

2014 OACS Global Program Report

Quito, Ecuador

May 3-31, 2014

Office of Active Citizenship & Service

Yanapuma Foundation

Site Leader: Amanda Blewitt



GLOBAL
SERVICE ECUADOR

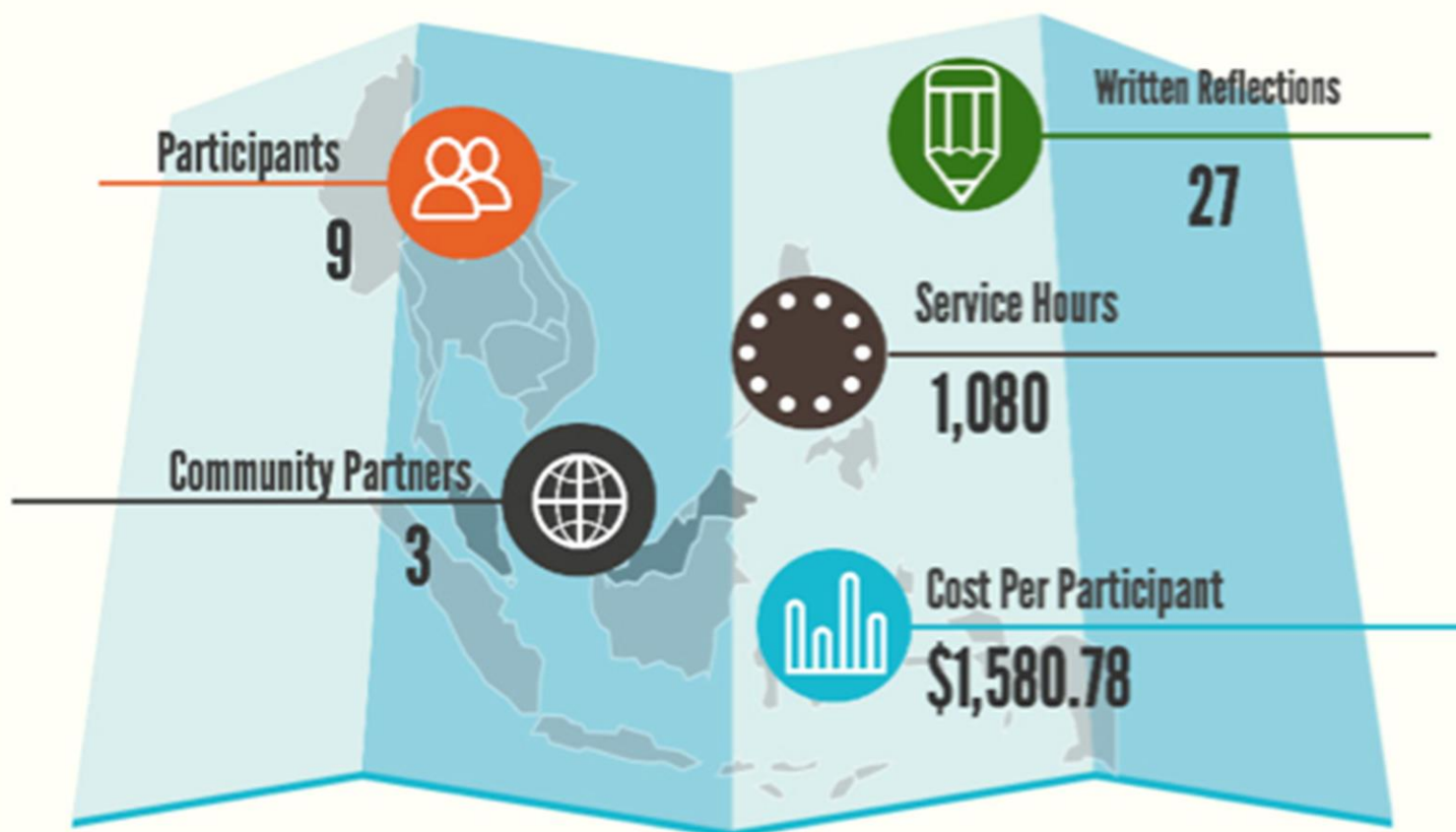
Table of Contents

- I. Program Snapshot
- II. 2014 Cohort
- III. Service Sites & Homestays
- IV. Local Partnership
- V. Budget & Costs
- VI. Learning Outcomes
- VII. Assessing Outcomes
- VIII. Keys to continued program success
- IX. Addendum - Raw Assessment Data





2014 OACS GLOBAL SERVICE ECUADOR



Partnered with
Yanapuma Foundation

5 homestay sites with familias



LEARNING OUTCOMES

INCREASED AWARENESS OF BELIEFS, VALUES, ATTITUDES AND EMOTIONS THAT MOTIVATES ONE TO SERVE INTERNATIONAL COMMUNITIES

A GREATER RESPECT FOR MULTIPLE VIEWPOINTS AND GROUP CONTRIBUTIONS

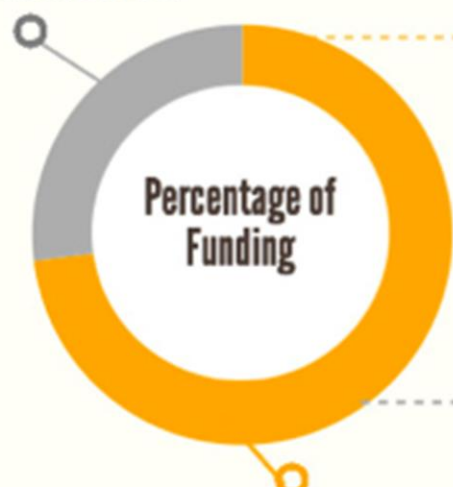
AN APPLIED COMPREHENSION OF INTEGRITY AND RESPONSIBILITY

AN UNDERSTANDING OF THE CONNECTIONS AND CHARGE TO CONTRIBUTE MEANINGFULLY TO THE GLOBAL COMMUNITY

INCREASED ABILITY TO PRODUCTIVELY ADAPT TO A DIFFERENT CULTURE WHILE MAINTAINING COMMITMENT TO THE GOALS OF THE GROUP

FUNDING SOURCES

27% Financial Aid



73% Student Funded

STUDENTS' FUNDS

- Personal/Parents Money
- Off-Campus Funding/Scholarships
- Fundraising

FINANCIAL AID

- OACS Fee Waived
- Nichols



* No fee waivers in 2015

COMMUNITY PARTNERS

The Conocoto Public Schools help children learn English, which is important for the further development of the children and their future prospects.

Conocoto Public
Schools

The Camp Hope
Foundation

Camp Hope is a school for disabled and underprivileged children, with 130 students, from Kindergarten to grade 5.

YANAPUMA
FOUNDATION

For almost 30 years,
Ninez y Vida has provided
quality education in
Quito's poor
neighborhoods with 5
different preschool sites.

Ninez y Vida

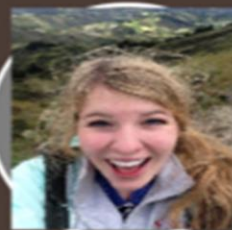
2014 ECUADOR COHORT



Annie Carforo



Wesley Dozier



Mary Harper



Alyssa Janco



Erica Johnson



Ryan Nichols



Joshua Palmer



Austin Taylor



Katy Wyszynski

EXPERIENCE

INTERNSHIP

VOLUNTEERING

SERVICE
LEARNING



ON THE PLUS SIDE

Exploring the beauty of Ecuador
Living with a host family
Getting to know other students
Reflections
Weekend excursions



ON THE DOWNSIDE

Language barrier
Felt useless at site
Living and working with same person

IN A WORD...

beautiful
exciting
stressful
relationship
isolation
reciprocal
adventure
emotional
maracuya
frustrating
important
valuable
building
memorable
confrontational
eye-opening
insightful
fascinating
opportunities
fun chiquitos
engaging
beneficial
freedom
timings familia
immersion
explorative
new
challenging

A FEW TIPS FOR NEXT YEAR:



FOR SPRING SEMINARS

Weekly Ecuador-only seminars



FOR LOCAL PARTNER

Improved accuracy in describing site and site locations



FOR OACS STAFF

No waiving fees for 2015



FOR SITE LEADER

Site leader must connect with students' supervisors at local organizations

FOR MORE INFO, VISIT:

<http://www.vanderbilt.edu/oacs/programs/oacs-global-service-projects/ecuador/>

A PROJECT BY:

IN PARTNERSHIP WITH:

Office of
**ACTIVE CITIZENSHIP
& SERVICE**



**YANAPUMA
FOUNDATION**

II. 2014 ECUADOR COHORT

Annie Carforo	• First Year
Wesley Dozier	• Sophomore
Mary Harper	• Sophomore
Alyssa Janco	• First Year
Erica Johnson	• Junior
Ryan Nichols	• Junior
Joshua Palmer	• First Year
Austin Taylor	• First Year
Katy Wyszynski	• First Year

“Before going on the trip, I had an idea of what being a world citizen meant, but this trip helped define that more so through the weekly discussions we had as a group. I would say I now know it as being an open-minded person to other people that come from different racial, cultural, religious, and spiritual backgrounds.”

III. SERVICE SITES

The Camp Hope Foundation

Student Volunteers: Annie Carforo, Katy Wyszynski, and Ryan Nichols

Camp Hope is a school for disabled and underprivileged children, with 130 students, from kindergarten to grade 5. It provides vocational workshops for disabled teenagers, medical attention, rehabilitation, afterschool programs and recreational activities. The Foundation also provides accommodation in Casa Hogar for some disabled children. Currently a new project is in development to create a camp ground and workshop, at a different site.

Ninez y Vida

Student Volunteers: Austin Taylor, Erica Johnson, Mary Harper, and Alyssa Janco

For almost 30 years, Niñez y Vida has provided quality education in Quito's poor neighborhoods with 5 different preschool sites. It works under the Montessori model that centers around the interests and learning of each child and their growth and development. There are a variety of classrooms and 'corners' with activities and games to develop the child's interests, curiosity and independence. In addition, morning and afternoon snacks, as well as lunch are provided for each child.

Conocoto Public Schools

Student Volunteers: Ryan Nichols, Wesley Dozier, and Joshua Palmer

Escuela Fiscal Amamble Arauz is a public primary and elementary school in the valley adjacent to Quito. This school is large and understaffed like many public schools run by the ministry of education. Learning English is important for the further development of the children and their future prospects. However, the school only has two English teachers. Volunteers are needed to assist the English teachers or teachers of other subjects, especially subjects not normally taught such as music, art, dance and sports.

III. HOMESTAYS

Students: Annie Carforo and Katy Wyszynski

Familia Gruber Ponce

Students: Austin Taylor, Erica Johnson, and Ryan Nichols

Familia Cobo

La Mariscal

Students: Wesley Dozier and Joshua Palmer

Familia Sosa

Barrio El Dorado

Students: Mary Harper and Alyssa Janco

Familia Campaña

Site Leader: Amanda Blewitt

Familia Herrera

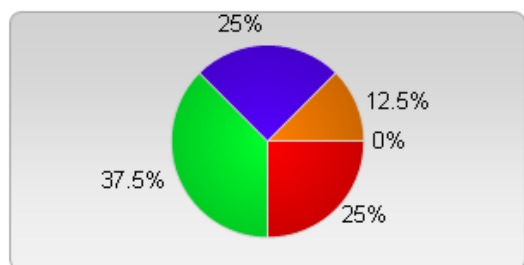
IV. LOCAL PARTNERSHIP

Organization: Yanapuma

Coordinator: Rachel Worthington

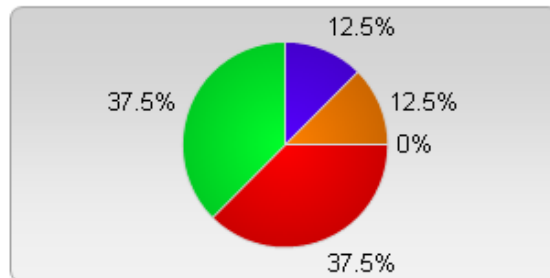
Assessment Highlights:

Yanapuma dealt adequately with problems/issues.



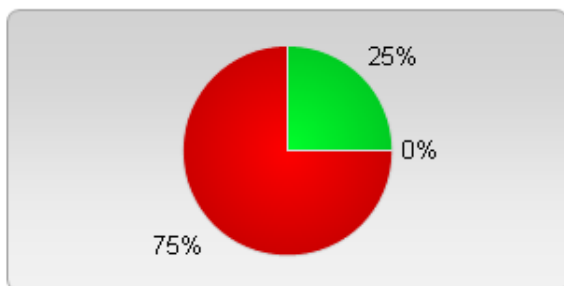
Strongly agree
Moderately agree
Neither agree nor disagree
Moderately disagree
Strongly disagree

Yanapuma was approachable.



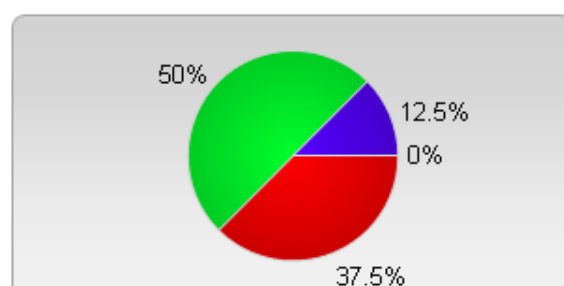
Strongly agree
Moderately agree
Neither agree nor disagree
Moderately disagree
Strongly disagree

Yanapuma treated all students equitably & fairly.



Strongly agree
Moderately agree
Neither agree nor disagree
Moderately disagree
Strongly disagree

Yanapuma was an asset to the program.



Strongly agree
Moderately agree
Neither agree nor disagree
Moderately disagree
Strongly disagree

VI. LEARNING OUTCOMES

Increased awareness of beliefs, values, attitudes, & emotions that motivate one to serve international communities



A greater respect for multiple viewpoints & group contributions



An applied comprehension of integrity and responsibility



An understanding of the connection & charge to contribute meaningfully to the global community



Increased ability to productively adapt to a different culture while maintaining commitment to the goals of the group

VII. ASSESSING OUTCOMES

Vanderbilt students described their experience in Ecuador as...



“I really enjoyed getting to know my host family and the other students on the trip. We had invigorating weekly dinners about service and our work in Ecuador.”

“Talking about empathy and the pros and cons of voluntourism were highlights.”

Connecting Data to Learning Outcomes

Pre-Assessment: 6 Responses | Post Assessment: 8 Responses

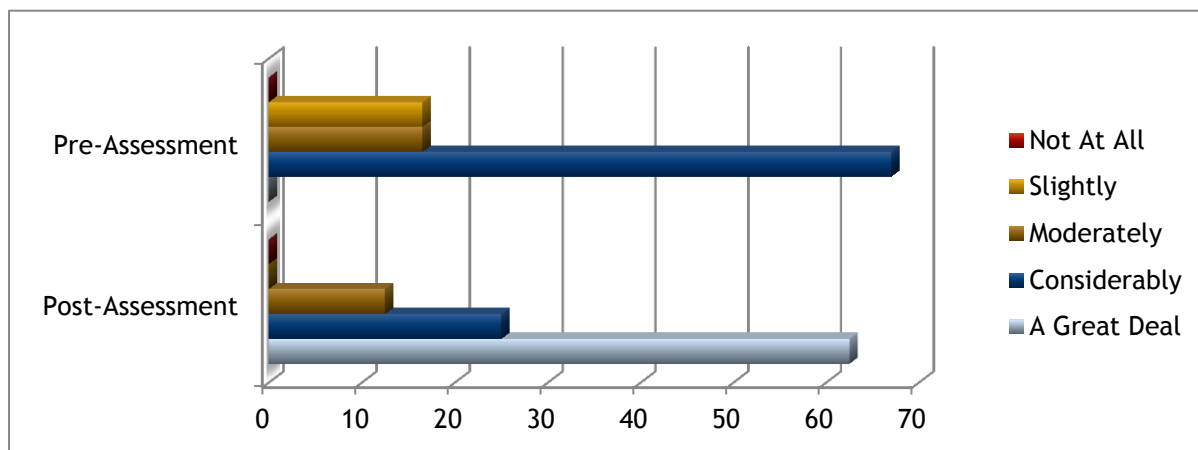
Learning Outcome 1:

Increased awareness of beliefs, values, attitudes and emotions that motivates one to serve international communities

Percentage of participants who feel that they ***developed an understanding of another country and its culture*** considerably or a great deal.

Pre-Ecuador Global Service: 66.7%

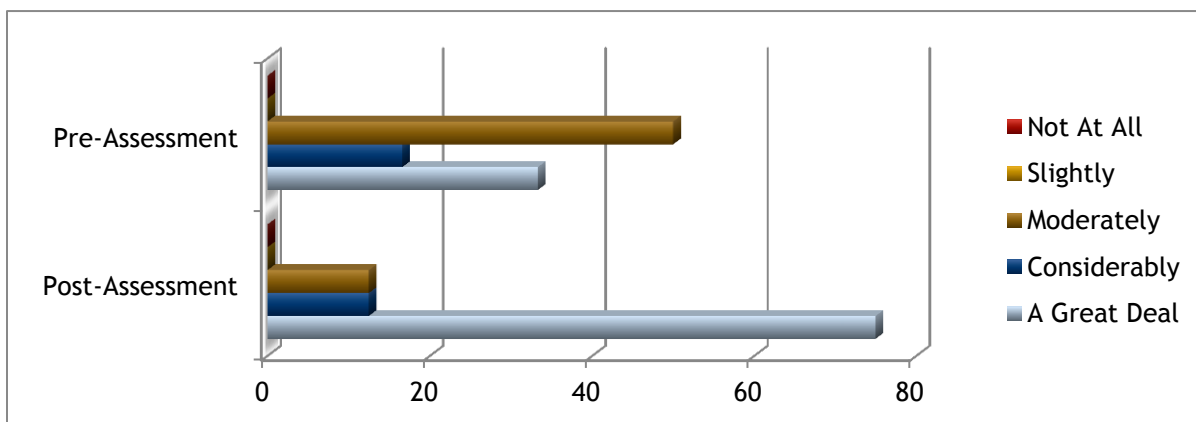
Post-Ecuador Global Service: 87.5%



Percentage of participants who feel that they had the opportunity to ***reflect on and examine their own personal and cultural values*** considerably or a great deal.

Pre-Ecuador Global Service: 50.0%

Post-Ecuador Global Service: 87.5%



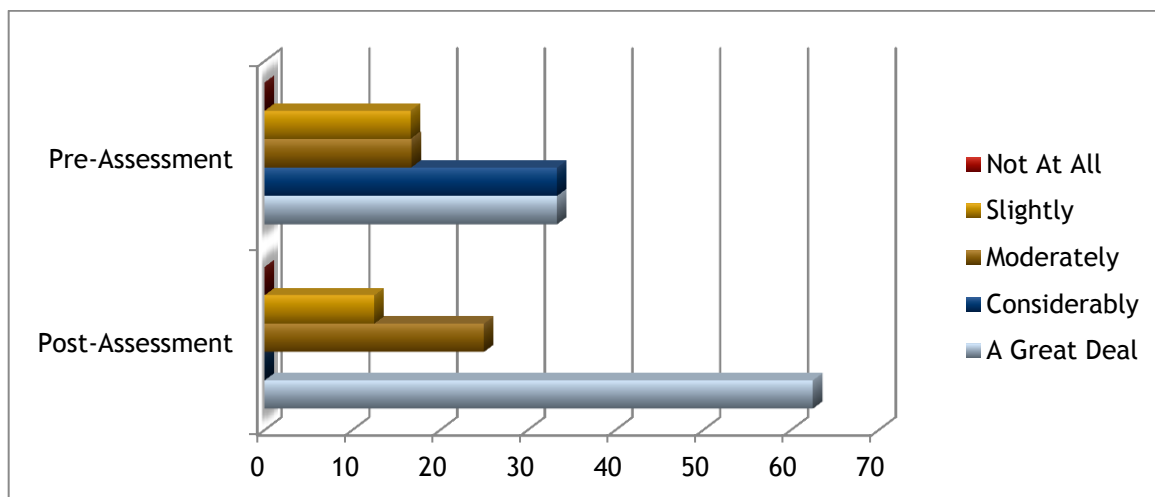
Learning Outcome 2:

A greater respect for multiple viewpoints and group contributions

Percentage of participants who feel that they had the opportunity *to identify with people of different backgrounds and/or social structures* considerably or a great deal.

Pre-Ecuador Global Service: 66.6%

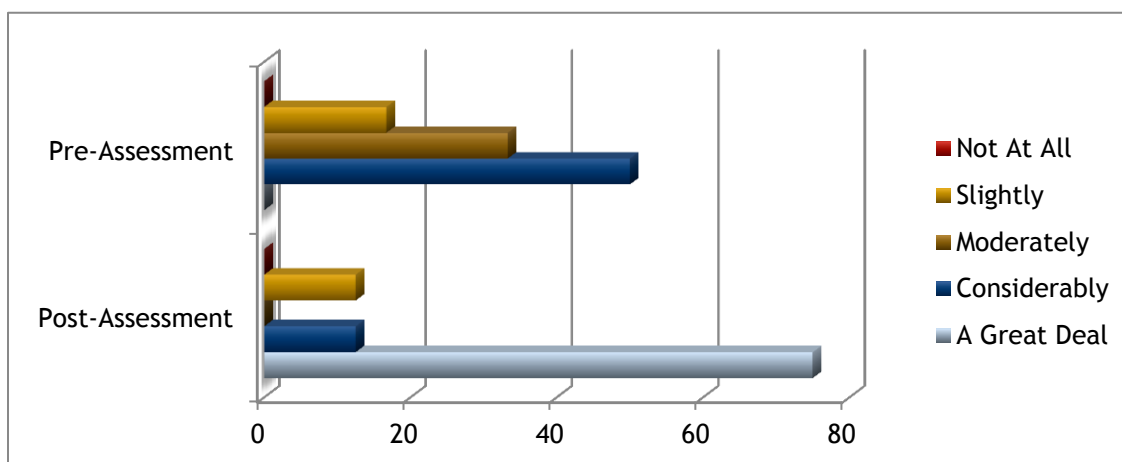
Post-Ecuador Global Service: 62.5%



Percentage of participants who feel that they can *demonstrate patience & flexibility when adjusting to a new culture* considerably or a great deal.

Pre-Ecuador Global Service: 50%

Post-Ecuador Global Service: 87.5%



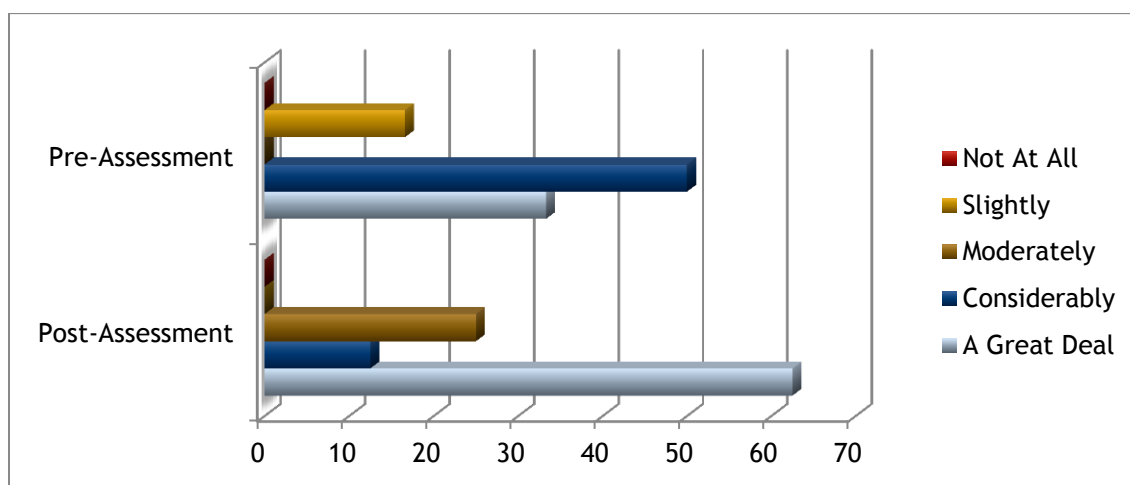
Learning Outcome 3:

An applied comprehension of integrity and responsibility

Percentage of participants who feel that they had the opportunity to ***examine their own socioeconomic position in life*** considerably or a great deal.

Pre-Ecuador Global Service: 83.3%

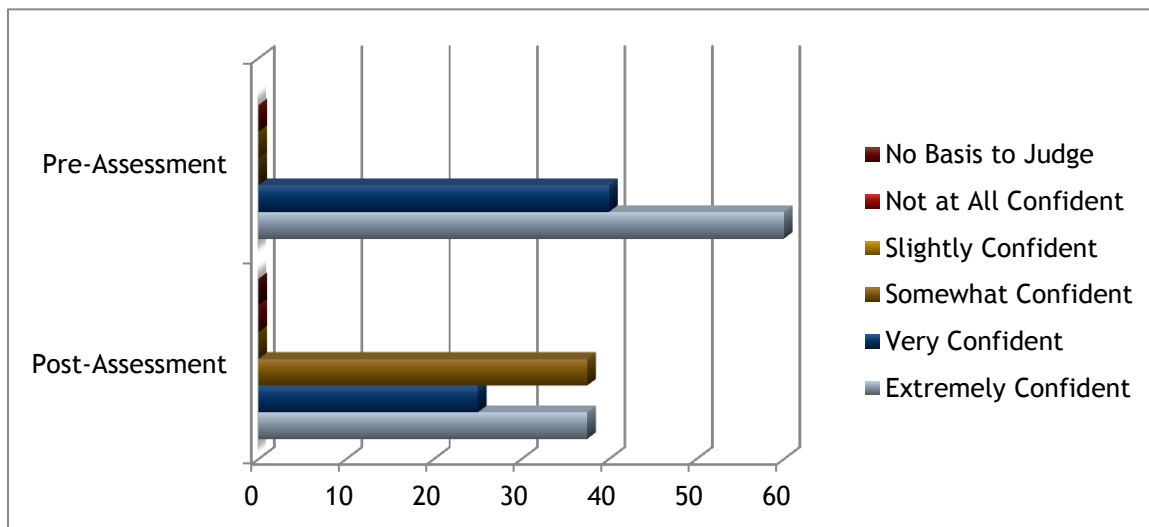
Post-Ecuador Global Service: 75%



Percentage of participants who feel that they are extremely or very confident in their ability to ***identify systemic barriers to equality, inclusiveness, and shared understanding*** considerably or a great deal.

Pre-Ecuador Global Service: 100%

Post-Ecuador Global Service: 62.5%



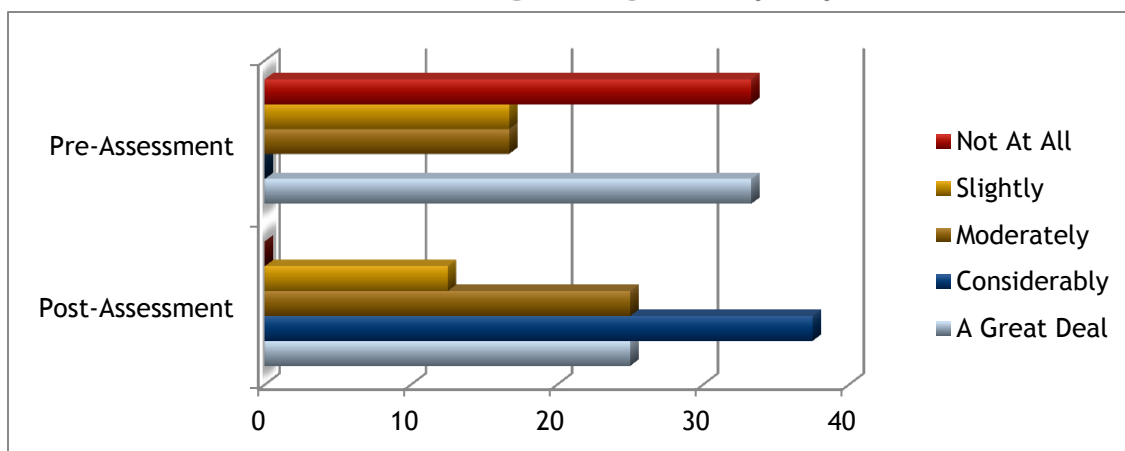
Learning Outcome 4:

An understanding of the connection and charge to contribute meaningfully to the global community

Percentage of participants who feel that they had the opportunity *to practice global citizenship* considerably or a great deal.

Pre-Ecuador Global Service: 33.33%

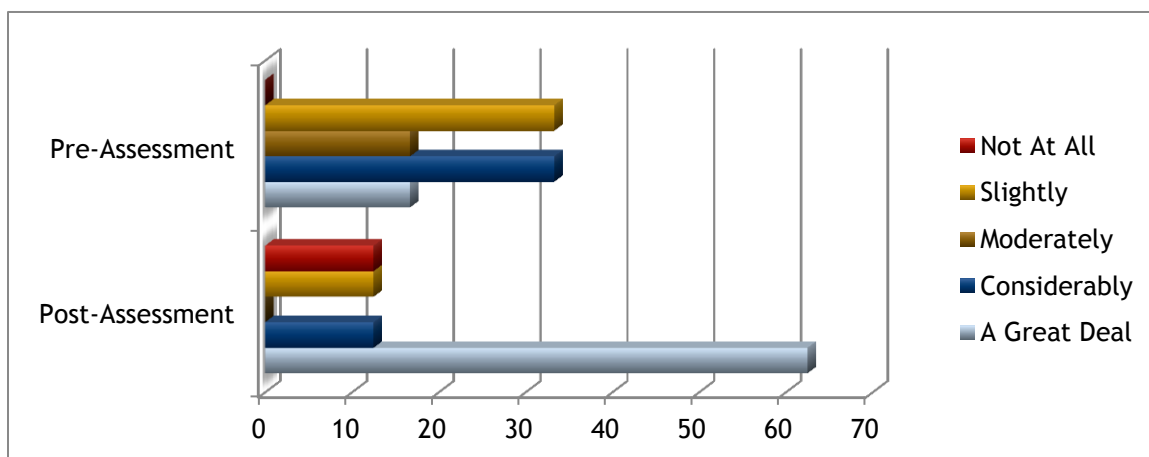
Post-Ecuador Global Service: 62.5%



Percentage of participants who feel that they *established mutually beneficial and rewarding relationships with someone from a different culture* considerably or a great deal.

Pre-Ecuador Global Service: 50%

Post-Ecuador Global Service: 75%



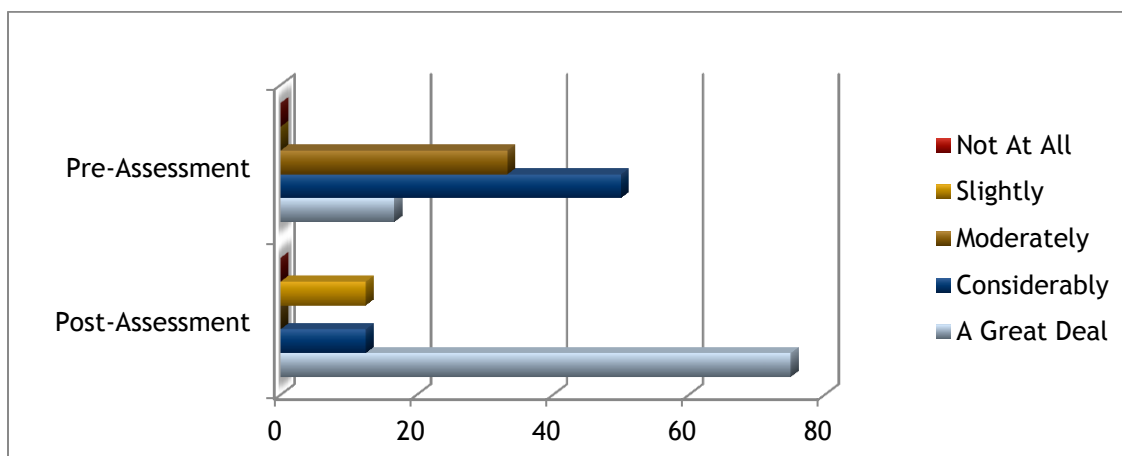
Learning Outcome 5:

Increased ability to productively adapt to a different culture while maintaining commitment to the goals of the group

Percentage of participants who feel that they can ***navigate a culture different from their own*** considerably or a great deal.

Pre-Ecuador Global Service: 66.6%

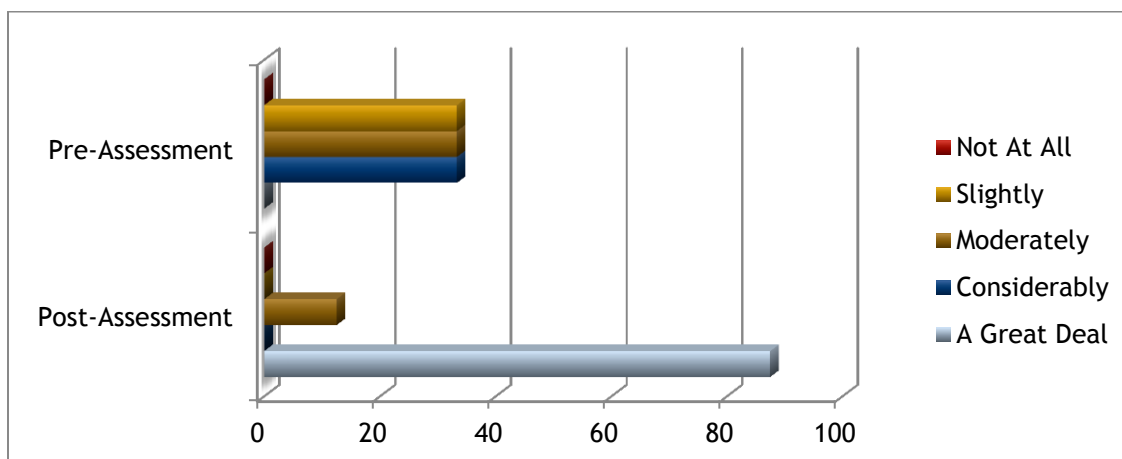
Post-Ecuador Global Service: 87.5%



Percentage of participants who feel that they demonstrated an ***ability to work, live, or travel beyond their personal comfort zone*** considerably or a great deal.

Pre-Ecuador Global Service: 33.33%

Post-Ecuador Global Service: 87.5%



VIII. KEYS TO CONTINUED SUCCESS

SPRING SEMINARS

1. Plan more Ecuador-specific seminars rather than all-cohort seminars to provide opportunities for the group to get to know each other and learn more about Ecuador.
2. Include detailed descriptions of service sites, perhaps with representatives from each site.
3. Look more in-depth at current issues and challenges in Ecuadorian culture and society.
4. Seminars should be weekly.

PROGRAM

1. Fees should not be waived unless other students' fees are covering the costs. Raise fees if necessary to help subsidize other students.
2. Connect students with a supervisor at their site prior to arrival.
3. Include language-learning option in the budget.

