



Instituto de Verano
Cambio Social Cruzando Fronteras
La Organización Transfronteriza
para la Justicia Social

Evaluation Report 2002

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With full consultation of the staff and
volunteers of Summer Institute 2002

I. Abstract

This report evaluates the fourth Summer Institute for Social Change Across Borders held at the University of California, Santa Cruz August 22-31, 2002, and offers an outline of suggested ideas for the coming Capstone Institute in 2003.

History and Evaluation

The Summer Institute began in 1998, in response to an increasingly interconnected western hemisphere, offering an opportunity for community leaders working for social change in Latin American and Latina/o communities to reflect on the globalization trends affecting their work.

As with the previous three Institutes, the 2002 Institute was highly successful. The twenty-one participants, in both written and oral evaluations, rated the overall quality of the Institute as excellent. They enjoyed the diversity and comradery of the group, which was even more diverse than in past years. This year we put extra energy towards the recruitment of participants from the Caribbean region, Afro-Latino/as, and participants working in the gay and lesbian movement. Participants felt that the sessions were focused on important issues, and said the new skills and understanding would not only make them more effective organizers, but more complete human beings. Participants liked the interactive and participant centered orientation of the Institute, and feedback focused on integrating participants even more.

Participants took ownership of the Institute to the extent that they requested to cook some of the meals, and facilitate more of the sessions. As in previous years, there was an appreciation for the balance of theory and practice as the curriculum included site visits, workshops, and presentations.

In summary, the Summer Institute was highly valued by participants and staff alike, continuing the standards of the previous three years. This leaves a profound sense of accomplishment as we begin the final phase of the Summer Institute project.

The Capstone

We are planning a special 'Capstone Institute' for June, 2003. The Capstone will be a four-day retreat bringing together past participants to share their Institute experiences, some more recent and others five years ago. It will be an opportunity for them to reflect on their organizing work, bring themselves up to date on the changes in transnational organizing in the last five years, and apply lessons learned to their own workplaces and communities. As it will be the final culminating event for the Summer Institute project, it will also be a chance to discuss the future of the Institute process.

The 2002 participants had several suggestions for possible structures for the Capstone event. In keeping with their feedback about the Summer Institute, most felt that the Capstone should fully focus on the participants, opening up the space for them to share their experiences, evaluate their successes and failures, and to reflect. They also felt that it would be important to hear from people who would not be able to attend, maybe through the submission of working papers, or reports on their work. In contrast, a few participants mentioned that it would be useful to bring in experts from Latin America to speak on current issues. Participants wanted to learn more about the FTAA (Free Trade Area of the Americas), the Plan Puebla Panama and its potential impact on communities, and generally learn more about developing their own, and their communities' leadership skills.

A few participants suggested structuring the Capstone in three parts: the first day presenting the goals of the Institute; the second day doing evaluations of all four past institutes, and the third day working on developing next steps. Many participants felt that one of the most critical aspects of the Institute is the connection that is made between theory and practice, and felt strongly that in the Capstone, concrete plans for action should be created. Participants suggested having Capstone participants support a local struggle during their stay, possibly going to a local march or helping out in a local campaign. They also suggested developing a book on cross-border organizing.

Conclusion

It is clear that the Summer Institute has made lasting impacts in many people's lives; it has been a catalyst for improving the relationship between the University of California and the Latino community, and has made a positive impact on the experience of Latino students at the University. However, the strongest and most lasting impact of the Institute is through the nearly ninety participants, who have had the opportunity to gain new skills and perspectives and forge lasting relationships with other organizers. Most importantly, the participants have taken these new ideas and assets, and put them to work in their communities.

The Capstone will be the culminating event for the Summer Institute and therefore presents an important opportunity to reflect on what has been accomplished, and to think about what aspects of this process we may be able to preserve.

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II. Introduction

In response to an increasingly interconnected western hemisphere and the transnational challenges and issues this poses for civil society, the Latin American and Latino Studies (LALS) program at the University of California, Santa Cruz launched a process in 1996 to develop an innovative program, the Social Change Across Borders Summer Institute. Jointly organized and managed by a planning committee of key faculty, staff, and community leaders, the Institute hoped to further an emerging trend of cross-border organizing for social justice by community-based organizations (CBOs) and non-governmental organizations (NGOs), and to facilitate the evolution of our own LALS academic program to better serve the needs of these groups.

In particular, the Institute was designed to provide a space for leaders working for social change in Latina/o communities in the U.S. and disadvantaged communities in Latin America to reflect on larger globalization trends and how these impact their work in local communities in both parts of the hemisphere, as well as to acquire specific skills in strategic planning, use of internet tools for organizing, economic and political analysis, and leadership. The Institute's structure is based on a philosophy of mixing intellectual and personal growth, classroom learning with field visits, and bringing both academic and community activists to share their knowledge with the participants.

With the support of the Ford Foundation, the Rockefeller Foundation, UCSC, and numerous dedicated volunteers and collaborators, LALS and local community organizers jointly implemented the first two Summer Institutes in 1998 and 1999. Both were highly successful, surpassing our hopes and expectations in terms of content, skill acquisition, and the building of new bridges across borders of geography and sectors. The Institutes also helped create the basis for a transnational community consisting of a tightly connected network of community-based organizers and academics that continue to value the analytical and organizing developments it has furthered. Partly as a result of the enthusiasm, in the fall of 2000, we submitted a proposal for a continuation of the process, which was subsequently funded in early 2001. After another equally successful Institute was held in 2001, the past year was spent in preparation for the 2002 Institute.

The 2002 Institute was special because it was our final Institute, at least in its present location and with present leadership. There were also a few strategic changes we made that set the 2002 Institute apart from previous ones. We made a conscious effort to have more South American participants, more Afro-Latino and Afro-Latin Americans, as well as a significant openly lesbian/gay presence at the Institute. This year, we put extra focus on 'Work and Health' within our broader theme of 'Social Change Across Borders,' and both selected a proportionally significant number of applicants that work in this area, and focused several sessions on themes relating to health in the workplace.

Another significant presence at this year's Institute was the large number of past participants who returned this year as presenters and panelists for many of our sessions. Inviting them back was a conscious effort on our part to reestablish our connections with them, and begin to build momentum for the Capstone Institute that we will be hosting in 2002. We are intending to close the Summer Institute project with a Capstone Institute that will bring together past participants from the previous four Institutes to evaluate where the efforts of the last five years have led us, and where we should go from here.

Organization of this report

The rest of this report will be organized in the following way: Section III includes a profile of each of the Institute's twenty-one participants, including the organizations that each represents and the city, state and country where the participant does the bulk of his or her work. In addition, the profiles give a brief description of the type of work that he or she does for these organizations. From these profiles, one can get a sense of the diversity and balance that characterizes this group of high quality participants.

Section IV is a summary of the written and oral evaluations that each of the participants completed on the last day of the Institute. The responses to each question on the written evaluations are summarized to bring out the most prevalent sentiments (both positive and negative) among the participants about this year's Institute. At the same time, the summary takes care to not conceal the diversity found in what each of the participants has to say about the Institute. Unique, interesting, or insightful comments made by only one or a handful of the participants are mentioned as appropriate.

Section V is a summary of 'lessons learned,' including suggestions for future institutes. The ideas are organized into six different areas: preparation and community outreach, sessions, and presenters.

Appendix A is a copy of the declaration written by the 2002 participants at the end of the Institute, representing their vision for a just and sustainable hemisphere.

Appendix B is the collection of written evaluations that each of the participants turned in to us at the end of the Institute.

Appendix C is the actual schedule for the 2002 Summer Institute, which will afford the reader a sense of the activities and the pace of the Institute.

Appendix D is a copy of the budget narrative and report.

III. Profile of the Summer Institute 2002 Participants

The 21 participants of the Summer Institute 2002 came from a wide variety of educational and professional backgrounds and differed in levels of organizing experience and age. The diversity of the group reflected our efforts to achieve a balance in terms of gender (there were nine men and twelve women) and in terms of the number of participants that did their work in the US and in Latin America (there were 10 from the US, 11 from Latin America).

We made a conscious effort this year to have more South American and Afro-Latino/Latin American presence, as well as to select two openly lesbian and gay participants. In the profiles below we mention the city and country in which they do the majority of their work, but it is important to keep in mind that many of these activists work on campaigns that regularly take them to other cities and countries. Also, many of the participants are affiliated with two or more organizations that can be based in different cities.

1. **Emiliana Bernard:** FUNDESAP, San Andrés Isla, Colombia – Emiliana is Director of a community organization on the island of San Andres which promotes sustainable socioeconomic development. The organizations' programs focus on the development of female leadership, utilizing credit, micro-entrepreneurial training, and employment development.
2. **Laura Caballero:** Organización en California de Líderes Campesinas, Inc., Pamona, Ca. Laura coordinates and organizes the campesina community; developing female leadership skills, defending women's and campesino rights, and in the process building a communication and advocacy network. Her organization recently put on a conference for 300 campesinas, where they discussed the problems they face and put forth plans of action.
3. **Luis Cabrales:** California League of Conservation Voters Education Fund, Los Angeles, Ca. Luis is Assistant Director of Outreach. Luis works to increase Latino voter participation, and engage the Latino community in environmental decision-making, making connections between voting, actions of elected officials, environmental justice and public health.
4. **Martha Campos:** Comité Cesar Chavez, Bay Area SIREN, San Jose, Ca. Martha is Program Associate for a grass-roots organization that educates and organizes the immigrant community around civil rights developing leadership and fighting for new immigration legislation.
5. **Saulo Colón:** Make the Road By Walking, Latin@s for Peace with Justice, Brooklyn, New York. Saulo is an organizer for a community focused internationalist group that seeks to empower and serve Latino communities in Brooklyn, linking their struggles to communities world-wide struggling against imperialism and militarization.

6. **Marino Cordoba:** Association of Displaced Afro-Colombians, Wash .D.C. Marino is Representative for a transnational organization that is working to defend the social, political, territorial, and economic rights of Afro-Colombians. Marino works to bring international attention to the genocide and appropriation of Afro-Colombian ancestral territories.
7. **Lorena Guerrero:** Mujeres Indigenas en Lucha, A.C. Hultzuco, Guerrero, Mexico. Lorena is a founding member of an organization of 20 indigenous Nahuatl speaking communities in the north of Guerrero. She works with both women and youth raising awareness about sexual human rights, reproductive rights, drug addiction, and working to combat illiteracy.
8. **Juana Guzmán:** Prensa Editorial LeS VoZ A.C., México, D.F. Juana works to publish “LeS Voz,” a lesbian feminist publication. Her organization focuses on empowering women of all sexualities by publishing and promoting their literature, art, and multimedia work; building consciousness around sexual diversity, human rights, sexual health, and fighting stigmatization and repression.
9. **Martha Juarez:** Fundación Entre Volcanes, Managua, Nicaragua. Martha is Vice Secretary of an organization that works in rural communities promoting HIV and AIDS prevention, reproductive rights, sustainable agriculture and citizen participation. This organization uses innovative presentations to get their message across, from theatre and video to the production of a magazine especially for women.
10. **Linda Lopez:** The Great Valley Center-Central Valley Digital Network, Modesto, Ca. Linda is Site Manager for a program working to increase access to technology and information among underrepresented rural communities in the Central Valley of California. She works with AmeriCorps*VISTA Members to serve with public and private agencies to enhance their organizational technology capacity, to improve workforce development opportunities, and to support local action in the creation of Community Technology Centers.
11. **Oralia Maceda:** Frente Indígena Oaxaqueña Binacional, Fresno, Ca. Oralia works for a community organization that defends the rights of the Indigenous Oaxacan immigrant and homeland communities. Oralia conducts activities to promote the participation of indigenous women both inside and outside of the organization, giving workshops on health, human rights, and coordinating a multi-cultural, multi-linguistic group of immigrant women from several countries.

12. **Julián Macías Durán:** Fundación para el Desarrollo Integral del Sur de Zacatecas, Nochistlan, Zacatecas. Julian is President of a coalition that addresses the economic crisis in the agricultural sector of southern Zacatecas, by promoting a regional economic development strategy. His foundation works with organizations of Zacatecos living in the US, who are organizing binationally to develop projects and stem the need for further emigration.
13. **Wendy Altagracia Mateo:** El Servicio Jesuita a Refugiados, Santo Domingo, Dominican Republic. Wendy is Communication Director for a faith-based organization that works to defend the rights of Haitian refugees and their descendants. The organization provides direct aid and advocacy, while working in solidarity with national and international organizations to address the root causes of displacement. Wendy is also a feminist, and works in the Afro-Dominican women's movement in the Dominican Republic.
14. **Maria Cristina Negrete:** La Manzana Community Resources, Watsonville, Ca. Maria Christina is Volunteer Coordinator at La Manzana, as well as organizer for Comité Esperanza para la Familia. She works to educate and organize the community around health issues, including alcohol and drug abuse, gangs, and domestic violence.
15. **Fausto Paez:** Latitud 0, New York City. Fausto is Founder and Director of an Ecuadorian Lesbian/Gay/Bisexual/Transgender organization that works on HIV/AIDS prevention, education, and health care access for Latino immigrants. Latitud 0 also promotes LGBT human rights, both in the US and Ecuador.
16. **Felix L. Perez V.:** Alianza Internacional Ecologista del Bravo, Ciudad Juarez, Mexico. Felix is the Toxics and Radioactivity Coordinator for an environmental organization that promotes collective struggle in defense of the environment and environmental justice. AIEB has a cross-border focus, providing support to communities in Chihuahua, New Mexico, and Texas.
17. **Tito Piñeda:** Sindicato de Trabajadores y Trabajadoras de la Industria Maquiladora de B.C. Sur, La Paz, Mexico. Tito works with an organization that fights to protect the rights of maquiladora workers. They are fighting to gain the right to organize, and support legal campaigns for unjustly fired workers.
18. **Mari Ryono:** Agenda/ The Los Angeles Metropolitan Alliance, Los Angeles, Ca. Mari is working on a grassroots organizing campaign to push a progressive long-term agenda in Los Angeles, addressing the root causes of community problems. This agenda includes living wage jobs and health care as human rights.

19. **Ariel Saenz:** Centros Integrales de Salud, Santiago, Chile. Ariel is a former political prisoner who now works mainly as a business manager for an NGO that provides health care options to many in Santiago that do not have access to state-run or privatized care. He works closely with labor unions, serving as a more viable and egalitarian option to health care for their members.
20. **Alex Sanchez:** Homies Unidos, Los Angeles, Ca. Alex works in a binational organization that works with gang members and gang affected families in the US and El Salvador to promote alternatives to violence and drugs through access to alternative education, leadership development, self-esteem building and health education programs.
21. **Irma Jaimes Solis:** The Workplace Project, Long Island, New York. Irma is Coordinator of the Worker's Rights Program, her work consists of supporting the organizing efforts of members of the Day-laborers' Union of Long Island-Farmingville Committee, the majority of whom are immigrants from Hidalgo, Mexico. The Workplace Project also advocates for the legal rights, health, and safety of workers, and fights anti-immigrant violence and laws that are against the interests of immigrants and day laborers.

IV. Summary of Participant Evaluations

We had the participants fill out an evaluation form that asked them to rate a few basic aspects of the Institute (overall quality, preparation, housing, food and reading materials) on a scale of 1 through 5 (1 being the poorest and 5 being superior), and asked them to give explanations for this rating. In addition, we asked them to answer a few other questions in short paragraph form, including a request for their opinions on different aspects of next year's Capstone Institute (mentioned in the Introduction). Lastly, we asked them how they heard about the Summer Institute, and gave them the opportunity to tell us anything else that they wanted. We received evaluations from all 21 of the Institute's participants. In general the responses were remarkably positive (for example, the aspects that we asked the participants to evaluate quantitatively never received an average rating under 4.5). What follows is a summary of some of the general trends observed through each of the participant's evaluations.

A. Overall Quality of the Institute

Rating: 15 "5"s, 4 "4"s

- ◆ Overall rating was better than any given to specific aspects of the Institute, suggesting that while there may have been a few individual aspects that participants felt could have been better, it was a generally positive experience for all.
- ◆ Participants enjoyed the diversity of the group and the themes discussed, the strong comradery, the focus on self-healing as an integral and often overlooked part of organizing, and the effort that presenters and staff members made to speak Spanish even though it was not their native language.
- ◆ Other comments: participants enjoyed the weaving of sessions that were more intellectual with ones that were focused more on leadership and personal growth; several recognized that the Institute seemed to have flowed quite smoothly.
- ◆ Some complaints: we tried to fit in too much; not enough free time, and some of the transitions were too fast, not allowing time for appropriate reflection.

B. Preparations

Rating: 14 "5"s and 5 "4"s

- ◆ Participants mentioned they felt generally well prepared for what to expect while at the Institute
- ◆ They felt it was a safe environment
- ◆ They would have appreciated more possibility to communicate with each other before the Institute, particularly those who were presenting sessions together

C. Housing

Rating: 15 "5"s, 3 "4"s and 1 "3"

- ◆ Many participants appreciated the fact that they had their own rooms
- ◆ A number thought that the flowers in their rooms were a nice touch
- ◆ Some liked the accessibility of all the facilities, while one person mentioned the bathrooms were a little far to walk to in the middle of the night.
- ◆ Based on comments from last year, we divided the housing so that all the men had rooms on one wing of the dormitory and the women had rooms on the other; this meant that they did not have to share bathrooms with members of the opposite sex, something with which a number of last year's participants had mentioned they were uncomfortable. An unintended result of this year's solution, however was that the dormitory's washers and dryers were located in a bathroom on the women's side, leading one of the participants to raise an objection to this.
- ◆ One of the participants mentioned that the housing "wouldn't have been better at a 5-star hotel."

D. Food

Rating: 9 "5"s, 7 "4"s and 3 "3"s

A big issue among a select group of participants turned out to be a lack of food that was representative of the cultures from which these participants come. To put this in context, this was the first year that we had hosted a large number of Caribbean and South American participants, and this group had particular dietary preferences. In particular, some participants expressed frustration over the amount of cold lunches, especially sandwiches that were served. It was difficult for some of these participants, who were not used to such lunches, to get accustomed to them.

This issue was brought up to us at the mid-week evaluation, although we did not expect such a response (last year's evaluations rated food very highly and we used much the same strategy to plan this year's menu), we tried to deal with the participants' request in a timely manner, by doing the following things: Offering to buy alternative lunches for those participants who would not eat the food we offered; Changing a few of the caterers that we had planned for later in the week to better reflect the tastes of the participants and even facilitating a lunch where some of the participants were able to cook some of their traditional dishes and share them with the group, with ingredients we bought for them at their request.

Some suggestions for improving the food situation included having more participant-cooked meals and asking the participants more about food preferences in the questionnaire prior to the Institute. On the positive end, some participants mentioned that they appreciated the way we went out of our way to respond to the problems some participants had about the food. Another participant appreciated our attempt to share with them food from other non-Latin American cultures (like Thai food, Indian food), and yet another participant appreciated our attempts at being more environmentally conscious about the way we served the food and drinks, by having plastic, reusable plates and silverware and giving each of the participants a mug that they could use over the course of the entire Institute.

E. Reading Materials

Rating: 10 “5”s, 3 “4”s, 2 “3”s and 1 “2”

- ◆ Not everyone felt they read enough of the reader to rate them.
- ◆ Many mentioned that it would serve useful as a resource for the future.
- ◆ Some participants would have liked to see the articles contained in the reader discussed more in the sessions, since they did take the time to read all or most of it.
- ◆ Other comments on the reader were that some of the articles are too long and too theoretical, that some of the translations into Spanish were not as good as they could be and that it should include more information about the cultures of each of the participants, as well as possibly even poetry or other forms of cultural expression.

F. What was your favorite part of the week?

- ◆ Many of the participants’ responses to this question had to do with the wonderful sense of comradery, helped in part by the uplifting personalities of certain members of the group and the open-mindedness and willingness to share of all the participants.
- ◆ The site visits were also quite popular, particularly when the participants were able to interact with members of the community that had been empowered by the organizing work that we had come to observe (such as the Comité César Chávez in San Jose and Barrios Unidos in Santa Cruz).
- ◆ Participants also enjoyed the sessions that had a more personal or emotional focus that helped break down the boundaries and encourage positive communication between the participants. The relationships between the participants were an integral part of what made the Institute so special. One participant mentioned that he or she felt that the Institute got better as the week went on since the group got to know each other better.
- ◆ Many also appreciated that there was an attempt to mix more emotional or personal types of sessions (which include the self-care session and the popular “Why we do the work that we do”), with more intellectual sessions, such as the ones mentioned below.
- ◆ Other sessions that participants mentioned in the section include: Understanding Lesbian/Gay/Bisexual/Transsexual movements; the computer sessions (particularly the part that dealt with statistics and graphs); the session on Gender and Social Change; the business study of a Volkswagen manufacturing plant in Mexico; Racial Relations in the Americas; Transnational indigenous movements; Latinos in the New Economy; the situation in Colombia; and the keynote speech on the last day by Victor Quintana of the *Frente Democrático Campesino* in Chihuahua, Mexico.
- ◆ Other comments participants included in this section were that many of the sessions of the Summer Institute helped them to learn more about the power of language, that they enjoyed the different opportunities over the course of the entire week of seeing examples of youth working in social change movements, and that the participants were able to give a presentation on the work of their respective organizations.

G. What kinds of sessions did you like best?

- ◆ The majority of the answers to this question indicated that the participants preferred sessions that were more interactive, where they were able to converse more in depth and work with each other in small groups, as opposed to the typical panel discussion session.
- ◆ Also popular, again, were the site visits, with the San José trip being the one that was most often mentioned.
- ◆ The case studies, the sessions on economic trends, and the sessions oriented towards personal and psychological development were also mentioned by more than one participant in this section.

H. Are there themes we should have explored or should have explored more?

A large majority of the themes suggested here that could have been explored further in the Institute can be classified under 3 different over-arching categories:

- ◆ Gender and Social Movements: Include more discussion about sexuality, misogyny, less theoretical discussion and more exchange of experiences in working with different groups of women.
- ◆ Funding and Foundations: More information about how to find the right foundations to fund certain projects, but also sharing of experiences about how other organizations have continued their work despite a lack of funds, or about other projects that help ensure the self-sustainability of the organization.
- ◆ Next Steps: Participants would have liked to see more dialogue about how to continue the communication networks that were created by the Institute and how to implement the ideas discussed at the Institute in the work each of the participants do in their respective communities.
- ◆ In this section, some of the participants included suggestions about how to improve all of the sessions by putting more emphasis on the participants communicating and exchanging experiences. These suggestions include: having more participants as presenters; having the facilitators of each session be much more strict about time limits for each presenter; having fewer presenters; lengthening the sessions; and having more sessions at the beginning of the week that discussed how to talk (not just listen) compassionately.

I. How will you use the skills you learned or developed during the Institute?

- ◆ New Understanding: Nearly half of the participants mentioned that their newly acquired understanding of the issues and themes discussed in the Institute would contribute to a wider knowledge that they will carry with them through all the work that they do.
- ◆ Sharing: More specifically, other participants said that they plan to disseminate the lessons learned from the Institute to people within and outside of their organization.

Three participants said that they planned to put together a workshop to help disseminate the information more fully.

- ◆ Coalition Building: Several participants mentioned that they saw new possibilities for building alliances and working in coalition with other organizations. The breadth and depth of their understanding of issues would allow them to work more effectively with a variety of other organizations, including continuing to work with the other participants of the 2002 Institute.
- ◆ Technical Skills: Many participants said they would apply their newly acquired technical skills by looking for statistics on the Internet to strengthen their work, and employing their ability to use graphs and web resources.
- ◆ Strategizing: Participants said that they would modify and re-think their organizational strategy, employing the graphic planning methods that they learned, and integrating a wider perspective and breadth of issues in their work.
- ◆ Sensitivity: Several participants mentioned that they would be different organizers: working more from the heart, with an increased sensitivity and capacity to work with a variety of people. One participant mentioned that she would be able to work better with others, after deepening her own self-acceptance.
- ◆ Gender/Sexuality Awareness: Participants mentioned a new understanding and capacity to be allies to the Lesbian/Gay/Bisexual/Transgender Community, and more understanding of issues pertaining to women and gender.

J. How would you like to help the Institute develop further?

- ◆ Most people agreed to be a part of the planning committee: even those that are not located nearby were very interested in continuing to contribute to the planning process in whatever way possible.
- ◆ Many other participants volunteered to help disseminate information about the Institute, from writing letters, to increasing media visibility, to even producing a quarterly magazine on transnational organizing.
- ◆ Others volunteered to be part of a network with participants from previous years.

K. How would you suggest structuring the 3-4 days of retreat/reunion for next year?

- ◆ Most participants suggested limiting participation to past participants: opening up the space for them to exchange experiences, evaluate their successes and failures, talk about their own projects, and reflect. One participant felt it was important to get updates and feedback from all past participants, and that those who couldn't attend could submit a survey or paper contributing their thoughts. In contrast, a few participants suggested bringing in 'experts' from Latin America to speak on current issues.
- ◆ A few participants suggested structuring the capstone in three parts: the first day presenting goals of the Institute, the second day doing evaluations of all four past institutes, and the third day working on developing next steps. One participant

suggested doing ‘theme days’ with each day focused on a specific issue or region. Several participants suggested that the last day should involve developing some kind of action plan. Other participants suggested involving the participants in a concrete action plan, such as producing a book on transnational organizing.

- ◆ Suggestions for possible sessions included a discussion of leadership and volunteerism in the United States and Latin America, the advance of the FTAA, Plan Puebla Panama and their impact on communities, and a tabling session where participants could share and distribute literature on different organizing campaigns.

L. What would it take to motivate you once you leave to be involved?

- ◆ Participants felt that the most important motivation to stay involved was the presence of an active network of solidarity, and continuous communication between participants and the Summer Institute staff.
- ◆ Participants expressed that it would be important to agree on common objectives, prioritize, and implement plans with the other participants in order to keep the solidarity network strong and effective. One said it would be helpful to establish strategic partnership plans that could be monitored.
- ◆ They felt that follow-up from the Institute was really important; several participants mentioned wanting a copy of the evaluation once it was done. They felt that the quality of the University’s work was an important motivator to stay involved.
- ◆ Other participants expressed that sharing what they learned from the Institute with their communities would be the biggest motivator, and requested tools to do so.

M. If you were to come, what would be a good way to make you feel prepared for the retreat/ reunion?

Participants felt that the best way to help them feel prepared would be to communicate to them in advance about the goals of the retreat, and to generate exchange and communication among the participants. Specific suggestions included:

- ◆ Give out more information on Summer Institute’s history, vision, and methodologies so that the participants can come in with familiarity and ownership over the process
- ◆ Have participants exchange information ahead of time, and allow time for presenters to coordinate
- ◆ Jointly develop the agenda and documents for discussion; exchange biographies in advance
- ◆ Encourage and facilitate regional meetings to prepare for the capstone (for example, have past participants in the Los Angeles area meet and synthesize their ideas about what are the critical issues and events in this region); also possibly have phone interviews/conference calls.

N. Is there anything else you would like to add that we haven’t asked you? Other comments...

- ◆ Participants expressed thanks to the University and to staff for their work: also mentioned that staff should not work so hard.
- ◆ They would have liked to create a document about the Institute (maybe a video).
- ◆ It would be nice to have quarters for laundry, and a regular system of rides going downtown.
- ◆ The variety of locations for sessions was a plus.
- ◆ It would have been good to know more information about the speakers beforehand.

O. How did you find out about this Institute?

Participants had a choice of marking 1) email 2) friend 3) colleague 4) list serve 5) past participant 6) other. It is possible that by restructuring the options or by providing a blank space to describe how the participant had found out about the Institute, we might have received more detailed and strategically important information. Many participants marked more than one category (often marking email, friend). The ‘friend’ option was marked 9 times, followed by colleague and list serve with 6 times each, and email and past participant with 2 times each. ‘Other’ was marked twice as well, in both cases mentioning a community organization.

This indicates that while friendship and professional networks remain the most powerful outreach tools, that Internet resources (list serves, email contact), were also effective in recruiting this years’ participants. We had done a mass cold mailing of Summer Institute brochures with our website address, and sent them out to 400 organizations. No one mentioned this mass cold mailing as how they found out about the Institute. This was not an option on the evaluation form, but neither was it indicated in the ‘other’ option. This indicates that the cold mailing of flyers did not have any direct impact on the recruitment of this years’ participants.

P. Oral Evaluations

At the end of the Institute, the participants were asked to work in groups of four and come up with some aspects they liked and some aspects that they would recommend changing in terms of the content of the Institute. This was a separate session from the written evaluations. What follows is a summary of the group’s oral evaluation, beginning with what they liked, followed by what they would like changed and suggestions of how to do so:

Participants were overwhelmingly positive about the *thematic content* of the Institute, mentioning that the diversity of the issues explored, and their pertinence to the work the participants’ organizations were doing. Participants felt that the contents of the Institute were useful, important, substantial, rich, and informative. They especially liked the way that theory and practice were balanced. Specific sessions that were mentioned as especially positive were the site visits, sessions focused on women’s issues, the session ‘Why I do what I do,’ other sessions oriented to ‘personal work,’ and the computer and technical sessions. Participants appreciated the gender balance of presenters, and the use

of their fellow participants as presenters. Virtually all of the sessions were in Spanish, and participants appreciated this effort on our part.

Second, with respect to the content of the Institute, the participants noted the *group dynamics* that resulted during the 10 days of living and working together. They noted the ‘quality’ and ‘diversity’ of the participants, and the incredible group integration that developed during the week. One group mentioned the ‘unity and love’ they felt within the group. They felt that this dynamic wouldn’t have been possible without the group living situation.

In both the inter-personal dynamics and in the sessions, participants expressed that a *special space* had been created, a space that valued individuals, diverse identities, and allowed the participants to ‘discover who they were.’ Being that one of our explicit goals in the Institute is to cause this type of self-discovery, we were heartened by this feedback.

Nearly all of the evaluation groups mentioned the attentiveness of staff, volunteers, and professors, the hospitality, and the smoothness of the logistical preparations. They liked the daily session starting time, and they appreciated the meal that one of the participants had made which reflected Caribbean cuisine. One group mentioned that the ‘no alcohol’ policy contributed positively to their experience. Participants expressed that they felt re-charged by the experience, with renewed strength and desire to continue their work.

The suggestions that the participants thought we could change for next year, including ideas about other sessions that we could try to integrate into the Institute are listed as the following:

- ◆ Food: Participants suggested a later dinner hour (more in tune with Latin American schedules), and the opportunity for participants to prepare some of the meals. They suggested starting the week by asking for volunteers who would like to cook regional dishes.
- ◆ Materials: A few participants asked for larger print articles, more projection of overheads, and larger visuals. One group also felt that it would be useful for each participant to get a binder/notebook to keep their materials. In reference to the reading compilation that they had been given in advance, participants would have liked a chance for focused discussion of some of the readings.
- ◆ Logistics: One group asked for an earlier daily ending hour; several groups asked for more free time and more relaxation time. Several groups requested a specified time allotted for making phone calls and doing emails, perhaps an hour in the middle of the day. Participants also suggested that access to downtown to buy supplies would have been helpful.
- ◆ Sessions: Some groups felt that there were an excess of rules/guidelines for participant interventions during sessions. One group suggested more mediation and providing more focused time for interventions and contributions. In general, participants expressed a need for more time to exchange their own experiences, share the work of their organizations, debate ideas and learn from each other. Own group said, “more debate, less passive sessions.” Some groups had specific suggestions for future sessions: More focus on gender and feminism, a workshop on team building, and the opportunity to partake in a local action as an exercise of solidarity. Several

groups recommended organizing future institutes around ‘theme days,’ dedicating each day of the Institute to focusing on a particular country or issue.

V. Lessons Learned

This section will attempt to identify some specific lessons that were learned from the experiences we had during the course of the planning, preparation and execution of this year's Summer Institute. Some of these lessons were brought up by the participants themselves during sessions in which we asked them to give us some suggestions for improvement of the Institute, but many of them come from the Summer Institute staff and directors. The lessons learned are divided into six different categories, which are Preparation and Community Outreach, Sessions and Speakers.

A. Preparation and Community Outreach

As next year we will not be doing another Institute, rather a Capstone bringing back together past participants, the selection process may be even more difficult than in the past. We are faced with the delicate situation of having to select among those already selected in the past and it will be important to learn from some of this past year's selection process. After receiving a concerned letter from an applicant who had applied two years in a row, and been put on the waiting list, it became evident that we need to be very cautious and clear in our communications to potential applicants. We may have avoided this situation by communicating better about our selection process, how it works, and how our waiting list functions. We should always watch our wording in our invitations to apply, being careful not to give a false impression about one's chances of being selected.

In addition, we should map out our selection process and have it be very clear from the beginning. Since the selection committee guides most of the decision making, it is critical to give the committee clearer guidelines for how these selection decisions will be made, and then follow through by coaching the committee in making these decisions. Perhaps this would be much easier to do with a smaller selection committee, one that can commit to reading more of the applications, meet more than once, and make decisions after careful thought and discussion. However, this may not be realistic due to the time commitment involved.

To avoid raising people's hopes, we should keep the waiting list short and simple, and inform people of how it works. We should be responsible about communicating with them and not leaving them hanging unnecessarily.

In addition, we should take care with the communication we send out, especially invitations to past applicants inviting them to apply. This year, inviting previous applicants who were put on last years' waiting list to apply again caused applicants who were not accepted again to be very upset: we need to watch our wording and be very clear about our invitation. It would also be critical to explain more about our criteria for selection.

B. Sessions

As in past years, participants gave rave reviews of the sessions offered, but asked for even more interactive sessions, and more opportunities to share their own experiences, and 'teach' each other. They also asked for more focus on gender (not just

women's issues, but gender theory) and LGBT issues (something we added for the first time in 2002), and more of a practical focus: the opportunity to participate in a local action, and to put together a concrete action plan to implement the ideas discussed during the Institute.

C. Presenters

This year we had more than twice as many presenters as participants, and while this had a strategic purpose in keeping these people in touch with the Institute, it may have actually made the sessions less effective. Many times there were so many panelists that they did not have sufficient time to present their work, and the participants felt even more restricted by the lack of time for interaction and dialogue. Logistically, having so many speakers (especially non local ones) put an additional strain on staff.

VI. Conclusion

This was our final Summer Institute, and it is wonderful to end with such a highly successful event as indicated in the evaluations of both the participants and staff. Our objectives were to provide a space for busy community leaders and organizers to reflect, share experiences, and ‘have a week at University’ to expand their perspectives. We’ve surpassed even our own parameters for achievement in this area. From both the written and oral evaluations, the participants felt that the Institute was not only highly valuable to them in terms of their intellectual understanding of issues and trends affecting their work; but that the Institute had actually made them more effective organizers, and more complete human beings.

As we head into the planning process of the last phase of the Summer Institute project, the 2003 Capstone, it will be critical to take our lessons forward. Participants expressed that they would like to have even more ownership of the Institute, facilitating more of the sessions, having more time to share their experiences, and even sharing their cultures through food preparation.

On a deeper level, as preparations for the Capstone begin, we must consider what we would like to preserve about the Institute, ‘the spirit of what we would like to continue;’ the hope being that the Institute tradition may be continued in some form. Reflecting back on the original intentions for the Institute, it becomes clear that the Institute not only met these original goals, but went beyond them. A member of our planning committee, who was one of the participants from the first Institute in 1998, expressed that the Institute has been a *catalyst* for transforming the relationship between the University and the Latino/a community. In her words, “The Institute has put UCSC on the map in terms of wanting to work with the Latino community.”

This connection has made a lasting impact on the University. The Latin American and Latino Studies program has been enriched by the contact with the community leaders who are on the frontlines of struggles that University faculty and students are grappling to understand. The Institute has helped construct a bridge between the two groups, making the University more accountable to, and more connected with, struggles of the Latino/a and Latin American communities.

Hearing from numerous past participants, and community members involved with the Institute, it becomes clear that the Institute is something very special to them. It has created a *space* that is virtually non-existent anywhere else: a space where Latino/a and Latin American community leaders, many of whom were not granted access to higher education, can spend 10 days on a university campus. They are both honored for who they are and the critical work they are doing, and offered the precious opportunity to learn about and reflect on how transnational forces are impacting their work and communities.

This process has made lasting impacts on the participants who have not only gained skills and perspectives making them more effective in their work, but have created lasting relationships with other organizers, creating a network for cross-border organizing. These transnational personal relationships are perhaps the strongest legacy of the Institute.

VII. Appendix A

Summer Institute 2002 Declaration

(AUGUST 22-3 2002, UNIVERSITY OF CALIFORNIA, SANTA CRUZ)

WE THE FOURTH SUMMER INSTITUTE, IN SOLIDARITY WITH THE COMMUNITIES OF THE WORLD, MANIFEST OUR COMMITMENT TO WORK IN UNITY FOR THE CONSTRUCTION OF SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE AND DEMAND:

- CHANGE IN THE POLITICS OF THE WORLD BANK AND THE INTERNATIONAL MONETARY FUND TO ACHIEVE A DIFFERENT GLOBALIZATION THAT PERMITS THE CONSTRUCTION OF A WORLD FREE OF POVERTY AND VIOLENCE.
- SUPPORT AND OPPORTUNITIES THAT FAVOR THE DEVELOPMENT OF WOMEN.
- A JUST AND NEW AMNESTY FOR ALL OF THE IMMIGRANT POPULATION OF THIS COUNTRY.
- DIGNIFIED HOUSING AND A JUST SALARY FOR ALL OF THE LABORER AND FARMWORKER POPULATIONS.
- PROTECTION OF BIODIVERSITY AND SUSTAINABILITY FOR THE ECONOMIC, SOCIAL AND CULTURAL DEVELOPMENT OF COMMUNITIES.
- A HALT TO THE PRODUCTION, USE, AND TRANSPORTATION OF TOXIC AND RADIOACTIVE MATERIALS.
- THE CLEANING AND PROTECTION OF RIVERS, GROUND WATER, AND OTHER WATER SOURCES OF THE PLANET.
- RESPECT FOR THE RIGHTS OF INDIGENOUS COMMUNITIES AS THEY ARE: THEIR LANGUAGE, TERRITORY, AND POLITICAL AUTONOMY.
- AN END TO ALL TYPES OF RACIAL SEGREGATION.
- A HALT TO THE VIOLENCE AGAINST INDIGENOUS AND AFRICAN AMERICAN COMMUNITIES AND TO THE POLICIES AND PRACTICES OF THE MILITARIES AND PARAMILITARIES THAT ARE THE CAUSE OF DEATH AND DISPLACEMENT OF THESE PEOPLES.
- AN END TO IMPUNITY AND TO CRIMES AGAINST WOMEN IN CHIHUAHUA. NOT ONE MORE!
- RESPECT FOR THE HUMAN RIGHTS OF THE LESBIAN, GAY, BISEXUAL, TRANSGENDER AND TRANSEXUAL COMMUNITY.
- DEMILITARIZATION AND DISMANTELING OF BASES AND MILITARY PRACTICE AREAS SUCH AS VIEQUES IN PUERTO RICO AND PLAN COLOMBIA.
- REJECTION OF PLAN PUEBLA PANAMA AND THE MEGA TOURIST PROJECT 'NAUTICAL STAIRCASE' BECAUSE OF THE ECONOMIC, SOCIAL, CULTURAL, AND ENVIRONMENTAL IMPLICATIONS; THESE WILL CAUSE DISPLACEMENTS OF COMMUNITIES AND AFFECT THE BIODIVERSITY OF THE REGION.
- SUPPORT RURAL MEXICO AND JUSTICE FOR ALL RURAL FARMERS/FARMWORKERS OF THE WORLD.
- HALT THE PRODUCTION, DISTRIBUTION, AND COMERCIALIZATION OF GENETICALLY MODIFIED CROPS UNTIL WE KNOW THE COLLATERAL EFFECTS THAT THESE TYPES OF CROPS COULD PROVOKE IN THE ECONOMIC, ENVIRONMENT, AND CULTURAL DEVELOPMENT OF COMMUNITIES.

¡OUT WITH NAFTA!!! ¡OUT WITH THE FTAA!!!
UNITED IN SOLIDARITY

PARTICIPANTS OF SUMMER INSTITUTE 2002

VIII. Appendix B

Summer Institute 2002 Program

Jueves, 22 de Agosto / Thursday, August 22

~llegada de los participantes en el transcurso del día~
~participants arrive throughout the day~

6pm Bienvenido/as y Cena
Welcome/Dinner
MERRILL LOUNGE

7:30pm "Conocimiento"
Presentadores/*facilitators*: Manuel Pastor, Blanca Tavera, Argelia Flores
MERRILL LOUNGE

Viernes, 23 de Agosto / Friday August 23

8am Desayuno/*Breakfast*

9-11:30pm "Ganando y Perdiendo en la Nueva Economía: la Globalización y sus Descontentos"
"Winning and Losing in the New Economy: Globalization and its Discontents"
Presentor/*facilitator*: Manuel Pastor
BAOBOB

12-6pm Visita de campo a Watsonville
Watsonville Field Visit
con los presentadores/ *with presentations by*: Ana Phares Ventura, Erica Padilla, Marcela Tavantzis, John Borrego

6:30 pm Cena/*Dinner*
MERRILL

7pm Reflecciones sobre la visita de campo, introducciones de organizaciones de los participantes
Reflections on field visit, introductions of participants' organizations
Presentadoras/*facilitators*: Blanca Tavera and Rachel Rosner
MERRILL LOUNGE

9-10 pm Presentación de arte con la presentadora Tanilee Eichelberger
Display of Art Work with presentation by Tanilee Eichelberger
LA GALERIA

Sábado, 24 de Agosto/ Saturday August 24

- 8am** Desayuno/Breakfast
- 9-12pm** "Encontrando Espacios en Común"
"Finding Common Ground"
Presentadoras/facilitators: Blanca Tavera & Rachel Rosner
MERRILL LOUNGE
- 12-1 pm** Almuerzo/Lunch
Afuera o en el tercer piso de la Casa Latina
Outside or on the third floor Casa Latina
- 1:30-3:30** "Nuevas Fronteras de la Inmigración despues del 11/9"
"New Immigration Frontiers in the post 9/11 Era "
Presentadores/facilitators: Arnoldo Garcia, Susan Alva, Teresa Castellanos, Pedro Castillo
BAOBOB
- 4-5:30pm** "Organización Transfronteriza dentro de la Sociedad Civil"
"Transnational Organizing within the Civil Society: A Framework "
Presentadores/facilitators: Jonathan Fox, Gaspar Rivera
MERRILL LOUNGE
- 7:30pm** Cena y Película/Dinner and Film "Maquila"
por/by Saul Landau
BAOBOB

Domingo, 25 de Agosto/Sunday, August 25

- 8am** Desayuno/Breakfast
- 9-11am** "Reflexiones sobre Movimientos Indígenas Transfronterizos"
"Reflections on Indigenous and Cross-Border Social Movements"
Presentadores/facilitators: Gaspar Rivera-Salgado, Guillermo Delgado, Oralia Maceda y Lorena Guerrero.
MERRILL 2
- 11:00 am** Un almuerzo en bolsa/Bag Lunch
- 11:15-12:30** "Computación para Principiantes"
"Beginning Computation"
Presentadores/facilitators: Eric Brewer-García, Javier Huizar
MING ONG
- 12:30-1:45** "Computación para Intermediarios"
"Intermediate Computer Orientation"
Presentador/facilitator: Eric Brewer-García
MING ONG

- 2-4:30 pm** "Género y los Movimientos Sociales Transfronterizos"
"Gender and Social Movements Across Borders"
 Presentadoras/facilitators: Maylei Blackwell, Sonia Álvarez, Carmen Valadez, Martha Juarez Ponce
 BAOBOB LOUNGE
- 4:45-6pm** Cuido Personal/Self-Care Session
 con/with Blanca Tavera y Rachel Rosner
 MERRILL
- 7pm** Cena y Reflecciones "Por que Hago el Trabajo que Hago"
Dinner and Reflections "Why I do the Work I do"
 Presentadoras/facilitators: Blanca Talvera, Rachel Rosner, Argelia Flores
 CHAVEZ MENCHU

Lunes, 26 de agosto / Monday, August 26

- 8am** Desayuno/Breakfast
- 9-10:30am** "Latinos en la Nueva Economía"
"Latinos in the New Economy"
 Presentador/facilitator: Manuel Pastor
 BAOBOB
- 10:30-10:45** Preparación para el caso de estudio con Helen Shapiro
Preparation for Case Study: Helen Shapiro
 con traducción por Eric Brewer-García
 BAOBOB
- 11:00 am** Un almuerzo en bolsa/Bag Lunch
 MERRILL CIRCLE/LOUNGE
- 11:15 am** Salida de visita de campo a San Jose
Departure for San Jose site visit
- 12:30-2:30** Working Partnerships
- 3:00-4:30** Mayfair iniciativa de mejoramiento de la vecindad
Mayfair Neighborhood Improvement Initiative
- 5-6:00 pm** Evaluación entre-semana/Mid-week evaluation
- 6-7 pm** Cena/Dinner
- 7:30 pm** Visita a MACLA, Movimiento de Arte y Cultura Latinoamericana
Visit to MACLA, Movement of Art and Culture of Latin America
 Regreso al campus/Return to Campus

Martes, 27 de agosto / Tuesday, August 27

- 8am** Desayuno/*Breakfast*
- 8:30-10:30** "Pensando al Nivel Global, Actuando al Nivel Corporativo: El - Caso de Automóviles en Los Estados Unidos"
"Thinking Globally, Acting Corporately: Autos in North America"
Presentadora/*facilitator*: Helen Shapiro
con traducción por Manuel Pastor
MERRILL
- 11-12:30** "Perspectivas Nacionales y Locales sobre Estrategias de Financiamiento"
"*Money Talks: National and Local Perspectives on Funding Strategies*"
Presentadores/*facilitators*: Jonathan Fox, Cristina Regalado, s Sonia Alvarez, Julia Lopez
MERRILL LOUNGE
- 12:30-1:30** Almuerzo/*Lunch*
- 1:30-3:30** "Las Relaciones Raciales en las Americas"
"*Race in the Americas*"
Presentadores/*facilitators*: Emiliana Bernard, Wendy Mateo, Tanya Dawkins y Alex Sánchez facilitado por Rosalinda Fregoso
BAOBOB
- 4:00-6pm** "Recursos de la Red para el Cambio Social: Tecnología, Informática y Movimientos Sociales; Problemas y Posibilidades"
"*Web Resources for Social Change/ Internet Technology and Social Movements: Problems and Possibilities*"
Presentadores/*facilitators*: Eric Brewer-García, Linda Lopez, Javier Huizar Murillo
MING ONG
- 6:30-7:30** Cena/*Dinner*
MERRILL LOUNGE
- 7:30pm** "Temas Laborales" / "*Labor Issues*"
Presentadores/*facilitators*: Susanne Jonas, Carmen Valádez, Irma Jaimes-Solís, Mari Ryono, Germán Martínez
BAOBOB

Miércoles, 28 de Agosto / Wednesday, August 28

- 8am** Desayuno/*Breakfast*
- 9-11:30** "Nuevas Fronteras de la Organización Comunitaria; La Justicia Medioambiental"
"*New Frontiers in Community Organizing: Environmental Justice*"

Presentadores/*facilitators*: Manuel Pastor, Félix Pérez-Verdugo, Connie García, Laura Caballero, Marta Segura
BAOBOB

- 12:00 pm** Un almuerzo en bolsa/*Bag Lunch*
- 12:30-4pm** Tiempo Libre, viaje a la playa/*Free Time, Beach Trip*
- 4:30-6:30** Barrios Unidos
- 6:30pm** Regreso al Campus/*Return to Campus*
- 7:30pm** Cena/*Dinner*
- 8-10pm** Presentaciones del trabajo de los participantes: ej. Video, 'powerpoint'
Presentations of Participants' Work: Video, 'powerpoint'
BAOBOB

Jueves, 29 de Agosto/Thursday, August 29

- 8am** Desayuno/*Breakfast*
- 9-11am** "Salud y Promotores"
"Health and Promotores"
Presentadoras/*facilitators*: Rosa Saucedo, Gloria de la Rosa, y Maria Graciela de León
BAOBOB
- 11-11:30** Distribución de evaluaciones, preparaciones para la sesión, "próximos pasos"
Evaluations passed out and discussion of 'Next Steps' session
BAOBOB
- 12-1pm** Almuerzo/*Lunch*
MERRILL LOUNGE
- Elija una sesión/*Choose a session*
- 1-3pm** "Agronomía, Migración, y Políticas Alternativas desde Abajo"
"Agriculture, Migration, and Policy Alternatives from Below"
Presentadores/*facilitators*: Victor Quintana, Jonathan Fox, Julián Macías MERRILL
- o/or:
- "La situación en Colombia"
"The Situation in Colombia"
Presentadores/*facilitators*: Marino Córdoba, Sandra Álvarez y César Marín BAOBOB

*Sesión opcional/*Optional session*

- *3:30-5:30** "Hojas de Cálculo, Estadísticas, y Cambio Social"
"Spreadsheets, Statistics, and Social Change"

Presenters/*facilitators*: Manuel Pastor, Rachel Rosner, Javier Huizar,
Eric Brewer-García.
MING ONG

6:30pm Cena/*Dinner*
"El Movimiento Gay/Lesbiana/Bisexual/Transexual en Latino/a/
Latinoamerica"
"The GLBT Movement in Latino/a/ Latinoamerica"
Presentadores/*facilitators*: Fausto Paez, Juana Guzmán BAOBOB

Viernes, 30 de Agosto /Friday, August 30

7:30-8:30 Desayuno/*Breakfast*

8:30-9:30 "Creando Mapas para su Organización"
"Mapping Your Organization"
Presentador/*facilitator*: Jon Sagen
con traducción por Raquel Brewer
MERRILL LOUNGE

9:30-11:30 "Creando Redes, Próximos Pasos, Convenios de Intercambio"
"Creating Networks, Next Steps, Exchanges"
Presentadores/*facilitators*: Rachel Rosner, Jon Sagen, y Blanca Tavera
MERRILL LOUNGE

11:30-12:30 Evaluación del Instituto/Institute Evaluation
Presentadoras/*facilitators*: Rachel Rosner
y Blanca Tavera
MERRILL LOUNGE

12:30-1:30 Almuerzo *Lunch*
Presentador/*Presenter*: Victor Quintana
STEVENSON PROVOST HOUSE o AFUERA

1:30-2:30 Ceremonia de clausura/ Closing Ceremony
con/*with* Albino Garcia
STEPHENSON PROVOST HOUSE o AFUERA

7:30pm Cena y Despedida/*Dinner and Despedida*
Coordinadoras de la celebración/*Celebration coordinators*: Blanca
Tavera y Ana Espinosa
EL PALOMAR

Sábado, 31 de Agosto /Saturday, August 31

7:00 am Desayuno y salida/*Breakfast and departure*

IV. Appendix D
Budget narrative and report