

**Education for Global Responsibility  
A Final Report:**

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

**YWCA of the USA**

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## **Part I: Summary of Education for Global Responsibility Project 1992-96**

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.

## Review of Year IV/Program Year 1995-96 Activities to Meet Program Objectives

- Objective 1:** International study-travel program for young YW leaders to Barbados, Self-supporting international study-travel program to Kenya open to all YW members, 5 program model summaries produced (due for YWCA distribution August 1996)
- Objective 2:** EGR curriculum (including 5 development education orientation modules) produced (due for YWCA distribution August 1996), strategic planning for "EGR in your YW" workbook produced (due for YWCA distribution August 1996)
- Objective 3:** 3½-year project evaluation produced, additional evaluation reports produced: National office self-assessment, "profiles" of 2 YWs developing EGR (due for YWCA distribution August 1996)

### Highlights of major activities for Year 4:

- ◀ Program Models produced (Objective 1)
- ◀ Self-supporting international study-travel program implemented, February-March '96 (obj 1)
- ◀ EGR Curriculum produced (obj 2)
- ◀ EGR Strategic Planning Guide & Workbook produced (obj 2)
- ◀ Production of 3½-year evaluation (obj 3)
- ◀ Production of member YW evaluation profiles (obj 3)

### Quick summary of Year 4 benchmark activities:

- Program Summaries:** 7 program summaries completed YWCA of Annapolis & Anne Arundel County (MD), YW of Cambridge (MA), YW of Greater Charleston (SC), YW of Madison (WI), YW of Newburyport (MA) and YW of Salem (OR), YW of Tucson (AZ).
- EGR curriculum:** Curriculum completed, includes 5 modules: 1) "US Foreign Policy in Your Community," 2) "Building Bridges to Women Worldwide," 3) "Civil Society & Sustainable Communities," 4) "Values & Spirituality for Women - Changing Within & Without," 5) "Creating an EGR Change Plan".
- Globalizing your organization:** Implementation of "Strategic Planning for EGR Programs" (SPEP) long-range planning tool, action plan and workbook to orient users to strategic program planning and evaluation for development education programs; "SPEP" re-crafted for and utilized with YW members and staff during November-December 1995 young YW leaders immersion; "SPEP" became the draft for "Globalizing Your Organization" planning tool and guidebook to identify a "global agenda" in your organization (for YWCAs and potential partner agencies).
- Evaluation:** Evaluation "profiles" of "EGR program model" Yws finalized, 3½-year final evaluation process completed, national self-assessment interviews concluded and evaluation completed.

## Review of Year III/Program Year 1994-95 Activities to Meet Program Objectives

- Objective 1:** International study-travel program for young YW leaders to Barbados designed/participants identified, International study-travel program to Kenya designed, Program Models in draft stage #3, EGR program models showcased in mailings to YWCAs nationwide & at national YWCA trainings, revised draft EGR module included in national leaders training
- Objective 2:** 5 EGR curriculum modules drafted, strategic planning for "EGR in your YW" workbook drafted, Learning Center for Global Responsibility curriculum designed
- Objective 3:** Additional evaluation reports developed: National office self-assessment, "profiles" of 2 Yws developing EGR
- Objective 4:** EGR consultant develops national office assessment that includes program analysis and suggestions for the 1995/96 program year and beyond

### Highlights of major activities for Year 3:

- ◀ Program Models drafted (Objective 1)
- ◀ Self-supporting international study-travel designed (Kenya, rescheduled for February-March '96) (Obj 1)
- ◀ Design of Learning Center for Global Responsibility curriculum (Obj 2)
- ◀ Development of three-year evaluation (Obj 3)
- ◀ Development of member YW evaluation profiles (Obj 3)

### Quick summary of Year 3 benchmark activities:

**Program Models:** Program coordinators began developing EGR program models. While the original group was 8, by year-end they were reduced to 6 - YWCA of Annapolis & Anne Arundel County (MD), YW of Cambridge (MA), YW of Greater Charleston (SC), YW of Madison (WI), YW of Newburyport (MA) and YW of Salem (OR) - The YWCA of New Orleans (LA) was eliminated as a program model coordinator, the YWCA of Tucson (AZ) remains in the "tentative" group while staff and volunteer changes within that organization stimulate decision-making regarding whether to continue their participation in the EGR project.

**EGR curriculum:** Trainers/writers have been identified to produce the curriculum. The decision was taken to utilize "professionals" who have experience training, designing workshops and writing curricula (the original plan called for YW volunteers to write the curriculum). While curriculum is intended for a YW audience, it has been also developed for use & relevance beyond the YW.

**Strategic planning for EGR:** Design of "Strategic Planning for EGR Programs" long-range planning tool, action plan and workbook to orient users to strategic program planning and evaluation for development education programs, distributed to and utilized by participants in October 1995 USAID YWCA Clinic.

**Evaluation:** Evaluation "profiles" were conducted with members and staff of Yws currently working to develop program models, 3½-year final evaluation process began, national self-assessment interviews commenced (Final drafts of all to be included with final report).

## Review of Year II/Program Year 1993-94 Activities to Meet Program Objectives

- Objective 1:** Program Models in drafting stage, Program models showcased at Convention, Network mailing to EGR Associations, 1 International study program for program model coordinators, EGR workshops for 10 associations
- Objective 2:** Prototype training design completed, Training prototypes in draft stage, Learning Center for Global Responsibility curriculum designed, Selection of participants and meeting site for EGR learning center
- Objective 3:** Complete information assessments and program progress reports
- Objective 4:** Hold mid-point progress meeting/s of leadership team

### Highlight activities for Year 2:

- ◀ Program Models drafted (Objective 1)
- ◀ Self-supporting international study-travel program (Obj 1)
- ◀ Piloting of EGR training design (Obj 2)
- ◀ Design of Learning Center for Global Responsibility curriculum (Obj 2)
- ◀ Implementation of three-year evaluation systems and tools (Obj 3)

### Quick summary of Year 2 benchmark activities:

**EGR Team:** A mid-point team assessment was conducted by mail and telephone. Results indicated the need to restructure the group to better reflect the skills required to meet project objectives during Year 3. The team will focus on the development of a training module, program models, and final project evaluation. The team facilitated EGR workshops at four YW state council or regional meetings (including approximately 20 YWCAs).

**Program Models:** A group of program coordinators was identified; a 2-week immersion and practicum was conducted in collaboration with the YW of Jamaica. The practicum guided the group toward thinking systemically about program models, potential stumbling blocks, refining goals and objectives; target populations; identifying resources; action steps; and, evaluation techniques. A pilot group was identified to replicate the models after they are developed. A 2-week immersion and practicum was conducted in collaboration with the YW of Barbados.

**Evaluation:** 6-month post-workshop interviews were conducted with the participants of the Cuernavaca (EGR Team) and Tucson (Learning Center) immersions. Results indicated the immersions were successful at educating about EGR. However, follow-up with resources and communication is required to motivate participants for program development. Such follow-up is occurring with coordinators and the pilot group. Participant reaction was measured in all workshops. Results indicate these workshops continue to be effective marketing tools. A summary of the project evaluation was provided to the EGR Team and presented at a women's studies conference at Rutgers University.

**EGR curriculum:** The process of identifying a committee to develop the training module was initiated. Staff piloted the curriculum for new presidents and executive directors at the annual Learning Institute. The EGR module will be included as part of this curriculum.

## Review of Year I/Program Year 1992-93 Activities to Meet Program Objectives

- Objective 1:** EGR promotion campaign, 50 EGR member associations identified, 12 EGR prototype associations identified, "How to Start EGR" packet, Network mailing to EGR Associations, 1 International study program, Three 1-day EGR workshops at mid-triennial meetings, 5 "How to Start EGR" workshops
- Objective 2:** EGR Training package completed, 2 member associations selected to develop training prototypes, 2 field visits by leadership team members to launch EGR prototype development, Selection of participants and meeting site for EGR learning center
- Objective 3:** Leadership team trained in evaluation procedures, tabulation and printout systems operational
- Objective 4:** Leadership team trained and active, 2 newsletters distributed

### Highlight activities for Year 1:

- ◀ Produce How to Start EGR in Your YWCA packet (Objective 1)
- ◀ Identify and select EGR program model associations (Obj 1)
- ◀ Self-supporting international study-travel program (Obj 2)
- ◀ Develop EGR training design (Obj 2)
- ◀ Develop and implement three-year evaluation systems and tools (Obj 3)
- ◀ Develop leadership team; implement training of trainers immersion (Obj 4)

### Quick summary of Year 1 benchmark activities:

- EGR Team:** The project leadership, training and evaluation team was organized and participated in a two-week immersion, training and practicum which provided a common experience from which team members would proceed; and, an introduction and orientation to development education, the EGR project, global systems and global poverty issues, and a history of development education work at the YWCA of the USA.
- Operational definitions developed:** During Project Year I the project evaluation committee, under the co-leadership of the data analyst/administrator and global relations program manager, developed project operational definitions. Since, project implementation and progress have been measured against these definitions of 1) DEVELOPMENT EDUCATION, 2) GLOBAL RESPONSIBILITY, 3) an EGR PROGRAM, 4) the OVERALL PROJECT GOAL, and, 5) the RELATIONSHIP BETWEEN EGR AND THE YWCA OF THE USA PROGRAM.
- 3-year evaluation outlines developed:** An evaluation outline was developed to drive project needs assessment, program development, leadership development, marketing, outcome evaluation, impact evaluation and test proposed methodologies.
- EGR orientation & introduction workshops:** Several "orientation to EGR" and "introduction to EGR" workshops were held during the program year at national training events and at regional council meetings to elicit interest and involvement of local YWCAs in the EGR project and its activities.

**Summary of EGR Products Related to Project Goals**

<b>GOAL: To increase the capacity of YWCAs nationwide to respond to the global dimensions of their work.</b>	
<b>Objectives</b>	<b>Product(s) developed to support objective</b>
1) To implement EGR programs in YWCAs nationwide.	<ul style="list-style-type: none"> <li>◀ Community-based YWCA EGR Program Description/Summaries:               <ul style="list-style-type: none"> <li>1) YWCA of Annapolis &amp; Anne Arundel County (MD)</li> <li>2) YW of Cambridge (MA)</li> <li>3) YW of Greater Charleston (SC)</li> <li>4) YW of Madison (WI)</li> <li>5) YW of Newburyport (MA)</li> <li>6) YW of Salem (OR)</li> <li>7) YWCA of Tucson (AZ)</li> </ul> </li> </ul>
2) To orient EGR program leaders in YWCAs to development education issues and training methods which will maximize adult learning.	<ul style="list-style-type: none"> <li>◀ Educate for Global Responsibility (the EGR Curriculum)</li> <li>◀ Globalizing Your Organization (an EGR Strategic Planning Guide &amp; Workbook)</li> <li>◀ Creating an EGR Change Plan (Module 5 of the EGR curriculum)</li> <li>◀ Guiding Your YWCA Towards Global Responsibility (the EGR evaluation handbook)</li> <li>◀ Two Education for Global Responsibility Profiles: The YWCA of Salem and the YWCA of Cambridge (evaluations of 2 EGR project sites)</li> </ul>
3) To design and implement a three-year program evaluation process.	<ul style="list-style-type: none"> <li>◀ YWCA of the USA Immersion process</li> <li>◀ The evaluations:               <ul style="list-style-type: none"> <li>◀ the 3½-year project evaluation</li> <li>◀ 2 EGR profiles (evaluations of 2 EGR project sites)</li> <li>◀ the national Office Assessment (Confidential; Not for distribution)</li> </ul> </li> <li>◀ Guiding Your YWCA Towards Global Responsibility (the EGR evaluation handbook)</li> </ul>
4) To train a national leadership team or advisory group responsible for providing leadership in four major areas: marketing, program development, leadership development, and program evaluation and integration.	<ul style="list-style-type: none"> <li>◀ YWCA of the USA Immersion process</li> <li>◀ YWCA of the USA EGR Leadership Team</li> </ul>

Drafts have been included with this report.

Due to unforeseen scheduling conflicts with the printer and "summer vacation" at the YWCA, the final versions of EGR resource materials will be printed and available for printing in late-August 1996. Copies will be forwarded immediately upon receipt.

**Updated one-page project summary: (No major revisions. Minor revisions in boldface).**

**Theme: Empowering YWCA constituencies through "Education for Global Responsibility"**

"Our Common Future", the report published by the World Commission on Environment and Development at the United Nations (1987), made it visible to many world leaders that the earth's ecosystems are interdependent and that they will cease to support life much beyond the middle of the 21st century unless we adopt decisive measure to slow down the present rate of deterioration. It also cited the growing realization among representatives of national governments and multilateral institutions that it is impossible to separate economic development issues from environmental issues and that poverty is a major cause and effect of global environmental problems.

In the development education community it is widely recognized that the cooperation and action required to repair our planet's environmental systems and to manage what is left of its life-sustaining resource, must occur in tandem with the efforts to address its other development needs and concerns. However, these undertakings will not succeed until people from around the world begin to realize just how closely linked these issues are to the major economic, political, technical policies and social-cultural forces which serve to **define the so-called "First" and "Third" worlds.**

Here in the United States, people from all walks of life tend to view the world as being divided into two camps: "We" in the US and "they" in the rest of the world. Because of this perception Americans remain uninformed, for instance, about the complex causes of economic injustice which results in continuous poverty for millions of men, women and children all over the world, as well as an ever-widening gap between the world's rich and poor. They are also unaware of what they could do to effect change.

The goal of the YWCA of the USA project: "Education for Global Responsibility" is to expand US citizens' understanding of the causes, effects and interrelationships of development issues from an "us", rather than a "we" and "they" context; and to increase the capacity of YWCA **constituencies** to consider and respond to the increasingly global dimensions and consequences of their everyday decision-making.

To develop this world view, the proposed project will examine development issues (i.e., environmental degradation, world debt, hunger) as they are experienced, perceived and addressed by **women and their families worldwide.** For example, the continued impoverishment of women in the Southern Hemisphere will be related to the conditions of women living in poverty in the United States. The project also focus on the causes and effects of the escalating impoverishment of women worldwide, and on what is required to empower women, as individuals and collectively, to work for viable change and sustainability.

**Year IV (Final Project Year) Second Quarter Progress Report**  
(Covers the period from December 1995-project close-out in April 1996)

**I. First Quarter: Benchmark Activities (Covers the period from December 1995-project close-out in April 1996)**

- **November 27-December 14: Implementation of 1995 YWCA of the USA/YWCA of Barbados Workshop for Young Women Leaders. (See 1995-96 First Quarter Progress Report for further details.)**
- **Wrap-up and production of final products:**
  - ◀ **Evaluation Handbook**
  - ◀ **Program Summaries (Models)**
  - ◀ **Curriculum**
  - ◀ **Globalizing Your Organization Workbook**
- **Production of final report to include:**
  - ◀ **Year IV Second Quarter Progress Report**
  - ◀ **Year IV First Quarter Progress Report**
  - ◀ **Profiles of YWCAs developing EGR Program Models. Titled "Profiles in Global Responsibility: An Evaluation Report"**
  - ◀ **Final 3½-Year Evaluation Report**
  - ◀ **Drafts of final products (scheduled for distribution in August 1996)**
- **February 18-March 10, 1996 implementation of self-supporting YWCA of the USA/YWCA of Kenya Study-Travel Workshop, developed in partnership with the All Africa Conference of Churches (AACC). AACC coordinator the Reverend Phyllis M. Byrd. Ms. Byrd is a former YWCA of the USA staff member and is currently the Assistant to the AACC General Secretary the Reverend Desmond Tutu. Lead facilitator: Tracy Hyter-Suffern, YWCA of the USA, Global Relations and EGR Project Manager. Co-facilitator: Beverly Njuguna, National Volunteer (and former national staff member).**

**PARTICIPANTS:**

**YWCA of the USA National Board:**

1. **Alexine Clement Jackson      President**

**YWCA Member Association Staff/Volunteers:**

2. **Laneta Goings                      Board Member, YWCA of Toledo (OH)**
3. **Newtonia Coleman                President, YWCA of Nashville (TN)**
4. **Joan Barrie                         Youth Program Director, YWCA of Sonoma County**

## **YWCA of the USA Staff:**

5. Donna Dolce

Association Network Specialist

**Special notes:** a) This is the sixth EGR immersion attended by Alexine Clement Jackson who, at our last national convention, held in June 1996, became the president of the YWCA of the USA National Board; b) this is the third immersion attended by a staff member from the YWCA of Sonoma County (CA).

- As part of our work to develop the "Globalizing Your Organization" resource guide, the YWCA of the USA engaged in the process of creating a) a working definition for "globalization;" b) organizational parameters (or criteria) around which an organization can design a plan to "globalize" (this includes, among other categories, criteria for the mission and the agenda for action); and c) an assessment tool to determine an organization's capacity to institutionalize (that is, "to make changes and make them last") a global agenda. This work has been incorporated as Part I of the strategic planning resource guide. (See attached document titled "Globalizing Your Organization")

## **II. Variances**

- June 24 announcement of education for global responsibility program director position at the YWCA of the USA. Post to commence on September 1, 1996. Title: Director of Global Affairs Unit.

## **Attachments**

## Searcy chosen as a YWCA international conference mentor



Joyce Searcy

Bethlehem Centers of Nashville Executive Director, Joyce Searcy, who is also a National Vice-president of the YWCA, has been chosen as a mentor for an international conference. The YWCA is conducting an Education for Global Responsibility project which works to cultivate an atmosphere for understanding that social problems such as homelessness, racially-biased crimes and violence against women can be dealt with effectively when we work to understand the larger global economic, political, and social forces--poverty, racism, sexism--that create them.

The project offers insights into ways through which women working within the YWCA can transform the forces that create social problems. The

project, taking place this week in Barbados--not in the resorts on beaches we usually think about, but in the homes of working women--highlights immersion and practicum. Divided into mentoring teams, college women and long time educators/ activists are working together to better understand global issues creating poverty in Barbados, and applying those issues to poverty and problems at home.

"The YWCA is actively creating leaders for a brighter future," says Joyce Searcy, "and that is what we work towards every day at Bethlehem Centers of Nashville. I am glad to be a part of this, and to be able to bring this learning experience back to Nashville to further enrich the lives of those we serve."



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# CAREER OPPORTUNITIES

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Please Post

June 25, 1996

## POSITION OPENING

The YWCA of the U.S.A. has a vacant position of Director, Global Affairs at our National Headquarters in New York City. The position is available September 1, 1996.

**ESSENTIAL FUNCTIONS:** Plans, formulates and oversees the start-up and development of the Global Affairs Unit, program content and implementation of the global affairs activities including special projects and project evaluations. Manages all program budgets and fund raising for special project; designs and oversees international and U.S. based global leadership development activities for YWCA volunteers/staff; collaborates with partner organizations to provide leadership development for members and staff. Develops curricula, training designs and resources for educating and training local, national and international YWCA volunteer/staff leaders and volunteers/staff leaders of other national women's organizations. Coordinates the development of global issues resources. Represents the YWCA in collaborative initiatives with international and national organizations and the United Nations. Organizes, produces, submits financial and program materials for annual project audits, reports to funders, etc.

**QUALIFICATIONS:** A minimum of eight years experience with a concentration on global economic development issues related to women, the effects of U.S. foreign policy in Southern Hemisphere countries and the U.S. and the development of sustainable communities; or a graduate degree in international affairs, international emphasis or women's issues plus five years' relevant experience with emphasis in the areas described above. Grants management, network building and conference programming. Knowledge of global issues program outreach in the U.S.; current trends, philosophies and theories related international to development; immersion-style training design and resources development; and consciousness-raising methods that stimulate constructive social change. At least five years' experience supervising staff and volunteers. Five years' financial/budget, program and personnel management.

**OVER**

**SPECIAL REQUIREMENTS:** Excellent verbal/written communications skills. Effective problem-solving, effective management, effective evaluation and systems-building skills. Ability to understand and work within complex systems; computer proficiency. Must be able to travel in the U.S. and abroad.

**ACCOUNTABLE TO:** THE CHIEF OF STAFF

**GRADE:** 10            **SALARY RANGE:** \$57,238.00 - \$91,581.00

**LOCATION:** New York City

To Apply, send letter of application and resume by fax to D. Daniel-Parkes, Assistant Director of Human Resources & Administration at 212/614-2770 or mail to YWCA of the U.S.A., 726 Broadway , New York, NY 10003

**Affirmative Action/Equal Opportunity Employer**

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June 25, 1996

**Year IV (Final Project Year) First Quarter Progress Report**  
(Covers the period from September-November 1995)

**I. First Quarter: Benchmark Activities (Covers the period from September-November 1995)**

- Finalization of plans for November-December 1995 Barbados Immersion for young women leaders (see additional details below);
- Preparation of EGR final products and final report including: Evaluations, Program Summaries (Models), Curriculum;
- Continued preparation of Global Relations Assessment (of national office by EGR evaluation consultant Perry) to be distributed during late-summer 1996;
- Design and implementation of October 1995 USAID YWCA Clinic on institutionalization of EGR and orientation to evaluation of Development Education programs (co-designed and co-facilitated with consultant Jacqueline Perry)
- Phase I: Design of "Strategic Planning for EGR Programs" (working title) long-range planning tool, action plan and workbook to orient users to strategic program planning and evaluation for development education programs -- distributed to and utilized by participants in USAID YWCA Clinic, October 1995;
- Phase II: Re-design of "Strategic Planning for EGR Programs" (working title) 18-month planning tool, action plan and workbook to orient users to leadership competencies for YWCA members and staff, employing creativity in vision statement and global program development, strategic program planning and evaluation planning for development education programs -- distributed to and utilized by participants in YWCA of the USA/YWCA of Barbados Immersion, November-December 1995;
- Initiated Phase III re-design of "Strategic Planning for EGR Programs and Evaluation" to be developed as a YWCA EGR resource -- use of which to be facilitated by YWCA of the USA EGR staff, to be utilized with collaborating organizations in institutionalizing a "global agenda";
- November 27-December 14, 1995 Implementation of 1995 YWCA of the USA/YWCA of Barbados Workshop for Young Women Leaders. Lead facilitator: Tracy Hyter-Suffern, YWCA of the USA, Global Relations and EGR Project Manager. Co-facilitator: Kristi Adams, National Board. (Co-facilitator: Lisa Carreño, ED/YWCA of Sonoma County, CA, withdrew 3 days before departure due to crisis at her YWCA; however, significantly contributed to the design, planning and execution of the immersion.)

As part of the practicum, participants were divided into "mentor groups" to work on goal setting. Each "mentor group" included a "young" woman (see definition below) at least two mentors from community-based YWCAs. Each group (there are four) spent several hours during the 10-day workshop meeting to prepare "global" vision

statements for the YWCA national student council (NSC), examining and comparing issues faced by young women in Barbados with those faced by young women in the US, and discussing and drafting strategic plans to incorporate global issues into the agenda and work of the NSC.

**PARTICIPANTS:** (Note: National Student Council Chair, Tracy Richmond was originally included, but withdrew 2 weeks before departure due to health reasons.)

#### **YOUNG WOMEN**

(Definition: member of the YWCA student movement, YWCA staff member or YWCA board member under 25 years old, willing to work in partnership with YWCA mentors over an 18-month period [through June 1997] on the EGR project)

#### **Students:**

1. Kendra McNair Executive Director/Campus YWCA at Oregon University
2. Rhonda Broussard Campus YWCA at St. Louis, MO
3. Maegan Conklin Campus YWCA at St. Louis, MO
4. Namow Featherstone National Student Council
5. Nicki Kubista National Student Council

#### **YWCA Member Association Staff:**

6. Dawn Weinstein Campus YWCA at Berkeley, CA

#### **MENTORS**

(Definition: Member or staff of a YWCA, currently holds a leadership position in the organization, willing to serve as mentors to young YW women and work on an EGR project through June 1997.)

#### **YWCA Member Association Staff/Volunteers:**

7. Marcia Dutcher Program Director at YWCA of Kansas City
8. Toyla Hemingway Board Member at Metropolitan Chicago, IL
9. Audrey Peoples Executive Director, YWCA of Metropolitan Chicago, IL
10. Judith Spangler Executive Director, YWCA of Erie, PA

#### **National Office Staff:**

11. Jennifer Gano Student Services Specialist

#### **National Board Members:**

12. Shari Harrell
13. Joyce Searcy

## **II. Variances**

- **The YWCA of the USA has extended the tenure of the Global Relations Manager position to August 1996 in order to utilize her skills to plan and develop a new Global Affairs Unit. The unit will incorporate the work of the EGR project and a focus on building civil society and sustainable communities as part of its basic functions.**

## **Part II: Project evaluations**

Attached. See sections 2 and 3.

## **Part III: Lessons Learned**

The Education for Global Responsibility (EGR) project was designed to introduce the YWCA membership to international development issues of women, develop and integrate development education (or EGR) programs into community and campus-based YWCAs, and create a basis for the continued honing and integration of a global dimension into the community- and campus-based work of the YWCA.

This project has been aimed at developing a YWCA constituency that is more aware of and better-educated about the development issues that significantly impact women, their families and the communities in which they live; creating YWCA programs that more-effectively respond to the increasingly global dimensions in which YWCAs operate; and creating tools that better enable YWCAs to keep abreast of issues and changes that affect the women they serve.

As indicated in **A Three-Year Evaluation**: An End-of-Project Development Education 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 and the development of the EGR curriculum), 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 not always 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, but 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 of the project managers becomes undermined, albeit unintentionally.

Also, by relying on volunteers and recruiting staff with no previous development education experience, the issue of expertise arises. 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.

Summarized here are 10 additional important lessons learned by the YWCA in our efforts to work with community- and campus-based YWCAs nationwide **to increase their capacities to respond to the global dimensions of their work**. This is not intended to be an exhaustive list, neither are these listed in order of priority. However, these "lessons learned" comprise, in part, the list upon which the YWCA of the USA has based our:

- 1) Work to prepare our members and staff for "globally responsible" work, and
- 2) New resource on strategic planning to "globalize" your organization.

- ✓ Organization staff, members, "partners" must have a clear, unified understanding and acceptance of the organization mission, and in relation to it must share the same "global" vision.
- ✓ The organization must be prepared to address with conviction "tough" questions from its constituency about its reason for being and its reasons for assessing itself in preparation for change.
- ✓ The organization must be prepared to respond positively, proactively, substantively and, perhaps, frequently to challenges from those who resist change.
- ✓ To respond to a changing world the organization must accommodate change -- change in focus, goals, staff, membership, "look," etc.
- ✓ The organization must "open" itself to compromise, inclusiveness and "new ways of getting things accomplished".
- ✓ Organization members and staff must help to identify and share an interest in process and outcome.
- ✓ Each organization member and staff must be clear about what her specific role in the process of organizational change will be.
- ✓ The decision to incorporate a global agenda into or address global issues within the organization must make sense to decision-makers as well as "rank and file".
- ✓ Overall organization goals and more specific program goals must be clear, jargon-free, easy to interpret, tangible and achievable.
- ✓ Program objectives and strategies must be clear, jargon-free, tangible, easy to interpret for others and easy to translate into action.

In addition,

- ✓ Decision-makers must be clear that the strategic plan is just a plan; an implementation plan (or workplan) must be developed and set in motion in concert with staff, board, etc.

#### **Part IV: Resource Materials**

Drafts attached. Due to unforeseen scheduling conflicts with the printer, the final versions of EGR resource materials will be printed and available for printing in late-August 1996. Copies will be forwarded to USAID immediately upon receipt.

#### **Included:**

- ✓ **Educate for Global Responsibility**
- ✓ **Modeling Global Responsibility in the YWCA**
- ✓ **Globalizing Your Organization**
- ✓ **Guiding Your YWCA Towards Global Responsibility - An Evaluation Handbook**

#### **Part V: Budget**

Attached.

## **Part VI: Project Sustainability**

While the YWCA of the USA has an enviable history of demonstrating our commitment to engendering understanding of and an organizational obligation to addressing global issues -- particularly as they effect women. An extension of this has been our goal to produce and institutionalize strategies for organizational transformation that do not depend on the presence and pleasure of individuals, or on opportunities to participate in alluring one-time international events, or on a notion of benefiting from "privilege," "perquisite" or other form of institutional compensation in return for the "favor" of participating in a special project.

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.
- ◀ 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 YWCA of the USA has also taken several other proactive steps toward establishing our national and international presence as a leader addressing global issues of women:

- ✓ The development of the "Globalizing Your Organization" a working, organic, evolving tool (described earlier in this document);
- ✓ The development of a Global Affairs Unit and the Global Affairs Director position -- the unit will enlarge upon the foundation created by the Education for Global Responsibility project and will focus on a) examining and cultivating the role of YWCAs

as members of civil society, and b) working with YWCAs to define and build sustainable communities as one part of its basic functions (see attached YWCA of the USA position announcement titled "Career Opportunities");

- ✓ The cultivation of partnerships and collaborative initiatives with organizations (such as the American Forum in New York City) who are pioneering new thinking, program development, organization development, and other work in the areas of civil society and sustainable communities;
- ✓ The expressed commitment of the new YWCA of the USA president and the national executive director to the work of the Education for Global Responsibility project and the necessity to institutionalize global issues-focused strategies, education, training and leadership development practices;
- ✓ The establishment of regular in-service training on international development issues of women for the world relations, public policy and racial justice committees of the national board;
- ✓ The incorporation of an Education for Global Responsibility module in the annual national YWCA training for new presidents and executive directors of community-based YWCAs (the Leadership Development Institute);
- ✓ The August 1996 dissemination of the Education for Global Responsibility curriculum to YWCAs nationwide;
- ✓ The August 1996 dissemination of the Education for Global Responsibility program samples resource book to all YWCAs nationwide;
- ✓ The continuation of Education for Global Responsibility activities beyond the USAID-funded project period -- for example,
  - ✦ The YWCA of the USA October 1996 study-travel workshop developed in collaboration with the South Africa Council of World Affiliated YWCA (the YWCA of South Africa) for YWCA leaders to study the global impact of poverty and violence against women, and
  - ✦ The current YWCA of the USA partnership with the Citizens' Ambassador Program to co-sponsor the October 1997 International Peace Conference;
- ✓ Participation in 1996-1999 World YWCA Strategic Planning Process to redefine the focus and direction of the worldwide organization;
- ✓ Participation in the November 1996 Food and Agriculture Organization (FAO/United Nations) World Food Summit (the YWCA of the USA will also represent the World YWCA);
- ✓ The delivery of a series of Education for Global Responsibility workshops, open to the public, in collaboration with the Learning Alliance in New York City.

## **Part VII: Recommendations**

- ✓ **A USAID-sponsored debriefing and evaluation conference that includes all current grantees;**
- ✓ **A beginning-of-project orientation meeting for new grantees that covers contracts, report schedules and procedures, history, the work of other grantees, networking opportunities with other grantees (USAID provided this opportunity at the inception of the YWCA of the USA Education for Global Responsibility project);**
- ✓ **A regular schedule of review, evaluation meetings for grantees that covers successes, challenges, lessons learned so far, pleas for help, opportunities for critique and networking opportunities with other grantees;**
- ✓ **A simple, easy-to-accomplish formula from USAID for project evaluation (what does USAID want to know about our projects besides "did we meet the objectives"?) with a focus on process evaluation and mid-project adjustments (what corrections or shifts needed to be made during the project? Why? How were these adjustments accomplished?)**
- ✓ **The development of USAID-sponsored ethnographic study to determine how the focus and culture of organizations who have received Biden-Pell grants have been influenced by their development education work;**
- ✓ **The facilitation by USAID of collaborations among grantees;**
- ✓ **Site visits by USAID project officers at least once during the life of the project, preferably once per program year;**
- ✓ **A formula and procedures (with the appropriate formats on paper) from USAID for tracking project cash and in-kind "match".**