

---

CONFINE YOUR ANSWERS TO THE SPACE PROVIDED

6. Do you wish you had a different team responsibility than you do now? If so, what would you rather be doing? Why?

7. Are you satisfied with the EGR work that you have accomplished over the last year? Why?

6a What resources (people, material, money) would help you to accomplish more?

6b How could your participation on your committee have been better facilitated or encouraged?

7. Some team members are more involved in the EGR project than others. Do you wish you were more or less involved than you are now?



EGR TEAM MIDPOINT ASSESSMENT

---

CONFINE YOUR ANSWERS TO THE SPACE PROVIDED

2b. How can team members, as a group display better leadership?

2c. What should the national office do differently to help the team better define its leadership role?

3. Are you happy with the structure of the team (e.g., the number of members, the age, ethnicity, and team members' role within the YWCA)? Why?

4. Team communication has mainly been through mailings and telephone calls.

4a. How can the method and amount of communication be improved?

4b. When the team actually meets, how can the meetings be improved?

CONFINE YOUR ANSWERS TO THE SPACE PROVIDED

**PART III: THE EGR TEAM CONTRACT**

In signing the original EGR team contract, each team member agreed to bring EGR program to at least five member YWCAs, including your own YWCA.

1. In the past year, what steps have you taken to do this?

2. What is your plan for doing this in the next year?

3. How can the national office help you to do this?

**THANK YOU SO MUCH FOR COMPLETING THIS QUESTIONNAIRE!**



**Appendix B:**

**Evaluation material related to leadership development**

## EDUCATION FOR GLOBAL RESPONSIBILITY WORKSHOP EVALUATION

Workshop: \_\_\_\_\_

Workshop Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Facilitator(s): \_\_\_\_\_

Workshop Site: \_\_\_\_\_

Rate the following statements from 1 to 5, according to how strongly you agree or disagree with them.

<u>1</u> Disagree Strongly	<u>2</u> Disagree Somewhat	<u>3</u> Don't Know/ No Opinion	<u>4</u> Agree Somewhat	<u>5</u> Agree Strongly	<u>NA</u> Not Applicable
----------------------------------	----------------------------------	---------------------------------------	-------------------------------	-------------------------------	--------------------------------

Information Learned About EGR

RATING

- |   |              |
|---|--------------|
| 1. A clear definition of EGR was given.   | 1 2 3 4 5 NA |
| 2. Discussion about "global systems" was clear.   | 1 2 3 4 5 NA |
| 3. I now have a better understanding of the root causes of global poverty.  | 1 2 3 4 5 NA |
| 4. I now have a better understanding of the ways poverty and "development" affect the lives of women and their families.                        | 1 2 3 4 5 NA |
| 5. I now have a better understanding of the ways my YWCA/organization can change systems that promote or perpetuate poverty, sexism and racism. | 1 2 3 4 5 NA |
| 6. I now have a better understanding EGR program development.   | 1 2 3 4 5 NA |
| 7. I would like to learn more about developing EGR programs.  | 1 2 3 4 5 NA |
| 8. EGR activities are a way for YWCAs to be Mission Driven.   | 1 2 3 4 5 NA |
| 9. EGR will strengthen understanding of responsible participation in the World YWCA movement.   | 1 2 3 4 5 NA |

Other Aspects of Workshop Content and Presentation

- |   |              |
|---|--------------|
| 1. The workshop objectives were clearly stated.                               | 1 2 3 4 5 NA |
| 2. The workshop objectives were met.  | 1 2 3 4 5 NA |
| 3. The facilitator(s) seemed knowledgeable of the workshop topic.             | 1 2 3 4 5 NA |
| 4. All or most questions I had about the topic were answered in the workshop. | 1 2 3 4 5 NA |
| 5. The facilitator(s) presented the material in an interesting manner.        | 1 2 3 4 5 NA |
| 6. Concrete examples were given throughout the workshop.                      | 1 2 3 4 5 NA |

CONTINUED OTHER SIDE

RATING

- |     |  |   |   |   |   |   |    |
|-----|--|---|---|---|---|---|----|
| 7.  | The amount of time allocated for the workshop was adequate.  | 1 | 2 | 3 | 4 | 5 | NA |
| 8.  | Any prior information I received about the workshop was timely.  | 1 | 2 | 3 | 4 | 5 | NA |
| 9.  | Any prior information I received described the workshop accurately.  | 1 | 2 | 3 | 4 | 5 | NA |
| 10. | Handouts provided at the workshop were helpful.  | 1 | 2 | 3 | 4 | 5 | NA |
| 11. | The workshop topic is pertinent to some of the major issues facing my YWCA/organization.   | 1 | 2 | 3 | 4 | 5 | NA |
| 12. | After taking this workshop, I can think of one or two programs at my YWCA/organization that are, or can easily become, EGR programs. | 1 | 2 | 3 | 4 | 5 | NA |
| 13. | I will be able to apply to my job what I learned at this workshop.   | 1 | 2 | 3 | 4 | 5 | NA |
| 14. | I now have a much better understanding of the topic covered.   | 1 | 2 | 3 | 4 | 5 | NA |
| 15. | I wish to learn more about the topic covered in the workshop.  | 1 | 2 | 3 | 4 | 5 | NA |
| 16. | Overall, I am very glad I attended this workshop.  | 1 | 2 | 3 | 4 | 5 | NA |
| 17. | I think this particular workshop should be offered again.  | 1 | 2 | 3 | 4 | 5 | NA |
| 18. | What additional EGR training opportunities do you think would benefit you in your work?  |   |   |   |   |   |    |

Please provide the following information so that we know whether we reached a diverse group.

19. Position:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Executive Director        | <input type="checkbox"/> Board President        | <input type="checkbox"/> Program Staff            |
| <input type="checkbox"/> Volunteer (not President) | <input type="checkbox"/> Other (specify: _____) | <input type="checkbox"/> Not affiliated with YWCA |

20. Age Group:

- |                               |                                |                                |                              |
|-------------------------------|--------------------------------|--------------------------------|------------------------------|
| <input type="checkbox"/> < 24 | <input type="checkbox"/> 25-44 | <input type="checkbox"/> 45-64 | <input type="checkbox"/> 65+ |
|-------------------------------|--------------------------------|--------------------------------|------------------------------|

21. Ethnicity:

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> African-American; Black | <input type="checkbox"/> American Indian; Alaskan Native | <input type="checkbox"/> Asian; Pacific Islander |
| <input type="checkbox"/> Hispanic; Latina(o)     | <input type="checkbox"/> Non-Hispanic Caucasian; White   | <input type="checkbox"/> Multi-Ethnic Other      |

Thank you for completing this evaluation.  
Feel free to write additional comments in the space provided below.

n.o.use id: \_\_\_\_\_  
wksp#: \_\_\_\_\_ e:l etype: A  
pos: \_\_\_ a: \_\_\_ e: \_\_\_ bef: Y/N D: \_\_\_ B/P

## EGR Immersion and Practicum New York - Jamaica ♦ February 10-19, 1994 ORIENTATION WORKSHEET

---

Please identify yourself so that we can compare this worksheet to your post-immersion evaluation. When used by us, your responses will remain anonymous.

Your Full Name: \_\_\_\_\_

### SECTION A: PERCEPTIONS OF JAMAICA

1. Have you ever been to Jamaica before?

Yes     No

1a) If yes, about how many days have you stayed there (total): \_\_\_\_\_

1b) If yes, was it for (circle):    Business    Pleasure

2. When you think of Jamaica, what comes to mind (images, smells, sounds)?

3. When you think of Jamaican people, what comes to mind (images, smells, sounds)?

4. When you think of poverty in southern hemisphere countries, what comes to mind (images, smells sounds)?

CONTINUED OTHER SIDE

**SECTION B: PRE-IMMERSION KNOWLEDGE OF EGR.** Please answer the following questions as best as you are able.

1. Give three examples of political and economic systems affecting the lives of women in Jamaica.
  - a)
  - b)
  - c)
  
2. Identify three ways these systems are linked to US systems and US foreign policy.
  - a)
  - b)
  - c)
  
3. Describe three ways that women in Jamaica are working to create change in the systems you've listed above.
  - a)
  - b)
  - c)
  
4. Identify three social problems in your own community that are similar to problems faced by people in Jamaica.
  - a)
  - b)
  - c)
  
4. How would you define Education for Global Responsibility and its relationship to the YWCA mission?



**SECTION B: KNOWLEDGE OF EGR GAINED ON THE IMMERSION.** One objective of this immersion was for you to learn about political and economic systems in Barbados and their linkages to global systems.

1. What three examples of political and economic systems in Barbados impressed you the most?
  - a)
  - b)
  - c)
  
2. In what three ways would you say these systems are linked to systems around the world?
  - a)
  - b)
  - c)
  
3. What are three ways that women in Barbados are working to change the systems you've listed above?
  - a)
  - b)
  - c)
  
4. What are three problems in your own community that are most similar to problems faced by people in Barbados?
  - a)
  - b)
  - c)
  
4. How would you define Education for Global Responsibility and its relationship to the YWCA mission?

CONTINUED

**SECTION C: OPINIONS ABOUT IMMERSION EXPERIENCE AND EGR.** Please rate the following statements from 1 to 5, according to how strongly you agree or disagree with them:

<u>1</u> disagree strongly	<u>2</u> disagree somewhat	<u>3</u> don't know	<u>4</u> agree somewhat	<u>5</u> agree strongly
----------------------------------	----------------------------------	---------------------------	-------------------------------	-------------------------------

<u>Information Learned About EGR</u>	<u>RATING</u>					
1. A clear definition of EGR was given.	1	2	3	4	5	NA
2. Discussion about "global systems" was clear.	1	2	3	4	5	NA
3. I now have a better understanding of the root causes of global poverty.	1	2	3	4	5	NA
4. I now have a better understanding of the ways poverty and "development" affect the lives of women and their families.	1	2	3	4	5	NA
5. I now have a better understanding of the ways my YWCA can change systems that promote or perpetuate poverty, sexism and racism.	1	2	3	4	5	NA
6. I now have a better understanding EGR program development.	1	2	3	4	5	NA
7. I would like to learn more about developing EGR programs.	1	2	3	4	5	NA
8. EGR activities are a way for YWCAs to be Mission Driven.	1	2	3	4	5	NA
9. EGR will strengthen understanding of responsible participation in the World YWCA movement.	1	2	3	4	5	NA

<u>Other Aspects of Workshop Content and Presentation</u>						
1. The workshop objectives were clearly stated.	1	2	3	4	5	NA
2. The workshop objectives were met.	1	2	3	4	5	NA
3. The facilitator(s) seemed knowledgeable of the workshop topic.	1	2	3	4	5	NA
4. All or most questions I had about the topic were answered in the workshop.	1	2	3	4	5	NA
5. The facilitator(s) presented the material in an interesting manner.	1	2	3	4	5	NA
6. Concrete examples were given throughout the workshop.	1	2	3	4	5	NA
7. The amount of time allocated for the workshop was adequate.	1	2	3	4	5	NA
8. Any prior information I received about the workshop was timely.	1	2	3	4	5	NA

CONTINUED

		<u>RATING</u>					
9.	Any prior information I received described the workshop accurately.	1	2	3	4	5	NA
10.	Handouts provided at the workshop were helpful.	1	2	3	4	5	NA
11.	The workshop topic is pertinent to some of the major issues facing my YWCA.	1	2	3	4	5	NA
12.	After taking this workshop, I can think of one or two programs at my YWCA that are, or can easily become, EGR programs.	1	2	3	4	5	NA
13.	I will be able to apply to my job what I learned at this workshop.	1	2	3	4	5	NA
14.	I now have a much better understanding of the topic covered.	1	2	3	4	5	NA
15.	I wish to learn more about the topic covered in the workshop.	1	2	3	4	5	NA
16.	Overall, I am very glad I attended this workshop.	1	2	3	4	5	NA
17.	I think this particular workshop should be offered again.	1	2	3	4	5	NA
18.	What additional EGR training opportunities do you think would benefit you in your work?						

Thank you for completing this evaluation.  
 Feel free to write additional comments in the space provided below.

**Table B1: EGR Knowledge Gained Through  
Orientation Workshops and Immersions**

N = 199

Statement: After taking this workshop, I now have a better understanding of...	Percent of Participants Who...	
	Agree Strongly	Agree Somewhat
...the root causes of global poverty.	22.2%	48.2%
...the ways poverty and "development" affect the lives of women and their children.	40.7%	44.4%
...the ways the YWCA can change systems that promote or perpetuate poverty, sexism and racism.	25.9%	37.0%
...what an EGR program is.	44.4%	48.2%
...how to develop an EGR program.	25.9%	51.9%

**Table B2: Pearson's Correlations:  
Workshop Participants' Perceived Knowledge of EGR  
and Their Reactions to EGR**

N = 199

After Taking the Workshop, the Degree to Which Participants Say That...*	..They can think of one program in their YWCAs that can become an EGR program.	...They would like to learn more about developing EGR programs.	...EGR activities are a way for YWCAs to be "mission driven."
...they have a better understanding of the root causes of global poverty.	.39**	.37**	.07
...they have a better understanding of the ways poverty and "development" affect the lives of women.	.22	.40**	.20
...They have a better understanding of the ways the YWCA can change systems that promote or perpetuate poverty, sexism and racism.	.44**	.65****	.47***
...They have a better understanding of what an EGR program is.	.25	.38**	.26

\*Participants rated the degree to which they agreed or disagreed with the statement on a continuous likert scale with 1 = "disagree strongly" and 5 = "agree strongly."

\*\*p<.05; \*\*\*p<.01; \*\*\*\*p<.001

**Table B3: A Pre- and Post Comparison of Immersion Participants' Knowledge of EGR Concepts**

N = 56

Test Item	Average Test Score*		t=	p<
	Pre-Immersion	Post Immersion		
Identification of Global Systems	15.9	17.3	0.23	n.s.
Identification of Ways Global Systems Are Interrelated	4.5	13.5	2.03	0.05
Identification of Ways to Create Changes in the Systems	7.7	19.5	2.48	0.02
Definition of EGR	5.5	16.8	1.98	0.05

# YWCA of the USA EGR IMMERSION FOLLOW-UP INTERVIEW

ID: N ____/____	Name: _____	
Date: ____/____/____	Time Start: ____:____	Time End: ____:____
Interviewer: _____	EVAL: ____/____/____	ETYPE: C

## INTRODUCTION:

My name is \_\_\_\_\_ and I work for the YWCA EGR project.

We're conducting a six-month follow-up with people who participated in the EGR immersion in \_\_\_\_\_ last \_\_\_\_\_.

The immersion is still in the development stage, and your answers to our questions will be used to improve the workshop.

Do you have about 15 minutes to answer some questions?

IF NO:

Would it be possible to schedule a more convenient time within the next few days?

Rescheduled time:  
\_\_\_\_\_

IF YES:

The questions are related to the EGR immersion and the six months since the immersion. Our aim is to improve the workshop, so please feel free to be completely honest in your answers.

**Part I: The first set of questions has to do with what you remember about the immersion.**

1. Did you receive any pre-trip information?

Yes                       No

1a. IF YES: Were you satisfied with the information you received?  
Why/Why Not?

1b. What kind of information do you wish you had gotten, but didn't get?

2. The Daily Activities

2a. Were the immersion activities well paced? Why/Why Not?

2b. What did you like most about the daily activities?

2c. What did you like least about the daily activities?

2e. Were you given enough time for group discussion or reflection?

2d. Did the activities help you to learn about poverty in Tucson?

<p style="text-align: center;"><input type="checkbox"/> YES</p> <p><u>ASK: Can you give examples?</u></p>	<p style="text-align: center;"><input type="checkbox"/> NO</p> <p><u>ASK: Why Not?</u></p>
---	--

3. One objective of the immersion was for team members to learn about political and economic systems in Tucson, their linkages to global systems.

INTERVIEWER ASKS:	Example 1	Example 2	Example 3
While on the immersion, what 3 EXAMPLES of systems impressed you the most?			
In what way would you say these 3 systems are linked to systems around the world?			
How were the women you met with creating changes in these systems?			

4. Before the immersion, each of us had an pre-conceived image of poor people in Tucson.

4a. What was your pre-conception?

4b. Did the trip confirm or change it?

5. Another objective of the immersion was to provide participants with a better sense that, if they want to, they can change social systems in their own communities. Did the immersion give you a better sense of this?

YES  
Please explain:

NO  
Why Not?

6. If someone were to ask you, how would you define "Education for Global Responsibility?"

**Part II: The next set of questions has to do with the impact the immersion might have had on your life over the past six months.**

1. Did you talk to anyone about the immersion?

Yes

No

1a. About how many people did you tell? \_\_\_\_\_

1f. Why do you think you didn't talk to anyone about the workshop?

1b. Did you tell:

- a.  co-workers?
- b.  supervisors?
- c.  family and friends?
- d.  acquaintances?
- e.  strangers?

1c. How did you describe the trip to people?

1d. Was it easy for you to explain the trip to people? Why?

1e. How did people tend to react to your description?

2. Has your job changed in the last six months?  yes  no

3. In the last six months, has your work involved planning or developing direct service programs?

Yes

No

3a. In the last 6 months, what program(s) have you planned/developed?

Skip to next question.

3c. Did any of the programs involve educating people about global poverty?

Yes  No

3d. Were any of the programs "advocacy" or "community awareness" programs?

Yes  No

If yes, what was the objective of this program?

3e. Did you attempt to use EGR related ideas in the programs? In what way?

4. In what way, if any, have your experiences on the immersion affected your work?

5. If the YWCA national office developed a resource kit for developing EGR programs, what kinds of resources should be included in it?

**Appendix C:**

**Evaluation material related to program development**

**EDUCATION FOR GLOBAL RESPONSIBILITY  
MARKETING MATERIAL REVIEW INTERVIEW SCRIPT**

---

Material Reviewed: \_\_\_\_\_ ID: \_\_\_\_\_

Person Reviewing Material: \_\_\_\_/\_\_\_\_/\_\_\_\_

Interviewer: \_\_\_\_\_

Interview Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time begin: \_\_\_\_:\_\_\_\_ Time End: \_\_\_\_:\_\_\_\_

**INTERVIEWER SCRIPT:**

I was wondering if you'd had a chance to review the EGR marketing material we sent the other day.

[IF NO] I can call back later, after you've had a chance to do so. How does tomorrow sound? [get her to commit to looking at it within the next day or two, and make a specific appointment to call her back].

[IF YES] I have a few questions for you concerning the piece. Is now a good time to talk? [if it isn't, make a specific appointment with her to call her back within a day or two].

Section A: I have 12 phrases I'd like to read to you and I'd like you to tell me if each phrase describes the marketing piece "definitely" "somewhat" or "not really."

The first set of phrases concern the format of the piece. Would you describe the material as:

	[3] Defin- ately	[2] Some- What	[1] Not Really
1. Interesting to read/view?	[ ]	[ ]	[ ]
2. Aesthetically pleasing?	[ ]	[ ]	[ ]
3. Easy to understand?	[ ]	[ ]	[ ]
4. Multicultural in its language/graphics/photography?	[ ]	[ ]	[ ]
5. International in its theme?	[ ]	[ ]	[ ]

The next set of phrases concern the content of the piece. Would you say the material:

6. Defines EGR as YWCA mission programming?	[ ]	[ ]	[ ]
7. Identifies EGR program as a way for a YWCA to have an impact on global issues.	[ ]	[ ]	[ ]
8. Identifies EGR program as a way for a YWCA to improve its image and leadership position in its community.	[ ]	[ ]	[ ]
9. Explains at least one advantage that EGR can bring to a YWCA.	[ ]	[ ]	[ ]
10. Explains that the national office is offering leadership or program development opportunities to member YWCAs.	[ ]	[ ]	[ ]
11. Identifies at least one way to get further information about EGR.	[ ]	[ ]	[ ]
12. Piques your interest in finding out more about EGR programming.	[ ]	[ ]	[ ]

Section B

1. What do you think of the language used in the flier?
  - 1a. [IF REACTION IS NEGATIVE] What type of language would be more positive for you?
2. What do you think of the logo at the top of the page?
3. Based on the flier, what do you think "EGR programs" are?
4. Is there any other information you would need before deciding to contact someone about the program models?
5. Do you have any other suggestions for ways to improve the material?

Thanks so much for helping us!

# EDUCATION FOR GLOBAL RESPONSIBILITY

## OPERATIONAL DEFINITIONS

---

### WHAT IS DEVELOPMENT EDUCATION?

Development Education is a program designed to help U.S. citizens better understand:

- ◆ The role of U.S. foreign policy and U.S. development practices in southern hemisphere countries.
- ◆ The effects of foreign policy and development practices on people in the U.S.

### WHAT IS GLOBAL RESPONSIBILITY?

Global responsibility is YWCA work based on the understanding that:

- ◆ The "systems" in our communities (for instance political, religious, economic) are a part of a larger set of interdependent, global systems.
- ◆ These systems create the social problems we see in our communities, such as homelessness, violence against women, racially biased crimes and homophobia.
- ◆ The social problems can be dealt with effectively when we work to change the systems that create them.

### WHAT IS AN EGR PROGRAM?

An EGR program is a Development Education program that educates YWCA volunteers and staff about creating more effective strategies for social change. It does this by increasing knowledge of:

- ◆ Conditions and root causes of global poverty.
- ◆ Ways in which poverty and "development" affect the lives of women and their families.
- ◆ Ways we can change systems within or outside the YWCA that promote or perpetuate poverty, sexism and racism.

### WHAT IS THE GOAL OF THE EGR PROJECT?

The goal of the YWCA of the USA EGR project is to develop a program that reaches a diverse group of member YWCA volunteers and staff. The Project will integrate EGR criteria into member YWCA systems by providing volunteers and staff with resources, skills and incentives to develop and implement programs and training modules in their YWCAs.

### WHAT IS THE RELATIONSHIP BETWEEN EGR AND THE YWCA OF THE USA?

The YWCA of the USA is a member of the World YWCA, the world oldest and largest women's organization. Since EGR promotes a "think globally, act locally" approach to programming for social change, the program offers YWCAs opportunities to strengthen our bonds with women around the world.

As stated in our Mission, the YWCA is committed to the elimination of sexism and racism. EGR provides the YWCA with methods to translate the Mission into action. It does this by focusing on changing the systems that perpetuate poverty, racism and sexism, and replacing them with systems that promote global peace through racial justice and an equitable society.

# **YWCA of the U.S.A. EGR PROGRAM MODEL DEVELOPMENT ASSESSMENT QUESTIONNAIRE**

**We ask that you provide your name so that we know who was able to respond.  
When used by us, your answers will remain anonymous.**

**Your Name:** \_\_\_\_\_

**Your YWCA:** \_\_\_\_\_

**Date:** \_\_\_\_\_

1. The Jamaica immersion was designed to give you a better sense of EGR and ways to develop an EGR program.

1a) How much did you rely on the experience of the Jamaica trip in developing your program model? Please explain.

1b) What, if anything, was missing from the Jamaica trip that would have helped you in developing your program model?

1c) What, if anything about the Jamaica trip was particularly helpful to you in developing your program model?

1d) In Jamaica, were you given enough opportunity to begin your EGR program model work plan? Please explain.

1e) In Jamaica, were you given enough opportunity to practice some of the skills needed to develop an EGR program?

2. One purpose of the Jamaica immersion was for team members to learn about political and economic systems in Jamaica, their linkages to U.S. systems and the impact the systems have on the lives of women.

2a) While in Jamaica, what three examples of economic and political systems impressed you the most?

- ▶
- ▶
- ▶

2b) Based on your observations, in what three ways are these systems linked to U.S. systems?

- ▶
- ▶
- ▶

2c) Based on your observations, what are three ways that women in Jamaica are working to create change in the systems you described above?

- ▶
- ▶
- ▶

3. One year after your trip to Jamaica, what images do you now have of:

3a) Jamaican society:

3b) The relationship between Jamaica and the U.S.:

3c) Poverty:

4. After working on an EGR program for a year, how would you define the term "Education for Global Responsibility?"

5. Why did you become involved in developing the EGR program model?
  
  
  
  
  
  
  
  
  
  
6. Were you given enough information about your responsibilities as a program model coordinator? Please explain your answer.
  
  
  
  
  
  
  
  
  
  
7. Are you satisfied with the EGR work that you accomplished over the last year? Please explain your answer.
  
  
  
  
  
  
  
  
  
  
8. Please indicate whether, in developing your program models, you were adequately provided with... (explain your answers):
  - 8a) Technical Assistance:
  
  
  
  
  
  
  
  
  
  
  - 8b) Material Resources:
  
  
  
  
  
  
  
  
  
  
  - 8c) Guidance from the YWCA National Office:
  
  
  
  
  
  
  
  
  
  
  - 8d) Time To Develop and Test the Model:
  
  
  
  
  
  
  
  
  
  
9. Overall, are you happy with your EGR program experiences over the past year? Please explain.

**Appendix D:**

**Evaluation material related to the project outcome**

N.O. USE ONLY: ID: \_\_\_/\_\_\_/\_\_\_  
 YWCA#: \_\_\_/\_\_\_/\_\_\_/\_\_\_/\_\_\_

## YWCA of the U.S.A. EDUCATION FOR GLOBAL RESPONSIBILITY FAMILIARITY QUESTIONNAIRE

We ask that you identify yourself and your YWCA so we know who was able to respond. When used, your answers will remain anonymous. **Please return your completed questionnaire in the accompanying stamped, pre-addressed envelope within the next few days.**

Last Name: \_\_\_\_\_  
 First Name: \_\_\_\_\_  
 YWCA Name/City: \_\_\_\_\_  
 Your Position:  Executive Director  
                    Program Staff

SECTION A: Please rate the following statements from 1 to 5, according to how strongly you agree or disagree with them:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
disagree strongly	disagree somewhat	don't know	agree somewhat	agree strongly

	<u>Rating</u>				
While working at the YWCA, I often hear people talk about:					
1. ...Education for Global Responsibility (EGR)	1	2	3	4	5
2. ...Development Education	1	2	3	4	5
3. ...The YWCA Mission	1	2	3	4	5
4. ...The YWCA Five Core Program Themes	1	2	3	4	5
5. ...The YWCA National Public Policy Priorities	1	2	3	4	5
6. ...The YWCA International Public Policy Priorities	1	2	3	4	5
I could easily describe to someone:					
7. ...Education for Global Responsibility (EGR)	1	2	3	4	5
8. ...Development Education	1	2	3	4	5
9. ...The YWCA Mission	1	2	3	4	5
10. ...The YWCA Five Core Program Themes	1	2	3	4	5
11. ...The YWCA National Public Policy Priorities	1	2	3	4	5
12. ...The YWCA International Public Policy Priorities	1	2	3	4	5
I would like the opportunity to:					
13. ...Take an EGR workshop.	1	2	3	4	5
14. ...Participate in an EGR immersion experience.	1	2	3	4	5
15. ...Learn more about developing EGR programs.	1	2	3	4	5
16. ...Learn more about the World YWCA.	1	2	3	4	5
17. "EGR" activities are a way for YWCAs to be Mission Driven.	1	2	3	4	5
18. "EGR" activities will strengthen our ties to the World YWCA.	1	2	3	4	5
19. I see our YWCA as a vital part of a national women's movement.	1	2	3	4	5
20. I see our YWCA as a vital part of an international women's movement	1	2	3	4	5
21. Our YWCA develops "Mission Driven" programs.	1	2	3	4	5

Continued Other Side

SECTION B: Do you regularly use on any of these sources to learn national YWCA news and information?

- |     | <u>Yes</u>               | <u>No</u>                |  |
|-----|--------------------------|--------------------------|--|
| 1.  | <input type="checkbox"/> | <input type="checkbox"/> | The Consolidated Mailing.  |
| 2.  | <input type="checkbox"/> | <input type="checkbox"/> | YWNet.   |
| 3.  | <input type="checkbox"/> | <input type="checkbox"/> | "Interchange" or "Common Concern" newsletters.   |
| 4.  | <input type="checkbox"/> | <input type="checkbox"/> | Other YWCA newsletters.  |
| 5.  | <input type="checkbox"/> | <input type="checkbox"/> | Program brochures and descriptions from other YWCAs.   |
| 6.  | <input type="checkbox"/> | <input type="checkbox"/> | Announcements/discussions at national YWCA events, (e.g., National Board Meetings, NSAY, or Learning Centers). |
| 7.  | <input type="checkbox"/> | <input type="checkbox"/> | National office staff.   |
| 8.  | <input type="checkbox"/> | <input type="checkbox"/> | State, regional or student council announcements/discussions/news.   |
| 9.  | <input type="checkbox"/> | <input type="checkbox"/> | Volunteers or staff at other member YWCAs.   |
| 10. | <input type="checkbox"/> | <input type="checkbox"/> | Volunteers or staff within your own YWCA.  |
| 11. | <input type="checkbox"/> | <input type="checkbox"/> | Other (specify: _____)   |

SECTION C: In the last 18 months, do you recall participating in national YWCA training that covered these topics?

- |    | <u>Yes</u>               | <u>No</u>                |  |
|----|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | Education for Global Responsibility (EGR) or Development Education |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | The YWCA of the U.S.A. Mission                                     |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | How to Develop "Mission-Driven" Programs                           |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | The YWCA Five Core Program Themes                                  |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | The World YWCA and Its Mission                                     |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | The YWCA National Public Policy Priorities                         |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | The YWCA International Public Policy Priorities                    |

SECTION D: In the past five years, do you recall ever having come across:

- |    | <u>Yes</u>               | <u>No</u>                |  |
|----|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | A description of an EGR or Development Education direct service program?                   |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | An announcement or description of an EGR/Development Education staff training opportunity? |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | A newsletter article about EGR or Development Education?                                   |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | A flier, pamphlet or other marketing material about EGR or Development Education?          |

Thank you so much for completing this questionnaire!  
Please be sure to return it to the YWCA national office using the return envelope provided.

**Table D1: Staff Responses to EGR At Different Points in the Project**

(N = 55)

Statement	*Average Agreement Ratings Given By Staff...		t =	prob.<
	1 Yr Into Project	3 Yrs Into Project		
	I often hear people talk about EGR.	2.01		
I could easily describe EGR to someone.	2.33	2.62	1.08	n.s.
I would like the opportunity to participate in an immersion.	3.29	3.52	0.98	n.s.
I would like to learn more about developing EGR programs.	3.64	3.79	0.69	n.s.
EGR activities are a way for YWCAs to be 'mission-driven.'	3.55	3.72	0.97	n.s.
EGR activities will strengthen our ties to the World YWCA.	3.78	3.77	-0.02	n.s.

atings range from 1 to 5, with 1 being "disagree strongly with the statement" and 5 being "agree strongly with the statement."

**Table D4: Staff Responses to EGR According to Whether They Saw an EGR Newsletter Article**

(N = 55)

Statement	*Average Agreement Ratings Given By Those Who...		t =	prob.<
	Saw an Article (N=20)	Didn't See an Article (N=35)		
	I could easily describe EGR to someone.	2.23		
I would like the opportunity to participate in an immersion.	3.32	3.55	0.94	n.s.
I would like to learn more about developing EGR programs.	3.58	3.97	1.84	n.s.
EGR activities are a way for YWCAs to be 'mission-driven.'	3.67	4.13	4.27	.0001
EGR activities will strengthen our ties to the World YWCA.	3.54	4.24	3.94	.0001

atings range from 1 to 5, with 1 being "disagree strongly with the statement" and 5 being "agree strongly with the statement."

**Table D5: Exposure to EGR Marketing Between 1990 and 1995**

(N = 55)

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Percent of Respondents Who, in the Past Five Years...	
Participated in a National YWCA training that covered EGR.	25.5%
Saw an EGR program description.	40.0%
Saw an announcement or description of an EGR training opportunity.	32.7%
Saw a newsletter article about EGR.	36.4%
Saw other EGR marketing material.	32.7%

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**Appendix E:**

**YWCA of the USA sample of immersion description**

## **Immersion Description Sample**

### **The Kenya Study-Travel Workshop**

**The Kenya Study-Travel workshop is a collaborative project, developed by the YWCA of the USA and the YWCA of Kenya with the All Africa Conference of Churches. The YWCA of the USA has a long history of working with other YWCA national associations and women's organizations around the world to develop study-travel experiences that address the particular concerns of YWCA members and other women. This study-travel program is part of our three-year Education for Global Responsibility project designed to educate YWCA members and staff about the impact of global economic, social and political issues on women around the world.**

**Through our work and exchanges with YWCAs around the world, we have learned that the struggles women face in working for equity and against poverty have similar characteristics all over the world. Often this reality is easier for us to comprehend when we can remove ourselves from our own environment, experience it firsthand in other settings, and have face-to-face the discussions with women working on the issues in their own environments.**

**We work with national YWCAs like the YWCA of Kenya to bring these unique study or "immersion" experiences to our members and staff. Included in these immersions are discussions in which we place special emphasis learning about the role the US plays in the economic development of the countries we visit (primarily Southern Hemisphere countries) as well as the challenges faced and progress made by women in these countries who face immense economic, social and, in many cases, difficult political issues.**

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**This is not intended to be a script cast in stone; rather it will be used by the YWCA of Kenya and the All Africa Conference of Churches (ACC) as a guide to develop discussion topics that the group can use to learn more about the economic, social and political issues being addressed by Kenyan women, the YWCA of Kenya and the ACC:**

**The YWCA of Kenya will work with the All Africa Conference of Churches to arrange for our group to meet and talk with Kenyans working on the issues of women and poverty in areas of government, business and community. Participants and resource staff will be guided to focus on the particular effect of each subject area on the women of Kenya and their families. Following are some examples of the types of discussions and experiences the group can expect to have:**

**▼ Women's organizations:** This will be our opportunity to meet with activists working with women's organizations in Kenya, including the YWCA, involved in programs that have direct impact on women. Topics of discussion will include: Development and delivery of healthcare services, economic development strategies for women, defining or dispensing with definitions of "First World" and "Third World" and instead identifying "developing" and "developed" sectors around the world, the empowerment of women in the political process - to name a few examples.

**▼ Community groups:** Through discussions with representatives from various community-based organizations, our group will see rural, urban or other neighborhood projects that exemplify how local organizing helps assure that communities mobilize control of their own economic resources, their own local or community councils, and their representation in the national parliament.

▼ **Artists and the media:** Through examples we encounter via radio, theater, television, music or other artistic performance our group will see examples that speak to the empowerment of women in local communities or in society at large, and will examine the messages delivered through the media; or, writers, journalists or commentators who are recognized leaders will discuss the issues that have created these programs or particular avenues of expression.

▼ **Women in Government:** The group might with an activist woman who is now a member of a parliament or in the government. Discussions might focus on how she got there; the problems she faces that are particular to gender, class or ethnicity; the problems she faces in her work that are more specific to international or transnational economic realities or to her political party. Other topics might include an examination of "traditional" ways men work to change society versus, perhaps, newer, less traditional ways women have created to work. Of special interest to our group will be the impact of foreign assistance from the US on Kenya.

▼ **Common systems that prevent change by and for women:** The group will hear from spokespeople (perhaps, an academic or community activist) who can explain how international economic systems, trade, International Monetary Fund and World Bank policies, or international commercial finance affect women directly. We will ask for guided discussions about alternatives to our present global reality: Who are the people trying to build sustainable alternatives? What are some examples of this? How does a country like Kenya cut an independent or self-determined path in such a rapidly internationalizing economic system? Are there other ways to approach this same issue?

▼ **The role of women's health in the empowerment process:** This might be an opportunity to meet with women working in the healthcare delivery field and who can speak to our group about the the impact of health and disease on women, and how health affects their ability to function in productive ways. What are the greatest health issues facing women in Kenya? How are these issues being responded to and by whom? What are the nutrition issues faced by women? Are basic healthcare needs being met by and for women and their families? What are some of the other health and health-related issues of which our group should be aware?

▼ **The impact of recreation and leisure time on the lives of women:** Recreation is a very personal, individual concept and practice. What one person considers recreation, another may consider a chore. So, the definition our group would like to draw on is one that is very fluid and depends on each woman's personal notion of leisure and relaxation. Is the notion of personal leisure and recreation a part of the Kenyan's cultural behavior system? How do women find time to relax and recreate? Do most women lead lives that permit time for recreation and leisure? How does a lack of time for recreation impact women and the roles they play in their families and communities? Is there a stigma attached to such "time to do what I want to do?" If so, how to women cope with this?

▼ **The function of religion in shaping the role of women in culture and society:** In most societies, the interpretation of moral order, ethics and normal behavior of the individual, the family, the community, the clan and society as a whole originates in traditional religion and culture. What are the predominant religions in Kenya? Are there clergy women who can address the group on the topic of religion in Kenya? What are the religious and cultural beliefs and practices that have an impact on Kenyans, especially women? What roles does religion assign to women in relation to men? What roles does religion assign to women in relation to society? What burdens does religion place on women? What are the prominent religious stories about creation? What are the religious stories that are passed down to help girls learn their role as women?

**Refugees:** Is there a refugee population in Kenya? Where are the refugees from? What proportion are women? Where do they live? How do they live? What is their economic role in Kenyan society? What are the economic, social and political issues they face on a day-to-day basis? How are their concerns represented or addressed in the broader Kenyan society (the government)? What are the issues (outside the Kenyan borders) that developed the refugee population inside Kenya?

▼ **The role of sports in leadership development for women:** Are there women working in the field of sports who can speak to the lessons girls and women learn through sports play such as the value of teamwork, the benefits and methods of team-building, or other lessons? What are the sports women engage in? What are some of the lessons learned regarding how to fail and how to succeed? Do sports help hone leadership skills? Of what value are such skills to women? Are women and girls actively seeking to participate in sports? Is there a social stigma attached to women's sports? Why? What are the physical or health benefits of participating in sports? What is the value of sports in creating healthy girls and women?

▼ **The influence of spirituality on women's empowerment:** There is growing discussion in the United States regarding the difference between spirituality and religion. Apart from the "institution" of religion, women are addressing, for instance, the concepts of "a nurturing Mother Earth" vs. "nature waiting to be conquered by Man." Are these questions being discussed in the YWCA or in the nation, in general? What are the questions being raised? Are women comfortable raising the question of "spirituality versus religion"? What conclusions can be drawn from these discussions?

▼ **The history and the legacy of colonialism:** Ask most people in the United States about colonialism and they conjure up 200-year-old images of the American Revolution and driving British colonialists off American soil. Those with a more sophisticated understanding draw comparisons to the US system of slavery and South African apartheid. Our discussions in Kenya should begin to provide insights into the history of colonialism in Africa, in Kenya specifically, the struggle for Kenyan independence and the emergence and impact of neo-colonialism. Black-Americans in 1995 are very far removed from the experience of slavery in contrast to Kenyans, many of whom experienced colonialism first-hand. How are older Kenyans passing on to younger Kenyans the stories and the lessons of colonialism? For the typical Kenyan, what are some day-to-day economic, social and political experiences with the colonial legacy? How has colonialism evolved so that, even today, Kenyan economic and political policies and practices are impacted by more economically powerful countries like the United States? Describe the concept of neo-colonialism for our group.

▼ **Entrepreneurship as a path to economic independence for women:** Who are the entrepreneurs in Kenya? How are women involved in business and trade? What are businesses they are in? Who is involved? What are the jobs women have? What is their access to credit? What forms does business take (Cooperatives? Fruit and vegetable vendors? Craftspeople?) Who can explain the role of microenterprise in Kenya?

▼ **Fourth UN Conference on Women/The Beijing Meeting in September 1995:** Why should women be involved in preparations for the Beijing Conference? What are the priorities? What has been the history of the previous Conferences? What should participants know about the 1985 Nairobi Conference? What has happened at the Preparatory Meetings? What activities are taking place in Kenya to prepare for the Conference? How can YWCAs around the world work together to influence the Beijing Conference? How can women in our group prepare?

▼ **The political situation in Kenya:** What is the overall political situation in Kenya? What are the ethnic/cultural divisions? How does government work? How do different ethnic groups work together (or not)? What are the social, economic and political issues - especially those that the group can relate to their experiences in the US where we have also witnessed a rise in ethnic and racial tension?

▼ **Discussions with women working in career areas similar to those of participants:** What are some of the similarities? Differences? What are some of the challenges? What drew these women to these fields?

▼ **What other development-related issues are important to be raised or discussed with our group?**