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# **EDUCATION FOR GLOBAL RESPONSIBILITY**

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DEVELOPMENT EDUCATION IN THE YWCA

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This resource manual provides some of the basic tools for groups and individuals to gain understanding of the increasing poverty of women worldwide, the global context of this phenomenon and the underlying causes. It is based on the experiences of the YWCA of the U.S.A., a national women's organization and member of a global women's movement. The reader will find this manual is directed primarily to a YWCA audience. However, every effort has been made to render useful the ideas and information provided to a broader audience with similar concerns and philosophical approaches.

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Includes: development education training modules, facilitator's notes, a variety of exercises and handouts, recommended resource materials and evaluation forms.

## **SECTION III: PROGRAM SAMPLES**

Includes: brief program summaries, followed by 8-page samples of each of the development education programs carried out by 11 YWCAs nationwide, prepared in a standardized format.

## **SECTION IV: RESOURCES**

Includes: basic YWCA documents which set foundation for YWCA program and action, annotated resource lists, program resources from YWCAs providing program samples, and inquiry/order forms.



# Preface

The YWCA of the U.S.A., a founder and member of the World YWCA has more than a 100-year history of working with women around the world on common issues and concerns. As we approach the 21st century, we feel the urgency to develop fresh, new approaches, techniques and resources to raise the consciousness of U.S. YWCA women about the interdependent global society in which we now live.

We are proud to introduce this new resource manual, Education for Global Responsibility: Development Education in the YWCA. This collection is an exciting resource which will give YWCA women in decision-making positions the information and critical approaches needed to understand the global systems that continue to perpetuate poverty and injustice among the world's people, particularly women.

The production of this manual was an ambitious task. We gratefully acknowledge the work of the advisory group, the development education consultants, the 11 Associations which conceived and generated the community-based programs, and the members of the professional and support staff of the YWCA of the U.S.A. who produced this final compendium. They all provided invaluable expertise, commitment, time and energy. A special thanks to Gwendolyn C. Baker, national executive director, Glendora Putnam, former national president (1985-1991) and Ann Stallard, current national president, for their support.

As we expand our understanding of global interdependence and build development education into the very essence of our national movement, we will be creating informed new leaders for our nation and the world.

We can change the systems which support and perpetuate world poverty and injustice, locally and globally. We can find new solutions and change the root causes of the world's problems, to the end that we will achieve peace, justice, freedom and dignity for all people.

Carmen Coballes-Vega, Chairperson  
Development Education Advisory Group



# Acknowledgments

The program to institutionalize Development Education in the YWCA of the U.S.A. has been a three-year national collaborative endeavor that blended the skills, energy, expertise and vision of 24 Development Education Consultants, a 14 member Advisory group, 11 YWCA member Associations, scores of co-sponsoring organizations and a diverse group of several hundred individuals. All have generously contributed their time, talents, resources and leadership to the successful completion of this program.

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## The Development Education Consultants

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# Education For Global Responsibility: A Perspective

"...As a woman, I have no country. As a woman,  
I want no country. As a woman, my country is  
the whole world."

Virginia Woolf

The increase of dehumanizing poverty, unrestrained environmental degradation, a weakened political process, the proliferation of "small" wars between ethnic groups, crumbling social structures -- these simultaneous occurrences are catapulting us into pursuit of a new meaning for community. In the process, they are beginning to explore what it means to live in a global society, where national boundaries cannot contain the problems and isolated national governments cannot provide security and economic well-being for its people.

Within the international women's movement, a synergy is emerging in this pursuit of new values and structures. It is not easily defined, but can be characterized as a process which calls into serious question a system of values based on competition, growth, use of force to resolve conflict, an "us first" and "we are the leader" mentality, materialism as a primary goal of life -- with the environment in place to help today's decision makers achieve as much power and material wealth as possible.

Women comprise the largest impoverished group in the world. Though the majority of desperately poor women live in developing countries, poverty is certainly alive, well and growing everywhere. Historically women in all parts of the world have had little, if any, economic independence. As a rule they have less formal education and less opportunity for economic advancement. They face widespread gender discrimination and hold little political and social power. As a result, they have a very special stake in the development of a new order.

Results are emerging. One is the "women's agenda" which grew out of the World Women's Congress for a Healthy Planet, (Miami, November 1991), where 1,500 women from 90 countries discovered their common concerns. In the next few months, other international gatherings will continue the search for a system of values and a plan which will define a new order based on equity, justice, a redefinition of quality of life, and a recognition of the environment as a sustainer of all life, which must be protected and nurtured at almost any cost.

In his book, Getting to the 21st Century, David Korten states:

"Those who grasp our ecological and social reality are telling us we have no choice but to transform our institutions, technology, values and behavior in ways consistent with our basic natural and social reality. The damage we are doing to ourselves and our planet is not yet so great as to be irreversible, but time is running out. The actions taken during the 1990s may determine whether the 21st century will be a time of bold new advances for human society or a period characterized by violent struggle for survival."<sup>1</sup>

### What is Development?

It is in this context that "development" is being redefined--moving from a "growth centered" paradigm to a transforming process which is based on a "people centered" and "environmentally sustainable" ideal.

Traditional, "growth centered" development models and concepts equate material acquisition with human progress. This "development" places economic activity and production above human and environmental needs. The undeniable result of this value system has been the lavish consumption of the world's resources by those few at the top of the economic ladder, with alarmingly little recognition of the social and environmental consequences to the greater numbers who have less economic and political clout, including most of the world's women.

Proponents of "growth-centered development" contend that continued growth is the only hope for the poor. This "trickle down theory" is the bedrock of the current order.

### People-centered Development and the Global Community

People-centered development defines human progress as a process of transformation that addresses the basic needs of a global society. It equates this evolution with justice and the notion that all people have the right, the means and the opportunity to produce a basic livelihood and a decent human existence for themselves and their families.

People-centered development gives priority to the appropriate, respectful use of the earth's finite natural resources. It defines advancement as sustainability--the notion that each generation and every individual recognizes a non-negotiable obligation to stewardship of the earth's natural resources and ecosystem on behalf of future generations.

"We haven't inherited the earth from our ancestors, we have borrowed it from our children."

World YWCA, Common Concern

People-centered development requires inclusiveness--not that everyone must enjoy equal status and power, but that each and every individual enjoys the right to be a productive, contributing community member of society and has a hand in her own fate.

People-centered development defines "peace" beyond the simple absence of war, but as a combination of all of these: justice, sustainability and inclusiveness.

<sup>1</sup> Korten, David. Getting to the Twenty-First Century, Hartford, CT: Kumarian Press, 1990.

Successful pursuit of people-centered development requires acceptance that we live in a global community. Almost none of today's problems are uniquely domestic--AIDS, homelessness, drugs, inadequate clean air and water, inadequate health care, illiteracy, violence against women, teenage pregnancy...the list goes on. Each of our lives and all of our problems are influenced by global relationships. Our erstwhile national dilemma--global aid vis a vis "take care of our own first"--has very little meaning any more, except as we continue to misunderstand the reality of today's global society.

We are challenged to identify the local-global connections of our problems and coalesce our efforts to transform both domestic and international systems and policies which impede people-centered, sustainable development. In so doing, we define ourselves as members of a global community. In so doing, we join in a global endeavor to actively re-define and seek "peace."

### **This Resource Manual**

The YWCA of the U.S.A. is a member of the World YWCA, a partnership of autonomous national YWCAs at work in nearly 90 countries to improve the lives of women and their families.

Through this world movement, members work together to address the common issues and concerns of women. Because of the perceptive insights of past YWCA leaders, we are one of the few global women's organizations which is in place, ready and able to work for people-centered, sustainable development in a global context.

As the YWCA constituency in the United States takes responsibility for understanding and incorporating global awareness into its everyday life, we will become part of the transforming process that addresses the basic needs of a global society. This Education for Global Responsibility resource manual is designed to assist YWCA women as they explore the meaning of global interdependence, people-centered development, and the meaning of responsible YWCA participation in a global community.

Training Modules, tested extensively in YWCA events around the United States in the past few months, Program Samples, developed by 11 community and student YWCAs from New Hampshire to Hawaii, and Resource sections are included. Together they provide a valuable compendium for starting the YWCA journey into a global future.

Justice, sustainability, inclusiveness--these words echo the vision expressed in the YWCA mission, "to attain peace, justice, freedom and dignity for all people."



# Education For Global Responsibility Training Modules

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# I. Introduction

As the Education for Global Responsibility program has evolved, a series of training modules have been created to help encourage YWCA women to view the Mission through a "global lens." The modules are the result of extensive workshops carried out all over the United States. State Councils have participated, as well as individual member Associations. Dozens of volunteers and staff have accompanied us on journeys to the United States-Mexico border, the Philippines and Uganda.

In Hawaii, the YWCA of Oahu has looked beneath the surface of its community. Through its Development Education program (see Program Samples section of this resource manual), YWCA women took field trips to local tourist resorts and visited poor communities to examine the connections between the two. Then they related what they learned to other islands in the Pacific which are experiencing the same phenomenon. One-third of the national board of the YWCA of the U.S.A. went to Appalachia to examine the economic, social and political links which this very poor region of the United States shares with the rest of the world. Another one-third went to Cuernavaca, Mexico for the same purpose.

These "immersion experiences" have given the YWCA invaluable insight into the work of educating for global responsibility. We have tried to incorporate what you have told us, and we hope you are pleased with the product of our collaboration.

A special debt of gratitude is owed to the workshop participants at the Cycle I meetings/program institutes, who were convinced that the title of the program should be changed from "Development Education" to "Education for Global Responsibility." The numbers of women who came to the workshops after that name change rose dramatically.

The training modules which follow are in a specific sequence; each one builds on the previous one. We suggest you use them in the order you find them. To do the whole series requires approximately eight hours. If you do not have that much time, consult the Sample Agenda, pages 5 & 6, to see how you can productively make use of smaller periods of time.

The training modules are designed for the person who has some previous experience in facilitating groups. Each module has a section called "Facilitator's Notes." We hope you will find it useful as you adapt the modules to make them YWCA specific. Tales of the Heart: Affective Approaches to Global Education, and Make a World of Difference: Creative Activities for Global Learning are excellent resources for learning more about facilitating workshops. (See Training Resources and Evaluations, page 10.)

To help you do your homework, the Resources and Evaluations section provides a list of books, films, journals, magazine and other sources for researching information about issues of women in developing countries and global systems. Read newspapers, magazines, cartoons; watch television and listen to the radio for ideas about how to make your Education for Global Responsibility program totally current. When you create new activities, or have suggestions, send them to the national office -- we'd love to know what you're doing.

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has."

Margaret Mead



## II. Getting Started: Facilitator's Notes

The Education for Global Responsibility training modules were developed with the following thoughts in mind.

1. People know the answers--your job as facilitator is to set up situations that help them realize that. Our experiences as adults are our own stories, and if we share our stories our learning is that much more personal and lasting.
2. People learn better by doing. "I hear, I forget; I see and I remember; I do, and I understand."
3. Commitment to creating social change can only come from within a person. Change is a process, and you need to know the level at which your audience enters the process of change.
4. Change should be empowering -- after all, why are we doing it?

What does this mean for you, the facilitator of an Education for Global Responsibility workshop?

**It means your role is to facilitate** -- not to know everything, or even to make people see things your way. Your role is to do your homework and believe in the power of the group to come up with the answers they hold within them.

**It means you need to know your audience beforehand.** What responsibilities do they have at the YWCA? What other interests do they have? What do their communities look like? What might their world views be?

**It means you need to be inclusive.** Has everyone had a chance to voice her opinions? If a person does not like to speak out in the large group, is there another method that might allow her a chance to express her views? For instance, can you use songs or drawings, small group work, role-plays, poetry, storytelling?

Are your resource persons ethnically and racially diverse? Do they speak from personal experience? For instance, if you have a person talk about what it means to be poor in a developing country, did you actually find, for example, a refugee woman from Cambodia in your community who can talk to your group?

**It means you need to involve participants in the planning, implementation and follow-up to your workshops.** Include anyone you think might be interested in the program, and a few key decision makers who can help "sell" your ideas to others.

**It means you need to build on participants' knowledge.** Find out how much your participants know by asking questions and creating opportunities for discussion. Make the subject relevant to them: use their examples to illustrate points.

**It means your activities need to be interactive, participatory, hands-on.** Take a field trip into the community, play a game, write a collective letter, role-play obstacles to carrying out your plan -- involve your participants on as many levels as possible. But remember -- don't do an activity without having a clear idea about why you are doing it; make sure it fits in with your overall plan, and leave plenty of time for people to discuss what they learned by doing it.

**It means modifying your program if needed.** Use an evaluation form at the end of each session to let your group tell you how you're doing. (See Training Resources and Evaluations.)

**It means making your workshops accessible.** Can a person with disabilities attend? Do you have child care for women who need it?

**It means:**

If you are clear about what you want to have happen in the workshop...

If you know the direction in which you want the conversation to flow...

If you respect the participants' ability to contribute...

then you will be able to help them have a meaningful, productive, good time while applying a global perspective to our work with the Mission of the YWCA.

# Sample Agenda:

## Introduction

Flexibility is the key to scheduling Education for Global Responsibility workshops. At the beginning, you may only have a few minutes of time with your volunteers and staff, so use those precious minutes as building blocks. As interest grows, you will be able to increase the length of time you have during board and staff meetings...a future-oriented board of directors will want to use the Education for Global Responsibility workshops as the basis of a retreat to do long-range planning.

Please note that the times listed in the following agenda are the minimum amount of time that a person should allot for these activities. The conversation after the activities should always focus on what that particular learning means for the YWCA (see specific Facilitator Notes).

# Sample Agenda I

<b>If you have:</b>	<b>and you want:</b>	<b>for your:</b>	<b>then:</b>
2 minutes	To illustrate global connections	Board/staff	On table tent, write a quick local/global anecdote from your newspaper
15 minutes	To illustrate how YWCA is affected by global systems	Board/staff/ membership	Write a short piece for your newsletter on a global event that affects local programming
15 minutes	To illustrate global connections	Board/staff	Do a quick version of "Journey of a Blouse"
15 minutes	To decide if you are working toward solving the root of a problem	Board/staff	Read "A Parable of Good Works"
1 hour	To illustrate global systems	Board/staff	Play the World Trade Game or read "Paulina" and "Only the Storm Answers"
1 1/2 hours	To illustrate global systems	Board/staff	Watch "The Global Assembly Line"

# Sample Agenda II

## In 3 hours, you can:

- Introduce the concept of global connections
- Illustrate global systems
- Discuss how YWCA programs work toward systems change
- Discuss the impact of global systems on YWCA work

## By using:

- One of the activities from "Getting to Know You"
- One of the activities from "Getting to the Root of the Problem"
- "A Parable of Good Works"
- Public Policy Pointers

## In 7 hours, you can:

- Do all of the above **AND**
- Determine if your Association is doing its work in a truly empowering manner by using the exercise "What is Development?"
- Plan specific ways your YWCA can work toward systems change. Use the morning session to do the activities listed above, and the afternoon to create an action plan. By the time your day is over, you should have answered: "Who is going to carry out the program?" "What will be involved in carrying it out?" and "By when will these things be done?"

## In 4 1/2 to 5 days, you can:

Carry out an immersion experience. If you live near an international border, spend some time with women on the other side of the border. Learn from them how they live, look at how they make a living and how they are affected by ties with the United States. Investigate how they go about doing their community development work – is there anything that you can take back to your YWCA?

If you don't live near an international border and don't have the resources to get there, use your own community as the place to start looking at global systems. Seek out women who are working for change at a community level, women who have migrated to your community and organizations with socially conscious agendas. Combine these resources with an in-depth field trip to different areas of your community.

## TRAINING MODULES

Among the questions to explore are: What multinational corporations have headquarters or plants in your area? Who works for them? What happens to the women in your community if a plant closes or cuts back its employees? If the plants are moving, where are they going? What recourse do employees--especially women and people of color--have when these cutbacks happen? What impact does this have on your YWCA programs? How can your YWCA become involved in changing systems?

The national office would be happy to send you a sample agenda for an immersion experience.

# Sample Introduction To An Education For Global Responsibility Workshop

**Time required:** twenty minutes

## You will need...

- A copy of the Demographics exercise (see page 15);
- "Journey of the Blouse" narrative sheet (see page 27);
- To have participants seated so that they can see one another.

## Begin by...

reading the "Raise Your Hands If..." questions, allowing time for participants to respond and react to questions as they are read.

## Continue introducing the workshop by explaining that:

"The Education for Global Responsibility program has not sprung up overnight. The YWCA of the U.S.A., as part of a worldwide women's movement, is multi-faceted. On one hand, there is the important work of providing services to women and girls in immediate need.

"Help me think of some of those programs that provide services to women and girls. (Get responses; for example, transition housing and domestic violence programs.)

"On the other hand, we are required to work toward systems change, too.

"At convention, YWCA members mandated public policy initiatives. For example – the YWCA of the U.S.A. promotes "advocacy for a foreign policy that applies the principles of justice, equity and human dignity by trying to eradicate institutional racism, classism, sexism, ethnocentrism and other dehumanizing forces in global systems." \*

"Now, you're probably thinking: what does this have to do with me?

"What we are here to do today is to illustrate how we, as women, are members of a much larger whole than only (name the community in which workshop is being held).

"Let me ask you a question:

"How large is your community? (Get responses. If 5.4 billion, the world's population, is given, ask why the person mentioned that number. If not, ...)

"If we were to think about our community from a truly global perspective, how large would your community be? 5.4 billion people and growing? You'd be right!

"Let me give you some examples of how connected we are to the rest of our global community.

"Turn to the person next to you, and look at the label on the collar of her blouse or jacket or dress. What does it say? (Get responses.)

\* International Public Policy Priorities, adopted at the 32nd Triennial Convention, YWCA of the U.S.A., 1991.

**Using narrative sheet from "Journey of the Blouse," briefly outline the journey the blouse makes before it is sold to the consumer.**

"Here's another example of our connectedness:

"How many of you have telephones? How many of you get telephone bills? (Get responses.)

"The data on the telephone bill that you receive monthly is probably input by a computer operator sitting in Manila, Philippines. The magnetic tape on which the data is input is sent to the U.S., printed out and sent to you, the consumer.

"Another example:

"In some communities, if you take your shoes to the shoe repair shop, they may be sent to Mexico by overnight mail, repaired there, and returned to your store for next day delivery.

"Think of our world's environment. Give me some examples of the connectedness of environmental systems. (Get responses.)

"A few examples are the pollution of oceans, acid rain, ozone layer depletion and volcanic activity that influences weather patterns (and sunsets) around the world.

"Our world's leaders are beginning to recognize the reality of how interrelated our environmental systems are. They met in Rio de Janeiro at the United Nations Conference on Environment and Development to debate the issues of global warming and sign agreements that all nations will follow. Time magazine said that 'the premise for the unprecedented Earth Summit is that environmental problems can no longer be solved on a national level.'

"We need to think globally, and we need to demand that our leaders think globally also.

"Help me think of other examples of systems in place around the world. Give me a couple of examples of systems that connect us to people around the world. (Get responses --

optimally political, social, economic systems will be named.)

"What impact do these systems have on women? How can we, as women, have an impact on those systems?

"That is what the Education for Global Responsibility workshops are all about. We will explore the many different ways in which we are connected to the rest of the world, and we will look at the systems, especially economic systems, that are in place globally which affect women adversely. The most important question we will examine is, "What does this mean to the YWCA?" How can we work toward changing systems so that women around the world will have a chance to gain the decision making power that is rightfully theirs?

"Let me end this introduction with a quote from Dr. Martin Luther King. About 30 years ago, Dr. King said:

"Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied to a single garment of destiny...whatever affects one directly, affects all indirectly."

# T

## Training Resources And Evaluations

### Global Connections:

Main Street America and the Third World. This book grew out of John Maxwell Hamilton's study on how newspapers make local/global connections; it provides examples of the ways in which we can make global connections. Contact: Seven Locks Press, 3030 Clarendon Boulevard, Arlington, VA 22201. Telephone: (703) 243-1280. Send for catalogue.

### Global Education Activities/Group Facilitation:

Tales of the Heart: Affective Approaches to Global Education. Tom Hampson and Loretta Whalen, authors. Published by Friendship Press, New York: 1991. Contact: Friendship Press Distribution Office, P.O. Box 37844, Cincinnati, OH 45222-0844

Make a World of Difference: Creative Activities for Global Learning. Office on Global Education, National Council of Churches. 2115 North Charles Street, Baltimore, MD 21218. Telephone: (301) 727-6106.

Ideas and Information about Development Education. This quarterly newsletter contains news about the field of education for global responsibility. They will publish your local events for a nationwide audience! Contact: InterAction, 1717 Massachusetts Avenue, N.W., 8th Floor, Washington, D.C. 20036. Telephone: (202) 667-8227. Annual subscription: \$10.00; two years: \$19.00.

The American Forum for Global Education publishes an extensive listing of resources for global and multicultural education. Contact: The American Forum for Global Education, 45 John Street, Suite 908, New York, NY 10038. Telephone: (212) 732-8606.

### Global Systems:

The Global Factory. An excellent handbook on the global systems in place, and good ideas for how to plan educational and advocacy programs. Contact: American Friends Service Committee, 1501 Cherry Street, Philadelphia, PA 19102. (215) 241-7000.

"The Global Assembly Line" video. This video provides an excellent understanding of how multinational corporations move around the world to get the lowest labor costs, hiring 90% young women in the process. Write to the Education for Global Responsibility Program, YWCA of the U.S.A., 726 Broadway, New York, NY 10003 for a free loan of this video.

The Institute for Policy Studies is dedicated to fundamental change, and challenges the status quo in its publications and programs. A catalogue is available from: The Institute for Policy Studies, 1601 Connecticut Avenue, N.W., Washington, D.C. 20009. Telephone: (202) 234-9382.

In Context: A Quarterly of Humane Sustainable Culture has the goal of "facilitating widespread, effective participation in building a healthier world -- for all life." Contact: In Context, P.O. Box 11470, Bainbridge Island, WA 98110. Telephone: (206) 842-0216. Subscriptions: \$18.00 per year.

**Women:**

Equal Means: Women Organizing for Economic Solutions, published quarterly, is an excellent source of information on women grassroots organizers and successful solutions to economic problems. Subscriptions: \$24.00. Contact: Equal Means, 2512 Ninth Street, Suite 3, Berkeley, CA, 94710. Telephone: (510) 549-9931.

Listen Real Loud: News of Women's Liberation Worldwide is published by the American Friends' Service Committee, one of the premiere monitoring groups for women's rights around the world. Contact: Nationwide Women's Program, 1501 Cherry Street, Philadelphia, PA 19102. Contributions are encouraged.

**Development:**

The State of the World. Published yearly by W.W. Norton for the Worldwatch Institute; compiled by Lester Brown. Provides useful and timely statistics on energy, environment, women, education, population and other issues. Available in many book stores. Or contact: Worldwatch Institute, 1776 Massachusetts Avenue, NW, Washington, DC 20036-1904 for a listing of their publications and how to order.

**Maps (and How To Use Them):**

National Council for Geographic Education publishes Perspective, a newsletter illustrating ways to use maps in presentations. For a nominal fee, the Council sells high-quality line drawings of maps for use in making transparencies and handouts. Contact: Dr. Joseph Bencloski, National Council for Geographic Education. Indiana University of Pennsylvania, 16A Leonard Hall, Indiana, PA 15705-1087. Telephone: (412) 357-6290.

**Musicians, Dancers, Storytellers:**

Crafting a Better World: A Peace and Justice Performing Artists Directory. Order from Church World Service, P.O. Box 968, Elkhart, IN 46515-0968. Order #ED 9265, \$2.50.

# Workshop Evaluation

1. What were the most important ideas that you learned in this workshop?

2. What did you discover that surprised you?

3. What more would you like to learn on this topic? Please be specific.

Thank you!

Name: \_\_\_\_\_

Association: \_\_\_\_\_



# Workshop Evaluation

Training Site: \_\_\_\_\_ Date: \_\_\_\_\_

We appreciate your filling out this evaluation form. It will be used to review and revise future Education for Global Responsibility workshops.

1. What were your expectations for this workshop?

2. To what extent were these expectations realized?

\_\_\_\_ Very much so      \_\_\_\_ To a limited degree

\_\_\_\_ Adequately      \_\_\_\_ Inadequately

Please comment:

3. Overall, how effective was this workshop?

4. What did you learn about women's global connections?

5. What did you learn about the ways in which the YWCA carries out its work?

Thank you!



## III. Getting To Know You:

### Introductory Activities

It is very important to set the tone for your group as you begin your Education for Global Responsibility workshops.

Some suggestions:

1. Make sure that seating is comfortable and that everyone can see one another.
2. Check the temperature in the room and adjust if necessary.
3. If you are using audiovisual equipment, make sure it is working properly and is adjusted for sound and visual clarity.
4. Provide an opportunity for members of the group to get to know one another.

Following are three suggested exercises that can help you get a sense of your group, while at the same time beginning to expose them to their own global connections.

Exercise 1

# Demographics

This is a useful exercise to develop a profile of the group as well as to set a humorous, community-building tone at the beginning of an event. The questions suggested below are illustrative. Depending on the nature of the event and the locale, other questions may come to mind. It is also fun to allow the group to develop a few of their own questions at the end.

**Time required: Five to ten minutes**

**You will need...**

A copy of the questions outlined below

To have participants seated so that they can see one another

**Begin by** asking participants to give their names and the member Association or organization they represent.

**Then, ask them to:**

"Please raise your hand if you:"

- have lived outside the United States
- are a program director at a YWCA
- traveled more than \_\_\_ miles to get to this event
- read the paper daily
- believe all the news you read
- are the executive director of a YWCA
- floss your teeth daily
- have ever lived on a farm
- have ever been poor
- own an American car
- own a foreign car
- have children/grandchildren/great-grandchildren
- do special things to take care of yourself
- are overextended
- exercise regularly
- are able to forgive yourself?"

**Facilitator's Note:**

*As the questions are asked, you may want to get a clearer sense of your group by asking quick, clarifying questions. For example, "Where did you live overseas?" or "Why are you confused about whether you own an American (or foreign) car?"*

*These questions will help the group gain a sense of one another and begin to see how interrelated we are to the rest of the world.*

Adapted from *Tales of the Heart: Affective Approaches to Global Education*, by Tom Hampson and Loretta Whalen, copyright © 1991 by Friendship Press, Inc. Used with permission from Friendship Press. To reproduce this page, permission of publisher is required.

## Exercise 2

# Y our Human Family

"How big is your family?" When most people are asked this question, their answer will reflect the number of people in their nuclear family. In a globally responsible, increasingly connected world, our answer should be, "My family is 5.4 billion people, and growing," representing the size of the world's increasing population.

This exercise helps broaden people's perspective of their human family and sets an appropriate tone for your Education for Global Responsibility workshop.

**Time required:** Five to ten minutes to draw pictures and two to three minutes explanation time for each participant.

### You will need...

Drawing paper, colored pens or pencils  
Tables or desks at which people can draw

**Begin by** distributing a piece of paper and colored pens or pencils to participants. Ask them to draw a picture depicting their human family. Allow them 5 to 10 minutes to draw, and then ask each in turn to describe her picture to the others in the group.

### Facilitator's Note:

*Sometimes a person will respond to this exercise by drawing a picture of the globe or a map of the world to describe her human family. If this happens in your group, focus a short discussion around why she drew the globe as her human family.*

**"What are some of the connections or relationships that we have with people in other parts of the world?"**

*If no one has answered the question this way, after having heard everyone's responses, focus briefly on our connectedness with the rest of the world:*

**"How might we expand our drawings to be more global in nature? What are some of our connections or relationships – past or present – with people in other parts of the world?"**

Exercise 3

# Telling Your Story

If you have a group that will be working together for a substantial period of time (during a weekend retreat or an immersion experience), this is an excellent, more in-depth exercise to use.

**Time required:**

Five minutes for reflection; five minutes for each participant to tell her story.

**You will need:**

Background music for reflection period, if desired.

Begin by reading the questions below, and allowing participants a few minutes to think about them. Ask each person to tell the rest of the group her response to the questions.

**Recall the first time you understood that some part of your life depended on another part of the world. What happened? How did you feel? What did you think? What did you do? How did your views about the world change? How did this affect the way in which you work toward change?**

**Facilitator's Note:**

*You may ask participants to reflect through music, poetry, song, drawings or dance. Advance notice may help them prepare before they arrive, though insightful reflections do not require advance warning.*

*Be prepared with extra time and pens, paper, crayons, markers and other art materials if you ask the group to express their answers to the questions this way.*

## IV. **D**eveloping A Worldview

### Introduction

In Tales of the Heart, Loretta Whalen and Tom Hampson write, "From birth we build a set of assumptions about how the world looks. Over time this worldview changes, becoming a guide we increasingly rely on to interpret our daily life. A worldview is always and only an interpretation. When we confuse our interpretation of the world with reality itself, our responses to the world can become brittle and defensive.

"Challenges to our perspective become threats instead of opportunities for new learning."

Sometimes we get locked into our worldviews, and this keeps us from seeing other people's perceptions of our world. This limits us: it keeps us from learning more about others, and it often builds an "us" versus "them" mentality which is harmful as we work toward the elimination of racism and sexism in our world.

# The Search for Signs of Intelligent Life in The Universe

The following quote from Jane Wagner's one-woman play, The Search for Signs of Intelligent Life in the Universe. The facilitator may read it aloud to the group or use it as a point for reflection when preparing for an Education for Global Responsibility workshop.

The central figure of the play is Trudy, a former creative consultant to multinational corporations, now a bag lady who's friendly with visiting space aliens. Early in the play Trudy reflects:

"I refuse to be intimidated by  
reality anymore.  
After all, what is reality anyway? Nothin' but  
a collective hunch. My space chums think reality  
was once a  
primitive method of  
crowd control that got out of hand.  
In my view, it's absurdity dressed up  
in a three-piece business suit.

I made some studies, and  
reality is the leading cause of stress amongst those  
in touch with it. I can take it in small doses, but as a lifestyle  
I find it too confining. It was just too needful;  
it expected me to be there for it all the time,  
and with all I have to do --  
I had to let something go."\*

As we embark on our journey toward global responsibility, we need to question our understanding of "reality." What are our givens, our assumptions about our world? How capable are we of stepping outside our familiar frame of reference to consider an alternative perspective?

Being able to question our assumptions about how the world works is an important step in looking at the world from a global perspective.

## The Dot Game

This brief, creative exercise helps the group see that we need to get outside our self-imposed mindsets, or paradigms, in order to view the world in a more holistic, global way.

**Time required:** ten minutes

**You will need...**

Newsprint/easel/marker (or blackboard/chalk, or overhead transparency/screen/marker).

Begin by drawing nine dots in the following configuration on the newsprint or transparency:

o o o  
o o o  
o o o

Give the group these directions:

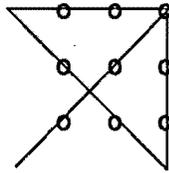
**"Connect all the dots with four straight lines without lifting the pencil."**

Ask the group to try the exercise individually. After two to three minutes, ask for volunteers to demonstrate the solution, using the newsprint or the transparency so that all can see.

**"What does this exercise tell us about our worldviews and the ways in which we solve problems?"**

**Facilitator's Note:**

*The solution:*



*June Shimokawa, executive director of the YWCA of Oahu, led this exercise with a group of YWCA women in Salem, Oregon. As she finished the exercise, she made the point that, "In school, we are taught to use our crayons and coloring books, and we are told never to color outside the lines. Sometimes, in order to solve problems, we need to go outside the lines, outside our preconceived boundaries, and to look at things from a very different perspective."*

# Y Young Woman, Old Woman

We organize what we see into sensible, familiar patterns. The same sight can be organized in different ways with different meanings depending on our culture and our life experiences. Our worldview shapes what we see in the world.

Religion, education, language and traditions make up our culture, and they all shape the way we view our world. It takes certain skills to be able to see the world from another person's perspective. This exercise helps you and your group to identify those skills that are important in being able to "walk in another person's shoes."

**Time required:** fifteen minutes

## You will need...

- Overhead projector
- Transparency of woman (Young Woman, Old Woman)
- Handouts of pictures of old woman and young woman (*Pictures and transparency are found in the back binder pocket of this resource manual*)
- Newsprint, easel, marker

(Make sure that the images on the handouts are not visible when placed face down on table. If they are, staple a blank sheet of paper to the back of each to ensure they cannot be seen.)

Begin by distributing a picture of the young woman to half the group, and a picture of the old woman to the other half. Be sure you distribute them face down, and tell participants not to look at the picture.

When everyone has one, tell them to turn the pictures over and to immediately write down the first four or five adjectives which come to mind after looking at the pictures.

Flash transparency on screen. After a few seconds, remove the transparency. Ask:

What did you see?

Record responses on newsprint.

Put transparency on screen again. Ask questions of respondents: "You saw an old woman, and you saw a young woman; is this the same woman you saw?"

How do you explain the differences? Why do we have different points of reference? What does this tell you about worldviews?

What skills do we use when trying to get another person to see the same picture we do?

What skills do we need to develop in order to see the world from another person's perspective?

**Facilitator's Note:**

*Observe the interaction among the group as they help one another see both the Old Woman and the Young Woman.*

*"In order to see the different picture, one needs to separate oneself from her own beliefs, and open herself up to others' perceptions. It takes careful listening, observing and allowing oneself to believe that someone else really has something she or he can teach you.*

*"This does not mean that we are throwing away our own beliefs, or that someone else's way of looking at things is necessarily 'better' than ours. It only means that other perceptions exist, and for us to make changes in systems that are not just, or are racist or sexist, we need to understand that not everyone sees the same things in the same way we do.*

## V. Making Global Connections

### Introduction

As the technology of communications, transportation, manufacturing and financing becomes increasingly sophisticated, our world grows smaller, truly becoming a global village.

Newspapers and magazines are an excellent source of information on our growing interdependence. Read them with a "global eye." John Maxwell Hamilton's Main Street America and the Third World is a study on small town newspapers and the ways in which they illustrate local towns' links to global systems. (See Training Resources and Evaluations, page 10, for further information.)

A couple of examples from Main Street:

"At the beginning of 1986 a midwestern businessman contemplated setting up the ultimate in cosmopolitan telephone answering services. If a subscriber isn't home, an operator in Montego Bay, Jamaica will answer the telephone for him and take a message."

"Hello, This is Montego Bay: The Information Revolution," Chapter 11, p. 98.

"STILLWATER, OKLA.--Sam Bates was stumped when the big cardboard boxes arrived at his Main Street clothing store last summer. The stylish, plaid sports shirts inside looked 100 percent American but bore an unfamiliar foreign label:

*Made in Mauritius.*

"No one was sure where that was, so we looked it up in the atlas," explained Bates, a clothier here for 40 years.

Bates' shirts are only one of dozens of imports that fill Main Street stores, including shoes from Brazil, rattan furniture from Taipei, Romanian glassware and wood carvings from Kenya, dolls from Guatemala, and scarves from Afghanistan."

Mike Ward, The Tulsa Tribune, March 24, 1986.

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Main Street America and the Third World, John Maxwell Hamilton. Reprinted with permission of Seven Locks Press: Arlington, VA, 1986. To reproduce this page, permission is required from Julie B. Blass, Director of Marketing, Seven Locks Press.

# Journey Of The Blouse

About half of all goods produced today travel to more than one country before they become finished products. The global assembly lines are directed from the conference rooms of the world's top 200 firms, which now jointly produce and trade about one-third of the planet's goods and services. These firms, through higher profit margins, are the chief beneficiaries of the transnational form of business. The fate of workers throughout the world who labor in substandard conditions, however, is something about which we should be informed.

Use the "Journey of the Blouse" as the beginning point for more discussions on global connections and how they affect the work of the YWCA in our own communities and around the world – anywhere where women labor in the factories.

**Time Required:** thirty minutes. (Narrative of "The Journey of the Blouse" may be outlined for groups in about five minutes).

## You will need...

- "Journey of the Blouse" narration (see page 24)
- 3" x 5" cards or copies of narration cut into strips
- World map (Available at most bookstores)
- String or yarn
- Thumbtacks

Hang the world map in a central location for all to see. Prepare each paragraph of the "Journey of the Blouse" narration on an individual 3" x 5" card or by copying the narration sheet and cutting it into strips. Include the appropriate paragraph number on each card or strip.

Begin by having each participant look at the label in the collar of the blouse or shirt of the person sitting next to her or him and identifying where it was made. Explain that the group will be following the journey of a blouse as it is being assembled.

Select eight participants from the group and distribute one paragraph per person. Have the person holding Number One read it. When finished, instruct him or her to locate the country on the map and thumbtack the card to that point on the map. At this time a long piece of yarn or string should also be tacked to the location. Continue the story by having each participant read the paragraphs, locate the country or state on the map, tack on the paragraph and continue the string.

After the last step in the journey has been described, probe for reactions from participants. Ask:

**"What other examples can you suggest that point out the relationship of our consumer products to the life of people in the Third World?"**

**"What examples of this interconnectedness can you cite from your own community? Be as specific as possible."**

**"Why is it important for YWCA members and staff to understand this global interdependence?"**

### **Options for Follow-Up:**

This exercise is a good one to precede the video "Global Assembly Line." (See Training Resources and Evaluations, page 10).

Invite business and labor leaders to comment on the exercise/film. In their view, what is the impact of international trade on the economy?

Invite someone in your community who is from one of the countries described in the "Journey." What is her perspective on the dynamics of international trade in her or his nation of origin?

### **Facilitator's Note:**

*Newspaper and magazine articles are excellent sources of material on how interconnected our communities are to the rest of the world. For instance, a civil war in Latin America forces people to leave their homes and flee north to the United States. Often the only work these refugees can find is as migrant or unskilled laborers, with wages that barely maintain them at the poverty level.*

*YWCA's around the country often provide services to women migrant workers through their transitional housing programs, English as Second Language programs and their work as advocates on behalf of the migrant workers.*

The Intercultural Service Center operated by the YWCA of Tulsa provides services to the large immigrant population in Tulsa. They have English as Second Language classes, and provide information about housing and employment to newly-arrived women in the community.

But they don't stop there: they are the voice of immigrant women in other social service agencies. They make sure that the school system has translators for parent - teacher conferences, and they work with the courts and immigrations officials to ensure that translators are available and that women know their rights.

## Handout

# The Journey Of The Blouse

- El Salvador** Workers in this war-torn country harvest cotton on long, hot days. They earn about two dollars a day. The government has diverted millions of pesos from health and literacy programs into weapons.
- South Carolina** The cotton is ginned and shipped to South Carolina by a U.S. corporation whose bargaining position vis-a-vis the Salvadoran landowner is ridiculously strong. In South Carolina, the cotton is sold to the United States' largest textile company for its spinning mills.
- Venezuela** Polyester is made from petroleum. Workers in the oil fields off Venezuela's coast toil under hot skies for about six dollars a day. Without the federal safety standards U.S. oil workers have won, the job is dangerous and disfiguring accidents not uncommon. After pumping and refining the oil, the Venezuelan state company sells it to a U.S. petroleum company, which controls processing, marketing and final distribution of petroleum, the most lucrative parts of the production chain.
- Trinidad** This same U.S. oil company drops the oil off at one of its refineries in Trinidad and Tobago. Here, in conditions as dangerous and unhealthy as Venezuela, refined petroleum is further processed into petrochemicals.
- New Jersey** Our U.S. oil company now ships the petrochemicals to a chemical factory in New Jersey where they are propelled through machines and emerge as miles of continuous filament.
- North Carolina** The polyester filament is taken to North Carolina, site of low-wage textile mills where, on high-powered looms, it is combined with the cotton yarns from the plant in South Carolina. The filament and yarn are woven into long sheets of fabric ready for the cutting table. At this stage a U.S. retailer chain that eventually sells the blouse, buys the cloth.
- Haiti** The cloth is transported to small, Haitian-owned and Haitian-run sweatshops. Women being paid by the piece earn about three dollars a day. They bend over sewing machines for long hours stitching seams. They have no union and talk about creating one may result in dismissal or worse.
- New York** The finished blouses leave the Third World for the final time and arrive in New York where they are sealed in plastic and sent to mail order buyers around the country.



## VI. Understanding Development

### Introduction

The World YWCA identifies development as the core, or essence, of what we do. It says that the five program priority areas of the worldwide YWCA movement -- peace education, the environment, human rights, health, refugees and migrants -- are all aspects of the development agenda.

Ask a YWCA member in any Third World country what development means, and she will give you a very quick answer. In all probability, she will describe the results of good development activities -- clean and available drinking water, proper nutrition, adequate income and housing, good sanitation, available health care, basic security and well-being.

If you ask a YWCA member in the United States, she is likely to hesitate, then describe financial development, or real estate development, or the developmental stages of life!

**Education for Global Responsibility** is the YWCA of the U.S.A.'s development education program. It is based on the understanding that we live in an interdependent world and that all the world's people must have the means and opportunity to achieve a basic, healthy, fulfilling life.

The reality is, however, that many of the world's people, including many in the United States, do not have the means or power to attain that goal. What is the problem? And how do we fix it?

A basic requirement for development is the empowerment of persons to achieve a fulfilling life. The following simple exercise will lead to a good discussion of the concept of development as empowerment, and will empower the group itself to move into the next, critical, training modules.



# What Is Development?

**Time required:** one hour

## **You will need...**

- One sheet of blank paper or a 3 X 5 file card for each person
- Pen or pencil for each
- Enough handouts of "Definitions of Development" for each person in the group (see page 31)
- Newsprint and markers for small groups
- Newsprint, easel and marker for facilitator

Begin by distributing a file card or a piece of paper and pencil to each person in the group. Ask them to take a minute or two to think about the question "What is development?"

When they have an answer to the question, ask them to jot it down on their paper (3 minutes). They will use this definition as a point of reference as the discussion progresses.

When they have finished, divide participants into groups of three to four persons each.

Distribute the handout "Definitions of Development" to each person. Ask them to read the definitions on the handout, and, taking into consideration their own personal definitions, ask them to come up with a definition for development that the group agrees on. Emphasize that a dictionary definition is not necessary; the goal is to strive for a set of characteristics that define successful development.

Ask them to record their findings on a sheet of newsprint, and to be prepared to report them to the full group. (20 minutes).

When groups have finished their discussions, ask them to report back to everyone. Structure the reporting session by asking the following questions:

**Did you choose one of the definitions on the handouts? If so, which one?**

**If you came up with your own definition, what is it?**

**What characteristics did you come up with that define successful development? Who is involved? At what point are they involved? How are they involved?**

After groups have reported, ask them to indicate common points. Note them.

At this point focus the discussion on the YWCA's work by asking the group to consider how they carry out their work. Is the way in which they carry out their work helping people develop, and how does it help them empower themselves? Is it inclusive? Are they the primary deciders of the desired outcomes of the "development" activity?

If participants conclude that there is room for improvement, conversation should focus on how they see that improvement taking place.

### **Facilitator's Note:**

*Most groups find that the important characteristics of development are:*

*It is a process.*

*It is inclusive of those people and those institutions that have a stake in the process. Those people for whom the development is meant need to be involved in the planning, carrying out and evaluating the process.*

*It means that the facilitator of the development process cannot assume people all have the same knowledge and experiences or the same attitudes about development. The facilitator needs to carefully observe, empathize, and ask questions of participants in the "development" process so that she can understand "where they are."*

*Each society and every person has something to learn from the process and contribute to the process.*

*It is collaborative.*

*It is empowering.*

### **Notes on the Handout "Definitions of Development:"**

*Number one is the traditional definition of economic development. It assumes extravagant consumption on the parts of few people, with the costs of that consumption being born by many. It is systems-centered -- centering on the institutions currently in place worldwide.*

*Number two is from Webster's Dictionary.*

*Number three is from Getting to the 21st Century; David Korten; Kumarian Press. It is people-centered; it does not require that all resources are equitably distributed, but does require that all people have the means and opportunity to produce a minimum, decent livelihood for themselves and others.*

## Handout

# Definitions Of Development

1. Human development is equated with growth in the market value of economic output. It subordinates both human and environmental considerations to that goal. Continued growth is the only hope for the poor. It assumes that the wealth of the few will trickle down to the poor.

2. Development -- the act of advancing from one stage to another; evolving; increasing capabilities and becoming more mature.

3. Development means achieving a transformation of our institutions, our technology, our values and our behavior so that they are consistent with our ecological and social realities. Development must address the three basic needs of our society: justice, sustainability, and inclusiveness.



## VII. Getting At Root Causes: Transforming Systems

### Introduction

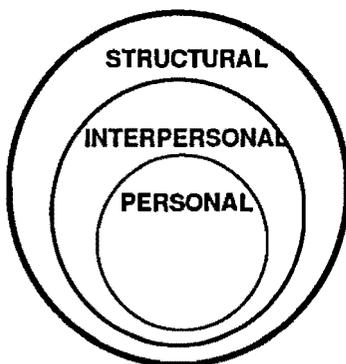
Structural analysis is a process by which we examine the root causes of problems and injustices in our global society. It focuses on the interrelatedness of the economic, political, social, cultural, religious and environmental systems which make up society. It further examines how these systems create or influence the problems and injustices people experience.

Analysis of root causes of social injustice is as necessary to planning for social change as diagnosis is to the curing of diseases. Without adequate analysis of root causes a program may operate within the broader framework of an unjust system and even help strengthen the causes of the problem.

In the work of the YWCA of the U.S.A. it is especially important that we know how systemic practices in our society affect the lives of women in the United States and around the world.

### Change

Change takes place on three levels of our reality:



1. PERSONAL -- individual, within the person
2. INTERPERSONAL -- social, between and among persons
3. STRUCTURAL -- societal, the ways persons are organized into societies, systems, nations, governments

## Getting at Root Causes

Any society, organization or institution is a structure that has an economic system, a political system, a social system, a cultural system and a religious system. They are all supported by an environmental system. Situations of injustice occur within the society or institution of society, and have an economic, a political, a social, a cultural and/or a religious dimension.

Analysis which results in responses and solutions at the personal and interpersonal levels are inadequate to change social problems when the cause is primarily structural. Structural analysis does not provide the answer. It helps clarify the problem and provides direction to appropriate program and advocacy responses.

Structural change is a gradual process, often taking years to see the results of many people's efforts. If we know that there is power in collectively working toward change, and that over time we will have an impact on the system, then we can find fulfillment in working toward the change.

Systemic change can happen on a small scale or on a large scale. YWCA women are actively involved in changing systems locally and globally. YWCA women work to change policies affecting child care funding and housing for women in transition.

On a global level, a YWCA woman kept the "Women's Agenda" before world leaders at the United Nations Conference on Environment and Development in June, 1992. The "Women's Agenda" is a powerful statement about the requirements of women all over the globe for a sustainable and just future.

This unit consists of four exercises. The first, "A Parable of Good Works," will help your group determine the differences between the symptoms of a problem and its causes.

The next three exercises will help you illustrate what is meant when we discuss the systems within societal structures, and the impact that they have on women. You can choose to use the World Trade Game, the video, "The Global Assembly Line," two case studies, "Who Will Help Paulina" and "Only the Storm Answers," and/or a combination of them.

Live speakers can replace the case studies, followed by the same processing steps.

This unit "Getting at Root Causes: Transforming Systems" is the core of the YWCA Education for Global Responsibility training curriculum. If there is sufficient time, the combination of "The World Trade Game" and "The Global Assembly Line" helps participants delve much deeper, and at a feeling level, into the meaning of systems and how they operate. We recommend using both of them if at all possible.

## Parable Of Good Works

We often mistake symptoms of problems for the actual causes of problems. This simple, quick exercise opens people's eyes by helping them distinguish the causes from the symptoms. It also helps them see how they are working toward changing the systems that cause problems.

### Time required:

Fifteen to twenty minutes

### You will need:

Enough handouts of the "A Parable of Good Works" for each person in the group (see page 35)

**Begin by** distributing the handout, "A Parable of Good Works."

This may be reviewed in several ways. The facilitator may read it aloud or skim over it quickly with the group. Alternatively, a pre-selected participant may read the parable or all the participants may read it silently.

After everyone has read "A Parable of Good Works," ask:

What happened in this story?

What systems were set up in the Parable? What services were provided? What systems were changed? Why/why not?

### Facilitator's Note:

*Many YWCAs are involved in providing direct services to women and girls in their communities. In the words of the parable, we pull a lot babies out of the water every day.*

*If we are also to work at changing the systems which disenfranchise women and people of color, YWCAs also must "go upstream" to find out the causes of the problems which are confronting them.*

*Have the group verbally "rewrite" the "Parable" so that it reflects a situation in which a YWCA is working toward changing systems. Draw from the group's YWCA experiences. Choose a YWCA program which provides services to women/girls in the community and explore how a systems change component can be added. For instance, you may choose to focus on a Domestic Violence program.*

### Ask:

In the (selected) program, what is the problem being addressed? Does the program address the root of the problem, or does it address the symptoms of the problem?

If the (selected) program is only addressing the symptoms of a problem, redesign it so that it also begins to address the root of the problem.



Handout

## A PARABLE OF GOOD WORKS

Once upon a time there was a small village on the edge of a river. The people there were good and life in the village was good. One day a villager noticed a baby floating down the river. The villager quickly jumped into the river and swam out to save the baby from drowning.

The next day this same villager was walking along the riverbank and noticed two babies in the river. He called for help, and both babies were rescued from the swift waters.

The following day four babies were seen caught in the turbulent current. And then eight, then more, then still more.

The villagers organized themselves quickly, setting up watch towers and training teams of swimmers who could resist the swift waters and rescue babies. Rescue squads were soon working 24 hours a day. And each day the number of helpless babies floating down the river increased.

The villagers organized themselves efficiently. The rescue squads were now snatching many children each day. Groups were trained to give mouth-to-mouth resuscitation. Others prepared formula and provided clothing for the chilled babies. Many, particularly elderly women, were involved making clothes and knitting blankets. Still others provided foster homes and placement.

While not all the babies, now numerous, could be saved, the villagers felt they were doing well to save as many as they could each day. Indeed, the village priest blessed them in their good work. And life in the village continued on that basis. One day, however, someone raised the question, "But where are the babies coming from? Who is throwing them into the river? Why? Let's organize a team to go upstream and see who's doing it."

The seeming logic of the elders countered: "And if we go upstream, who will operate the rescue operations? We need every concerned person here."

"But don't you see," cried one lone voice, "If we find out who is throwing them in, we can stop the problem and no babies will drown. By going upstream we can eliminate the cause of the problem."

"It is too risky," countered the elders.

And so the numbers of babies in the river increase daily. Those saved increase, but those who drown increase even more.



## World Trade Game

This activity is valuable when you want people to actively engage in a game which helps them identify economic, social, political, cultural and religious systems that are in place globally.

For 12 - 24 players.\* (Note: A larger group can be accommodated by doubling the number of groups and envelopes. In this case, choose a different country name for each group, making sure that two are from Group A, two from Group B, and two from Group C. See below.)

### Time required:

45 minutes minimum, one and one half hours maximum.

### You will need... \*\* \*\*\*

- A large room with four tables (chairs desirable)
- 15 sheets of plain paper (all the same color)
- 15 "dollar notes" of \$100.00 each or choose your own currency (draw the notes and photocopy them to make your supply)
- 1 sheet colored self-sticking large dots/small labels (not the same color as the paper)
- 2 pairs scissors
- 2 rulers
- 1 compass for drawing circles
- 1 set square
- 1 protractor
- 7 lead pencils
- 3 manila envelopes
- 1 - 2 charts as shown
- Enough "Systems of Society" handouts for each participant (see page 39)

### Divide the equipment and put it into the envelopes as follows:

Group A: 2 scissors, 2 rulers, 1 compass, 1 set square, 1 protractor, 1 sheet paper, 6 "dollar" notes, 4 pencils. Place in an envelope and mark the outside of the envelope either U.S.A., France or Japan.

Group B: 10 sheets of paper, 1 sheet of colored, sticky paper, 2 "dollar" notes. Place in envelope clearly marked either Brazil, India or Nigeria.

Group C: 4 sheets paper, 2 "dollar" notes, 2 pencils. Place in envelope clearly marked either Bangladesh, Haiti or Myanmar (Burma).

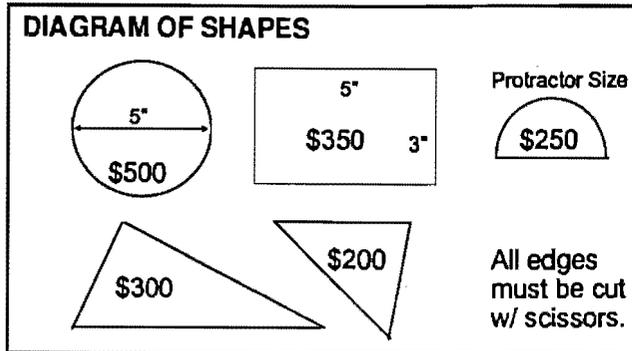
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\*In addition to participants you will need a group leader and a banker.

\*\*The banker needs paper and pencil and the game leader should have extra supplies of materials -- keep them hidden!

\*\*\*Double the supplies if the group number is doubled.

Next, make one or two large charts on newsprint as indicated below and display them where they are visible to all



\* These are suggested shapes. Give the dimensions according to the size of the set square, triangle, etc. that you give the participants. Give the larger items more value, as they require more paper.

**To the game leader:**

You will act as an impartial observer and intervene in disputes, etc. You will keep a record of transactions, interesting comments and corruption. You will also be responsible for introducing new elements (read on).

**To the banker:**

You will keep a record of the wealth accumulated by each group. Divide a sheet of paper (your ledger) into three columns, and when groups bring shapes to you, credit their column with the appropriate amount. At the end of the game you will add the amounts and total them.

**Leading the game:**

--Divide participants into three even-sized groups and ask them to place (or seat) themselves around the tables. (Tables must be entirely clear of papers, pencils, books, etc.)

--Put the envelopes of resources on the tables (each table gets one envelope).

--Now read aloud the objectives and rules of the game.

Read slowly and with emphasis.

**Instructions to participants:**

"The object of the game is for teams to acquire as much wealth as possible with the materials given to them during the playing time. No other materials can be used. Wealth is made by manufacturing paper shapes. The goods you are going to manufacture are the shapes shown on the Diagram of Shapes chart. Each shape has its own value as shown on the Diagram and these paper shapes are given to the banker in batches for checking and crediting to your bank account. You can manufacture as many shapes as you like; the more you make the wealthier you will be.

**"There are just four simple rules:**

- 1. All edges must be cut with scissors and all sizes must be exact; the shapes are taken to the banker for credit to your account.**
- 2. You can only use the materials that have been given out.**
- 3. There can be no physical force used during the game.**
- 4. The game leader is the impartial arbitrator and the job of the banker is to check specifications and record "wealth."**

Announce that "manufacturing can begin."

At the beginning of the game the group may bombard you with questions -- "What are the stickers for?" etc. Resist all temptation to answer questions -- just repeat the rules or stay silent.

After a minute or two the participants should begin moving around the room and begin trading, but the initiative should come from them, not you.

Let manufacturing and trading continue for up to 45 minutes.

### **Watch what is happening:**

Watch how groups negotiate prices and determine terms of trade. Note any alliances and deals, any cheating or stealing, and bring these into the discussion at the end.

Stimulate activity! Once trading is underway, you can introduce new dimensions:

**Change market values.** When the banker has a lot of one shape, shout out that the market value has dropped on that shape and risen on it for another. (Make sure to register the changes on the Diagram of Shapes chart.)

This parallels the way countries' economies can be geared completely to the export of one product. Or it could mean that the rich countries no longer find their compasses as useful as they were. Countries do find that their technology has been outdated by changed circumstances.

**Increase the supply of raw materials or technology.** Give one group an extra supply and announce to the world that a new deposit of raw material has been found.

This parallels the find of an oil deposit or an important mineral, which brings about rapid change.

**Using stickers or labels.** One group will have a sheet of colored stickers or labels, but will not know what it is for. You can send a secret message to the other two groups telling them that if they stick small pieces of colored sticky paper on any of their shapes, they will triple in value. (Don't forget to tell the banker!)

This parallels a situation in which some countries have resources for which a value has not been discovered. Other countries may learn of this and take advantage of with without informing the residents of the country.

NOW, after about 45 minutes of play, bring the group together for processing.

### **Leading the processing:**

The object of the processing session is to allow players to identify the systems that they saw in place during the game, and to draw analogies between the game and the "real world." But before they can do that, they will need to talk about what happened and what they felt during the game.

Ask each country, in turn, to report what they had in their envelopes.  
Ask each country, in turn, to describe what happened during the game.  
Again in turn, ask each country to describe how the players felt during the game.  
Give the banker a chance to report her reactions.

Activity during the game can begin quickly, without time for observation or reflection. It is important that all of the players understand what each country had and how systems were set up to create wealth.

As each country has an opportunity to reflect on what they saw and did during the game, ask "Is this real?" Begin to ask "How does this relate to the real world?" as they describe what happened amongst their countries. Prompt participants to be as specific as possible: "Give me an example of that," or "Say a little more about that."

Distribute the handout "Systems of Society" (page 42). Ask participants to look at the systems outlined on the handout.

**Which of these systems were in place in the game? Which of these systems are in place in our community?**

Choose one or two of the systems that were in place during the game, and ask the questions outlined on the handout. For example, for the economic system:

**In our community, who owns the means of production, distribution, etc.?  
Who controls those mechanisms?**

It is especially important for us, as women of the YWCA, to ask ourselves:

**Where are the women in these systems?**

More often than not, the answer to the question is that we are not in control, and we are not involved in the decision making.

On newsprint, brainstorm a list of local YWCA programs. Categorize each of the programs by identifying those that provide services ("A Parable of Good Works" calls it "pulling babies out of the water"), and those that work toward changing systems or solving the root causes of problems that disenfranchise women.

As you identify YWCA programs that work toward providing services, see how they could be modified or augmented so that they do have a systems change component. (See Public Policy Pointers, page 49.) Be sure to emphasize the global nature of the systems discussed, which call for local and global YWCA responses.

### **Facilitator's Note:**

*Sometimes the players in the World Trade Game will decide to collaborate and pool all of their resources. In processing that situation the facilitator should ask if systems were set up which circumvented the ones already in place. What were those systems, and more importantly, who made the decisions. What caused them to decide to collaborate? Why did they circumvent existing systems, and how did the new ones work?*

*As you gather people's responses to the questions, the important point to keep in mind is that the Mission of the YWCA of the U.S.A. requires working toward systems change, as well as providing services to women and girls.*

Source of World Trade Game: World YWCA Cooperation for Development Kit, 1987. Game may be reproduced.

# Global Assembly Line

**Time required:** one hour for video. Discussion time is flexible: one-half hour minimum, one hour maximum.

## For this exercise, you will need...

"Global Assembly Line" video (See Training Resources and Evaluations for ordering information)

VCR player and monitor positioned so that it is visible and audible to all

"Systems of Society" handout for each person (see page 42)

Newsprint prepared with discussion questions (see below)

Newsprint prepared with "Systems" diagram for each group (see Diagram 1, below)

Newsprint, easel and several markers

**Begin by** asking the group to consider the following questions as they watch the video:

**What systems are illustrated by this video?**

**Are their effects felt locally, nationally, globally?**

**Are women and people of color particularly affected? How? Why?**

**How do these systems affect people in your community? In the global community?**

After the video is finished, ask for reactions to it.

Divide the participants into small discussion groups of four to five persons each. Distribute the handout "Systems of Society" to each person and a "Systems" newsprint and marker to each group. Instruct them to assign a recorder and a reporter for their group.

Tell them to refer to "The Global Assembly Line" and the "Systems of Society" handout as they discuss the questions listed above. In the interest of saving time, assign each group a different system to analyze. Allow 20 minutes for discussion.

Diagram 1:

Systems	Local? Global?	Effect on Women?	Community?

After everybody has reconvened, ask each reporter to present her group's findings. As each group reports, it should be clear that the systems identified in the video are local and global in nature and in effect, and impact on women everywhere.

Ask the presenters to be as specific as possible about the effects that these systems have on their local communities.

Using the "Systems of Society" handout as a reference, ask:

**Who is in control of these systems?**

**What is the effect of these systems on women?**

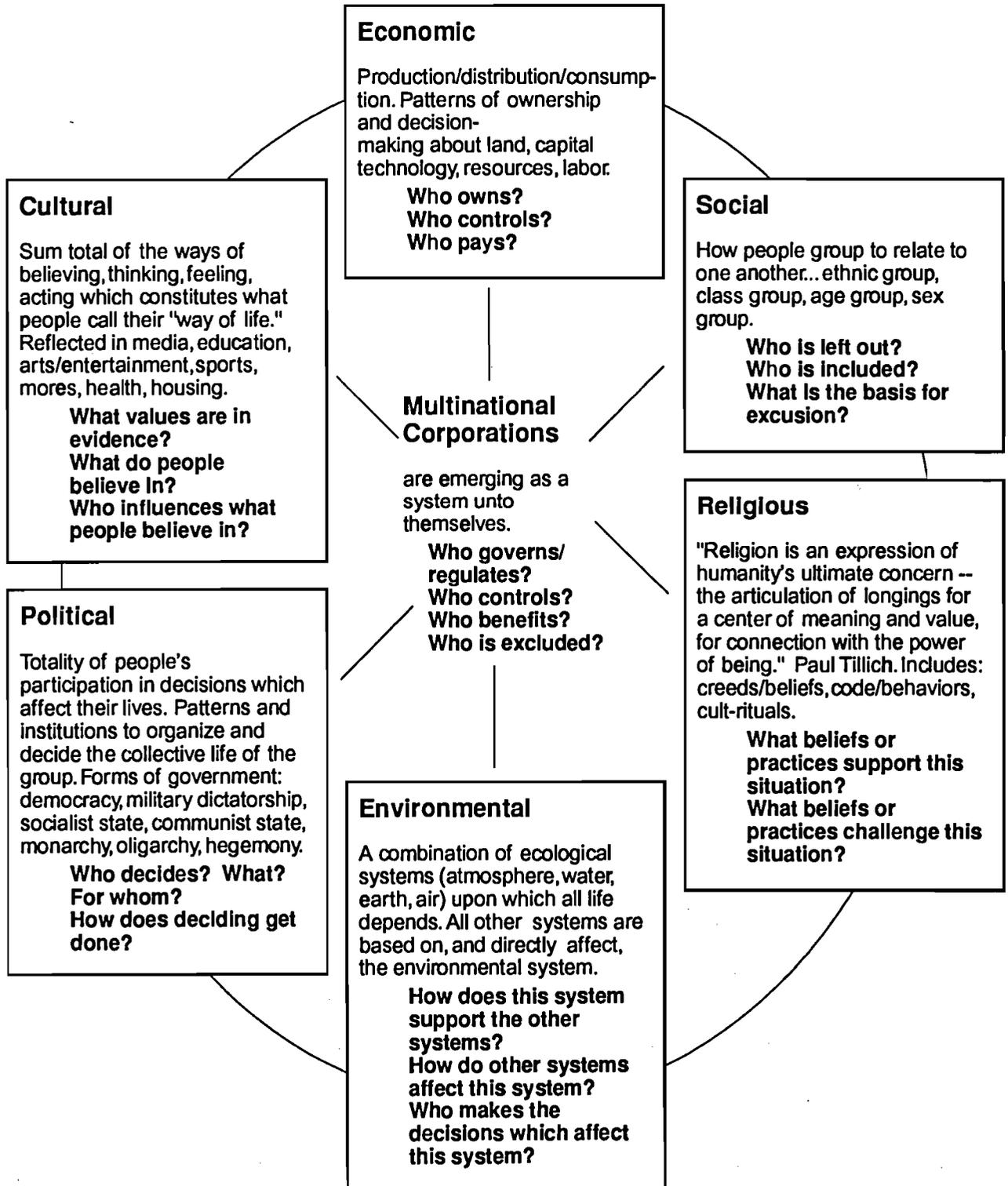
**How does one bring about change in these systems?**

On newsprint, brainstorm a list of local YWCA programs. Identify those programs that provide services ("A Parable of Good Works" calls it "pulling babies out of the water"), and those that work toward systems change. Be specific, and honest, about how programs work toward changing the causes of problems. If they do not, focus discussion on how they might.

As the discussion progresses, focus participants' attention on the impact that the YWCA can have on these systems. How do we, in the YWCA, work toward changing practices, attitudes and values within the systems which result in poverty and injustice?

Handout

# Systems Of Society





## Case Studies

Examples of injustices in systems are easy to find. Most newspapers and magazines publish articles on a regular basis that can be used to illustrate and prompt discussion on injustices within systems.

Two case studies follow: "Paulina," and "Only the Storm Answers." They are best used together, as one is set in a developing country and one in New York City. Both illustrate how systems can impact on women negatively, and together they help a group understand that the situations of poverty are very similar around the world – requiring common strategies for helping women break out of the poverty cycle.

### Time required:

One hour. Time for discussion can be increased if articles are given to participants to read before workshop begins. This has the added advantage of allowing everyone to be familiar with both stories.

### You will need...

Copies of articles "Paulina" and "Only the Storm Answers" for each participant (see page 45)

Enough "Systems of Society" handouts for each participant (see preceding page)

Newsprint prepared as shown below for each group (see next page)

Thumbtacks or masking tape to display newsprint

Markers for each group

**Begin by** distributing "Paulina" to half of the group and "Only the Storm Answers" to the remainder. Divide these two groups into smaller discussion groups of four to five people.

Ask the participants to read the article they are assigned. After they have had approximately 10 minutes to read, distribute the handout "Structures of Society" to each person.

Ask them to refer to this handout as they discuss the following questions in their groups. In the interests of saving time, the facilitator may want to assign each group a different system to analyze.

Instruct each group to designate a recorder to write findings on newsprint and a reporter to present the groups' findings to everyone. Allow 20 minutes for discussion. Ask groups to consider the following in their discussion:

**What are the systems illustrated in the article?  
Are their effects felt locally, nationally, globally?  
Are women and people of color affected? How? Why?  
How do these systems affect people in your community?  
In the global community?**

Systems	Local? Global?	Effect on Women?	Community?

After everybody has reconvened into the large group, ask each reporter to present her group's findings. Alternate those that read "Paulina" with those that read "Only the Storm."

As the groups present, it should become clear that there are systems common to each story, and that those systems have effects locally as well as globally.

Groups need to be as specific as possible about the effects that systems have on their local communities.

**Facilitator's Note:**

*It is especially important for the YWCA to focus on the impact that those systems have on women and people of color, and on ways we can change systems positively.*

*On newsprint, brainstorm a list of local YWCA programs. Categorize each of the programs by identifying those that provide services ("A Parable of Good Works" calls it "pulling babies out of the water"), and those that work toward changing systems or solving the root causes of problems that disenfranchise women and people of color.*

*As you identify YWCA programs that provide services, see how they could be modified or augmented to include the systems change component.*

*The use of the following case studies, "Paulina" and "Only The Storm Answers," is particularly good if the setting is remote (camp, etc.) and/or the resource people are not available to provide live examples.*

*The same information and processing exercise are effective following:*

- 1. A group community visit(s) where participants see, hear, and feel the issues of poverty depicted in the case studies.*
- 2. A panel presentation of two or more women who have experienced poverty in different parts of the world (including a community represented in the training workshop) and are willing to tell their stories. Be sure one of them, at least, has been an "economic refugee" or migrant worker herself, or the connections message can get lost.*

*In most communities, a variety of organizations can help you locate resource people for the panel, such as the National Urban League, a migrant support group, etc.*

*Combinations of immersion visits, "story teller" panels, and case situations further assure that local-global connections are made.*

## Handout

*The day begins like any other for Paulina, street-vendor, shanty-town dweller and mother. Got to keep moving, got to keep working, got to keep dealing, to stay alive in Lima's hectic, spiraling inflation. But the day ends with a difference.*

# Paulina

**By Sonia Luz Carrillo.**

Beto, my eldest son, is calling out. Day has not yet broken. He is upset, uncomfortable and hungry. And the baby, well, he spent the whole night coughing. At times it seemed he was going to choke. That really frightened me.

A day begins. Just like any other. Why should it be any different? I have to get up before the children waken my husband and he realizes that we have no water in the house.

I fetch the water from about eight streets away. I think I'll get two buckets full and try to make them last for breakfast and lunch. Ouch! That pain in the back just won't go away! It's work that does it, but how can you live if you don't work?

What my husband Toribio earns at the workshop hardly buys anything these days. Everything has become so expensive. And work is scarce. Shops and factories are closing down. "There are no supplies and business is very slack," says the boss.

Day has just broken, it must be about five o'clock. I return with the buckets full. While I'm attending to my children I hear Toribio grumbling. He is in a bad mood most of the time. My older children, Maria and Beto, are having breakfast: porridge and boiled sweet-potato.

While they eat their breakfast I finish preparing the lunch. I have to rush to get it ready so that I can go out to work.

How that baby coughs! But I'll have to take him with me. I strap him to my back and carry him around while I'm working. I leave the older ones shut in at home, telling them not to play with matches and not to fight. Pray God that nothing happens!

I sell things outside a market in Lima. I have very little money; that's why I sell lemons and peppers, small things like that. My work begins with a trip to the central market. Climbing up into a packed bus with a baby on your back is difficult. Everyone pushes and shoves and you have to be careful because there are a lot of thieves about.

While I'm riding the bus I think about my children at home, about my baby who keeps coughing. And I wonder what the prices will be at the market today. If they are high I will have to buy less which means that, after all this effort, I will make very little profit.

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"Paulina" by Sonia Luz Carrillo has been reprinted with permission from The New Internationalist, Lewiston, NY. To reproduce this article, permission from Mr. Eilwood (415) 867-2941 is required.

My God, I wish the little one would stop coughing! I don't know what to give him. Yesterday I missed work so I could take him to our neighborhood clinic. But they did not treat him. The health workers' strike is still on and no one knows when it will end. I shouldn't really take him out but there is no one to look after him. His brothers and sisters are very small and my neighbor also goes out to work.

"La Parada!" the bus conductor shouts. La Parada is the wholesale market, a noisy, dirty and disorganized place, packed with people all day, but especially in the mornings. Trucks come from all parts of the country bringing vegetables and fruit.

I make my way through the crowd, looking for things to buy. Many of the stallholders have radios, blasting out *huaynos*. Some prefer *chicha* music. Others listen to the news. But few pay much attention to the radios; the most important thing now is trading. From time to time the news reports speak of raids and attacks. There are deaths and arrests every day.

"Out of the way, Mamita! Can't you see I want to get by!" a man, staggering under the weight of a huge sack, shouts as he makes his way through the crowd. I watch the veins on his head bulging with the effort. It drizzled at dawn and everything is slippery underfoot. The ground is thick with mud.

I decide what I am going to buy and am just paying when a drunk comes up and grabs me behind. I feel so insulted. The coward! He doesn't even respect that I am carrying a child on my back. He abuses me because I am a woman. People around are laughing. I am so furious, I want to cry. I want to kick him, hard, hard. The wretch just ambles away slowly. Seeing him, mocking me like this, I can no longer control my anger and, yes, I hit him as hard as I can, with my crate!

Now I have to get to the other market where I sell my goods. That can be tricky. Sometimes I am lucky and somebody, seeing me with a baby, helps me to lift my things onto the bus.

I have to be very alert, watching out all the time for thieves -- youths, children even, who at the least distraction will rob you. Luckily the baby is not coughing or crying. But I feel his hot head burning my shoulders.

I do not have a regular stall, so every day I have to find a spot and pray that the police don't move me on. The regular stallholders complain that people like me take trade away and they call the police. But if I go too far from the market I can't sell my goods so quickly. If I were single or lived close by, it would be different. But I can't waste time. I have to get back home to look after my children.

It is three in the afternoon and I have at last sold nearly everything. I decide to reduce the price of what is left. I can't stay any longer. My baby has not wanted to suck all day. He has only cried and coughed. His head is very hot.

But the goods still do not sell fast -- even though they are cheap. Everybody haggles. Even well-dressed women with make-up. How do these women always manage to look so pretty? They are older than me -- I will soon be 24 -- but I must look very much older than them. But this is crazy! Why am I wasting time thinking about such things?

Right. Now I have sold everything. I buy vegetables to make tomorrow's lunch, and count up what remains after the bus fares. I'll use the profit for buying tomorrow's goods. I only hope that the baby does not get any worse, because if he does, everything I have earned will have to go on medicines. Once on the bus, on my way home, I realize that I am very hungry.

I am coming back into my neighborhood. The asphalt road comes to an end and the bus continues on the dirt track. Here you can see only sand, half-built reed matting houses and a colorless sky. I am reminded of the skies in my home land. I am from Huancavelica, up in the mountains where the sky shows all its beautiful colors during the day. At night the stars are so bright and low you feel you could reach out and touch them. Here in Lima the sky is gray for much of the year. I feel really homesick.

We left because the terrorists came and then the police. We couldn't live there peacefully any more. We lived in fear. At risk from both sides.

We would be better off in Lima, we thought when we came here six years ago. Here we could dedicate ourselves to business. So we sold everything we had and abandoned our plot of land.

Our children were born here. Marfa is five years old and Beto four. Then came little Ramon, who died at six months. And now, this last one, who has been sickly since birth. But although we work hard, we continue to be very poor. Will we always be so poor?

I am nearly home now and it seems like I am seeing the faces of my children. Next year we will send them to school. They have to study hard so that they do not suffer in life.

We eat as soon as I arrive and then they go out to play on the street, while I wash clothes. They come with me to fetch the water. I get no rest at all. All day I have lots to do. And by the time Toribio comes home at night, I am exhausted. I serve him his meal. We hardly speak. We are always tired. This is how we spend our days, everyday.

But today while I was working and journeying I was thinking, thinking hard about my life. I decided to do something. Tomorrow when I come back from work I'm going to go to the neighborhood community kitchen, just nearby. I will offer my services. I can collect water, help to cook or do the cleaning. This way I can be closer to my children and they can get to eat better food too because the women work together, buy in bulk and therefore get food more cheaply. And in some of the kitchens you can also learn how to do things like reading and writing or sewing or self-defense.

I did not go before because my husband did not want me to. It makes me laugh - I know that Toribio does not trust women's organizations because they do not allow men to abuse their wives. If a man comes home drunk and intent on beating his wife, the woman can blow a whistle and a group of her neighbors will come to her defense.

But I am going to have to talk to Toribio and convince him. He has to understand, for the sake of our children. We poor people must work together. It is crazy not to.

I am tired of struggling so alone, so unhappily. Now I have made a decision. Why should I wait until tomorrow. Yes, better if I go now. Right now.



## Handout

*For thousands of homeless people, while it is not true  
that only the storm can hear their pleas, often*

# Only The Storm Answers

By Jonathan Kozol

A woman living on the tenth floor of the Martinique Hotel, a single-room occupancy hotel for the homeless, is told that she has cancer. She calls me late at night in Boston. It is, of course, the kind of news that terrifies all people, even in the best of economic situations. Most of us at least have systems of support. We live near neighbors. Some of us have family members near at hand; sometimes they are close enough to drive to our homes, sit up and talk with us, pack our clothes, our children's clothes, and take us back with them into their safer world. They can bring us to the hospital. If the information is unclear, they can bring us to another doctor to confirm the diagnosis, to be sure.

When you are homeless, there are no supports.

Mrs. Andrews is 42. The first time that we met, before Thanksgiving, she told me she had worked for 17 years as a secretary and bookkeeper--nine of those years for one firm. She'd lived in the same house for seven years.

How did she end up in the Martinique?

Like many people in this situation, she had been hit with two catastrophes in a sequence. First she learned that she had cancer in her large intestine. Hospitalized for removal of a part of her intestine, she had to have a hysterectomy as well. Three successive operations coincided with a time in which the man to whom she had been married 13 years fell into depression, caused by difficulties of his own. He had a prior drinking problem and it now became much worse. Debilitated by her medical concerns, she had no strength to offer him support. He, in turn, became destructive and disorganized. She had to leave their home.

She had three children: two daughters and one son. With the breakup of her household and her inability to work for several months, she found her economic status dropping very fast. She turned to welfare. One night, six months after her third and final operation, she was sitting with her children in the office of the Church Street Emergency Assistance Unit (EAU).

For several months the city is unable to assign her a shelter. When a place is found, it is the Hotel Carter. Bad as it is, she never gets beyond the door. When she arrives at 1:00 a.m., the manager says he can't accommodate a family of four. Why was she sent here? She is too dazed to ask. At 2:00 a.m., she gets back on the subway and returns to the same EAU she has just left. On her return, a social worker seems annoyed. He asks: "Then you refuse this placement?" Although she explains what has transpired, she is forced to sign a paper formally refusing placement at the hotel which has just refused her.

I have asked her about this several times. "I had to sign the paper."

Mrs. Andrews is articulate, well organized and neatly dressed. If this woman could be savaged with so little hesitation, how much more savage is the treatment meted out to women who don't have her middle-class appearance and do not display the style and articulation with which social workers might identify?

"We spent another seven days sitting in the welfare center, 9:00 to 5:00, and every evening 6:00 p.m. to 8:00 a.m., trying to sleep there at the EAU. All we had to eat that week was peanut butter, jelly, and cheese sandwiches." Not wanting to exaggerate, she adds: "They gave my children juice and little packages of milk."

After seven days she's given a week's placement at the Holland Hotel on West Forty-Second Street, a few blocks from the Carter. This hotel, which has been likened by the New York Times to "a kiddie park designed by Hogarth and the Marquis de Sade," was cited in 1985 for nearly 1,000 health and building violations. The owner was later found to have been taking \$6 million yearly, half of which was profit.

At the time that Mrs. Andrews was sent by the city to the Holland, part of the building housed non-homeless tenants. Only certain deteriorated floors were used to house the homeless. The fourteenth floor, to which the Andrews were assigned for their first night of sleep in 13 days, had no running water. "Even the toilet had no water," Mrs. Andrews says. "We had to carry buckets to a bar across the street. There was a line of homeless families waiting to bring water back to the hotel. Only one elevator worked. You had to wait an hour."

Two days later, unable to face this any longer, she goes with her children to the EAU. There she is asked to sign another form refusing placement. "We gave you a room. You turned it down," they said. She's given a referral slip and told that she must bring this to her welfare center. At the welfare center she presents the paper to her welfare worker, sits in a chair and waits another chair until the morning. In this way, she and her children pass the next 27 days.

During this time, Mrs. Andrews' 14-year-old daughter, Carol, becomes ill. She develops pain and swelling in her abdomen. Examination leads to discovery of a tumor on her kidney. The kidney has to be removed. Also removed in the same operation are the ovary and fallopian tube on her right side. Carol's doctor tells her mother that she must not be allowed to sit up in a welfare office. Armed with a letter to this effect signed by the physician, the family goes back to the welfare center, then--after another day of waiting--to the EAU, only to repeat this ritual for three more days.

After 45 days of homelessness, the Andrews are sent at 6:00 a.m., on a day in late September 1984, to a small room without a closet but with four beds, in the Martinique Hotel. Seven months later they are moved into a slightly larger room two floors below. It is in this room that we first meet in 1986.

The room has the smell of fresh paint on the day I visit. Also, a new door has been installed. These changes, she believes, were made throughout the building and were prompted by some pressure from the Office of the Mayor. Unfortunately, the keys distributed to residents were incorrectly made. They are interchangeable in many cases. Mrs. Andrews has been robbed four times.

When we meet, she talks for hours of her fears. Fear is plainly written in her eyes. Forty-five days of destitution, sickness, subway travel, waiting lines, followed by two years of residence in the Martinique, have worn away much of her confidence.

"My mother and father are deceased. Except for the children I have only my grandparents. My grandmother is in a wheelchair. My grandfather is 94 years old. I pray for them. When they are gone I have nobody but the kids. I was not religious when I came here. People become religious here," she says, "because each day that you survive seems like a miracle."

Mrs. Andrews' husband has been in and out of psychiatric wards for the past two years. Her former boss has told her that he wants her back. She's reluctant to accept the job until she saves some money. If she returns to work she loses welfare and can't stay at the hotel. But welfare rules forbid her to save money. Any significant savings pose the risk of being cut from all support. So she cannot start a bank account in order to prepare for the unlikely chance of moving into an apartment. Even if she had her old job back, she couldn't pay a month's rent and deposit and security, buy furniture or pay for health insurance. The city is said to have a program that sometimes assists with some of these expenses; few families have been given this assistance. Mrs. Andrews has not heard of such a program.

"I don't eat. I'd stopped smoking back in 1983. Now I smoke three packs a day."

"Food is very scarce right now, worse than any time since I've been here." She had received \$185 a month in food stamps on June 1. That was cut to \$63 in August. It will be cut to \$44 in January. "I have trouble sleeping when we're short of food. I cannot sleep if I don't know that I can feed them breakfast."

Food-stamp cuts have forced her for the first time to accept free bags of food from local charities. "On Saturdays I go to St. Francis Church on Thirty-First Street. Tuesdays, I go to St. John's." In compensation for her loss of food stamps--a net loss of \$122 each month--she receives an increase of \$8.75 in restaurant allowance every two weeks from the city. Her room rent at the Martinique is about \$2,000. Her rent allowance for a permanent apartment, if she were to find one, is \$270.

She forces herself to eat one meal a day. Her children, knowing of her cancer history, have tried to get her to stop smoking. She wants to know: "How will I get them out of this?" I want to know: Why do we do this to her?

Her phone call brings me back to talk with her when cancer is again suspected, this time on her skin, just under her left eye. At the hospital, the spot in question has been tested. The results are positive. The doctor, she says is also concerned about a lump that has developed on her throat. She has to go into the hospital but puts it off two weeks.

On New Year's Eve she phones again. She's going to go into the hospital. She'll have to leave her kids alone. She needs some cash so they can buy necessities until she's home. I send a postal money order for \$250. The post office tells me: "It's as good as cash. Any postal clerk will honor it."

The money order is not honored. Even with identification, she is told that she needs someone else to "vouch" for her.

A friend in Manhattan helps me. He calls someone he knows at the post office and she finally gets the cash. She is embarrassed by the trouble she believes she's caused me. On the telephone she tells me that conditions in the building have grown worse. "There's been no light in the elevator for a month. People use cigarette lighters. Or you ride up in the dark. I can't face it. I walk up ten floors."

When she gets out of the hospital, she has good news. The spot on her face and the lump in her throat turned out to be benign. By now, however, sleeplessness and fear have left her drained. She's also feeling the results of the last round of food-stamp cuts. Everyone in the hotel, she says, is short of food. The President this month requests a billion-dollar cut in food stamps and in child nutrition funds for 1987.

## VIII. Getting At Root Causes: Public Policy Pointers

### Introduction

Think globally, act locally! Easier said than done? Maybe, but the YWCA of Greater Atlanta has been instrumental in getting a highly visible symbol of racism and oppression changed before the world comes to Atlanta for the 1996 Summer Olympics.

A central element of the flag of the state of Georgia is the Confederate flag -- a symbol of racism and oppression. The YWCA of Greater Atlanta is in the forefront of the battle to get the state to change the flag so that the Confederate symbol no longer appears.

As part of a coalition of organizations working toward social change, the YWCA has come to be seen as a voice in Georgia politics. Lobbyists and politicians alike seek out the YWCA as a voice of moderation and an expert on women's issues.

Liz McAlister Flowers, a Branch director and the Public Policy specialist of the YWCA of Greater Atlanta, gives several tips for YWCAs which say they don't have enough time or resources to work on the root causes of problems.



Handout

# Public Policy Pointers

It can take as little as TEN HOURS a MONTH to get a Public Policy Program started in your YWCA. This is an excellent way to THINK GLOBALLY, ACT LOCALLY!

1. Join a study group or task force on international issues that has local impact. Don't try to reinvent the wheel – "join" is the operative word! Many communities publish an international or multicultural directory that provides information and contact people.
  - Great Decisions Program through the Foreign Policy Association
  - National/local Councils of Returned Peace Corps Volunteers
  - Many churches have international programs
  - Professional societies: The Society for International Development, The American Association for University Women, Church Women United, Jack and Jill -- all have local affiliates around the country and a national program for studying women's development and justice issues.
2. Clip articles on the issues. Choose a global issue of local importance.
  - Have a central bulletin board dedicated to global issues that have local impact.
  - Have a corner of your newsletter dedicated to a world item.
3. Monitor media coverage. Monitor television, radio and newspapers for a couple of months. Make an appointment with your newspaper's editorial board or the news director of your TV station and point out how their coverage could be more objective and thorough. YOUR YWCA BECOMES THE EXPERT IN THAT AREA, and the media will seek out your YW when they need someone "in the know!"
4. Use clippings as "food for thought" or "did you know" tidbits on table tents at board meetings. Board members can read them as they are waiting for the meeting to start. Over time, they will request more information, giving you the entry point for more time on the agenda.
5. Plan and carry out educational events for board and staff. Use the Education for Global Responsibility Resource Manual as a tool for planning these events. Invite the media.
 

Make use of:           • Films           • Speakers           • Presentations.
6. Organize responses to legislative action affecting your membership locally, nationally, or internationally.
 

Use:

  - Action Alerts found in Communique mailings
  - Staff/membership newsletter
  - A phone tree.
7. Arrange follow-up to legislative action by arranging a visit to a public official's office. (Consider how many votes a group of YW women represents!)

If we only provide services to women, we are not changing systems -- and therefore not fulfilling our mission.

Adapted with permission from a presentation made by Liz McAlister Flowers, Public Policy Specialist, YWCA of Greater Atlanta, 1992.



## IX. **W**e're On Our Way: To A Just, Sustainable Future

This "Training Modules" unit of the Education for Global Responsibility manual is intended for use as a starting point for a YWCA journey into the future. Our world is in trouble, economically and environmentally. The resources upon which all life (and a fulfilling life style) depend are finite, and the struggle for control of those resources will grow.

How the people of this world take responsibility for their own future depends on you and me. This "responsibility journey" is not optional – though many of us would like it to be.

This unit only begins to raise the questions we need to ask if we are going to achieve a sustainable, just future. It also draws upon the best knowledge available – the hearts and minds of people.

Very little concrete information or hard data is contained here. We have found that participants in our workshops either have the information (life, itself, is a good teacher), or they can get it readily if they but see the need.

We have been concerned about the need for United States women, many of whom are in the YWCA, to start this journey from a global justice perspective. That make a difference in how we see the problems, and how we act on them.

If we have succeeded in motivating workshop participants to continue their inquiry, this resource manual refers to a wide variety of sources which can be drawn upon. Best wishes on your journey into a just, sustainable future.



# Introduction

In the preceding section of this Education for Global Responsibility Manual, we have shared with you some of the content we have used in workshops around the country. The question arises – how can we convert this content into program?

There are conventional ways, such as setting up an adult seminar program in the Association and publicizing it well. This works effectively if tied to a special town or university international affairs series or a special day, such as International Women's Day or United Nations Day, and a number of organizations join together. The challenge is to market the program in a way that people feel it is of relevance to them and show up!

And there are not-so-conventional ways:

- develop an activities curriculum for a YWCA after-school program, or
- produce a role-play simulation which can be enacted and discussed as part of a community 4th of July celebration with a city official in the role of a homeless person, or
- bring grassroots women together in a week-end camp setting to understand the issues and prepare themselves to take what they learned back to their own communities, or
- take YWCA leaders from nine community and student YWCAs to the grassroots communities on both sides of the U.S.-Mexico border, and then determine together how their Associations can work to change the root causes of the problems they encountered, or
- raise the consciousness of women in a homeless shelter of the causes of poverty and how they can join in the struggle to change the causes – taking one of the women to a state conference on illiteracy and homelessness as a keynote speaker, or
- bring women from two racial-ethnic groups in the community, among whom some misunderstandings and mistrust exists, to explore and appreciate their heritages, understand the commonality of their problems, and work together to improve the situation of poverty, globally and locally.

Eleven Associations, with a very small financial incentive, planned these and other creative programs, and brought them to life. In all cases, they involved at least two other community organizations or groups, at least one of which was of color or a new immigrant group.

We are happy to share these programs with you. They have been prepared in a common "program sample" format so the reader has similar information about each program. You will see that they all strongly reflect the mission of the YWCA of the U.S.A., and that all are directly tied to YWCA Core Program foundations/themes and to YWCA Public Policy Priorities: national and international. If these are not familiar to you, they can be found at the beginning of the Resources section of this manual. In the YWCA of the U.S.A., all program is based on these foundations and advocacy is based on the policy positions and priorities.

In many cases, the YWCAs have shared additional resources they used or developed. These are found in the Resources section of this manual, along with some resource information we have prepared. If a resource accompanies a program sample, the reader is alerted to the particular appendix where it can be found.

The YWCA of the U.S.A. is moving into a second three-year, funded, Education for Global Responsibility program, beginning about the time this resource manual arrives in Associations. The plan is to build on these initial efforts in a variety of ways. We are proud to offer you the work of many creative YWCA leaders in communities around the United States, and look forward to working with your Association in the months to come.



# Contents

The sample programs summarized below will be found in the same order in this section of the resource manual.

## I. After-School Program Curriculum Development

### YWCA OF REDLANDS

**What They Did:** Development of an activities curriculum for school-aged children (K-6) in YWCA latchkey programs to explore issues of poverty and its effects on children around the world, with training for latchkey staff from four Southern California YWCAs and testing in their after-school programs.

**Who Was Involved:** University elementary education faculty, community elementary school teachers, area YWCA latchkey and program staff, children in latchkey programs.

## II. Community Simulations

### GREENSBORO YWCA

**What They Did:** Development of two role-play simulations on homelessness in an African country and in a mid-sized U.S. city, in which YWCA leaders, prominent civic leaders, and local elected officials star in the two simulations in community settings. The simulations were followed by a discussion of global shelter issues of displaced women in industrialized and developing countries, the global connections and causes.

**Who Was Involved:** YWCA leadership, community and church leaders, local and county public officials.

## III. Involving Grassroots Women

### YWCA OF BOULDER COUNTY

**What They Did:** Series of activities involving YWCA leaders and members, university community and women Mexican migrant workers from the county: mini-series of global issues workshops at monthly YWCA board meetings; day-long forum focusing on roles and issues of Mexican migrant women in the local community; Women in Development community workshops in collaboration with University of Colorado's week-long celebration of "International Women's Week," luncheon speaker program on poverty, the environment and population in conjunction with university "Conference on World Affairs."

**Who Was Involved:** YWCA leaders, university community, migrant women workers.

### **III. Involving Grassroots Women - Continued**

#### **YWCA OF CENTRAL JERSEY**

- What They Did:** Consciousness-raising program on global poverty and housing issues for residents in a community homeless shelter, further involving them in workshops on global literacy and homelessness at a YWCA co-sponsored statewide women's literacy conference for educators and social service workers.
- Who Was Involved:** YWCA volunteer and staff leaders and members, shelter residents, New Jersey educators and social service workers.

#### **YWCA OF GREATER HARRISBURG**

- What They Did:** Held a one-month exhibit of Chilean traditional tapestries made by poor women to illustrate oppression and conditions of poverty, set up to spark interest in a follow-up series of workshops for community women who: shared personal poverty experiences and ways they are working to address the issues; examined causes and manifestations of poverty in developing countries, its effects on women and links to global poverty issues; explored options for individual and community response to global poverty issues.
- Who Was Involved:** YWCA volunteers, staff, and members, government workers, grassroots women in poverty.

### **IV. Seminar Series**

#### **YWCA OF METROPOLITAN DENVER**

- What They Did:** Conducted a day-long women in development seminar as part of Denver's "International Women's Week" -- including workshops, video showings, guest speakers who examined the issues of global poverty and its impact on women, local-global connections -- leading to development of action plans to respond to the issues.
- Who Was Involved:** YWCA members and leaders, program co-sponsor members and leaders, women from university and community.

#### **YWCA OF METROPOLITAN DETROIT**

- What They Did:** Two three-workshop series, each with two tracks (one for teens and one for adults), focused on the Middle East and Arab-Americans and Africa and African-Americans, including: examination of the impact of poverty on women in African, the Middle East and the Detroit regions; the relationship of this poverty to social, political, and economic realities of the regions; cultural differences, commonalities and stereotypes. Each workshop was followed by cultural events to stimulate increasing understanding and appreciating between African, Middle Eastern, and African- and Arab-American groups in the YWCA and community and how they can work together on common issues.
- Who Was Involved:** YWCA volunteer and staff members, people of the community -- especially African- and Arab-American community organization members and community population.

#### IV. Seminar Series - Continued

##### YWCA OF MANCHESTER

**What They Did:** A collaboration program with the Nashua YWCA and a local Girl Scouts Council, with a two-pronged series of forums, one for teen women and one for adult women on the following themes: "An Introduction to Women in Development," "Work and the World's Women," "The Feminization of Poverty: A South/North Dialogue," and a teen-led panel discussion on "Common Struggles of Women in Poor and Rich Countries."

**Who Was Involved:** YWCA teen members and leaders from Manchester and Nashua and a Girl Scout Council, members of local Hispanic community organization, YWCA staff and volunteers, community residents from developing countries.

##### YWCA OF THE UNIVERSITY OF ILLINOIS

**What They Did:** Ten-week series of evening discussions on women's poverty issues in the Third World and United States, involving women of the university and grassroots women living in the community, on the following issues: the impact of war on women; interdependence, women and work, health care – use and access; illiteracy and its implications; fertility, contraception and population; housing and the homeless.

**Who Was Involved:** YWCA volunteers, staff and members, women from the community, university women.

#### V. Study-Travel Program

##### YWCA SOUTHERN CALIFORNIA COUNCIL OF PRESIDENTS AND EXECUTIVE DIRECTORS

**What They Did:** Three area-wide, day-long seminars focused on economic and political dynamics of U.S.-Mexico relationships and implications for the Southern California area. The first two seminars included field visits in communities on both sides of the United States-Mexico border, providing firsthand "exposure" to the issues of women and poverty, providing an opportunity examine the effects on the community and the YWCA response in the third seminar.

**Who Was Involved:** Volunteer and staff leaders from nine Southern California area YWCAs.

## **VI. Training Of Community Organization Trainers**

### **YWCA OF OAHU**

**What They Did:** Two "weekend camp" training of trainers programs, in which participants examined the global impact of poverty on women, built skills to analyze and understand the root causes of poverty, developed an understanding of global systems and how they operate, and acquired or strengthened development education training and facilitation skills. This was followed by a one "camp weekend" practicum for the participants to plan and carry out a training program for a new group of participants, thereby multiplying their learning and preparing to lead future workshops in their respective organizations.

**Who Was Involved:** Community women selected by the sponsoring organizations who would provide similar training in their own organizations and communities.

# Helping Us Learn About Our World

An Activities Curriculum for After-School Day care: K-6

A Development Education Program  
of the



## About Education

*Education requires a great deal more than imparting facts and information. It is an approach to sharing information and fostering analysis. It elicits thinking and understanding that help us establish, among other things, standards of behavior, empathy and a desire to know more.*

*Education alters perception.*

*The quality of the approach dictates the quality of the result. How we educate ourselves, each other and children in particular, determines our understanding of the world and our role in society.*

*Modern technology and social interaction have exposed children to the wonders and problems that beset the planet. They receive powerful, daily messages about a host of global issues. What is needed is to enrich their knowledge about and understanding of the infinite number of messages they receive daily without promoting feelings of guilt and despair. The challenge is to impart the significance of the messages while encouraging a sense of personal involvement and empowerment, and the importance of global citizenship and responsibility.*

## YWCA Program

The Redlands YWCA recently sent volunteer and staff leaders to a variety of international learning experiences. This led the leadership to recognize that many of the issues facing children in their community are not limited to southern California or the nation. Rather, they reflect global realities children in Redlands share with the rest of the world.

The YWCA runs a quality after-school, latchkey program for children from kindergarten through grade six, and similar programs are offered in other nearby YWCAs. Redlands volunteers and staff decided to create a new activities curriculum for use in the latchkey programs, designed to enrich the children's knowledge of global issues and to encourage positive, personal responses.

The YWCA has seen the negative feelings and frustrations expressed by children about the seemingly insurmountable world problems--poverty, hunger, homelessness, poor health, war. It recognized the need to identify the issues and address them in a controlled, supportive and positive setting, providing a source of enlightenment rather than of fear and frustration.

Through an interactive learning and teaching methodology the curriculum is introduced with learning activities around conflict resolution. This is followed by activities that enable children to experience and examine global/local issues related to the family, hunger, housing and shelter and health. The lessons are designed to inform, build skills and promote constructive personal responses.

The activities allow children to "connect" with the world, recognize the issues and discuss them, and recognize and appreciate the diversity and similarities of the human family.

## Target Group

YWCA day care, program and training staff in four communities, University of Redlands education specialists and faculty, faculty of Redlands and Beaumont Unified School Districts, local community groups, kindergarten through sixth graders in latchkey programs in four communities.

# Helping Us Learn

## Goal

**Develop a positive, interactive curriculum that introduces to school aged (K-6) children the issues of global poverty, housing and shelter and hunger.**

## Objectives

To develop global issues-oriented curriculum materials for use in YWCA childcare settings.

To design and provide training for YWCA day care staff on the use of the curriculum.

To implement and test the curriculum and lesson plans in a variety of sites, leading to publication of the curriculum package.

## Program Activities

**Workshop for the curriculum development team:** A six-hour global issues workshop, including local elementary school teachers, university professors, social workers, and latchkey program staff, provided a common understanding of the issues to be developed into curriculum, focusing on issues of poverty and hunger faced by women and children around the world.

**Develop the Curriculum:** Four task forces were established to develop the educational curriculum, lesson plans and activities in the areas of conflict resolution, housing/shelter, hunger and health.

**Workshop for latchkey directors and staff:** A six-hour workshop was conducted for four YWCAs in the Redlands area. Training activities focused on global development issues and engaged participants in hands-on demonstrations of five of the curriculum lesson plans: Housing Fair, Journal Making, House Go-Fish, Personal First Aid Kit, and Banana Split. Participants were trained in how to use curriculum resource materials. They were provided with a global issues resources kit including the Redlands YWCA draft curriculum, a world map, background reading, two resource books, fact sheets, and resource lists of films and organizations.

**Implement and test the curriculum:** Participants from the previous workshop took the training experience, curriculum materials, and evaluation tools to their respective sites and tested the draft program with latchkey children. Instructors made notes and suggestions for revision, which were given to the curriculum team for possible incorporation in the final draft. Input from all sites was included in a follow-up evaluation and the final review of the curriculum.

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# About Our World

## Methods

Drew on skilled elementary education specialists and elementary teachers from the community.

Provided "YWCA global dimension" training and involved them in curriculum development around training content.

Demonstrations

Activities testing

Resource kit

On-site testing of curriculum lesson plans and activities.

Incorporation of field-tested results in the published curriculum.

## Outcomes

The program provided latchkey teachers and staff with training, a new, globally oriented curriculum for children, and an opportunity to influence the final product for nationwide use.

The curriculum is highly interactive, positive and absorbing. It gives children a powerful learning experience and a positive approach to handling the issues involved.

The YWCA "global issues for children" curriculum is now being prepared for nationwide dissemination and implementation.

## **Next Steps**

The Redlands YWCA has incorporated the curriculum into its regular latchkey program and will support the other three YWCAs as they do the same. In addition, Redlands is now composing a final, adaptable curriculum that will be made available nationwide.

## **Major Costs**

Education specialists, trainers and writing teams volunteered their time and expertise; the Redlands YWCA provided staff time; the Soroptimists provided funds for resource materials and the printing of the curriculum draft. The YWCA of the U.S.A. development education incentive grant covered costs for supplies, a speaker/trainer and travel and meals for the training of latchkey staff from the four YWCAs participating in the testing.

## **Program Strengths**

The activities curriculum lends itself to easy adaptation for programs for older youth and adults. Designed to supplement California state-mandated global curriculum in the public school system, it will do the same in a number of states that have similar mandates.

The writing team drew on the knowledge and skills of a combination of education professors, practicing community teachers and social workers. The resulting curriculum is educationally sound, socially conscious and reflective of YWCA values. It is designed to develop attitudes and skills for building an equitable world.

## **Considerations For Adapting This Program**

The curriculum has a flexible timeframe to allow for a variety of settings: 4-6 weeks; 7-9 weeks; 10-12 weeks. Much of the impact is lost if the program is not followed in its entirety.

Consider ways to involve older siblings, parents of the children and other adults in program activities.

## Recommended Resources

The Redlands YWCA has produced a curriculum package, including activities book, lesson plans and a supporting bibliography of resources. The curriculum is available for \$15 (includes shipping). (See Order Form in Resources Section of this manual, Appendix 11.)

Items included in their global issues resource kit are available on free loan or for minimal rental fees. If purchased for a permanent resource library, the estimated total cost of suggested bibliography and resource materials is approximately \$200. A listing of the resources included in the Redlands kit is found in the Resources Section of this manual, Appendix 6.

## Core Program and Foundation Themes Addressed

The program incorporates aspects of all three foundations of YWCA program: racial justice, equitable society and global responsibility. Though geared to the young learner, the program involved a significant number of community adult leaders (addressing community and leadership, and empowerment) in the process of building a program that addresses family life and health promotion concerns in a global context.

## Does The Program Lead To Action?

The program incorporates knowledge and skills-building, which establish a foundation for action in all the YWCA public priority areas: equity, economic security, housing and homelessness, child care, health, peace and development and human rights.

## **Participating YWCAs**

YWCA of Central Orange County

YWCA of the Harbor Area

YWCA of Riverside

## **Co-Sponsors**

Redlands Soroptimist

Redlands Sunrise Soroptimist

Redlands Peace Group

## **Contact Information**

YWCA of Redlands  
16 East Olive Avenue  
Redlands, CA 92373

714/793-2957

Vicki Wright  
Executive Director

## **YWCA of the U.S.A.**

Education for Global Responsibility Program

726 Broadway  
New York, NY 10003

212/614-2700

# Homelessness/ Hopelessness: a Family Dilemma Locally And Globally

A Development Education Program  
of the



# Homelessness/Housing

*Homelessness and its social, political and economic consequences are blatantly visible in countries of the Third and First World. The key to understanding homelessness is to first recognize it is as a global issue and, then, to understand--whether in a small, economically poor country in Asia or a large, wealthy North American country--worldwide homelessness has its roots in many of the same causes and brings many of the same results.*

*Homelessness is not simply a lack of housing or proper housing. The worldwide system of economic inequity is its cause, and the intolerable, nearly inescapable poor quality of life is its result. It is a not simply an issue of shelter and its provision. The real solution to homelessness is to create and nurture a system of housing production as well as other support systems--from health and education to employment--all of which contribute to making life tolerable and dignified for the masses of people around the world who now live without them.*

*Homelessness and displacement are endemic to the world's economic system and are manifestations and indicators of the extent of poverty. Although the individual stories of the homeless may vary, the root causes of the problem tend to be similar whether the victims are residents of the United States or of so-called Third World countries. This is especially true when the homeless are the women and children who represent the largest proportion of homeless people in the world. Yet, housing development policies do not regard them as principal actors in the development process, and housing is not universally accessible to them.*

*The causes of displacement which leads, in turn, to homelessness are many. They bear striking resemblance to the global, systemic causes of impoverishment: lack of foreign or national resources for shelter development, uncontrolled migration to urban areas, the politics of land ownership, the lack of acceptance of affordable housing as a basic human right, global economic strategies which widen the gap between the rich and the poor, social inequalities, gender discrimination and ethnic discrimination. Though differences may exist between issues of homelessness in the Third World and in the U.S., the fundamental causes are very much the same.*

*Housing is built for those who can afford it, those with the most political clout. Politically speaking, women fall into the category of least vocal and most powerless. Empowering this group, that is, absorbing their energies into the housing production system, is an immediate, undeniable challenge.*

*The participation of women in development is key to the resolution of a growing worldwide housing--or homeless--crisis, which is part and parcel of the world economic system. It is a problem for which a solution can only be found in providing a forum for grass roots people--women--to express their needs and rights, help determine effective responses, gain political empowerment, and carve for themselves a niche in the economic, political and social process.*

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Adapted from Shelter and Community - An Agenda for Action, prepared by Ghislaine Hermanuz, with permission from UN Nongovernmental Organization Committee on Shelter and Community, New York, 1988.

## YWCA Program

The YWCA of Greensboro recognized that there was an increasing problem of poverty among women in the community. One out of six people in Guilford County, which includes Greensboro, lives in poverty. The majority of these people are women and children. This has resulted in an increasing variety and severity of unmet needs that the community could address more effectively. It was clear that YWCA, church, community, city and county government leaders needed to understand how increasing impoverishment of women was demonstrated in a variety of other social problems, and how one medium-sized community could begin to understand the scope of the problem and address the underlying causes.

The YWCA of Greensboro developed role-play exercises around two dramatic situations, one which recreates the experiences of a woman in an East African setting and the other of a homeless woman in a moderate sized U.S. city. Designed to sensitize participant audiences to the complex social, political and economic forces that impede the progress of women and their families out of poverty, they recognized that role-play is a powerful tool through which participants learn about a problem and empathize with those who endure it. A carefully structured format and process for follow-up discussions of the similarities and structural linkages between the problems of women in the Third World and the U.S. were also developed.

The role-play and discussion format were tested and "packaged" for widespread use. In various community and organizational settings, elected officials, organizational leaders and other decision makers assumed the role of the homeless woman. This was followed by discussion of the causes of large displacements of people: economic and technological change, the powerful role of corporations with no local-national allegiances, local and international policies and practices exacerbated in many countries by civil wars, famine, droughts and human rights violations. The discussions led to awareness that homelessness is not just an individual or social problem, but is directly related to economic and political decisions made at every level. Each discussion ended with consideration of action steps that could be taken by community leaders.

## Target Group

YWCA board of directors, staff and members; key community decision makers such as city council and county commissioners, leaders of co-sponsoring groups, church and civic group leaders, business owners, media staff and community volunteers.

# Homelessness

## Goal

**Sensitize community leaders to the social, political and economic forces that keep women and their families in poverty, develop an understanding of how these forces are connected locally and globally, and explore avenues for positive decision making and action.**

## Objective

To create, test and deliver an experiential learning package that will involve community leaders in deepening their understanding of the symptoms and causes of poverty and displacement.

## Program Activities

**Develop the package:** The YWCA World Mutual Service committee developed the scenarios and learning package. Members included U.S. and international women faculty from three local universities and colleges. Experienced service providers from the community also proved of significant help.

**Pilot test with YWCA board and staff:** 10 board members, representing the racial and ethnic mix of the community, between ages 29 and 60, participated in the role play; 15 others were observer-participants in the 90-minute experience. Those playing roles met in advance to receive scenarios and become familiar with the process.

**Church-based presentation:** A process similar to the pilot test involved a larger group of participants with a wider age range and comparable racial and ethnic diversity.

**Outdoor July 4th activities:** Featured a staged presentation in which the County Commissioner, a City Council member and other community leaders played roles. YWCA and co-sponsoring organizations promoted the activity through a television appearance, press releases, flyers and posters.

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# -hopelessness

## Methods

Drew on knowledge and expertise of diverse group of community women

Sent committee member to YWCA national development education training seminar

Role play

Systems analysis and discussion

Critique for strengthening the package

Verbal and written evaluations

Putting community leaders in roles of homeless persons

## Outcomes

The skilled, diverse group who developed the "package" gained knowledge and perspectives as they shared a variety of disciplines and life experiences in the Third World and the local community.

Leadership observed a high level of involvement with the issues. Evaluations corroborated heightened, sympathetic awareness of the issues, basic understanding of systemic forces that contributed to poverty and homelessness, and motivation to learn more and be involved in addressing root causes.

News coverage of the event widened the exposure.

Several requests were received for presentations by other community organization leaders

The City Council member involved is actively promoting presentations.

## **Next Steps**

The YWCA of Greensboro will complete production of the packet for wider use in the community and beyond, charging a small fee. It will also provide consultant services to other community groups. (Several presentations have been carried out since July 4th.) In addition, the YWCA is developing skills-building programs for local women in poverty and increasing advocacy activities, working in coalition with other groups. Efforts are moving forward to secure grant monies from local businesses to expand the project.

## **Major Costs**

Approximately 200 hours of in-kind volunteer time of consultants, committee members, co-sponsor leaders and other volunteers were the key in making this program possible on a limited budget. Staff time and facility use were also in-kind. A modest grant covered publicity, office supplies, mailing costs, outdoor stage rental, printing and transportation.

## **Program Strengths**

The planning committee chose one aspect of a complex global problem, making the global-local connections. It involved a broad base of co-sponsors that represented a range of expertise and perspectives. All participant groups were representative of diverse ethnic and economic backgrounds, which added insight and personal experiences to the analysis and discussions. The methodology chosen informed the participants while involving them directly. Participation of community leaders and city and county officials was particularly important because the sponsors now have ownership for future cooperation in addressing the issues and needs.

## **Adapting This Program**

In all phases of program planning and implementation, involve local women who are displaced and homeless and women who have immigrated to your community from the Third World for economic or related reasons. Both are specially qualified as consultants when writing scenarios. They could also play the role of decision makers in the role-plays, when community and organizational leaders play the roles of the displaced women.

Add a follow-up dimension to stimulate interested persons or organizations to action. Provide resource materials, an issue-related bibliography and an avenue for action through the YWCA, other organizations or coalitions.

## **Recommended Resources**

The two scenarios, "Salome's Problem" and "Elizabeth's Dilemma" are found in the Resources Section of this manual, Appendix 8. Contact the YWCA of Greensboro at the address on the next page for further information. The staff will also respond to questions and inquiries from other Associations wishing to consider development of a similar program.

## **Core Program And Foundation Themes Addressed**

Core Program is addressed in the areas of family life, community leadership and empowerment. All three program foundations are incorporated: racial justice, equitable society and global responsibility.

## **Does The Program Lead To Action?**

The program intentionally involved government officials and community leadership in events and activities and, as a result, has fostered stronger relationships among the YWCA, local government, community organizers and various constituencies. Specific policy areas addressed through this program include housing and homelessness, international human rights, equity and economic security.

## **Co-Sponsors**

African Heritage Center, North Carolina A&T State University  
Greensboro Urban Ministry  
National Black Child Development Institute, Inc.  
The Salvation Army

## **Contact Information**

Please inquire about the development education program  
by mail when contacting the YWCA of Greensboro

YWCA of Greensboro  
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Ruth B. Perz  
Executive Director

Daney Dees  
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## **YWCA of the U.S.A.**

Education for Global Responsibility Program  
726 Broadway  
New York, NY 10003  
212/614-2700

# Expanding Horizons

A Development Education Program  
of the



**YWCA**

Boulder County

## About Migration

*From the beginning of recorded history, people have moved from one place to settle in another. This has usually been for more reason than wanderlust and adventure. Food, security, "a better life elsewhere," more opportunity for the children--people don't leave their "center of the earth" unless there is some reason to do so.*

*Today, migration of people across borders is occurring in unprecedented numbers. When they flee one country or part of the world for refuge or safety in another, they are called refugees. People often migrate for economic reasons, and there is some debate whether they are refugees, too--fleeing abject poverty and/or lack of opportunity.*

*Regardless of the fine points of the debate, there is no question that migration across borders is frequently the result of economic devastation in the country of origin. When people migrate, they usually look to the "best" place they can get to. Often this means migrating from a country of the "South" (southern hemisphere or a developing country) to a country of the "North" (northern hemisphere or an industrialized country). It is no accident that this means moving from a country with a population which is predominately "of color" to a country where the predominant population or culture is "white."*

*When Mexican migrants arrive in the United States, they often do so illegally or with a special arrangement that requires them to return to Mexico at the end of a "growing season." They have no option but to accept extremely low-paying jobs into which are built few protections or benefits. If they find a way to stay in the U.S., they become part of an informal society within the larger society, and do not have access social security, unemployment, medical care, legal recourse. In addition, since they are of color, they experience the effects of living in a society which further discriminates based on color.*

*Many U.S. citizens resent migrants. They believe that migrants, in the process of taking low paying jobs, drive wages down. This puts migrants in a very difficult situation, with almost insurmountable obstacles to overcome.*

## YWCA Program

The YWCA of Boulder County is in a university community set in the middle of an agricultural county which is agricultural and largely depends on migrant workers. Though the university setting provides courses and events that address international issues, and the larger county is heavily populated by Mexican migrants, the community and county share little interaction and firsthand knowledge of each other.

The YWCA of Boulder County focused its development education program on the issues of migrant workers and the global economic and political factors that tie Mexico and the United States together and lead to the migration phenomenon.

The local Mexican migrant community is the frequent target of discrimination and experiences a standard of living significantly lower than the larger university community. The YWCA of Boulder County identified a need to sensitize the YWCA community to the poverty issues facing local Mexican migrant women and children.

The YWCA developed a series of presentations on global poverty issues for the Association's board of directors; a series of lectures and workshops to be held as part of the International Women's Week conference at the University of Colorado, focusing on Mexican migrant women in the community; and a day-long forum with Mexican migrant women held as part of the university "Conference on World Affairs."

## Target Group

YWCA board of directors, Boulder community leaders, university International Women's Week participants, social service workers, local women's organizations.

## Goal

**Combat poverty and racism in the Boulder area by raising awareness among YWCA membership and community about the nature, causes and extent of poverty and unemployment in Mexico and its links to poverty, unemployment and racism in the local community and worldwide.**

## Objectives

To implement a series of presentations to the YWCA board of directors, which introduces them to issues of global poverty, economic development in the Third World and the special implications of poverty for women and the YWCA community.

To design and implement a series of consciousness-raising activities for the community and university to examine the symptoms, causes and effects of poverty and racism in the local Mexican migrant community, the connections between global and local poverty, and its parallel manifestations in the Mexico, U.S. and Boulder economies.

## Program Activities

**A "Women and Development" mini-workshop series for YWCA Board of Directors:** Held in conjunction with monthly board meetings, board members explored development issues for women in the Third World and the local community, global poverty, economic development in the Third World, and the impact of poverty on women in Mexico and in Colorado.

### **International Women's Week 1991:**

A series of lectures, workshops and panel discussions. Lectures examined local consumer habits, lifestyles, connections to the global economy. A panel discussion, "Women's Voices Celebrating Diversity," focused on how women draw on their ethnicity as a source of strength and personal empowerment. A workshop, "Expanding Horizons: Women and Development," examined the effects of international development on women, the role of women in Mexico and US/Mexico trade relations.

### **Women in Development Luncheon/ Conference on World Affairs:**

"Poverty, Environment and Population in the Developing World" was the theme of the luncheon presentation, which was followed by a discussion on global environmental and health issues for women in the developing world.

**"Building Community: Women and Mexico and Mexican Migrant Women in Colorado":** A day-long forum included panel and group discussions on economic and health issues, and community-building initiatives of Mexican and Mexican migrant women.

*BEST AVAILABLE COPY*

# Horizons

## Methods

A series of 15-minute presentations

Lectures

Discussion

Analysis

Personal sharing

Films/videos

Display

Mexican migrant women community organizers shared experiences and examples of successful economic development projects.

## Outcomes

The YWCA board of directors is better able to ask critical questions that will help them understand why migrant workers are part of the local community and the socio-economic issues they face. As a result, the board has greater interest in planning YWCA programming to include the migrant community.

The Association has established new relationships between itself, the university and many local organizations working on common issues.

## **Next Steps**

The YWCA of Boulder County is sponsoring three follow-up public policy forums during the current program year. Content includes a film presentation and discussion on problems faced by Mexican youth, an address by a Colorado State Representative on the migrant health care bill, and a film presentation and discussion on women's poverty issues in Guatemala.

The YWCA continues to explore options for including a study-travel component in its program, and is looking to the possibility of working with local migrant labor camps and community organizers to construct local "international exposure" experiences. It continues to offer workshops on women and poverty.

## **Major Costs**

Major expenses, other than in-kind staff and office support, were printing and publicity for events. In-kind contributions of films and speakers were obtained from program co-sponsors.

## **Program Strengths**

As a result of this program, the YWCA has been motivated to study business cooperative models that financially empower impoverished women in developing countries. It plans to use selected program models as a basis for seeking program funding to develop a similar project to assist low-income women in Boulder County.

"Piggy-backing" onto established programs and events outside the YWCA helped to add visibility, lend credibility, and increase size and scope of the program.

## **Considerations For Adapting This Program**

While costs prevented implementation, the YWCA planned to include a study-travel experience to the U.S.-Mexico border area to study firsthand the economic and political conditions that force migrants across the border. Inclusion of such an immersion experience adds a rich learning dimension that allows participants to make stronger local/global connections to people and issues.

Discussions of "refugees" and "re-settlement" help to broaden understanding of migrant issues and add an important learning component.

Consider running parallel programs for children to accommodate childcare needs.

Be sure to include representatives of the community's racial, ethnic, professional and socio-economic diversity in all aspects of program conceptualization, planning and implementation to assure perspectives representative of the entire community.

# Womex

A Development Education Program  
of the



## **Feminization Of Poverty**

*Women comprise more than two-thirds of the world's illiterate population. In developing countries, malnutrition is an overwhelmingly female affliction. A growing worldwide population of displaced refugees and the homeless is largely women and children. The second-class citizenship of women around the world excludes them from access to most basic health care and education. There is an alarming increase in women's morbidity, mortality and susceptibility to poverty.*

*The plight of poor women has implications which transcend national, racial, ethnic, cultural and religious boundaries. Women's poverty worldwide is so severe, the phrase "feminization of poverty" has become widely used. This distinct brand of poverty implies not only diminished economic status of women globally, but acknowledges its profound physiological, sociological and psychological effects.*

*The true magnitude of these issues--manifested in numerous ways in all communities--can only be completely addressed by first understanding the root causes from a global perspective and then working to eliminate them.*

## YWCA Program

Central New Jersey women suffer economic and sociological problems that mirror those common to women worldwide. A 1989 study by the National Commission on Working Women showed that 51 percent of all poor families in the United States are headed by women. Forty percent of these women are employed outside the home. More than 75 percent of all poor people in the U.S. are women and children.

The YWCA of Central Jersey recognized the need to establish among community women an awareness of the global commonalities of women's issues and to examine the reasons why poverty afflicts them so disproportionately and severely.

The YWCA focused its development education program on worldwide issues of literacy and housing. It involved a wide range of community "groups" in the program with the intent to equip them with knowledge and skills to inspire personal and organized community efforts toward systemic change.

The Association developed a series of workshops for indigent homeless shelter residents. The informal workshops enabled participants to examine the international linkages of women's poverty, systematic causes of homelessness and manifestations of the symptoms of poverty in the community. They developed skills and techniques to address the root causes of global and personal poverty.

A concurrent workshop series on global shelter and literacy issues was incorporated into a statewide literacy conference for education and social service professionals, addressing the implications for work with community-based indigent populations.

Both programs were designed to broaden understanding of illiteracy and shelter problems and how these intertwine with other poverty-related issues throughout the world.

## Target Group

YWCA volunteers and staff, residents of a homeless shelter, adult literacy and social service practitioners, educators, funders, women's advocates and university students.

## Goal

Raise awareness among diverse groups of women and girls about the global feminization of poverty and the related rising homelessness, illiteracy, and other economic and social problems of women around the world; empower community women with knowledge and skills to address the systemic problems which create this impoverishment.

## Objectives

To provide the leadership in designing and implementing a workshop series about poverty and illiteracy for education and social service professionals from across the state.

To involve shelter residents in a consciousness raising and local/global action program.

To add a section to the YWCA newsletter, covering worldwide economic issues and action possibilities.

## Program Activities

**The Second Annual Conference on Women's Literacy and Empowerment:** This was sponsored by the YWCA of Central Jersey and Douglass College Women's Center. It was designed for adult literacy and social service practitioners, higher and secondary education professionals, funders, women's advocates and students. Workshop topics were Literacy: A Global Perspective for Women in the 21st Century; The Impact of Literacy on Economic Development for Women: Locally and Worldwide; Literacy Marketing and Networking in the World Community; Literacy: New Jersey and the World Community; Workplace Literacy; Family Literacy: Implications for Home and School Room.

A resident of the YWCA homeless shelter delivered an address on illiteracy and homelessness outlining the effect on her life and the lives of women around the world.

**Workshop Series in Shelter:** Forty residents participated in a workshop series conducted in the shelter which addressed: The Role of the Child in the Third World and the U.S.; Healthcare Systems; Living Conditions for Women in the Third World and the U.S.A.; Employment and Entrepreneurship; Worldwide Illiteracy: Training and Educational Opportunities for Women Abroad and in the U.S.; Effective Communication and Advocacy: How to Impact the Status of Women Worldwide.

Participants composed and sent letters to the United Nations in support of UN resolutions generated by the 1990 World Summit for Children.

**A "Featured Articles" section was added to the quarterly YWCA newsletter.** The articles included issue- and country-specific information about women and poverty issues worldwide, illustrating the commonalities of women's concerns, homelessness/housing and women's economic issues.

## Methods

Presentation

Discussion

Analysis

Sharing personal experiences

Field trip to United Nations

Application of new skills

Newsletter publication

## Outcomes

A joint resolution from conference participants to develop better recruitment techniques.

The program helped empower homeless women with the knowledge and skills necessary to make informed life choices.

"It wasn't until the YWCA development education program that I became aware of a 'Third World'. [In our workshops] we talked about issues like food and hunger, health care, the environment, world economies, governments...global issues. I [now] realize we're all connected. I've never thought about it that way before."

Evaluations indicate an increased awareness of global issues of poverty among women and heightened perception of the YWCA as an international women's movement.

## **Next Steps**

The YWCA of Central Jersey will continue the development education program for Agape House residents, YWCA staff and members. It will continue to be a major sponsor of the Women's Literacy Conference. "Featured Articles" has become a regular section of the Association's quarterly newsletter.

## **Major Costs**

The major costs were related to organization and implementation of the statewide conference and a field trip which took Agape House residents to the United Nations. The YWCA of the U.S.A. grant covered these costs. Staff and supplies were provided in-kind.

## **Program Strengths**

Two distinct "target groups"--homeless women and state-wide professional educators and social workers--were brought together in a unique way to learn with and from each other. This is a creative way for a YWCA to involve the larger community. Also, the program brought participants beyond traditional methods of understanding and addressing the needs of the homeless--by involving them.

## **Considerations For Adapting This Program**

**Shelter Program:** When involving homeless women in the study program, take care the participants do not conclude that their poverty is relatively less painful or severe than that of women in developing countries--and that they should assume the role of benefactor--doing for "others." The values are: 1) we are working in solidarity with other women to meet our respective needs; 2) we can break out of poverty, as we have learned others are doing; 3) we need to be proactive to meet both individual and societal needs.

**Illiteracy Conference:** If planning a similar conference on illiteracy and the homeless, be sure to involve the illiterate, and persons who have worked with the issue in other parts of the world, in all phases of planning and implementation. If this means that childcare is needed, provide it. Plan dates, venue and publicity to attract the widest possible audience.

## **Recommended Resources**

The YWCA created a visual or "touch and taste" display and accompanying descriptive narratives. It highlighted the jobs and services in the state of Colorado that are provided by the migrant population. See "Migrant Work in Colorado Display" in the Resources Section of this manual, Appendix 10.

## **Core Program And Foundation Themes Addressed**

The Core Program themes addressed through "Expanding Horizons" are empowerment, community leadership and health promotion. The program also addressed the three foundation themes: racial justice, equitable society and global responsibility.

## **Does The Program Lead To Action**

The program stimulates participants' understanding of worldwide economic issues and their impact on life in their own community. This enhanced perspective works to encourage productive organized responses to the global issues that exist in their community.

## **Cooperating YWCA**

The YWCA of Metropolitan Denver  
Denver, CO

## **Co-Sponsors**

University of Colorado, Boulder  
Zonta International  
Boulder County Migrant Coalition  
Clinica Campesina  
Women's International League for Peace and Freedom (WILPF)  
American Association of University Women (AAUW)  
The Farmworker Power Project  
Northern Colorado Migrant Coalition

## **Contact Information**

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2222 14th Street  
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Janet Beardsley  
Executive Director  
Mary Garvey  
Development Education Program Director

## **YWCA of the U.S.A.**

Education for Global Responsibility Program  
726 Broadway  
New York, NY 10003  
212/614-2700

## **Recommended Resources**

See Excerpts from Phyllis Bellamy presentation at the Second Annual YWCA/Rutgers University Conference on Women's Literacy and Empowerment included in the Resource Section of this manual, Appendix 9.

## **Core Program And Foundation Themes Addressed**

Core Program themes addressed included empowerment, community leadership and family life. In addition, the program addressed all three foundations: racial justice, equitable society and global responsibility.

## **Does The Program Lead To Action?**

YWCA national and international public policy priorities addressed through this program include equity, economic security, peace and development, and human rights.

## **Co-Sponsors**

Rutgers-Douglass Women's Advisory Center  
Mable Smith Douglass Library  
Women's Bureau at the U.S. Department of Labor  
Agape House  
Literacy Assistance Center of New York  
Middlesex County Literacy Volunteers Program

## **Contact Information**

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Executive Director  
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Coordinator

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212/614-2700

# Women's Connections

A Development Education Program  
of the



Greater Harrisburg

## Poverty Is A Woman's Issue

*The world economy is in crisis. The hunt for profit by major industries and cooperating governments has led to global investment strategies that have skyrocketed interest rates worldwide, slashed international commodities prices, raised unemployment in the U.S., increased the debt burden of U.S. farmers and the entire Third World and created global scale poverty that is increasingly affecting women.*

*Poverty is complex. It is the result of harsh economic conditions brought on in large measure by global economic practices. As an example, while resources are available and adequate worldwide, the distribution leaves some countries to reap overabundant wealth while others fall prey to severe lack of even the most basic necessities like food and water. On national scales in the Third World and the U.S., the result has been a dramatic shift in the distribution of income; a decrease in basic national social expenditures for education, transportation, housing and healthcare; and catastrophic, growing prevalence of poverty among women and children around the world.*

*Poverty is amorphous. Third World resources have been so devalued that efforts to meet basic needs of its citizens have been crippled. Beyond poverty's obvious countless manifestations--hunger, illiteracy, homelessness, unemployment, illness--lie its fundamental, intangible, very real causes: soaring international debt and a system of world trade and finance that is fundamentally unjust.*

*Poverty is a woman's issue. There is an alarming increase in infant mortality; women's illness and death rates are climbing; declining family income and rising prices dictate that women work longer, more hazardous and cheaper hours.*

*As women begin to better understand global economic power and its fundamental relationship with political power and the worldwide impoverishment of women, they will also begin to identify the connections between their own lives and the broader economic forces by which they are controlled.*

---

Adapted from Churchwoman, '89/three, "Debt, Deficit and Women" by Marjorie Williams, "Women, Economics and Power" by Pamela Sparr, "Poverty and Health: Exploring the Connections" by Sylvia Talbot with permission from Margaret Schiffert, Editor, Church Women United, 475 Riverside Drive, Room 812, New York, NY 10115, telephone # (212) 870-2347. To reproduce this page, permission of publishers is required.

## YWCA Program

Harrisburg, Pennsylvania, like many other U.S. cities, is witnessing a growing relationship between the issues of poverty in the Third World and increasing numbers of poor families in its community. The YWCA has identified a need for greater community awareness of the implications of this increasing poverty and its impact on women worldwide, and the significance for the Harrisburg area.

The YWCA of Greater Harrisburg designed a seven-month program to raise awareness and introduce issues of the global feminization of poverty to community members. The program included a month-long exhibit of wall tapestries made by Chilean women and a five-month workshop series that focused on the global and local poverty issues of women and their implications for the Harrisburg community.

The program debut was an exhibit of arpilleras (ar-pee-YAIR-us) or wall-hangings that are a worldwide folk art form. Most of the quilted portraits depicted scenes of poverty, oppression and a range of other issues faced daily by women around the world. Arpilleras are designed and made by poor women to earn money and to educate others about conditions under which they live.

The tapestries illustrate the challenges of Chilean campesinas (peasant women), mostly impoverished and illiterate rural women who have found a voice for their protest and stories of struggle with poverty and oppression.

The Harrisburg program also included seven workshops that focused on correlations between poverty in the Third World and the U.S., as well as the causes and effects of racism, ageism, drug traffic, the global politics of social service systems and lack of access to education, and women in development in the U.S. and around the world. The workshops placed special emphasis on including Black and Latina women from the community who also shared their experiences.

## Target Group

Participants included YWCA members and staff, the Harrisburg community, church and peace groups, a local university and the general public. Program staff placed special emphasis on attracting Black and Latina women from the Harrisburg area.

# Women's

## Goal

**Develop an awareness in the YWCA and community of global poverty issues and their special impact on women in the Third World and the United States.**

## Objectives

**To stimulate an awareness among YWCA volunteers, staff, members and the community of the fundamental, global causes of poverty; poverty's effects on women around the world, and ways the YWCA can work within the community to better address the issues.**

**To examine local poverty issues and explore their connections to global issues.**

## Program Activities

**Arpilleras Exhibit: "Roar of the Lioness":** The month-long arpilleras exhibit, displayed in the YWCA lobby entrance, was open to the public. The exhibit included 21 tapestries, each accompanied by narrative about the global effects of poverty on women. An opening reception featured a speaker from the Human Rights Project of the Institute for Foreign Policy Studies who provided a background on the importance of arpilleras as a means of political expression and examined the social and political issues that provoke such work.

**Workshops:** Seven workshops included discussions of poverty issues common among women in the Third World and the U.S.

Five workshops included community groups. Discussions used slide presentations and focused on the role of Third World women in developing economies and global economic and political factors affecting the status of women.

Two workshops focused on participants' experiences with poverty as part of International Women's Day; implications of racism, ageism, drugs, social service systems and education on poverty worldwide; women in development in the U.S.

# onnections

## Methods

Visual displays

Lecture and Discussion

Use of mailing lists

Public exhibit

Analysis

Use of slides

Grassroot groups participation

Linking activities to special day

## Outcomes

The "open to the public" format of the program introduced the YWCA to a broader local community.

YWCA board and staff discovered creative ways to discuss poverty and its impact on the YWCA community and the rest of the world.

Sensitive discussion of "women's poverty in the Third World and the U.S." attracted new members to the Association.

## **Next Steps**

The YWCA of Greater Harrisburg will continue participation in future Women's International Day events. It will also continue hosting discussion groups and workshops that focus on the issues of women in development.

## **Major Costs**

The largest costs were for a part-time program staff member to carry out the program, exhibit rental, promotion and advertising. These costs were covered by the YWCA of the U.S.A. mini-grant. Space, program resources and related in-kind services were provided by the YWCA of Greater Harrisburg.

## **Program Strengths**

The program stimulated great interest among YWCA board members in issues of global poverty and implications for women around the world, including the Harrisburg area. This enhanced knowledge and concern helped to stimulate YWCA interest in future programs that focus on the global poverty issues of women.

The YWCA of Greater Harrisburg is located near the state capital and the YWCA lobby is a busy thoroughfare for state government workers and officials and the general community. This made the arpilleras display an effective way to introduce the program.

Government officials and grassroots women came together to discuss women's poverty issues in program workshops, placing strong emphasis on the relationship between legislation, economic justice and peace.

## **Considerations For Adapting This Program**

Arpilleras and similar artwork provide a moving and informative experience for those who know little about global poverty issues. Arpilleras are memorable as both works of art and testimonies of women who have organized to improve their lives. It is important to find a creative way to build on the interest stimulated by the display, as Harrisburg did with its workshop series. The arpilleras exhibit provided a reason for potential participants to walk through the doors and introduced global women's poverty issues in an engaging way to state "decision makers" as well as other women of the community.

## **Recommended Resources**

For information about the traveling arpilleras exhibit, contact the Third World/Human Rights Project, Institute for Policy Studies, 1601 Connecticut Avenue, NW, Washington, DC, 20009, 202/234-9382.

Wall-hangings that focus on worldwide development issues are available from museums, and women's development, peace and human rights organizations.

The South African Council of the World Affiliated YWCA also has a wall-hangings exhibit available. Contact: Ms. Joyce N. Seroke, National General Secretary, South African Council of the World Affiliated YWCA, PO Box 31580, Braamfontein 2017, Johannesburg, South Africa.

## **Core Program And Foundation Themes Addressed**

Core Program themes addressed were community leadership and empowerment. The three program foundations--racial justice, equitable society and global responsibility--are incorporated in all the activities.

## **Does The Program Lead To Action?**

The program addresses the issues of equity, economic security, peace and development and international human rights through its educational initiatives in these areas.

## **Program Sponsor**

**YWCA of Greater Harrisburg  
Harrisburg, PA**

**Patricia Schwartz  
Executive Director**

## **Co-Sponsors**

**Women's International League for Peace and Freedom  
The Interfaith Peace Committee of Greater Harrisburg  
People for Peace**

## **YWCA of the U.S.A.**

**Education for Global Responsibility Program  
726 Broadway  
New York, NY 10003  
212/614-2700**

# Women In Development

A Development Education Program  
of the



Metropolitan Denver

## Poverty: Its Impact On Women

*Poverty is far more than an economic condition. Poverty's horror extends into all aspects of life: susceptibility to disease, limited access to most types of services and information, lack of control over resources, subordination to higher social and economic classes, insecurity in the face of changing circumstances and--the psychological cost--the erosion of human dignity.*

*Even the most basic poverty indicator--income--is little monitored. While it is possible to know precisely how much money is in circulation in Haiti, for instance, or how many cars there are in Detroit, the number of people living in abject misery is an elusive matter of conjecture.*

*The human impacts of the global economic crisis, which takes its greatest tolls in Africa, Latin America and much of Asia, have been ruinous. Malnutrition is documented to be on the rise worldwide, especially among society's most impoverished members, and even in economically developed countries like the United States.*

*It is imperative to note poverty's most savage toll is measured worldwide in the lives of children who die needlessly from treatable illnesses and malnutrition, and in the rapidly deteriorating condition of women whose burdens multiply endlessly.*

*Overwhelmingly, the poor are illiterate and, as a result, lack access to information and ideas that could help them escape poverty. They are often distinct in race, tribe, or religion from dominant wealthy groups. And, they are more likely to be female, leading some analysts to speak of the "feminization of poverty" or the "global impoverishment of women."*

*Women are paid less than men but work more. They are less educated but bear greater responsibility for the health of children. They are expected to give birth, raise and feed numerous--preferably male--offspring and, consequently, grow weak from the repeated cycle of pregnancy and childbirth. They are commonly abused at home but have few legal rights.*

*Development is the process by which human communities strive to achieve for each individual a basic level of material goods, social services and human dignity. It involves both economic conditions and social choices. True development places first those who are poorest and most in need, and enables them to become active participants in the process.*

*Information is one of the most important enablers in this process. And studies on every continent show that supplying women with solid information improves income and nutrition levels, child survival rates and family health and also slows population growth.*

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## YWCA Program

A coalition of 55 Colorado nonprofit organizations concerned with global issues has been formed. Annually they carry out a variety of international seminars, events and programs. One major effort each spring is the Annual Colorado International Festival week. Each day, community and campus programs are carried out.

The YWCA of Metropolitan Denver assumed responsibility for coordinating a new one-day event, "Women in Development" day. Many of the other organizations participated in the planning and implementation. The YWCA of Boulder joined the effort, as the two YWCAs decided to develop complementary community/university-based programs which could, at times, draw on the same outstanding resource people. Their common agenda: raise awareness of women in the Denver and Boulder areas about the nature, extent and causes of poverty in the lives of women and children around the world. This forum provided the opportunity for the YWCA to address issues with state lawmakers in a broader, international context.

"Women in Development" day consisted of lectures, videos and workshops, which provided opportunities to examine the connections between local economic, cultural and political issues of women and those in the rest of the world. The relationship of personal lifestyle, consumer habits and political actions to poverty in the U.S. and the Third World were surveyed, and participants developed individual and group action plans focused on the community but also designed to address the increasing impoverishment of women worldwide.

In addition, the YWCA of Metropolitan Denver followed up with a series of quarterly seminars to raise general public awareness of the connections between poverty and racism, lack of access to adequate health care and other issues. The annual YWCA Legislative Breakfast (for legislators in the capital city) focused on poverty issues of women in the community, the state and around the world.

## Target Group

YWCA members and staff, individuals from other co-sponsoring organizations, the Denver Metropolitan community and state lawmakers.

# Women In

## Goal

Provide YWCA volunteers, staff, members and the larger community with greater knowledge and sensitivity to issues of worldwide poverty, its impact on women and children; and the connections of poverty to local lifestyles, consumer habits and political activity.

## Objective

To add a "Women in Development" day to the Denver International Week festival, designed to raise awareness of development issues of women and inspire local women to act.

## Program Activities

A one-day seminar was conducted on the role of women in economic development in the Third World and the United States.

### Workshops included:

"FINCA Village Banking," focused on developing global partnerships to engage low-income women around the world in building an economically sustainable future.

"Women in Grassroots Movements," focused on the ways women in the Third World are responding to problems caused by poverty, class oppression and gender hierarchy.

"Global Arts Sampler," an exhibit of crafts made by Guatemalan, Kenyan, Zimbabwean, Nepalese, Russian and Laotian women.

"Exploring Strategies for Minority-Owned Businesses," a Native American woman's experiences with starting and running a small business; how to "work" the system and manage its pitfalls and rewards.

"Family Star: Empowering Women, a History of Family Star" an infant-parent education center in Northeast Denver that has become a catalyst for community empowerment and neighborhood revitalization.

"Women and Economic Development: Making the Global Local," an overview of women's global and local economic development issues through case studies, which demonstrate ways women are working locally to increase economic development.

"NEWSNED-Community Development," an overview of community-based economic development projects in the state of Colorado included a slide show of Denver projects.

Quarterly public seminars co-sponsored by the YWCA Public Policy committee and the World Relations division.

# development

## Methods

Presentation and discussion

Video presentations

Workshops

Panels

Exhibits

Support of local entrepreneurial efforts of homeless women

Book sale

Case studies

Intentional leadership by grassroots women telling their stories and demonstrating their successes

## Outcomes

The YWCA board, staff and members are more aware of the development issues of women resulting in increased YWCA programming that reflects global-local connections.

Women who participated in the "Global Sampler" plan to include in future exhibits information about development issues in other countries where the crafts are created.

The YWCA has become even more visible in the public policy arena as an advocate for women.

## **Next Steps**

The YWCA has organized quarterly educational seminars on poverty, racism, access to health care and other issues related to women. Each seminar incorporates "global connections" and planning for organized local response.

The committee also sponsors an annual Legislative Breakfast to educate legislators about issues that affect women locally and globally.

"Choices for Tomorrow's Women," a November 1991 seminar, focused on development issues of Third World young women and discussion of interdependence and action plans.

## **Major Costs**

Major expenses were audiovisual equipment, advertising and promotion. There were also some speaker costs, primarily travel.

## **Program Strengths**

The YWCA of Metropolitan Denver and the Boulder County YWCA collaborated on their development education programs, sharing speaker costs and providing similar content to women of Colorado.

The YWCA joined an ongoing community awareness program and added a dimension on women and poverty. As a result of the program, a Denver Women in Development Coalition, including the YWCA of Metropolitan Denver and all of the "Women in Development" day program co-sponsors, has been formed.

## **Considerations For Adapting This Program**

Scheduling is critical. The one-day seminar was held on a weekday during the break after spring semester, limiting participation from the campus community. In a university environment it is helpful to work with local student and academic groups, to relate seminar content to ongoing course work.

In addition to identifying speakers through ethnically diverse contacts and communities, be sure to involve grassroots community groups in the conceptualization, planning and implementation process. This will ensure diversity of perspective, expression and dialogue of all women of the community.

## Recommended Resources

### Videos:

#### *Seeds of Promise*

Shows women from Senegal, Honduras and El Salvador who are actively exploring ways to improve their lives.

#### *All Roads Lead to Nepal*

A documentary about the rich traditional Hindu culture woven into a contemporary Nepali woman's business and personal life.

#### *Women Hold Up Half the Sky*

Stresses the contributions women worldwide have made through agriculture, livestock, food processing, family and more.

#### *Not for Ourselves Alone*

A UNIFEM (United Nations Development Fund for Women) visual that describes development projects involving women in the Philippines and Mexico.

For information about the rental or purchase of these videos, contact the YWCA of Metropolitan Denver.

## Core Program And Foundation Themes Addressed

The program addresses the YWCA Core Program themes in the areas of community leadership and empowerment. The three program foundations: racial justice, equitable society and global responsibility, are incorporated in all program activities.

## Does The Program Lead To Action?

The YWCA annual Legislative Breakfast addresses such topics as women's access to health care, education and other public policy issues that affect women's lives locally and globally. Quarterly seminars for the public focus on health care and other poverty issues of women. These ongoing programs of the Association serve as regular arenas for YWCA volunteers, staff and members to have direct access to public officials to discuss the concerns of women. As an active member of the women in development coalition of 55 women's organizations, they work to strengthen participants' understanding of development issues in greater Denver and elicit continued concerted efforts toward making changes in women's lives.

## **Cooperating YWCA:**

YWCA of Boulder County  
Boulder, CO

## **Co-Sponsors:**

AAUW (American Association of University Women)  
Colorado Women's Agenda  
FINCA/RESULTS  
Institute for International Education  
International Affairs Program, University of Colorado at Denver  
Mi Casa Women's Resources Center  
Red Rocks Community College  
Society for International Development  
Spring Institute  
UNESCO Association of Colorado

## **Contact Information**

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M.L. Hanson  
Executive Director  
Dagnija Langberg  
Assistant Executive Director

## **YWCA of the U.S.A.**

Education for Global Responsibility Program  
726 Broadway  
New York, NY 10003  
212/614-2700

# Detroit For World Development

A Development Education Program  
of the



**YWCA**

Metropolitan Detroit

## **The Violence Of Racism And Sexism**

*Women around the world, from every culture and segment of society, experience violence--personal violence and institutional violence--that is directed specifically to them because they are women. In multi-racial societies, such as the United States, women of color experience violence based on race as well as gender.*

*What is meant by violence in this case? It is physical but more than physical; very often it is psychological, and economic, and social. It can be characterized as causing special duress, as causing destructiveness of person or spirit. Economic and social violence, especially when based on race or gender and linked with discrimination and disempowerment, can result in whole groups of people being affected in every part of their daily lives, simply because of their race or gender.*

*Violence is possible when a person or institution or nation is more powerful than another person, institution or nation. When this power is used to enforce prejudices and control people, politics and privilege, it becomes the catalyst for the "isms"--sexism, racism, classism, ageism, casteism... Such power is employed to control political and economic expression and independence.*

*Racism remains a prime domestic concern in the United States and other industrialized "First World" countries. Little attention has been given to its role in the foreign policy of these countries and, indeed, its significance in the world arena. The myth of First World superiority and inherent Third World inferiority supports underlying values of European colonial policy and the idea of the incapacity of the "dark" masses. The international economy spawned by the First World continues to perpetuate a pattern of international relations with strong manifestations of racism.*

*Social scientists have tended to subsume the significance of race within less tangible but more acceptable entities, such as "culture" or "ethnicity," thereby diluting race as an independent variable within cultures and across political systems.*

*The net result has been a failure to perceive how national and community behavior is built on the assumption of the privilege and superiority of white men over people of color (and women) and plays a significant role in supporting a global pattern of violence.*

## **YWCA Program**

Two major ethnic groups in the Detroit area are African- and Arab-Americans. The YWCA of Metropolitan Detroit provided a unique opportunity to bring together women from these groups, in the face of increasing racial tensions, in an effort to develop communication and stimulate discussion of common issues and the increasing feminization of poverty in the Third World and their own community.

Two series of three workshops each focused on development issues of the Middle East and Arab-Americans, and of Africa and African-Americans. Each workshop was in two tracks--one for adults and one for teen women. Central to the program were building an understanding of common problems, an appreciation of their unique cultural values and expression, an opportunity to increase dialogue and understanding between them and the wider community and an examination of the impact of poverty on the lives of women in the Third World and the U.S.

## **Target Group**

YWCA members and staff; the African- and Arab-American communities; African- and Arab-American community organizations; local university and community college, and co-sponsoring organizations' members and leaders.

# Detroit For Wo

## Goal

**Promote and facilitate examination and dialogue in the community, particularly among African- and Arab-American women, about the global feminization of poverty and its special impact on women in Africa, the Middle East and the United States; identify common causes and effects.**

## Objectives

To design and implement workshops that examine the increasing impoverishment of women around the world, especially in Africa and the Middle East.

To provide participants with information and resource materials about global poverty and related issues.

## Program Activities

Six workshops (two tracks--one for adults and one for teens) with three sessions on Africa and three on the Middle East. Both tracks included introductory informational workshops and cultural events:

**Three workshops on Important Issues Facing the Middle East** included visuals and informational sessions featuring guest speakers from the Middle East and the Detroit Arab-American community. Topics included lifestyles, myths and realities, economic and social issues. The workshops were followed by an Arab cultural event, with food, dance and music. The event included a question and answer period about Arab culture.

**Three workshops on Issues Facing Africa**, featured guest speakers from Africa and the Detroit African-American community. Topics included lifestyles, myths and realities, economic and social issues. The workshops were followed by an African cultural event including food, dance and music. The event included a question and answer period about African culture.

Three newsletters were developed and distributed on global poverty and pertinent issues related to women, children and family life in Africa and the Middle East and connections to these ethnic communities in the Detroit area.

# d Development

## Methods

Guest speakers

Panels (global and local resource persons)

Examination of the issues

Dissemination of printed information and resources

Visuals

Food

Dance

Music

Discussions

## Outcomes

Bringing African- and Arab-American women together around a single women's issue was a landmark event in the Detroit area. Discussions of global poverty elicited examination among participants of stereotyping, prejudice and miscommunication among the groups; this, in turn, facilitated discussion and sharing of the commonalities of women's issues worldwide.

Cultural events are a positive, non-threatening way to introduce discussions of sensitive topics of poverty and related issues, like racism, and permit participants to talk and learn in a constructive arena.

"Detroit for Development" brought together groups of people who do not have a "usual" neutral forum for communicating with each other. It proved an excellent opportunity for the YWCA to broach the special issues of women in each group and around the world, and nurture new, formerly untapped membership possibilities.

The program fostered new opportunities for coalition building among the YWCA, community organizations, and community women.

## **Next Steps**

This program introduced numbers of African- and Arab-Americans to the YWCA. As a result, the YWCA plans continued programming that will address the special concerns to help build their membership.

The Association is continuing to provide programs which focus on the feminization of poverty and other issues relating to Third World and U.S. women.

## **Major Costs**

The major costs for this program were newsletter production and distribution. These were covered by the YWCA of the U.S.A. grant. In-kind contributions included staffing, space and publicity costs, and costs for the cultural events which included food and entertainment.

## **Program Strengths**

This nonthreatening forum provided the Detroit community with increasing cross-cultural communication, working towards elimination of ignorance and fear. The YWCA took a proactive leadership role in building a coalition of African- and Arab-American organizations, thus building a foundation for cooperative social action which benefits all in the community. The program provided opportunity for cooperating organizations to address destructive ignorance, stimulate information sharing and discussion, and foster new synergy among groups that do not normally work together. In the process, it strengthened the visibility of the YWCA as a leading community organization.

## **Considerations For Adapting This Program**

Multi-ethnic participation in conceptualizing, planning, implementation and follow-up is fundamental for this type of program.

Be sure the participants have a basic understanding of global development issues; this helps maintain the program focus and direction.

Resource persons who provide local-global "connections" are especially important.

Cultural events are possible revenue-generating activities and entice community members through YWCA doors.

## Recommended Resources

The following organizations provided useful written and visual resources for this program:

**ACCESS** (Arab Community Center for Economic and Social Services)  
2651 Saulino Court  
Dearborn, MI

313/842-7010

**NASW** (National Association of Social Workers)  
750 First Street, NE  
Washington, DC 20002

800/638-8799 or 202/408-8600

**Empty Bowls**  
P.O. Box 40  
Franklin, MI 48021

313/851-5406

## Core Program And Foundation Themes Addressed

Core Program themes addressed were youth development, empowerment, community leadership and family life. The program also addressed all three foundation themes: racial justice, equitable society and global responsibility.

## Does The Program Lead To Action?

The program was designed to introduce participants to the global nature of women's poverty and related issues, identify the similarities and connections to the impoverishment of women in African-American and Arab-American communities in the Detroit area and, subsequently, encourage increased communication among program participants and collaborative efforts to address the issues of increasing women's poverty.

The public policy priorities addressed through this program include equity, economic security, peace and development, and human rights.

## **Co-Sponsors**

Women's International League for Peace and Freedom  
The Arab-American Chaldean Council

## **Contact Information**

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Jacqueline Steingold  
Executive Director

## **YWCA of the U.S.A.**

Education for Global Responsibility Program  
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New York, NY 10003  
212/614-2700

# Women, Poverty and Development

A Development Education Program  
of the



## About Poverty

*No task should command a higher priority for the world's policy makers than that of reducing global poverty--a growing problem of staggering dimensions.*

*The burden of poverty is spread unevenly around the world--especially, among the regions of the South (the poorer, less economically developed countries of the Third World) and among countries within those regions. Its weight falls most heavily on certain groups within these countries and, among those, the greatest burden rests on the shoulders of women.*

*In general, women are economically disadvantaged. In poor households they often shoulder more of the workload than men, are less educated and have less access to opportunities to perform remunerative labor.*

*Children, too, suffer disproportionately, and the future quality of their lives is compromised by inadequate nutrition, health care and education. This is especially true for girls: Their primary school enrollment rates are less than 50 percent in many developing areas of the world. Among ethnic groups and minorities worldwide, the incidence of poverty among children is disproportionately high.*

*Statistics are not created in a vacuum. Progress--or lack of it--in economically developing countries of the South is closely bound with policies and practices of industrialized countries of the North (the economically developed world). Lifting the people behind the statistics out of poverty depends to a large extent on a better understanding of what "poverty" means, how many poor there are, why women are disproportionately impacted, where the poor live and, above all, why they are poor.*

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## **YWCA Program**

Manchester is a small New Hampshire city in which occasional one-time, cross-cultural events and international activities are scheduled. There are few opportunities for most residents to identify with larger, global issues such as women, poverty and development. There was a need to reach out to the community and within the YWCA itself to create awareness of the global issues affecting all women.

The YWCA of Manchester worked in collaboration with the Nashua YWCA, a Girl Scout council and a local Hispanic community organization to create a free "community education" seminar series to appeal to both youth and adults from the sponsoring organizations as well as the community at large.

The program included four workshops for youth and adults, and focused on women's development issues in the Third World, the United States and the Manchester community. Heavy emphasis was placed on dialogue among women from developing countries and New Hampshire women.

## **Target Group**

Youth and adults from both participating YWCAs, from each of the other co-sponsoring organizations as well as the greater Manchester community.

# Women, Poverty

## Goal

**Provide youth and adult members of two YWCAs and the Girl Scouts with a basic understanding of development issues and the links between women in poverty locally and globally.**

## Objectives

To carry out a seminar series that appeals to both adults and youth which encourages open forum-style discussion about issues of women's poverty.

To develop measurement tools to determine participant's pre- and post-workshop knowledge, enabling organizers to make necessary adjustments to program content and delivery.

## Program Activities

**"An Introduction to Women in Development,"** a series of forum-style workshops included two tracks--one for youth, one for adults. The series familiarized participants with basic development terms and introduced issues of women's work, education, health and family and community roles.

**"Work and the World's Women"** featured guest speakers from the local New Hampshire community, Latin America and Asia: They led discussions on issues of status, social value and function of women's work in developing countries and New Hampshire.

**"The Feminization of Poverty: A South/North Dialogue"** examined links between women in New Hampshire and the developing world, including an analysis of local and international development programs seeking to grant women greater access to credit, social power and political power.

### **"Common Struggles of Women"**

A final panel discussion included women with diverse backgrounds who addressed the common struggles of women in poor and rich countries.

### **Pretest/Questionnaire**

A pretest was developed to determine general knowledge of development issues. Follow-up questionnaires obtained feedback regarding interest and enjoyment levels among participants. Narrative insights and recommendations from the program planning group determined workability of program logistics, observations and general levels of satisfaction.

# nd Development

## Methods

New Hampshire women and women from developing countries mutual exploration

Speakers

Discussion forums

PBS video and facilitator's guide

Youth roundtable with youth resource leader

Written pre- and post-experience evaluation

Verbal insights and recommendations from the program planners

## Outcomes

The youth roundtable discussions were a hit among the girls. One staff reported, "The roundtable is still a topic of discussion among the young participants."

Those who attended the seminars began to develop an understanding of issues of global poverty and development.

This was a good opportunity to collaborate with area YWCAs and local women's and girls' organizations.

The YWCA recognizes the importance of including staff and volunteers in discussions of global poverty issues of women.

The forum highlighted the common struggle of women in both the world's poorer and richer countries.

## **Next Steps**

The YWCA plans to replicate the program in a neighboring YWCA and in professional and volunteer staff development events. It will include a similar series in its regular adult program.

The executive director in another area YWCA is preparing a similar program through a Brown Bag Lunch Series.

## **Major Costs**

The largest expenses were the costs for hiring a part-time consultant to prepare and manage the program and transportation costs for bringing youth participants to the events. Meeting space and workshop facilitator fees were provided in-kind.

## **Program Strengths**

The program brought Y-Teens and Girl Scouts together from two different communities and provided a sufficient "audience" for creative programming. It led to networkings of "adult leaders," who also learned in the process.

The resources utilized in this program are particularly practical and provide a good basis for building a solid understanding of women and poverty issues in a global context.

## **Considerations For Adapting This Program**

Be sure to include sufficient time for the group to process information, which they may personalize, especially in programs for school-aged participants.

Build flexibility into scheduling and plan logistics to obtain largest possible participation.

When bringing different youth groups together from several communities, take care to plan the timing of events so all the participants have sufficient travel time after school. Close coordination among the groups is very important.

## **Recommended Resources**

Recommended resources are included in the Resources Section, Appendix 7. All of these resources were utilized in the "Women, Poverty and Development" program.

## **Core Program And Foundation Themes Addressed**

The Core Program themes addressed were youth development, empowerment and community leadership. Additionally, the program addressed the three foundation themes: racial justice, equitable society and global responsibility.

## **Does The Program Lead To Action?**

The program was designed to introduce girls and women to the roles of women in development in the Third World, and examine similar development issues in the U.S. The public policy priorities addressed through this program include equity, economic security, peace and development, and human rights.

## **Cooperating YWCA**

YWCA of Nashua  
Nashua, New Hampshire

## **Co-Sponsors**

ALPHA (Alliance for the Progress of Hispanic Americans)  
Swift Water Girls Scout Council

## **Program Sponsor**

YWCA of Manchester  
Manchester, New Hampshire

Carole A. Shomo  
Executive Director

## **YWCA of the U.S.A.**

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# Sisterhood Is Global

A Development Education Program  
of the



University of Illinois

## **Women Are Key**

*Recently, it has been recognized that women perceive and experience issues of power, economics and politics quite differently from men. While this is obviously the case in questions of women's rights, it is also true of questions related to war and peace--where women are more frequently supporters of peace--and of domestic-spending priorities, especially those related to education, health care and housing. International studies suggest women tend to favor different political parties than men, relate more to family issues and are more inclined to vote for women than men. In short, women have the potential to make a decisive difference in the political process and the quality of their own lives.*

*The change in attitudes that is necessary to achieve full equality between women and men is crucial to improvement of social support services for women and changing traditional roles of women. Further, changes of attitude will be reflected in political processes and policies, programs for women and families and all areas of life.*

*This shift will come about with improved access to information about women's issues, and increased participation in and understanding of the social, cultural and political systems and their effects on women's lives. Integral to this change is greater access to information gathered, written, analyzed and disseminated by women.*

---

Adapted from "Women and Politics", Women 2000. Division for the Advancement of Women/Centre for Social Development and Humanitarian Affairs, Vienna International Centre, P.O. Box 500, A-1400 Vienna, Austria, No.2, 1989: 1-18 (United Nations, Public Inquiries Unit, 212/963-1234).

## YWCA Program

Much of the town of Champaign-Urbana is middle and lower-middle income, with a large population of people of color. In the center of this mid-America town is a very highly regarded, major state university--the University of Illinois. On campus, there is much academic study and rhetoric about women in development. In the town, many women are experiencing increasing poverty.

"Sisterhood is Global," the YWCA at the University of Illinois development education program, brought together "town and gown" women in a series of study-discussion sessions on women's perspectives on poverty, justice and development.

The YWCA created a weekly forum for women to discuss, from a multicultural perspective, the increasing impoverishment of women worldwide, women's definitions of "development," roles in a "developing" world, contributions to a global society, definitions of "peace" and a range of other global issues. Special emphasis was placed on the differences between women's and men's approaches to issues affecting families. Emphasis was also placed on resources written by women for women on racial justice, global responsibility and an equitable society.

## Target Group

YWCA membership and staff; community women; and university students, faculty and staff.

## Goal

**Create an arena for education and discussion about the global systems that force women into poverty in the developing world and the U.S.**

## Objectives

To examine the causes of women's poverty worldwide in a learning environment that encourages intercultural dialogue among women.

To assemble and disseminate resource materials on global women's issues authored by Third World women.

## Program Activities

**Discussion series:** A weekly series of seven evening information/discussion sessions on global women's issues. Focus was on Third World poverty-related issues with international women as facilitators and panelists:

**The Impact of War on Women** incorporated issues of violence against women, race, class, imperialism and women-centered peace efforts.

**The Global Assembly Line**, a film and discussion about the influence of transnational corporations on Third World and U.S. economies, loss of U.S. jobs to Third World markets, workers' rights and the working conditions of women, and how women are organizing to improve conditions in factories.

**Women and Work** explored women's cooperatives, principles of capitalism, paid and unpaid labor in Third World countries and the U.S.

**Health Care: Access and Utilization** examined current systems addressing health needs of women available in economically developing and developed countries, national health care, folk wisdom and healing and midwifery.

**Literacy and Its Implications** examined of the impact literacy has had on women's lives around the world: education, work, fertility, political and personal growth, etc.

**Fertility, Contraception and Population** explored the effects these issues have on the impoverishment of women locally and globally, cultural and religious roles of women vs. roles of men, success and failure of global family planning efforts, and the politics of fertility.

**Housing and Homelessness** discussed poverty as it relates to issues of shelter, domestic violence, land ownership and political climates that deny basic human needs such as housing.

**Information Dissemination:** through weekly presentations, use of local social service staff and grassroots activists addressing these issues, resources available to local women were illuminated. Through the use of resources from developing countries, women learned more about international efforts to address issues affecting women and their families. Readings by women from developing countries were compiled for use in presentations, discussions and a resource manual.

# Is Global

## Methods

Resource leaders

Issue analysis

Personal sharing

Discussion

Audiovisuals

Drawing on international news events

Building a resource library accessible to university community and town

## Outcomes

YWCA volunteers and staff have developed a greater awareness of, and new commitment to, global education and women's development issues.

Greater interaction between the YWCA, university and community.

Examination of worldwide poverty issues and their increasingly significant impact on women around the world.

## **Next Steps**

The "Sisterhood Is Global" program has received student organization status within the university system. With this recognition comes university funding and continued organized programming in the university community.

The International Concerns committee of the YWCA board of directors is carrying out a continuing discussion series on global women's development issues.

A regular "Sisterhood Is Global" column has been developed for the YWCA newsletter, articles and information on global women's issues are regularly posted on the bulletin board, and a monthly workshop series for girls ages 6-13 has been established.

## **Major Costs**

Major costs were for meeting space, rental of video equipment and related advertising costs (newspaper ads, fliers).

The YWCA found resource materials available at little cost. In-kind services of cooperating organizations provided for purchase and reproduction of materials for the "Sisterhood is Global" resource center in the YWCA.

## **Program Strengths**

The "Sisterhood Is Global" program provided opportunities for women to examine critical global issues that affect them and their families and enabled participants to build skills to address these issues.

The program brought together the YWCA of the U.S.A. Mission and public policy priorities, World YWCA resolutions, a networking social service community, university departments and the library. This enabled the program to offer the best in theory as well as practical applications to address the causes of poverty locally and globally.

## **Considerations For Adapting This Program**

Be sure to relate the YWCA Mission to issues being addressed through the program.

There was a broad program with varied topics. It is suggested that the specific topics all relate to one particular subject or issue. This builds interest of participants and leads to more in-depth examination of the subject and its relationship to worldwide issues of women's poverty.

## Recommended Resources

Highly recommended and easily accessible resources include: the "Sisterhood Is Global" section in Ms. Magazine (\$40 annually); State of the World from the Worldwatch Institute (\$25 annually); resources from local Planned Parenthood Federation offices; local and state Public Health Department materials; KidsCount, published annually by the Children's Defense Fund; Common Concern, a newsletter of the World YWCA sent to each member YWCA in the United States.

A general bibliography of articles pertinent to this project is available from the YWCA of the University of Illinois upon written request.

## Core Program And Foundation Themes Addressed

Workshops addressed the five Core Program themes--youth development, empowerment, community leadership, health promotion and family life--and deliberately incorporated into each session discussions of racial justice, global responsibility and equitable society.

## Does The Program Lead To Action?

The total program addressed all relevant YWCA public policy priorities. The ongoing work of the Association addresses these priorities locally and globally.

## **Program Sponsor**

**YWCA of the University of Illinois  
Champaign, IL**

**Amy Schmidt Stowe  
Executive Director**

**Imani Bazzell  
Program Director**

## **Co-Sponsors**

**Frances Nelson Health Center  
University Office of Women in International Development  
University Women's Studies Program  
University Office of International Student Affairs  
Champaign-Urbana Public Health District  
University McKinley Health Center/Minority Health Education  
University office of Women's Programs  
Champaign Co. Health Care Consumers**

## **YWCA of the U.S.A.**

**Education for Global Responsibility Program  
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# Understanding Women's Connections: Two Sides Of The Border-- One Set Of Issues

A Development Education Program  
of the



Southern California Council of  
Presidents and Executive Directors

# Mexico-U.S.A. Border

*An economic phenomenon has been taking place around the world in the last 40 years. This phenomenon has reached into every city and hamlet in the United States--the "moving out" of industrial plants to other parts of the world, where labor is cheaper, benefits are lower or non-existent, and stringent safety conditions are not required. In many parts of the world, the areas where the plants relocate are known as free trade zones.*

*Corporations moving into the zone and the respective host governments make agreements which benefit both the corporation and the workers; products are manufactured much more inexpensively and jobs are provided to the people of the country.*

*There are other dimensions to these agreements, however, which have become clearer with time. Many of the standards which exist in the United States and other industrialized countries where the corporations are headquartered--safe working conditions, minimum living wages, regulated hours, health and other benefits, freedom from chemicals and other hazards--were not transferred to the overseas plants. Nor were regulations on toxic waste dumping. In most cases, governments agreed that the workers would not be allowed to organize trade unions.*

*One of the major areas where U.S. business has moved has been immediately across the 2,000 mile border between the United States and Mexico. It was originally intended that the 25-year-old Mexico-U.S. border industrialization program would include "twin plants" on each side of the border; on the Mexico side the imported raw materials would be assembled, then be sent back to the U.S. side for finishing. Thus, the program would provide jobs on both sides of the border. In fact, the U.S.-side structures serve primarily as warehouses until the products, finished in Mexico, are sold and distributed in the United States and elsewhere.*

*Among other results of the program, severely needed employment has been provided to a rapidly growing Mexican population. Potential workers come from all over Mexico and Central America seeking jobs in the plants, called maquiladoras. Miles of sprawling makeshift shacks, in neighborhoods called colonias, have developed. The cities and towns are not able to provide the infrastructures needed, and the companies feel this is not their responsibility. As a result, there is often a lack of safe drinking water, sewage systems, electricity, transportation, paved roads, schools, child and health care.*

*The maquilas rely heavily on the labor of women, with women workers outnumbering men approximately nine to one. The reason cited is their manual dexterity. The work is often very close, tedious, and repetitive. The pay usually averages \$3 to \$5 per day. If families come to the border for jobs, the men are often forced to leave their families and cross the border illegally to seek employment.*

*When meeting with women workers away from the job, a number of difficult situations are described by the women. They fear abuse and sexual harassment from the male-dominated management, both American and Mexican. They have a very high incidence of health problems (eyes, respiratory, muscle, chronic pain), and many have given birth to children with birth defects. When they raise concerns about working unprotected from toxic chemicals, they are told there is no direct evidence that the chemicals cause their health problems. If they say more, they are labeled as "troublemakers," face harassment and often are blackballed from future employment.*

*While the problems are severe, no Mexican person will tell you she doesn't want the maquiladoras. They provide a job where there was none. The women are taking initiative to break through the barriers and participate in their own economic development. This is resulting in slow but sure improvements in the infrastructure and in the workplace, thereby providing a modest paycheck and options for themselves and their children.*

## YWCA Program

San Diego County's international border with Mexico is the busiest in the world. During 1990, more than 67 million people came through the region's port entrances. This was an increase of 81 percent since 1980. Non-U.S. citizens accounted for nearly two-thirds of the total crossings.

The 18 community, metropolitan and campus YWCAs that make up the Southern California Council are set in the middle of a tremendous "border community" which stretches from well south of the Mexico border to well north of the Los Angeles megalopolis in the U.S. The tremendous growth of this border community, in large part due to the border industrialization program, which has brought Mexican and Central American citizens to the region in search of jobs, has had profound impact on the region. It has seriously affected social service, health, education, housing, transportation and most other systems on both sides of the border, in every community. Ever increasing poverty exists side-by-side with some of the nation's most affluent communities-- a microcosm of today's world in bold relief.

The YWCA Council saw the need to stimulate an awareness among its membership of increasing women's poverty on both sides of the border and its relationship to the other social, economic and political forces at work in the region and in the world.

The Council developed three day-long study-exposure workshops, spread over a three-month period. The workshops were designed for YWCA leadership to meet and speak with Mexican-American and Mexican women working in their own community settings on both sides of the border. The issues addressed included: inadequate housing, lack of access to health care and education, employment problems and practices in the maquiladoras, environmental and health problems from exposure to toxic chemicals where they work and live.

In the final workshop, participants analyzed the issues and their causes and explored the program and advocacy implications for their respective YWCAs.

## Target Group

Board members, top management, program and public policy managers--the visionaries and decision makers--from nine participating Associations in the Southern California Council.

# Understanding Wo

## Goal

**GOAL:** Sensitize leaders from YWCAs in Southern California to the issues of Third World poverty, as reflected on both sides of the U.S.-Mexico border, and its particular effects on women and children; provide skills and resources for them to develop YWCA consciousness-raising and action programs in their communities.

## Objectives

To train a leadership team to assist in carrying out the Council workshops and assume responsibility for creating development education program in each team member's YWCA.

To create and implement a series of workshops designed to sensitize YWCA leaders to acute poverty issues of women on both sides of the border, the commonality of the issues across the border and the possibilities for concrete program and local-global advocacy activity in their YWCAs.

To provide ongoing information about the issues.

## Program Activities

**Training of leadership workshop:** Held prior to the first Council workshop, participants gained a basic understanding of development education issues, and the importance of working to identify and change systematic causes of poverty. They were prepared to assume leadership.

**Workshop I:** This workshop was a prerequisite for all subsequent program activities. It was attended by 50 leaders from nine YWCAs. Sessions covered group determination of the meaning of development, symptoms of global poverty, significance of political borders, the impact of poverty on women and children and techniques for identifying fundamental causes of poverty. Visits to six low-income, new immigrant communities in Santa Ana included conversations with community women and provided the context for discussions. A subsequent makeup workshop included student leadership.

**Workshop II:** Participants attended one of four day-long field visits to cooperatives, healthcare facilities, factories and orphanages in Mexico. The visits included discussions with Mexican women working to improve their situation in the community.

**Workshop III:** The full participant group attended. The workshop included debriefing of field visits, panel discussions on global economic, legal, literacy and housing issues and the local connections of each. It also focused on program opportunities and public policy challenges for follow-up in Southern California.

**Quarterly newsletter:** Published for Council members and leaders from participating YWCAs.

# Women's Connections

## Methods

Simulations/processing

Systems analysis

Group process of defining development education

Lecture and discussion

Field visits

Group exercises

Videotaping for future use

National and community leadership as speakers and facilitators

Working with "marginalized" women, sharing personal experiences

Observation of self-help efforts

Meeting with national professionals committed to addressing needs

## Outcomes

Sixty-five YWCA leaders from nine community YWCAs participated and wrote uniformly high evaluations.

Good working relations were established with five community organizations in Santa Ana, eight in Tijuana and one in San Ysidro.

Evident changes in perceptions were reflected in the evaluations. Typical comments were:

"I gained a new awareness of the scope of the YWCA mission."

"I am committed to informing members and staff of the issues and expanding our advocacy activity."

"It was a life-changing experience."

## Next Steps

Volunteers and staff from six YWCAs have made a commitment to implement development education programs. The Council has formed a development education committee, which has planned a fourth workshop that will focus on poverty and development issues in Africa and is publishing the quarterly newsletter on a regular basis. Materials on development issues and resources for Association program delivery and action have been made available.

## Major Costs

Principal costs were for travel, meals, housing, honoraria and consultation fees, printing and resource materials and supplies and postage. About 90 percent of the costs were covered equally by the YWCA of the U.S.A. incentive grant, the YWCA Foothills Fund (a southern California special training fund) and registration fees. The remaining 10 percent was covered through in-kind contributions.

## Program Strengths

The program was designed to have a multiplier effect. It built on the unique political, economic and population realities of its geographic area, thereby making the issues "come alive" to the project participants. It was designed to lead YWCAs to action. It involved a number of local YWCAs with community organizations in the region, in southern California and nearby Tijuana -- which can lead to future cooperation. It took the participants to the issues, rather than bringing the issues to the participants -- which resulted in significantly more dynamic learning.

## Adapting This Program

A YWCA can build a similar program for its own members that and it can be expanded for the broader community. This type of program can result in membership development and income generation for the YWCA, even as the YWCA increases citizen awareness and ability to participate effectively in our increasingly global society.

Consider holding the program over an extended weekend or longer period. This will help ensure continuity of participation and a more concentrated learning experience. Follow-up meetings reinforce the experience.

If the YWCA is not located near a border, consider other alternatives. Care should be taken that any and all community visits are set up sensitively and are well understood by people in the community being visited. Be sure to build on the concept of "solidarity," not the "what can I do for you" service or charity concept. If in doubt, get help.

## **Recommended Resources**

Most of the resources used in the workshops are included in the "Training Modules" section of this Education for Global Responsibility manual.

If you are interested in drawing on the Southern California Council experience in setting up a program, contact the project director listed under Contact Information on the last page.

## **Core Program And Foundation Themes Addressed**

Core Program themes addressed were community leadership, empowerment, health promotion and family life. All three program foundations: racial justice, equitable society and global responsibility are central to this program.

## **Does The Program Lead To Action?**

The program was designed to have a multiplier effect among participants and leadership in Southern California YWCAs. It was intended to stimulate continued learning about economic issues and their impact on women in the San Diego-Tiajuana border area. YWCA priorities most specifically addressed included economic security, equity, housing, peace and development, and human rights.

## **Participating YWCAs**

YWCA of Central Orange County  
YWCA of Greater Los Angeles  
YWCA of North Orange County  
YWCA of Pasadena-Foothill Valley  
YWCA of Redlands  
YWCA of Santa Monica  
YWCA of South Orange County  
YWCA of Torrance  
University YWCA-UCLA (YWCA of Greater Los Angeles)

## **Contact Information**

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## **YWCA of the U.S.A.**

Education for Global Responsibility Program  
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# Women In The Pacific -- Together Toward The 21st Century

A Development Education Program  
of the



## **The Effects Of Colonization**

*Global interdependence is a contemporary term with age-old significance. Explorers like Marco Polo trekked across Europe, the Middle East and Asia to the Far East as early as the 13th century. Such travels paved the way for international trade, which would ultimately span the globe.*

*Eventually, these explorers from Europe and the United States sailed into the Hawaiian Islands en route to and from the Far East. Beginning with the arrival of Captain James Cook in 1778, contacts with the West brought trade, diseases, a Western economic system and the Christian religion to an independent island nation ruled by a monarch and chiefs. With such exposure to the West, Hawaiians began to lose control over the economic, political and social fabric that had held the Hawaiian Islands together as an independent nation.*

*By the end of the 19th century, traders, missionaries and American businessmen had so influenced Hawaii that the stage was set for Hawaii to be taken over in 1893 when the monarchy was overthrown. By this time, sugar planters were well established and had been bringing in laborers from China and Japan. These immigrants were soon joined by others from Korea, Portugal, Puerto Rico and the Philippines.*

*This happened during a period of active colonizing by the United States, England, France and other European countries eager to establish strategic economic and military footholds in the Pacific. Hawaii was annexed in 1897 and claimed as a Territory of the United States until 1959, when it was voted in as the 50th state. The indigenous Hawaiian people lost much of their land, traditional livelihood, language and religion. Evidence of this impact is seen in today's demographics, which show a high incidence of poverty, poor health, lower academic achievement and increased crime in the indigenous community.*

*Tourism has succeeded agriculture as Hawaii's number one industry. While there appears to be a genuine effort to develop indigenous managers, the majority of employees in the industry serving as housekeeping and janitorial/maintenance staff are persons of color, including recent immigrants to Hawaii.*

## YWCA Program

The state of Hawaii prides itself on being one where people of many ethnic backgrounds live in harmony. Diversity is celebrated. Hidden in this scenario is the history and status of the people who were host to each successive group of emigrants to Hawaii. The development education project provided the opportunity to examine issues of women and poverty in a global context and to see its kinship to the forces of development evidenced in the very community in which the study project was undertaken.

The YWCA of Oahu saw a need to create a learning environment that would enable women to discuss the economic status of women and the effects of the "global economic web" on women around the world.

This program was designed to examine the global nature of poverty, analyze its causes, understand the worldwide connections that affect all women, and create a way to promote an understanding among women in Hawaii of worldwide development issues. Participants examined the effects of colonization on women of Hawaii and the Pacific, and the relationship of this history to the present-day poverty issues of women.

Held in a retreat setting at the YWCA of Kokokahi, the program provided opportunities for participants to interact; build skills to analyze global poverty and understand its root causes; identify the interrelationships of economic and political systems worldwide and their impact on the indigenous Hawaiian culture and Hawaii's other diverse communities and enhance their training skills to "carry the message to wider settings and audiences."

The YWCA of Oahu designed the program in a community with an ethnically and economically diverse population. The program brought together women to share their different perspectives, wide-ranging experiences and understanding of the issues. Included were two weekend-long "issues" workshops and a weekend Training of Trainers practicum through which participants were able to strengthen their own facilitating and training skills.

## Target Group

Women who represented the ethnic and cultural diversity of the local community as well as being of different ages and economic and geographic backgrounds were recruited. Representation from various groups concerned about the issues of women and poverty were sought.

## Goal

Prepare women of diverse ethnic, cultural, economic and geographic backgrounds to promote understanding of and discussion about global poverty issues of women in the context of development.

## Objectives

To familiarize participants with global poverty issues, with emphasis on their systematic causes, impact on women and linkages to local poverty issues.

To develop participants' facilitating skills to enable them to lead group discussions about global poverty issues.

## Program Activities

**Two weekend Development Education workshops:** Introduced participants to development issues and their impact on women, the indigenous Hawaiian culture and Hawaii's diverse communities. Special focus was placed on anti-bias social analysis, symptoms and causes of global poverty, the impact of poverty on women around the world, development programs in Hawaii that alleviate or perpetuate poverty in the community and developing facilitation skills.

Facilitators used the YWCA national education for global responsibility training curriculum and other resources.

Exposure field trips provided examples of local development issues and responses. These took participants to an aqua-culture project, a development project, women's support groups, THE MAY EXPERIENCE (a Hawaiian culture in public schools project), a school farming project, a tourist resort development project and an Indochinese refugee self-help organization.

**Training of Trainers weekend practicum:** The group of participants designed and facilitated a third weekend training camp for a new group of participants.

# The Pacific

## Methods

Personal experience sharing

Didactic presentations

Social analysis

Journal writing

Discussion

Exposure experiences

Use of various learning tools: games, audio-visuals, stories

Observation and listening

Practicum

Practice in leadership and facilitation skills

Evaluation

## Outcomes

There are now 25 women trained and personally committed to addressing issues of development and women in poverty.

There is now a cadre of trainers reaching out and recruiting who are available for future training sessions and speaking engagements.

Participants feel more empowered as women to discuss root causes of poverty and have a better understanding of the social systems and structures that contribute to poverty globally and locally.

The YWCA of camp conference center has a new focus and access to a new pool of trainers and facilitators who can conduct future workshops.

The YWCA's visibility and role in the larger community have been enhanced.

A series of week-long workshops, including one on "Tourism and Our World" and another on "Women and Poverty," is scheduled for 1992 (a year after completion of the project).

Global education is now an ongoing part of YWCA programming.

Teen programs at the YWCA focus on leadership, cultural understanding and dealing with issues that affect the world in which we live.

## **Next Steps**

The YWCA planned a subsequent training weekend as well as a continuing series of Development Education workshops. Themes include: Tourism and Our World, Women and Poverty, an International Peace Retreat, and Peace through the Arts.

"Providing a global perspective" is now a regular and continuing part of the work of the YWCA.

## **Major Costs**

The largest expenses incurred were for participants' scholarships, food and lodging at the camp, supplies, child care providers and postage. Workshop participants were charged \$25 for each weekend. The YWCA budget included in-kind contributions for speakers, staff and the planning committee.

## **Program Strengths**

Women of diverse ethnicity, economic background and geographic locations convened on the topic of global poverty and learned how it affects women. The opportunity to live, laugh, cry, work and play with such a diverse group in a retreat setting offered an opportunity for concentrated, in-depth learning for all.

Field trips made the concept of development tangible, providing "hands-on" experience for participants; they were able to realize what people are doing to create a sustainable solution to a problem.

A parallel children's nature camp provided single parents and mothers the opportunity to participate in the retreat setting of the development education camps.

## **Considerations For Adapting This Program**

Holding the weekend camps (two nights, three days) may be difficult for many working women and single parents. Shorter, sequential sessions may be desirable, depending on the audience. It is the actual "living together" that is one of the strong points of the program.

To ensure diversity (particularly economic diversity), scholarships should be offered to low-income participants and others (e.g., students) requiring financial assistance.

## Recommended Resources

Global Assembly Line, by Lorraine Gray. A one-hour video available from New Day Films, 853 Broadway, Room 1210, New York, NY 10003 (212/477-4604).

Training for Transformation, A Handbook for Community Workers, by A. Hope, S. Timmel and C. Hodzi, 3 volumes, published by Mambo Press, Gweru, Zimbabwe. Distributed by American Friends Service Committee, 1501 Cherry Street, Philadelphia, PA 19102 (215/241-7000).

"Hale Nanea Declarations". Contact Kokokahi YWCA, c/o Cynthia Hopkins, 45-035 Kaneohe Bay Drive, Kaneohe, HI 96744.

## Core Program And Foundation Themes Addressed

The Core Program themes addressed through "Women in the Pacific" are empowerment and community leadership. The program also addresses the three foundation themes: racial justice, equitable society and global responsibility.

## Does The Program Lead To Action?

The program stimulates participants' understanding of global poverty issues and their impact on women, and the need for an increased investment in working for social change. The public policy priorities addressed include peace and development, international human rights, equity and economic security.

## **Co-Sponsors**

American Friends Service Committee  
Operation Manoong

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# Education For Global Responsibility Resources

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## Appendix 1

### **YWCA of the U.S.A. Mission**

The Mission of the YWCA is expressed in its

#### **Purpose**

The Young Women's Christian Association of the United States of America is a women's membership movement nourished by its roots in the Christian faith and sustained by the richness of many beliefs and values.

Strengthened by diversity, the Association draws together members who strive to create opportunities for women's growth, leadership and power in order to attain a common vision:

Peace, justice, freedom and dignity for all people.

#### **One Imperative**

The Association will thrust its collective power toward the elimination of racism wherever it exists and by any means necessary.

## Appendix 2

# World YWCA Policy Statement on Development

Recognising that the World YWCA includes among its constitutional functions the tasks of:

providing a channel for sharing of resources and exchange of experience among national associations, and

working for international understanding, improved social and economic conditions and basic human rights for all people (World YWCA Constitution, Article IV, Sections 2 and 5)

and Re-affirming the principles stated in the Preamble of the Constitution and in the Policy Statements which have been consistently expressed by the World movement through a Christian commitment to development with justice.

Given that we live in an interdependent world and that gender and women's issues are at the core of a wholistic development approach and,

Given that all societies irrespective of the stage of their development are struggling with various development issues such as oppression, sexism, racism, violations of human rights and equality, socio-economic deprivation, injustice and lack of sustainability of our environment and,

Given that YWCA development work is central to our Christian imperative and is an expression of our solidarity with women world-wide,

We call upon the World YWCA movement to:

- (i) accept as a primary responsibility to take action for development led by women, inspired by a Christian philosophy and guided by an attitude and practices which acknowledge that development is a participatory process of empowerment and a fundamental human right for all;
- (ii) aim to secure the dignity of every human being, the building of a just society and respect for the integrity of creation;
- (iii) adopt people-centered development led by women as a main priority; and
- (iv) work towards development by:
  - emphasising the necessity for increasing and strengthening world-wide development education programmes promoting public awareness characterised by mutuality, solidarity and a fundamental respect for the integrity of all people,
  - addressing the urgent economic, social, cultural and spiritual needs defined by women themselves in their communities,
  - challenging oppressive power structures and attempting to bring about change that transforms society from a hierarchical and patriarchal model to one of equality and participation,
  - increasing the sharing of knowledge, technology, time and funds to attempt to achieve equity both within and outside the YWCA movement,
  - ensuring participation of women in all aspects of development leading to empowerment, self-determination and self-reliance,
  - adopting strategies for the implementation of environmentally sound projects and programs using technologies that protect and preserve the eco-system rather than destroy or degrade it.

Adopted at World YWCA Council, August 1991

## Appendix 3

### YWCA Core Program

If the YWCA of the U.S.A.'s mission is to seek "peace and justice, freedom and dignity for all people," just how does the YWCA do that? This question arose when the National Board committee responsible for long-range planning realized the time had come to articulate the YWCA's essential national identity. It culminated at the 1988 Convention with the adoption of the YWCA Core Program Themes: youth development, empowerment, community leadership, health promotion and family life.

#### Core Program Foundations

What makes YWCA program different from other agencies working to meet similar needs? They YWCA has identified three major foundations for all programs—foundations which intentionally reflect an approach to program, and an undergirding, that often makes the program unique. These foundation themes are racial justice, equitable society and global peace.

In other words, a YWCA program for battered women, for example, would seek solutions which are reflective of the values of the ethnic group or race of the person seeking assistance. Or an after school program would include a component on conflict resolution as a long-term strategy for achieving global peace. Or a teen empowerment program would have characteristics which respond to the special needs of young women of color. Or the YWCA's participation in a community womens coalition would be predicated on all women of the community being welcome, regardless of racial or ethnic identity, and involved in the decision making of the coalition.

#### Core Program Themes

Following is a description of the core program themes of the YWCA of the U.S.A.:

**EMPOWERMENT** refers to meeting the needs of women and girls so that they can freely exercise power to determine and direct their daily lives. Empowerment activities include the following:

**Economic Empowerment:** Assisting women and girls to become economically stable and secure.

**Education and Self-Awareness:** Assisting women and girls to become better educated and more confident in their own individuality and ability.

**Social Empowerment:** Providing opportunities for women and girls to improve their social and interpersonal skills.

**Provision of Basic Material Needs:** Assisting women and girls to meet their basic needs for food, shelter and clothing.

**HEALTH PROMOTION** refers to the promotion of physical and mental health among women and girls. Health promotion activities include:

**Health Maintenance:** Providing prevention and intervention services and activities to girls and women designed to improve their physical and mental health.

**Fitness Training:** Providing opportunities for women and girls to achieve and maintain physical fitness.

**Competitive and Recreational Sports:** Providing opportunities for women and girls to build skills and compete in recreational and sport activities.

**FAMILY LIFE** refers to directly meeting the needs of girls and women, so that relationships between family members, friends and partners are strengthened. Family life activities include:

**Child Care:** Assisting families to obtain and use affordable, quality child care.

**Parenting:** Providing opportunities for parents to improve skills and participate in supportive networks.

**Strengthening Family Relationships:** Providing opportunities for family counseling, support and social events.

**COMMUNITY LEADERSHIP** refers to the active development of girls and women as leaders in the promotion of the YWCA mission and public policy. Community leadership activities include:

**Activism:** Providing women and girls with opportunities for direct action in support of the YWCA mission and national and international YWCA public policy priorities.

**Education on Public Issues:** Educating girls and women about the causes of racism, sexism, global poverty and other social problems and about the impact those social problems have on individuals and families.

**Leadership Development:** Training girls and women to take political and social leadership positions in their communities.

**Global Interaction:** Providing girls and women with opportunities to interact and participate in the World YWCA movement.

**YOUTH DEVELOPMENT** is the YWCA Core Program for girls and young women. It encompasses empowerment, family life, health promotion and community leadership themes directed toward youth as a particular target group. Youth development activities consist of all the program activities described above.

## Appendix 4

# YWCA of the U.S.A. Public Policy Priorities for the 1991-1994 Triennium

Over the years, the YWCA of the U.S.A. has adopted policy positions on all of the issues which are important to the movement and reflect the mission of the organization. These policies are compiled as the Continuing YWCA Public Policy Program. They are added to, adapted and/or changed every three years by the National YWCA Convention, according to changing conditions which occur in our nation and world.

Because the Continuing Public Policy Program is very comprehensive, the triennial convention selects "public policy priorities" each three years: five national priorities and two international priorities.

The public policy priorities for the current triennium, 1991-1994 are as follows:

## National Public Policy Priorities

### Equity

Advocacy for public policies that promote justice and dignity through:

- Elimination of discrimination on the basis of race, sex, color, national origin, age, religion, disability and sexual orientation;
- Elimination of institutional racism and sexism;
- Affirmative action as a means to address the current effects of past discrimination;
- Elimination of harassment, battering, emotional abuse, violence and other forms of victimization of women, people of color and children.

### Economic Security

Advocacy for public policies that enhance economic security and well-being and that promote:

- Pay equity;
- Enforcement and collection of child support;
- A change in federal priorities from military spending to programs that eradicate poverty and meet human needs, coupled with measures to assist workers and communities dependent on military spending to convert to a peace-time economy;
- Full-employment, training and public welfare programs that offer quality training, support services, adequate income supports, and opportunities for meaningful employment;
- Comprehensive, culturally sensitive education that promotes literacy and preparation for full participation in society;
- Programs that provide access to non-traditional jobs.

## **Housing and Homelessness**

Advocacy for public policies that promote:

- Increased production and preservation of safe, affordable housing;
- Access to housing subsidies and other forms of housing assistance for the homeless and low- and moderate-income families and individuals;
- Adequate, safe shelter, support services and transitional housing for those in need of temporary or emergency shelter;
- Elimination of housing discrimination on the basis of race, sex, color, national origin, age, family status, disability, religion or sexual orientation.

## **Child Care and Family Leave**

Advocacy for public policies that promote:

- Establishment of a system of quality, affordable, accessible child care;
- Establishment of a network of dependent care resource and referral agencies;
- Strong public child care licensing standards;
- Incentives to improve training, wages and benefits for dependent care employees;
- Establishment of a range of child care options to meet the needs of single parents, children with special needs, and of parents with "nontraditional" work schedules;
- Establishment and enforcement of family leave policies.

## **Health and Reproductive Choice**

Advocacy for public policies that:

- Respect the right of all women, adults and teens, to make reproductive choices free of all government intrusion and consistent with their own religious traditions and ethical values;
- Establish and improve public and community health services to provide women, teens and girls of all socio-economic backgrounds with pregnancy prevention, family planning and reproductive services, information and counseling;
- Oppose mandatory parental notification or consent laws;
- Provide public funding for reproductive health care, including abortion and pre- and post-natal care for low-income women;
- Address the health needs of women with AIDS/HIV and women at risk of contracting AIDS/HIV through programs for education, prevention and treatment;
- Provide education, prevention and treatment programs to reduce the incidence of substance abuse;
- Promote a lifestyle conducive to physical, mental and emotional health;
- Promote expanded research programs into the prevention and treatment of diseases that primarily affect women, children and people of color;
- Promote establishment of a national plan of comprehensive health care services with equal access and benefits for all;
- Promote the establishment of a foreign policy which supports family planning and the availability of safe and affordable reproductive services to all women worldwide.

## International Public Policy Priorities

### Peace and Development

Advocacy for United States foreign policy which promotes peace and security through sustainable development emphasizing:

- Comprehensive peace building among nations;
- Conversion from a military to a socially and ecologically responsible world economy;
- Rebuilding a healthy global environment.

### Human Rights

Advocacy for a foreign policy based on human rights applying principles of justice, equity, and human dignity to United States political and economic relations to have an impact on:

- Global systems to eradicate institutional racism, classism, sexism, ethnocentrism and other dehumanizing forces;
- Those affected by the forces of racism and all forms of discrimination and oppression;
- The social, economic and political structures which disproportionately entrap women and children in poverty;
- Newly emerging and self-governing peoples and others aspiring to achieve their liberation.

## Appendix 5

# Source List For Recommended Resource Material

Following is a summary list of organizations which regularly provided the resources used by the YWCA of the U.S.A. for its national program with a focus on women and poverty.

Your Association may want to send for their catalogs and be placed on their mailing lists.

For additional organizations which provide resource materials, see other resource lists in this manual, check with your local library, and contact the women's issues or women in development office at your nearest university.

### Church World Service (CWS)

Church World Service is the relief, development and refugee assistance arm of the 32-member communion of the National Council of Churches of Christ in the USA. CWS works in partnership with indigenous organizations in more than 70 countries, channeling human, material, financial and informational resources to support their work with the poor in meeting emergency needs and nurturing the long-term process of integrated development.

Audiovisual and printed resources for learning and teaching about global issues may be borrowed for the cost of return postage and handling from the CWS Film Library by phoning or writing:

PO Box 968  
Elkhart, IN 46515  
Tel: 219/262-0966

### Food First Books

The Institute for Food and Development Policy, also known as Food First, is a nonprofit research and education center that investigates the root causes of hunger in a world of plenty. Known for their popularly written style and uncompromising analysis, Food First materials survey social conditions and development problems through a "food window," tackling subjects that range from population control to pesticides.

Institute for Food and Development Policy  
145 Ninth Street  
San Francisco, CA 94103  
Tel: 800/888-3314

### Kumarian Press, Inc.

Kumarian Press publishes books, videos and other resource materials which focus on international development, international management, current global issues, people-centered development, women in development, grass roots development, environmental issues, health issues, world hunger and international public and private management (development management)

.630 Oakwood Avenue, Suite 119  
West Hartford, CT 06110-1529  
Tel: 203/953-0214 Fax: 203/953-8579

### **Media Network (MN) Alternative Media Information Center**

Media Network advocates the use of independent film and video by activists, educators, libraries and grass roots groups. In Her Own Image, a new MN publication created to encourage women to use media that most apply to them, offers an alternative view which explores and exposes the realities of women's lives and experiences with political and economic injustice, work and other issues; the biannual Media Guides identify the best media on social issues such as reproductive rights, AIDS, environmental policy and disarmament; the quarterly newsletter updates members on new film and video releases and innovative applications of social issue media.

39 West 14th Street, Suite 403  
New York, NY 10011  
Tel: 212/929-2663

### **Michigan State University/Women in Development Program (MSU-WID)**

The Women in Development Program Office of MSU began its publication series in response to the need to disseminate the rapidly growing body of work that addresses the lives of women in Third World countries. The series cuts across disciplines and brings together research, critical analyses and proposals for change.

202 Center for International Programs  
East Lansing, MI 48824-1035

### **The National Clearinghouse on Development Education (NCoDE)**

NCoDE is an electronic database that furnishes educators with the latest information for teaching about world development and other critical global issues. Two electronic databases and regular publications and workshops provide NCoDE users with opportunities for communication, networking and resource sharing. Regular publications keep database users up-to-date: an annual series of workshops on development education is designed for educators of all levels in formal and nonformal settings. The databases offer annotated resource information on international development issues and groups and organizations that have development education programs as part of their activities.

The American Forum for Global Education  
45 John Street, Suite 1200  
New York, NY 10038  
Tel: 212/732-8606 FAX: 212/791-4132  
E-Mail: BTTymnet 141:TCN651

### **Private Agencies Cooperating Together (PACT)**

PACT distributes training and resource materials and communications and multimedia information for use by international development advocates and professionals. Special emphasis is placed on acquiring titles and media programs authored in developing regions.

777 United Nations Plaza  
New York, NY 10017  
Tel: 212/697-6222 Fax: 212/692-9748

### **Seven Locks Press**

Publishers and distributors of books that focus on social, political and cultural issues such as global interdependence, sustainable development, world poverty, U.S. foreign policy and health care.

PO Box 27  
Cabin John, MD 20818  
Tel: 703/243-1280

### **Upper Midwest Women's History Center**

The Upper Midwest Women's History Center focuses on the history and cultures of women worldwide, with special emphasis on Africa, Asia and Latin America.

Central Community Center  
6300 Walker Street  
St. Louis Park, MN 55416  
Tel: 612/925-3632

### **The Video Project**

#### **Films and Videos for a Safe and Sustainable World**

The Video Project maintains a non-profit tradition of providing high-quality, affordable video programs for all ages on critical global issues including the continuing environmental crisis, the aftermath of the Gulf War, the radical changes in the former Soviet Union, the deadly legacy of the nuclear arms race, and the search for peace and human rights worldwide.

5332 College Avenue, Suite 101  
Oakland, CA 94618  
Tel: 800/4-PLANET

### **Women Make Movies**

Women Make Movies is a national non-profit feminist media arts organization dedicated to facilitating the production, promotion, distribution and exhibition of films and videos by and about women.

225 Lafayette Street  
New York, NY 10022  
Tel: 212/925-0606 Fax: 212/925-2052

## Appendix 6

## YWCA of Redlands Global Issues Resource Kit

## Printed Resources

- Games of the World*, Swiss Committee for UNICEF.
- It's Not Fair*, Christian Aid, P.O. Box 100, London, SE1 7RT, England.
- Make A World of Difference: Creative Activities for Global Learning*, Office on Global Education, Baltimore, MD. Friendship Press, 1990.
- The State of the World's Children*, 1990. Oxford: Oxford University Press, 1990.
- Abruscalo, Joe and Hassard, Jack. *The Earth People Activity Book*, Glenview, IL: Scott, Foresman, 1978.
- Barrett, John M. *It's Hard Not to Worry: Stories for Children on Poverty*, Cincinnati, Ohio: Friendship Press.
- Canfield, Jack and Wells, Harold. *100 Ways to Enhance Self-Concept in the Classroom*, Englewood Cliffs, NJ: Prentice-Hall, 1976.
- Cole, Anne, et al. *Children Are Children Are Children Are Children*, Boston, MA: Little, Brown, 1978.
- Goodwin, Mart T. *Creative Food Experiences For Children*, Washington, DC: Center for Science in the Public Interest, 1974.
- Harley, Robert C. *Value Exploration Through Role Playing*, New York: Hart, 1975.
- Jeungst, Sara Covin. *Silver Ships, Green Fields*, Cincinnati, OH: Friendship Press.
- Judson, Stephanie. *A Manual on Nonviolence and Children*, Friends of Peace Committee, Philadelphia, PA: New Society Publishers, 1977, 1984.
- Kreidler, William. *Creative Conflict Resolution*, Glenview, IL: Scott, Foresman, 1984.
- Mook, Jane Day. *The Secret of the Drumstick Tree*, Cincinnati, OH: Friendship Press.
- Prutzman, Priscilla; Stern, Lee; Burger, M. Leonard; Bodenhamer, Gretchen. *The Friendly Classroom For A Small Planet*, Philadelphia, PA: New Society Publishers, 1988.
- Rubin. *Food First Curriculum*, San Francisco: Institute for Food and Development Policy, 1984.
- Stanford, Gene and Barbara. *Learning Discussion Skills Through Games*, New York: Citation Press, 1978.
- Van Berkum, Carla. *Children Hungering For Justice: Curriculum on Hunger and Children's Rights (K-4) & (5-8)*, Baltimore, MA: Office of Global Education.

**Organizations Which Produce These/Other Resources**

Children's Creative  
Response to Conflict  
P.O. 271  
Nyack, NY 10960

Office of Global Education  
National Council of Churches  
2115 N. Charles Street  
Baltimore, MD 21218-5755

Church World Service  
Film Library  
P.O. Box 968  
28606 Phillips Street  
Elkhart, IN 46515  
Tel: (219) 264-3102  
Fax: (219) 262-0966

Oxfam America  
Main Office:  
115 Broadway  
Boston, MA 02115  
Tel: (617) 482-1212  
Fax: (617) 262-0966

Friendship Press  
Distribution Office  
P.O. Box 37844  
Cincinnati, OH 45222-0844

4748 Market Street  
San Francisco, CA 94102  
Tel: (415) 863-3981  
Fax: (415) 863-3595

Maryknoll Film Library  
Maryknoll, NY 10545  
(914) 941-7590

Waterfront Books  
98 Brooks Avenue  
Burlington, Vermont 05401

**Video**

Church World Service Film Library: no charge. Order full catalogue of titles, videotapes, films, filmstrips. Tel: (219) 264-3102:

*Charlie Cheddar's Choice*  
*Feeding The World*  
*Get Ready, Get Set, Grow*  
*A House for Fernando's Family*  
*Children of the Sun, Children of the Rain*

*The Secret of the Missing Seeds*  
*Once Upon A Rainy Day*  
*Spaceship Earth*  
*Walter Fish*  
*Who Speaks for the Children*  
*No More Separate Futures*

Oxfam Lending Library, 115 Broadway, Boston, MA 02115, Tel: (617) 482-1212, videos available for limited use:

*My Friend Jomo*  
*Harvest of Hunger*

Philadelphia Yearly Meeting Library of the Religious Society of Friends, 1515 Cherry Street, Philadelphia, PA 19102, Tel: (215) 241-7220. Available for \$4.00 shipping in the continental U.S.:

*Water and Hunger*

**Appendix 7****YWCA of Manchester  
Women, Poverty and Development Program  
Recommended Resources**

**Women and Development Issues in Three World Areas, An Overview Workshop**  
(kit includes facilitator's manual, slides, video and handouts)

Upper Midwest Women's History Center  
6300 Walker Street  
St. Louis Park, MN 55416

**Women in Development Fact Sheet**

Church World Service  
Office on Global Education  
2115 North Charles Street  
Baltimore, MD 21218

**Main Street America and the Third World poster**

SEEDS  
222 East Lake Drive  
Decatur, GA 30030

**People to People photo kit**  
by Carrol Joy

Available from Development Forum  
Room DCI-559  
One United Nations Plaza  
New York, NY 10017

**Women in the Third World (Part of the Global Links Series)**

PBS  
Education Services  
1320 Braddock Place  
Alexandria, VA 22314

**In the Child's Best Interest and In the Spirit of Peace**

Defense for Children International  
210 Forsythe Street  
New York, NY 10022

**Covering the Global Village: A Handbook for the Student Press resource list**

American Youth Work Center  
1751 N Street, NW  
Washington, DC 20036

**Women to Women: A Video Letter Partnership Facilitator's Guide**

OEF International  
1815 H Street, NW  
Washington, DC 20006

**Appendix 8****YWCA of Greensboro  
Elizabeth's Dilemma****Narrator:**

Provide a brief introduction to the geographic area in which the development education workshop is being conducted: economy, size of metropolitan area, climate, etc.

In this situation, you will meet Elizabeth Johnson, a 31-year-old widow with three children; Mary Williams, her neighbor and close friend; Robert Johnson, Elizabeth's 12-year-old son; Heather Smith, a middle school teacher; and Thomas Edwards, a community social worker.

In the first scene Elizabeth has brought her three-year-old twins to visit Mary and her children. The women sit in the kitchen talking while the children play in the next room.

In the conversation between Elizabeth and Mary, the following information should be revealed:

1. Elizabeth was widowed four months ago. Her husband was formerly employed by a local factory which manufactured machine parts. Because international demand was down, he was laid off, leaving the family with virtually no savings and no health insurance.
2. Soon thereafter he suffered a heart attack and died. While early heart attacks run in the family, Elizabeth was told he might have lived had he come to the hospital promptly. They delayed because he did not seem sick and they had no health insurance.
3. Elizabeth married immediately after graduating from high school and gave birth to her first child less than a year later. She has never worked outside the home, as her husband brought home an adequate salary, and she believed a mother should stay home with young children.
4. Elizabeth's financial resources are completely exhausted, and she is worried about providing for her family. She has no extended family members who are in a position to help her out. The focus of the conversation is what Elizabeth should do. She is very much opposed to the idea of accepting government assistance, as she was raised to believe people should take care of themselves.
5. Elizabeth decides to try to find a job. The women discuss job hunting strategies. Mary offers to take care of the twins.

Elizabeth leaves her children with Mary and drives to a nearby strip of stores where she uncertainly looks in store windows for "help wanted" signs. After being rejected several times because she lacks work experience, her luck changes. Excitedly, she returns to retrieve her children and share her good news with Mary.

**Narrator:**

In the conversation between Elizabeth and Mary the following information should be revealed:

1. Elizabeth was unable to find a full-time job, but she has found two part-time jobs, one at a local drug store, the other at a fast food restaurant.
2. The pay is a little above minimum wage, but because the jobs are part-time, the employers pay no benefits (no vacation time, no sick days, no health insurance).
3. During Elizabeth's absence, Mary received a telephone call informing her that her widowed mother has suffered a stroke. Mary must go help out her mother and will not be able to babysit Elizabeth's children. She has no idea how long she will be gone.

**Narrator:**

Elizabeth returns home. Although she must solve the child care problem, she is feeling encouraged by her success in the job search. As she arrives home she meets her son Robert, who is just getting off the school bus and sees her landlord approaching from the opposite direction.

In the conversation between Elizabeth, Robert and the landlord, the following information should be revealed:

1. The landlord intends to evict Elizabeth and her family because the rent has not been paid for three months.
2. Elizabeth pleads for more time. The landlord responds that he wants to be understanding, but he has bills to pay, too, and there is another tenant ready to move in.
3. Robert is very upset. He is angry with the landlord and tries to reassure his mother that he knows where he can get some money to help his family out.
4. Robert presents his mother with a note from his teacher. The teacher wants to meet with Elizabeth about some problems her son is having.

**Narrator:**

The next morning Elizabeth piles the family into their old station wagon and drives to Robert's school to meet with his teacher, Heather Smith.

The conversation between Elizabeth and the teacher focuses on the following:

1. The teacher is concerned about Robert's behavior. He has not been doing well at all since his father's death. Lately, he has begun hanging around with a group of trouble makers. The teacher thinks some of these children are selling drugs.
2. Elizabeth discusses the family's present situation: they are about to lose their home, but she has just found a job.
3. The teacher strongly urges that Robert get professional counseling. The school cannot provide what Robert needs, but there are professional services available in the city. In addition to private counselors who charge by the hour, there is a free clinic for the very poor. Robert may "fall between the cracks." With his mother working, they will not be eligible for Medicaid, but she has no insurance to help pay for counseling.

4. The teacher wants to help, but points out that if the family moves, Robert may not be her student any more. Seeing Elizabeth's rising anxiety, she promises to call a friend who is a social worker to see if he can be of any help to the family.
5. Elizabeth thanks her but refuses. She was raised to believe that people should take care of themselves and she does not even want to talk to the welfare people.

**Narrator:**

Elizabeth spends the day looking for new housing, but no one will rent to her without a deposit. She barely has enough money to put tomorrow's food on the table, so paying a deposit is out of the question. By day's end, she is depressed and exhausted. That night she puts the children to bed and in desperation calls the teacher to ask her to arrange the meeting with the social worker. Having accomplished that, she falls into bed and cries herself to sleep.

The next afternoon, Thomas Edwards, the social worker, comes to visit Elizabeth.

In the conversation between Elizabeth and Thomas, the following transpires:

1. Thomas tells Elizabeth that there are waiting lists in the city's subsidized housing programs. There is no money available to help out with rental deposits and the like. The best he can do is to help the family get temporary shelter (for not more than one month) in a facility for the homeless.
2. Elizabeth insists that she wants to be independent. She tells Thomas about her jobs and her plans for the future.
3. Thomas tells Elizabeth that if she has employment she may not be eligible either to stay in a shelter or to receive medical assistance for her family. He asks her how she plans to arrange for child care while she works.
4. Elizabeth is left grappling with her dilemma: Can she remain independent and support her family, or must she swallow her pride and move her family into a shelter (knowing that this is in any case only a temporary solution)?

## Salome's Problem

### Narrator:

The setting of this story is in southwestern Kenya. Kenya is located on the equator on the east coast of Africa. Except for a narrow coastal plain, the country occupies a plateau surface cut by deep rift valleys and accented by a few peaks. Because of its elevation, Kenya exhibits temperatures that were described by one Kenyan visitor to Greensboro as "like your May all year round." Precipitation patterns are quite distinct, however. Most of the country is characterized by two rainy seasons – April and May bring the "season of the long rains" and August and September bring the "season of the short rains." Amounts and reliability of the rains varies from one part of the country to another.

Contrasted with many African nations south of the Sahara, Kenya's level of modernization and economic development are more advanced. There is a well-developed core of educated Kenyans who provide political leadership, staff the civil service, and take roles in education. The vast majority of Kenyans, however, farm small holdings, producing maize, bananas and vegetables during the wet season as subsistence crops and producing coffee or tea as commercial crops. Population densities are particularly heavy in southwestern Kenya, the setting for this story. Families are large and traditional land tenure and inheritance systems mandate that a man's land is divided among his sons; so with each generation the land holdings of an individual household become smaller and are inadequate to support families. Thus, many of the men leave their home villages and go to Nairobi to seek work, leaving the wives and children in the village to do the farming. That is the setting that we present to you in this story.

In this simulation, you will meet Salome Lungaho, a wife and mother of three children; Mary Dembedi, wife of a local landowner and teacher in the primary school of the village; Juma Lungaho, Salome's 15-year old son; Victoria Ngoya, Salome's sister; Samuel Rakama, a superintendent for the Kenyan National Railroad, and Jessica Udoto, director of the YWCA in Nairobi.

In this first scene, Salome has walked to the village store, carrying a basket with her, to buy some cans of milk, which she will dilute with boiled water for her older daughter. She still nurses the younger one. She meets up with Mary Dembedi, who taught Juma in primary school and who has become her close friend.

In the conversation between Salome and Mary, the following information should be revealed:

1. Salome's husband, Joseph, left for Nairobi about two years ago -- he has never even seen the younger daughter who was born several months after he left.
2. Her husband worked for the railroad in Nairobi and sent some money home a few times during the first few months but has not been heard from in almost a year. She fears for him.
3. Juma, now 15, is doing very well in the nearby public high school and dreams of attending the University in Nairobi. Salome is worried about getting money to pay his tuition for the coming term.

4. Spring rains were scanty this year, thus maize and vegetable yields were low -- making it difficult to feed herself and the three children. The husband's brothers and their families farm adjacent parcels of the family land, but their yields were low and they have more children to feed than she. Coffee yields were low, but even so, prices are down. Some place called Brazil produces a lot of coffee and sells it cheap.

### **Narrator:**

Salome makes a trip to Kisumu, market center on Lake Victoria, to sell her coffee. She travels by mutafu, which is a small van which runs a sort of village-to-village taxi service. She returns home with very little money.

(Juma is in the yard watching the two girls. Salome sits down, tired, in a small wooden chair against the front of her house, and calls Juma to her.)

In the conversation between Salome and Juma, the following information should be revealed:

1. There is no money for Juma's tuition for high school. He will have to work with Salome on the farm to try to improve crops and yields so that he can go to school the next year.
2. Juma wishes to go to Nairobi to get a job where he can make more money than on the farm. He thinks he could work as a house boy or as a yard boy -- things he has learned to do at home. He cooks bananas and ugali (a fruit) for his sisters; he could do that for people in the city, too, so he would make a good house boy. He hopes also to find his father. He plans to stay with his Aunt Victoria, Salome's sister, who lives in the outskirts of Nairobi.
3. Salome thinks he is too young to work in a large city. She fears that thieves may harm him, or that he will be sick with city diseases that he has not known before. Juma persists, however, and Salome allows him to go to Nairobi to stay with Victoria a while and see if he can find some work.

### **Narrator:**

Juma leaves for Nairobi. A few weeks go by and Salome does not hear from him. Then, a letter arrives from Victoria. Salome takes the letter, as she has done in the past, to Mary to be read to her. She also takes a mat that she has had made of banana fronds as a gift for Mary.

Conversation between Salome and Mary as Salome hands her the letter should reveal the following:

1. Salome is excited that now she will hear from Juma, but she is puzzled. Even though she doesn't read, she can tell the Nairobi postmark and she thinks this postmark looks different. She has left the girls with their older cousin watching them. Mary reads the letter to her.

Dear Salome,

Thanks be to God that I am able to have Jomo, my oldest boy, write this letter to you. I think about the days when you and I were growing up in the village and there was no school for us at all. Even if there were one, our father did not have money for the fees. By God's blessing, though, he grew maize for the ugali that we ate each day and we grew to be strong and healthy. Unless we give praise to God we cannot endure the trials that we face in this time. That is why I get Jomo to write to you now. I want you to have the address where we now are staying. Ellam worked so many years for the railroad, loading coffee into cars and unloading all the trucks and machines that came in. But since one year ago, there is not much to be loaded and Ellam has not had work much of the time.

We could not pay the high rent in Nairobi, and we did not have enough ground for even a few peas and kale for the children to eat. So we moved to this small village. The house is very small, just a dirt floor, but we can grow some of our food. Ellam works as many days as they will take him loading trucks at a warehouse back in Nairobi. We thank God that you are at home in the village where food is more. Sometimes I think that we should come back, too, but Ellam's brothers can hardly feed their families back in his village.

In August, my middle boy got sick with malaria, but the nurse helped us at the dispensary and now we all take the pills every day. They do not cost us much. Jomo gets some tasks to do for the village merchant and gets some change for that. He has just finished the primary school and will help to pay his fees for high school when the new term starts. He now thinks his hand and his head are tired from writing a letter so long. We think that Joseph must now be at home with you. We did not see him for a long time.

Your sister who loves you,  
Victoria

Conversation between Mary and Salome continues with Salome very upset. The following information should be revealed:

1. Salome realizes, since Victoria doesn't mention him, that Juma probably has not found his aunt at her new village. She expresses great fear over the safety of a young boy in the city. She is also puzzled over Joseph. He has always been a good man, but if he is not in Nairobi, what has happened to him?
2. Mary tries to calm her by suggesting that perhaps Juma has found his father or some other people from the village who now live in Nairobi.
3. Salome determines that she must go to Nairobi to find him. She will take the two little girls to the home of her sister and then try to find Juma.
4. Mary gives her a little bit of money for bus fare and for some food and soft drink for the children and herself on the trip.

### **Narrator:**

Salome travels with the younger girl in a sling and the other child held tightly by the hand. She carries along a little clothing in a bag and some sweet bananas for the little girls to eat on the trip. It takes all day, traveling by a combination of mutatu (a van) and bus until, finally, she and children, all very tired, find Victoria's house.

### **Scene 4**

The scene opens with Salome talking to her sister Victoria. At Salome's feet is a basket and a small bag. There are two chairs visible. Victoria offers Salome a seat. The conversation begins with Victoria saying that she is glad that Salome's children have fallen asleep after their long journey to the city.

In this conversation, between Salome and Victoria the following information should be revealed:

1. The journey from Salome's home is an arduous one, not only because of the distance, but because of the crowded taxi that they must get and because the taxi driver loads the van in order to collect many fares.

2. Salome's children are sleeping in the one bedroom flat that is all Victoria and her husband can afford. Rent in Nairobi is high so the flat is a good distance from the city. Victoria tells how hard it is to live far away from the city and to commute every day. The cost of living in the city is too high, and that is why they had to move. This also explains why Juma did not find his aunt Victoria.
3. Nairobi is undergoing a recession, and there are just not enough jobs for unskilled persons. Victoria tells Salome that Ellam has lost his job at the railroad, too, and goes out every day to look for a job. As a followup, Victoria relates how Salome's husband was laid off at the railroad station like her husband, and how Salome's husband decided to go to Mombasa to look for a job on the docks.
4. Because Nairobi is ridden with crime, Ellam, Victoria's husband, decided not to leave her alone to look for work in Mombasa.
5. Salome, then, hearing how Nairobi is so bad, becomes very emotional as she wonders where Juma is in this city with so much crime and corruption. She is worried about where he is staying and if he is eating. It has been several weeks since he left home, and he had hardly any money. She relates how difficult it is being alone rearing a youth and two small girls. She worries if the girls will be able to ever go to school. If Juma at least finishes high school, he could get a job and help out or even go to college, which is a blessing, since it is free, then he would be able to help his sisters get through high school by paying their fees. She has to find Juma first, for she refuses to lose Juma to the city. All of this is related in Salome's conversation to Victoria.
6. Victoria has an idea and relates it to Salome. This must be expressed in their conversation very clearly. Victoria tells Salome to go to the railroad station where both Ellam and Salome's husband formerly worked. She tells Salome that she thinks that Juma knows where the railroad station is located. She also relates to Salome the name of a man who was very good to both Ellam and Thomas. His name is Samuel Rakama, loading supervisor.
7. Salome recalls a Mr. Rakama that was of their same tribe, Lyuhya, who is from their area, but living near Kisumu. She believes Juma knows of him. Salome decides to go see him in hopes that Juma may have gone to him too. Victoria escorts her across the stage; they hug and Victoria departs--exits off stage.

### **Narrator:**

Salome rises early the next morning and, using most of the money she has left, leaves for Nairobi. She finds the offices of the Kenya National Railway without much difficulty.

### **Scene 5**

(This scene shows Salome knocking at a door or a piece of board that gives the same sound. Then steps out a middle-aged, attractive man. He is wearing a uniform: khaki shorts, a shirt and a hat.)

The conversation between Mr. Rakama and Salome should reveal that he is more educated than Salome and a very concerned and generous man. Mr. Rakama does indeed come from near Salome's home village, and he knows of her through a photo shown to him by Thomas. The rest of the conversation should reveal Salome's worries about Juma, and how much Mr. Rakama has helped him. The scene opens with Salome greeting in Kiswahili, the national language of Kenya ("Habari gani, bwana," is the greeting which means, How are you, sir. The reply is "Nzuri," good.) The conversation reveals:

1. He has met Juma and has helped him by getting him a temporary job, accommodation and food at the YWCA in Nairobi which is run by a friend of his, Ms. Ngoya. Juma is doing yard work and living on the premises of the YWCA.

2. Salome is very relieved and happy that Juma is not only in good hands but also working temporarily.

3. Finally, Mr. Rakama gives advice to Salome – that Juma is smart and should go back to school if possible. He wishes her the best of luck and to have faith that things will turn out well. He shows her the way to the YWCA which is very near.

### **Narrator:**

Salome walks from the business district, through a city park, until she comes to the entrance to the YWCA. She follows a dusty path up to the two-story white frame building with a shady veranda on the front. She finds the office and is invited in by Mrs. Ngoya.

### **Scene 6**

The YWCA - Nairobi (stage center, two chairs and a table can be seen, and a lady is drinking a cup of tea).

Conversation between Ms. Ngoya and Salome should reveal that Ms. Ngoya is more urban, more educated, but also kind. She tries to help Salome in many ways by giving her suggestions to help her earn money and giving her contacts back in Kisumu. She praises Juma who is hard working, honest and smart. The conversation runs in the following manner after a greeting in Kiswahili -- "Habari, ya jioni" (good day). Ms. Ngoya invites Salome to have some tea (Salome refuses), and to have a seat (Salome does).

1. Ms. Ngoya relates that Juma is working at the YWCA and living there as well.

2. Salome reveals her hardships to Ms. Ngoya, who listens intently. Salome thanks the YWCA and Ms. Ngoya for giving Juma a job and a place to stay even for a short time, because she hears how things are "tough" in Nairobi.

3. Ms. Ngoya reveals her opinion that Juma should go back home because there are too many young people getting into trouble in the city. She asks Salome about ways she could earn some money besides the growing of cash crops; for example, making crafts.

4. Salome tells her how she has sometimes made mats and baskets but found no one to sell them to -- no markets.

5. Ms. Ngoya has many contacts and knows of a cooperative craft shop in Kisumu which is run very fairly. She suggests that Salome go there and see if they could market some of the mats and baskets that she has made. Perhaps that could supplement money from the sale of coffee which would be enough for school fees.

6. Salome expresses hope in this idea, but the struggle of being a single parent and her husband being homeless and out of work is still very distressing. Still there is hope, she believes.

7. Juma appears and they embrace.

### **End of Scenario**

## Appendix 9

## Second Annual YWCA/Rutgers University Conference on Women's Literacy and Empowerment:

*Excerpts from Phyllis Bellamy Presentation at Rutgers*

### National and International Implications

I'm here today to share my thoughts on literacy and its effect on women like me, at home and around the world. I had the opportunity to a part of the Development Education Program held at Agape House. The awareness I've gotten from the program has been both personally motivating and emotionally disturbing.

I was born and raised in Somerville, New Jersey. I am the youngest daughter of seven children. My mother, as mothers should be, was always hard on me about school and getting my education. After all, in America, education is free.

I was a senior in high school, 17 years old, when I became pregnant with my daughter. When my mother learned I was pregnant, she became disappointed and angry. She thought she was a failure.

I had to quit school. My older sister said she would help me by taking care of my daughter if I wanted to go back to school. Of course, in my mother's mind, I didn't have a choice. So, I let my sister have my daughter for one year and, by the grace of God, my mother let me stay at home with her so I could go back to school.

Yes, this was my plan.

At that time I was feeling very positive, confident and motivated. I re-enrolled into business courses. My dream was to become a professional in the business world. I enjoyed the courses and did well in them all.

About two months into the term, as required by the class, I took a part-time job as a clerk in the Personnel Office of City Federal Bank. This was my first "real" job. I was looking good, feeling good, and day by day, developing into the professional I had hoped to become.

But things at home changed! My relationship with my mother changed. For some reason, we just didn't get along anymore. At the age of 19, I rebelled and I left home and school with no money, no job--only my daughter and the clothes on our backs.

For the ten years that followed, I wandered from place to place, had a son, and was very dependent on my sisters, my brother, my friends and my children's father. They all helped to house us, feed us, clothe us and support us. Unlike women and children who suffer in many developing countries, I had the welfare system to help us when my family and friends could no longer afford us financially or emotionally. I received the Aid to Families with Dependent Children grant, food stamps, medical insurance, housing in a hotel and, eventually, housing from Agape House--the shelter for homeless families.

The goal of the shelter program is independence and empowerment of the residents. We are challenged to look at our lives, and to figure out where the breakdown happened that threw us into the crises of homelessness. Then, we have to make changes so we can go back into the community and survive in our own housing, paying rent and maintaining our family.

For five months before the shelter, we lived in a welfare hotel. My family and I felt different there: It was hard, it was uncomfortable, my children were very bored and sad, we were isolated from friends and family and stores and parks. It was so hard for any of us to stay healthy in that environment.

We stayed at Agape House for almost three months. I was one of 40 residents that participated in the Development Education Program. I stayed until I felt strong enough to leave. I stayed until I learned enough about myself and the world to figure out a way to survive when I left the security of the shelter. I stayed until I made my plan and set my goals, and began the long climb up from homelessness and dependence.

At the age of 29, I now realize I can be successful. I can dream again of being the career professional I've always wanted to be. I know who I am, where I've been and I am motivated to become what I know I can be.

Through the Board of Social Services, I have now earned a rental subsidy to help me pay rent for one year so that I may finally get my GED and enroll in college in September for Accounting. I am proud to say that, today, I am back in school--not just for the technical skills of reading and writing, but for the power and control education brings to my life and the life of my children.

It wasn't until the Development Education Program that I became aware of the "Third World." The films and discussions taught me about people in poverty in places like the Philippines, Brazil, Guyana, Nigeria, Korea and other developing countries. Before this, I gave little or no thought to how people lived in other countries. In fact, I barely knew about how people lived throughout America.

We examined issues like food and hunger, health care, education, homelessness, the environment, peace and war, apartheid, politics of different world economies and different kinds of governments.

I saw families living on garbage dumps, because they had no home or shelter. I saw families dying from diseases, from a lack of safe, clean water. I learned that men, women and children work all day long at surviving, earning, most times, the equivalent of one or two American dollars for their sweat and labor.

We enjoy so many exports and products from developing countries--sugar, spices, clothing, cars, even good old American baseballs. But, at what price?

As the group continued, I began to realize that it is unjust for my sisters to suffer as they do in their [countries]. I realize we are all connected--an injustice anywhere, is an injustice everywhere! Somehow, their pain is my pain and my progress becomes their progress.

I decided I wanted to actively help change this situation, like I changed my own personal situation. Having this new knowledge filled me with power and motivation. I learned that the United Nations plays an important role in the world. So, I wrote—for the very first time—a letter to Thomas Pickering, the Permanent U.S. Representative to the United Nations, and I asked him to use his power to help save the lives of women and children in the "Third World."

I decided to re-register to vote so I can influence my government to make decisions that will help me and my sisters around the world. I decided to commit myself to an organization like the YWCA so I can continue to learn about issues that affect women.

I am here today asking, "How do we help to make people more aware of the global situation and our responsibility for it?" I am here today asking "How do we make people 'literate' and understanding of the shameful conditions under which people live at home and around the world?" I am asking, "How do we solve the problems that we've come together to discuss today?"

All I know for sure is that each and everyone of us must care to get involved and help make a change. Every little bit of knowledge and action makes the difference. We must always remember...our actions will save lives both at home and in places around the world.

Like the saying in the YWCA goes—IT IS THE "W" THAT MAKES THE DIFFERENCE.

## Appendix 10

### YWCA of Boulder County Migrant Work In Colorado Display

A visual display that represented seasonal work performed by migrants community in the Boulder area was developed. Included were a state map and representations of products produced or farmed by Colorado migrant workers.

This type of visual display allows the observer to realize immediately that most of our food products are farmed and many public services are provided by migrant workers although they are often invisible to the non-migrant sector. Organic produce was included in the exhibit to demonstrate how this type of farming greatly reduces the exposure of workers and consumers to potentially dangerous chemicals.

The display was a complement to discussion of the details and problems of migrant work in Colorado. The pay received for work--approximately \$ 0.40 per 100 lb. sack of onions for migrant laborers vs. the \$1.40 per sack crew leaders receive from the grower--the fallacies of the crew leader system, problems with housing, lack of access to affordable food and potable water, health care, workers compensation and social security, exposure to toxic chemicals and poor sanitation systems were among the topics covered.

Discussion of migrant work that includes data from your particular geographic area will help participants examine related issues in their own community. Comments shared after the viewing the display indicated this realization was quite strong. Another strong realization was that the migrant population is a necessary mainstay of food production and a host of services in Colorado.

Most of the display items were found at home or available from community the grocery stores at a cost of approximately \$20. Other expenses were for paper, markers, labels, string, pins, a map and backing. These were donated. Photos cost approximately \$6.

Appendix 11

# Help Us Learn About Our World

Activities for school-aged day care programs to help children understand issues of conflict resolution, housing and shelter, hunger and health that face children of the world.

**Cost: \$15 (includes shipping)**

**Name** \_\_\_\_\_ **Phone** \_\_\_\_\_

**Address** \_\_\_\_\_

**City** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip** \_\_\_\_\_

\_\_\_\_ **Number of Books Ordered**

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**Make Checks Payable to the Redlands YWCA**

**Mail To:**

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Redlands, CA 92373**





September 1, 1992

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It is with real pleasure that we send you "Education for Global Responsibility," our newly published resource manual. This manual brings to each Association a compilation of training resources and program samples developed and used in the YWCA Development Education program over the past three years.

We are proud of this program, and acknowledge with appreciation the confidence of the United States Agency for International Development in providing us a development education (Biden Pell) grant to carry it out.

Please note especially the "acknowledgements" section at the front of the manual. It is not possible to name here all who have worked to make this manual possible. We especially recognize the 24 YWCA Development Education Consultants who designed and tested the training curriculum and 11 community and student Associations which developed and carried out the creative, community-based development education programs.

The YWCA of the U.S.A. has been awarded a continuing grant for an additional three years. As your Association uses this resource manual, don't hesitate to keep our "Education for Global Responsibility" staff in the Leadership Development/Mission Training department informed. They are prepared to offer assistance in a variety of ways. You will be hearing more from them.

AS/GCB/JGG:em

