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**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**

- **Students' Funds**
  - Personal/Parents Money
  - Off-Campus Funding/Scholarships
  - Fundraising

- **Financial Aid**
  - QACS Fee Waived
  - Nichols

- 27% Financial Aid
- 73% Student Funded

*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

YANAPUMA FOUNDATION

Ninez y Vida

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

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

2014 ECUADOR COHORT

Annie Carforo

Wesley Dozier

Mary Harper

Alyssa Janco

Erica Johnson

Ryan Nichols

Joshua Palmer

Austin Taylor

Katy Wyszynski
**Experience**

**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
- Valuable
- Building
- Memorable
- New
- Confrontational
- Eye-opening
- Valuable
- Building
- Memorable
- New
- Confrontational
- Eye-opening
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:
Office of Active Citizenship & Service

IN PARTNERSHIP WITH:
YANAPUMA FOUNDATION
II. 2014 ECUADOR COHORT

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
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<tbody>
<tr>
<td>Annie Carforo</td>
<td>First Year</td>
</tr>
<tr>
<td>Wesley Dozier</td>
<td>Sophomore</td>
</tr>
<tr>
<td>Mary Harper</td>
<td>Sophomore</td>
</tr>
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<td>Alyssa Janco</td>
<td>First Year</td>
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<tr>
<td>Erica Johnson</td>
<td>Junior</td>
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<td>Ryan Nichols</td>
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<tr>
<td>Joshua Palmer</td>
<td>First Year</td>
</tr>
<tr>
<td>Austin Taylor</td>
<td>First Year</td>
</tr>
<tr>
<td>Katy Wyszynski</td>
<td>First Year</td>
</tr>
</tbody>
</table>

“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, after-school 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
12 de Octubre N24-71 y Foch
Tel: 2558 993

Students: Austin Taylor, Erica Johnson, and Ryan Nichols
Familia Cobo
La Mariscal
Veintimilla y Reina Victoria. Edificio Grecia II
Tel: 2502 513

Students: Wesley Dozier and Joshua Palmer
Familia Sosa
Barrio El Dorado
N.P. Llona N15-58 y Yaguachi
Tel: 2528 334

Students: Mary Harper and Alyssa Janco
Familia Campaña
México y Río de Janiero
Tel: 2527 144

Site Leader: Amanda Blewitt
Familia Herrera
Valladolid E13-90 y Pontevedra
Tel: 3227 413
IV. LOCAL PARTNERSHIP

Organization: Yanapuma
Coordinator: Rachel Worthington

Assessment Highlights:

- Yanapuma dealt adequately with problems/issues.
- Yanapuma was approachable.
- Yanapuma treated all students equitably & fairly.
- Yanapuma was an asset to the program.
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 *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.