

Research & Action Report

Wellesley Centers for Women



Center for Research
on Women
Stone Center

Following Gen Y through 6th Grade

FEATURING:

Q&A:
New Partner for
Gender & Justice Project

COMMENTARY:
Unexpected Boost to
Gender Equality

EXECUTIVE REPORT:
Asian Human Rights
Conference

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Research & Action Report is published in the spring and fall by the Wellesley Centers for Women (WCW).

Since 1974, WCW has been a driving force—behind the scenes and in the spotlight—promoting positive change for women, children, and families. Women's perspectives and experiences are at the core of the Wellesley Centers for Women's social science research projects and training programs. By sharing our work, with policymakers, educators, practitioners, and the media, we help to shape a more just and equitable society.

Work at the Wellesley Centers for Women addresses three major areas:

- The status of women and girls and the advancement of their human rights both in the United States and around the globe;
- The education, care, and development of children and youth; and
- The emotional well-being of families and individuals.

Issues of diversity and equity are central across all the work as are the experiences and perspectives of women from a variety of backgrounds and cultures.

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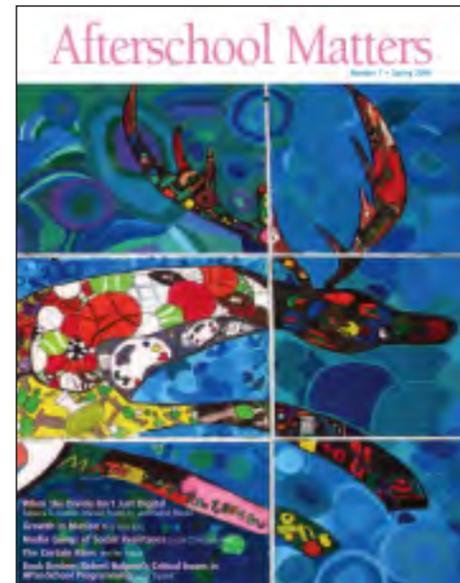
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Breaking News!

The industry-respected Afterschool Matters Initiative is moving to the National Institute on Out-of-School-Time (NIOST) at the Wellesley Centers for Women. Through a major grant from The Robert Bowne Foundation, NIOST will manage the continuation of the well established Afterschool Matters Initiative. This includes several publications and the Research Grantee program, in addition to the national expansion of the Practitioner Fellowship initiative. More information will be posted on www.wcwonline.org and in future issues of the *Research & Action Report*.



From the Executive Director



Our cover story on the school experiences of Generation Y children illustrates the importance of longitudinal research studies, studies which provide information and insight into the relationships between and among earlier experiences and later outcomes. Such studies, whether on early childhood, adolescent development, or women's lives, are a central part of our research here at the Wellesley Centers for Women (WCW).

The cover story also illustrates a key focus of our work at WCW—work on childcare and education. Feminists have been accused of ignoring children and family issues in the pursuit of women's achievement in traditionally male domains. Nothing could be further from the truth, as any careful historian can attest. The availability of childcare, the provision of gender equitable education, and the transformation of gender roles within the family were an early impetus for what is now known as “second wave feminism.” These remain central to the kind of lasting social change that improves the status and well-being of women, their families, and society.

In December WCW partnered with UNICEF to hold a groundbreaking and historic human rights conference in Bangkok, Thailand. Advocates from across Asia working on the implementation of CEDAW (the Convention on the Elimination of Discrimination against Women) and the CRC (the Convention on the Rights of the Child), as well as the chairs of these two United Nations' treaty bodies, came together for the first time to examine and address the intersections of women's and children's rights in Asia. The meetings were inspired by the work of Professor Savitri Goonesekere from Sri Lanka who called for greater links between these tireless advocates and their crucial agendas (see story on p. 16).

Women's rights and children's rights remain problematic in nations around the globe as well as here in the U.S. Despite the historic candidacies of the two current contenders for the Democratic presidential nomination, gender and race discrimination continue to permeate our society. As a result, we are a long way from achieving good care and education for all our children and equal status and justice for women and members of minority groups.

The energy, dedication, and forward thinking so abundant at the Bangkok meetings were inspiring. I returned physically exhausted but psychologically invigorated. At a time when so much of the news is discouraging, it is important to draw on this inspiration and energy and to share them with you. We must persist and we do persist—with hope, hard work, and you—to elicit change. The oft-repeated phrase, “If you are not part of the solution, you are part of the problem,” still rings true. ☀

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Gen Y Goes to School



Researchers at the Wellesley Centers for Women (WCW), as part of the National Institute of Child Health and Human Development (NICHD) Study of Early Child Care and Youth Development (SECCYD), have followed more than 1,000 children born in 1991. These are the children known as Generation Y—those born of the Baby Boom between 1981-1995. Earlier reports on this study have focused on child care and children's early development. But these babies are growing up! This article reviews what researchers have learned about the youths' experiences through sixth grade.

The Children of the NICHD SECCYD

More than 1,300 children from ten locations in the United States have participated in the NICHD SECCYD from birth. The children were born in communities in and around Little Rock, AR; Irvine, CA; Lawrence, KS; Boston, MA; Philadelphia, PA; Pittsburgh, PA; Charlottesville, VA; Morganton, NC; Seattle, WA; and Madison, WI. Families were invited to participate in the study if their children were healthy at birth, and the mother was over 18 and spoke English. While these children do not represent all of Gen Y, they do embody many of the variations of experiences found throughout their peers. This group of children was diverse: 24 percent were children of color, 14 percent were children of single mothers, and 19 percent of families received some form of public assistance. About 79 percent of the children continued in the study through sixth grade. At that time, 23 percent

were children of color, 20 percent of their mothers were single mothers, and 24 percent of the families were low-income. Mothers had an average of 14.4 years of education; 10 percent had not completed high school, 21 percent graduated high school, 33 percent had some post-high school training or education, and 35 percent had a four-year college degree or more.

Elementary School Experiences

The NICHD SECCYD children entered first grade in September 1997 or 1998, depending on the age-entry cutoffs in their communities and on whether they were developmentally ready for school. The NICHD SECCYD examined in detail the issue of what was the "best" age for children to enter kindergarten and found that, within the current range of age of entry cutoffs, what matters most is children's developmental readiness, not their chronological age. While

older children scored somewhat higher on some measures, overall these effects were modest compared to the importance of children's readiness.

While the majority of children entered formal schooling ready to learn, America's schools were not always ready to promote their learning. Children learn best in classrooms that provide strong instructional and emotional supports, and that combine high expectations with engaging activities that motivate students. However, the NICHD SECCYD found that only 15 to 20 percent of first grade classrooms provided the learning environments associated with children's learning. While small group activities are the method of choice for many educators, 85 percent of the instructional activities in first grade classrooms were teacher-directed, large-group instruction, or individualized seatwork. In contrast to arguments for instructional opportunities that support problem solving or critical thinking, fifth graders spent 70 minutes on basic skills activities (with a correct or incorrect response) for every ten minutes on activities that stimulated reasoning or analysis. While elementary classrooms were typically emotionally warm and positive places for the NICHD SECCYD children, most did not provide the high-quality instructional opportunities needed to support children's academic growth and performance.

One of the most important findings of the

NICHD SECCYD, however, is the significance of the home environment for children's school performance. The home shapes the early growth and development trajectories of children which prepare children to make use of their experiences in school. In addition, parents can provide knowledge and academic enrichment to children, as well as behavioral skills, such as autonomy, cooperation, and attention, that support school performance.

Additionally, after considering the role of home experiences and children's early development, other factors were also important to children's academic performance. Classrooms with class sizes of fewer than 18 students were characterized by higher quality instruction that tended to focus on concepts and feedback, along with more animated interactions among students. Students in classrooms that spent more time on literacy, language, and math instruction scored higher on tests of reading and math achievement. The emotional climate of the classroom was also important to reading and math development.

While schools are expected to teach academic skills, schools also teach social and behavioral skills, either directly or indirectly. Students are expected to develop positive interactions with other children and with adults, as well as self-regulation (being engaged in activities, refraining from disruptive behavior), social problem-solving skills, attention, and other competencies. In classrooms with positive climates, involved and sensitive teachers who use instructional time productively have children who are more self-reliant, attentive, and engaged. In fact, regardless of children's prior experiences, in school or at home, current classroom climate was significant for children's behavior. For example, in third grade classrooms with more collaborative learning activities, children had more positive interactions with their classmates.

The role of schools is particularly important for children at risk as a result of poverty, low parental education, or adjustment problems prior to school entry. Those NICHD SECCYD children whose families were always poor scored lower on measures of academic, language, and cognitive performance, and were rated by their teachers as having more adjustment problems than other children throughout the early elemen-

tary grades. However, when children whom kindergarten teachers described as having behavioral or adjustment problems were placed in first grade classrooms with high emotional and instructional support, the expected gaps in achievement did not materialize. Unfortunately, children at risk are less likely than other children to attend schools that provide this gap-closing education.

Implications

The youngest Gen Y children are now in middle school; the NICHD SECCYD children are in high school. These children have grown up in families experiencing the social changes of the latter part of the 20th century, including increasing numbers of two-earner families and single-mother families, and a global economy that requires complex cognitive skills as well as the capacity to work in teams and across boundaries. For the Gen Y children, as for earlier generations, families are the most important source of emotional and learning supports, especially in the early years. However, schools also matter. When schools provide smaller classes, emotionally supportive climates, collaborative and small group learning activities, and more time on literacy, language, and math instruction, children are more engaged in the classroom, have more positive interactions with adults and peers, and perform better on achievement tests. While most elementary classrooms in the NICHD SECCYD are emotionally warm and positive places for students, the majority of classrooms do not provide the instructional supports children need.

What Next?

Over the next year, new research from this study will address children's friendships, adolescent romantic relationships, physical activity, puberty and adolescent health, risky behavior and aggression, school achievement, the black-white achievement gap, and other important topics. For more information about the study and these and other publications, visit <http://secc.rti.org/>

Recommended Further Reading:

- ▶ Robert C. Pianta, NICHD Early Child Care Research Network. (2007). Developmental science and education: The NICHD Study of Early Child Care and Youth Development findings from elementary school. In R.V. Kail (ed), *Advances in Child Development and Behavior*. San Diego, CA: Elsevier Academic Press, Inc.
- ▶ Nora S. Newcombe. (2007). Developmental psychology meets the Mommy Wars. *Journal of Applied Developmental Psychology*, 28 (5-6), 553-555.
- ▶ NICHD Early Child Care Research Network. (2007). Age of entry to kindergarten and children's academic and socioemotional development. *Early Education & Development*, 18 (2), 337-368.
- ▶ R.C. Pianta, J. Belsky, R. Houts, F. Morrison, NICHD Early Child Care Research Network. (2007). Opportunities to Learn in America's Elementary Classrooms. *Science*, 315 (5820), 1795-1796.
- ▶ NICHD Early Child Care Research Network. (2005). Pathways to reading: The role of oral language in the transition to reading. *Developmental Psychology*, 41 (2), 428-442.
- ▶ NICHD Early Child Care Research Network. (2005). Predicting individual differences in attention, memory, and planning in first graders from experiences at home, child care, and school. *Developmental Psychology*, 41, 99-114.
- ▶ NICHD Early Child Care Research Network. (2005). *Child Care and Child Development: Results from the NICHD Study of Early Child Care and Youth Development*. NY, NY: Guilford Press.
- ▶ NICHD Early Child Care Research Network. (2005). Duration and developmental timing of poverty and children's cognitive and social development from birth through third grade. *Child Development*, 76 (4), 795-810.
- ▶ NICHD Early Child Care Research Network. (Spring 2004). Multiple pathways to early academic achievement. *Harvard Educational Review*, 1-29.
- ▶ NICHD Early Child Care Research Network. (2003). Social functioning in first grade: Associations with earlier home and child care predictors and with current classroom experiences. *Child Development*, 74, 1639-1662.

A New Staff Partnership Studies Justice for Victims, Justice for Offenders, and Economic Justice

You are joining Monica Driggers in reactivating the Gender and Justice Project at the Wellesley Centers for Women. Will the project's agenda remain the same?

EK: The Gender and Justice Project was initiated a few years ago to focus on battered mothers. What we're doing is focusing on women both as victims and as offenders. Much of my work prior to this has dealt with women as offenders; Monica's great expertise is on women as victims. She's a lawyer, I'm a social scientist, so we have lots of complementary skills and interests.

What were you doing before you came to WCW, and how did you begin working with Monica?

EK: While I was research director at the Center for Women in Politics and Public Policy at the University of Massachusetts Boston, I wanted to create a project focusing on the family connections of women in prison, and on pre-release services for them—that is, preparation for release to the community and preparation for reunification, if possible, with their children. Monica had a lot of experience with parole that would be helpful to the pre-release aspect of the project, and she offered to help me craft the proposal. When it was funded, I hired her to work on that part of the research, and then she really became a general project advisor. We turned out to be very good working partners. So when I decided to leave the Center, Monica suggested that I come over to WCW to talk about possibilities here.

What's the core of your own professional interest?

EK: My focus has always been on impoverished women and on women confined in institutions, whether or not they're behind bars. The two streams of my work have been women trapped in the institution of welfare, especially their access to higher education as a way out of poverty, and women in prison. The conversations Monica and I had with [WCW's executive director] Susan Bailey originally focused on the gender and justice aspects of my experience, but Susan encouraged me to bring in my work on access to education, too. So we incorporate the whole thing in Gender and Justice by calling it justice for victims, justice for offenders, and economic justice.

How did you arrive at your focus on impoverished women and confined women?

EK: Even as a child I was very concerned about issues of social justice. I think that stemmed from the fact that my parents were Jewish refugees who came to England from Germany, with nothing, in 1938, and I've always been very aware of prejudice and social justice issues. At the University of London I studied sociology and quite a bit of criminology. When I came to the United States in the Vietnam War era, and lived in D.C., I became much more politically aware and involved in all kinds of street theater. I actually participated in trying to levitate the Pentagon! It didn't budge an inch.

It was also the era of Nixon's war against crime, and I became the first criminal justice

planner hired in Massachusetts. I did a lot of work with the police, the courts, houses of correction, and probation, researching and collecting data on funded programs. It was a very exciting time. I was close to some interesting experiments and changes: pre-trial diversion, juvenile justice, alternative schools, community policing—a lot of those ideas were developed during those years. That period also saw the dawning realization that women in the criminal justice system had special needs. And I ran a pre-trial diversion program for women in the Boston courts.

Does that mean the program offered women an option to going to trial?

EK: Yes. If women whose cases met certain conditions agreed to participate in a program that would look at their schooling, their work skills, and their family needs, and to take part in programs of various sorts related to their specific needs, then after 90 days—or it could be doubled—they could have their cases actually dismissed. Those cases would have no record. Forty percent of the women were prostitutes, a group usually regarded as not amenable to change; but we had a lot of success.

What was next?

EK: The same week I got that job I was accepted into the Ph.D. program at the Heller School at Brandeis University. (And I had a one-year-old! That was one of those weeks you never forget!) So I negotiated with the Heller School to start part-time, then later went full-time. I did my dissertation on women in prison and developed a feminist framework for looking at women in the criminal justice system. For that reason, although a lot of the literature focused on the role of victimization in the lives of women prisoners, I focused on women prisoners' activism.

What kind of activism were you looking at?

EK: The ultimate action is a court case, either a class action suit or an individual case; a quasi-judicial action is one involving the administrative grievance mechanism within a correctional system, which often has to be exhausted before a prisoner can bring a legal action. My research team and I interviewed more than a hundred randomly selected women in five large prisons in the Northeast. I found that there was far more activism than nearly anyone realized, even the women's own lawyers. The general surprise at learning of this level of activism is a prime example of how stereotypical views of women color the way we look at their lives, even when we're not aware of it—even when we're trying to help them, as many of their lawyers were. Stereotypes have great power.

These lessons have stayed with me; they've been very important. The prison system is set up so that women are infantilized in many ways. The women in one prison were allowed to request materials from the legal library of the men's prison, which was across the street, but they had to go through a tortuous process to actually have the books sent over. Their own library was thoroughly deficient, although Supreme Court decisions have said that all prisoners must have access to full legal resources.

How did you expand your work to include women on welfare and their access to higher education?

EK: In the final chapter of my dissertation on women in prison, I said that many facets of my findings were reflected in the lives of women who were imprisoned even though they weren't behind walls, especially women in the welfare system. After that I began to look harder at public welfare and its impact on women's opportunities for higher education. Later, there



Erika Kates, who recently joined the Wellesley Centers for Women (WCW) as a senior research scientist, previously served as research director at the Center for Women in Politics and Public Policy at the University of Massachusetts Boston. Her fields of most extensive experience include women in prison and the effect on women of the intersecting policies of welfare, workforce development, and higher education. She has published extensively, especially on the latter subject. The Educational Development Center recently included her in a book featuring 20 people who have made significant contributions to gender equity in education.

Kates has taught at Smith College, University of Massachusetts Amherst and Boston, and Tufts University. She holds a Ph.D. from the Heller School for Social Policy and Management at Brandeis University, a diploma from the Architectural Association, London, and a B.Sc.(hons) from the University of London.

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...many facets of my findings were reflected in the lives of women who were imprisoned even though they weren't behind walls, especially women in the welfare system.

were huge changes in federal policy drastically limiting those opportunities; but this was back in 1986, when most colleges had women students who were on welfare.

I was working and teaching at Smith at the time, and Mount Holyoke was nearby. Both of those colleges had women on welfare, and so did three community colleges in the area. Women from each of those colleges and I connected with a similar group from UMass Boston and created an informal statewide organization with the goals of the students' supporting each other and influencing state policy. Shortly after, the Smith students decided to form an official organization, the Association of Low-Income Students, or ALIS.

What kinds of policy did these students help change?

EK: Financial aid was one. The chancellor of the Massachusetts Board of Higher Education was convening a task force on state financial aid, and two of the women who were very active in ALIS asked for a seat at the table and were granted ex officio status. They really helped the other members understand what "unmet need" is—that is, the amount of financial need not met by tuition waivers, loans, and grants. In the case of these women, it truly was unmet need; they had no other resources.

There was also a big problem with *federal* policy, in which food stamps were considered income and therefore counted against federal aid. They shouldn't have been, but many financial aid advisors didn't know that. So another group of students from an array of

Massachusetts colleges launched a campaign called "Let them eat books," because many low-income students were having to choose between requesting food stamps and losing income, on one hand, and having enough money to buy books but not food, on the other. Fortunately, Congress soon acted to clarify the law—but the misunderstanding still lingers.

Then I did a national study and found similar movements and support groups, many of them student-initiated, all over the country. Eventually, I was able to describe the framework of a supportive educational environment for low-income women students with children. This information was widely disseminated through articles I wrote, and I presented it in Washington at a special congressional meeting.

There really are very basic survival skills that women students can share with each other, and important administrative supports that can be provided. For example, the manager of a women-in-transition program in a community-college setting told me, "You always need to have a refrigerator with food in it. Women run out of money. I always have bread, peanut butter, and jelly."

You said that subsequently there were changes in federal welfare policy limiting the access of women on welfare to higher education. What were those changes?

EK: The biggest change came in 1996 with the passage of the new so-called welfare reform act, which ended lifetime cash benefits. It was a huge change. It required women to work and put enormous restrictions on their access to

education, even basic education. The states were allowed a lot of variation in applying the act; and Massachusetts switched from being one of the most permissive in terms of helping women earn a bachelor's degree, and so on, to being one of the most restrictive, and in fact didn't allow any kind of education or training for women on welfare.

What was your response?

EK: I was at Tufts in early 1996 when Massachusetts's version of the law was passed. A few friends and I immediately called a meeting, on a snowy Saturday in January, to say that we were very much alarmed by that law and wanted to change it. We had an enormous response, and quickly formed the Welfare Education Training Access Coalition (WETAC)—involving students, administrators, and faculty—with branches in both eastern and western parts of the state. Later that year I decided to leave my day job and focus on WETAC. Fortunately, the dean at the Heller School at Brandeis agreed to give WETAC an office, and I raised money to support the organization. WETAC worked with a large coalition of organizations to conduct research and outreach to low-income women, and to change the regulations. We filed state-budget amendments every year.

Finally, the regulations were changed. By 2004, all women on welfare could fulfill their so-called work requirement through 12 months of education and training—but the required hours were increased to 24 or 30 hours a week. Since a full-time course load in higher education is never more than 12 or at most 16 hours in the classroom, the regulations had to be interpreted to include homework and travel. But some case managers interpreted the act to mean women not only had to go to school full-time, but had to work as well! And there were other

problems with understanding and implementing the regulations.

In 2006, when I had been at UMass Boston for several years, I decided to do a small case study in Boston among women of color and immigrants who said they particularly wanted and needed education, to see what these women on welfare knew about the regulations and to what extent they could take advantage of them. Using participatory evaluation research, we found that very, very few of these women had been correctly informed by their caseworkers about their rights to education of any kind, even basic English at a high-school level. Then I looked at *statewide* data to see whether the participation of women on welfare in education, both basic and post-secondary, had increased under the new regulations—and I found that it had actually *decreased!*

I also interviewed 13 welfare, higher education, and workforce administrators in Boston. What I learned was that yes, there was this policy offering women access to education, but no, it wasn't being implemented. And there was a lot of confusion about how it should even be interpreted. We then presented these data to a task force of Massachusetts women legislators, the new commissioner of public transitional assistance, and four other major Massachusetts policy makers in higher education and workforce development.

What kind of response did you get?

EK: Encouraging! Many of us in the advocacy community are very optimistic about the willingness of the new commissioner to listen and to work on correcting the problems. I asked her recently, in a question from the floor during a big public forum, about a follow-up to our meeting and presentation. And now a group of us are going to meet with her to pursue the recommendations from that presentation.

You said earlier that your project with Boston women of color and immigrants used participatory evaluation research. What is that, and why use it?

EK: Participatory evaluation research means involving as many as appropriate of a project's stakeholders in planning and implementing the study. At its core it refers to the shaping of research studies by a group that includes people who are typically thought of as research "subjects." Many low-income people and people of color become skeptical of researchers because once they've opened themselves up to questioning, which may be painful, they seldom receive feedback or see any results from their efforts.

It takes a tremendous amount of work to train appropriate low-income research-team members—to find them, work with them, to get them to trust or even discuss research—but they're very valuable. They help ensure that our research questions are tactful, the tone is respectful, and the language is accessible. Their leadership of focus groups helps minimize the social distance between researchers and the "researched," and that encourages fuller participation. And it's really thrilling to see some of them get turned on by how exciting research can be and how valuable and helpful it can be in their lives, and by the skills they learn in doing it. Low-income women and women of color were compensated participants in all phases of the Boston project—project planning, recruiting and training community researchers, recruiting focus-group participants, conducting focus groups, writing research notes, analyzing results, and disseminating the final analysis.

Looking ahead, what kind of new projects would you and Monica most like to work on?

EK: I'm actually quite excited about the proposal that I'm writing at the moment, which

addresses the problem of escalating violence, even homicide, after a woman has reported her abuser. It involves putting together risk-assessment tools that will somehow measure the risk in such a case, with the hope that it will become possible to predict the likelihood of escalating and even lethal violence. There's another possible approach that focuses on sheltering the family, having them develop safety plans, and really taking care of their needs. In any jurisdiction, the organization of pre-trial services that work to support such efforts is very complex. We want to do a national study addressing the need for coordination among the agencies and venues offering services and risk assessments, and then to write a handbook that will be a toolkit of resources that pre-trial services can put together to suit their own environments.

Another idea we've discussed is looking at how parole of women works in Massachusetts. Women need not a sequential track of services, but a holistic array of them that addresses all their issues together. Parole isn't set up to do that very well, but some jurisdictions are trying, and I'd like to look at those efforts.

In the broader view, Monica and I are doing a Massachusetts needs assessment. We've talked to many colleagues in the field to find out who's doing what and who needs what. In the process we're finding out about potential collaborators. Besides forging ahead in our own directions, we want to further an agenda that others find useful. 🌟

It's time to hear from the youth!

A new online survey will offer afterschool programs a window into youths' experiences in areas related to their future success.

HOW DO YOUTH SEE THEIR AFTERSCHOOL PROGRAMS? How do they see themselves? A new online youth survey currently being developed by the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women will help Massachusetts afterschool programs answer these essential questions. While growing evidence suggests that afterschool programs *can* make a difference for young people, it is equally clear that not all programs *will* make a difference. In fact, recent studies are exploring more deeply which facets of quality are most likely to bring about positive outcomes for youth.

How can we measure the quality of youths' afterschool experiences?

Since 2003, afterschool programs funded by the Massachusetts Department of Education (DOE) 21st Century Community Learning Center program, have used two tools to examine program quality and document how youth may be benefiting from their participation. The Survey of Afterschool Youth Outcomes tool (SAYO), is a brief pre and post survey which asks afterschool staff and classroom teachers to rate youths' behavior and skills in eight areas linked to their future success. The Assessing Afterschool Program Practices Tool (APT) helps programs examine their program quality in areas that

research suggests will bring about these desired changes in youth. These two instruments were developed by NIOST over the past seven years. Both tools are currently in use state-wide to help programs improve quality and track youth outcomes and are now being disseminated nationally.

Why develop a youth survey?

Up until now, Massachusetts programs have relied on adult perspectives in assessing the quality of their programs and how they are benefiting youth. This information has been—and will continue to be—valuable to afterschool programs. Yet, the picture these tools paint has been missing an important element. There are some aspects of program quality that can only be assessed by asking the youth themselves. The new SAYO Youth (SAYO-Y) survey is currently being developed to provide this essential youth perspective. Research suggests that certain youth experiences and outcomes are critical to youths' future success. In line with research, the SAYO-Y will measure three main areas: youths' program experiences, their sense of competence in academic and social areas, and their future aspirations and expectations.

The SAYO-Y Pilot

In October of 2007, Massachusetts DOE 21st Century Community Learning Center (CCLC) grantees were asked to pilot this new, online youth survey at all program sites. A total of 7,972 youth in grades four through 12 responded to the new survey, representing 36 Massachusetts school districts, including 161 21st CCLC program sites. This pool included publicly funded, urban, rural, and suburban afterschool programs that serve some of the most at-risk youth in the state.

What did youth have to say?

Preliminary results from the SAYO-Y suggest that Massachusetts youth feel positive about their afterschool programs. In particular, youths' top-rated program experience areas were: enjoyment of the program, a sense of belonging, and perceived support from staff and teachers. All three of these areas are believed to be essential to achieving positive outcomes for youth. Responses to the SAYO-Y also revealed a high level of optimism by Massachusetts youth. Nearly 80 percent of youth expressed confidence that they would

graduate from high school, and nearly 70 percent expressed confidence that they would go to college. Fewer students, however, expressed confidence that they would be "successful" in high school. Youth responses to questions probing their sense of competence suggest that, overall, youth feel confident in their abilities in a variety of academic and social areas. The area in which youth felt most confident was *Getting Along With Others*; the area where they expressed the least confidence, was in *Writing*.

What did youth and programs think of the new SAYO-Youth Survey?

"The youth were excited to be on the computer to take a survey and felt empowered by the ability to tell us what they thought of the program."

—MA DOE AFTERSCHOOL PROGRAM ADMINISTRATOR

Feedback from afterschool program staff and youth suggests that the piloting of the SAYO-Y survey was fairly successful. Program administrators and staff expressed enthusiasm for the online aspect of the survey and reported that youth in particular enjoyed completing the survey online. While the process went smoothly for many, about half of the sites experienced varying levels of difficulties with computer-related issues. For some sites, piloting of the survey also required a substantial amount of administrative and staff time to execute.

Next Steps for the SAYO-Youth Survey

The NIOST team working on the SAYO-Youth survey will collect additional data this spring to determine whether this new survey can capture changes in youths' perspectives over time. Before the survey is finalized next fall, further changes will be made to the survey's content and improvements will be made to the online format. These refinements will help ensure that the new SAYO-Y survey offers programs a clear window into youths' experiences—helping programs to offer youth the support they need to be successful. 🌟

What does the SAYO-Y measure?

The SAYO-Y measures youths' experiences in the afterschool program, youths' sense of competence, and youths' future planning and expectations.

► **The Program Experiences Survey (PE)** is designed to help programs gather feedback from youth about how they are experiencing the program in five key quality areas, which are:

- Engagement and Enjoyment
- Choice and Autonomy
- Challenge and Skill-Building
- Positive Social-Emotional Environment
- Sense of Belonging and Social Support
- Supportive Relationship with Staff Member

► **The Sense of Competence Scales (SC)** offer programs a **menu** for measuring youths' sense of competence in six different areas, which are:

- Reading
- Writing
- Math
- Science
- Getting Along with Others
- Learner

► **Future Aspirations (FA)** measures whether youth have thought about and talked with an adult about their future—and their perception of whether their future goals will be achieved.



Commentary

Gender Equality Gets a Boost from an Unexpected Corner

ONE HOT AUGUST AFTERNOON IN 1999, after the day's cooking and cleaning were done, I asked some of the young women of Miraflores, a Dominican village I studied for my dissertation, to talk with me about how their lives had changed since so many of their friends and neighbors began migrating to the United States. Mirafloreños have been moving to Boston since the early 1970s, settling in and around the neighborhoods of Dorchester, Roxbury, and Jamaica Plain. By the mid-1990s, nearly three-quarters of its households had family members living in Massachusetts. Close to 60 percent received some monthly income support from migrants. It seemed to me that the exchanges of people, money, goods, and what I call social remittances or ideas, practices, social capital, and identities that circulate regularly between people who move and people who stay behind had dramatically transformed aspects of daily life. In particular, I wanted to know how women's lives had changed.

"What do you imagine your future to be like?" I asked the six young women, ranging in age from 18 to 25, who accepted my invitation. "Well," said Mindris, a confident, thoughtful 19-year-old who seemed much more worldly than her eighth-grade education might suggest. "I know I don't want to marry anyone who hasn't lived in the United States," she answered. Though she had never been to Boston, she had heard enough stories and watched enough couples when they came back to visit to get the sense that something different happened between men and women when they lived abroad. "They seem to work more like a team," she told us. "Because the husband and wife both work, the husband has to help out more with the housework and the children. Since they both earn money, they both make the decisions. I don't want to marry a man that doesn't expect his wife to be his equal partner."

A conversation a few weeks later with Leonardo, a 45-year-old return migrant added evidence to Mindris' argument. "Yes," he said, "things do change in the United States. I helped out with the housework and the shopping. I made dinner if I got home before my wife. It's too cold to go out much in the winter, so men stay home more. And these things changed how we act here. I still help out more but only when my friends can't see me. I do things inside the house, like the dishes or the sweeping, but you'll never catch me hanging out the laundry."

I believe two things are at work. First, migration is no longer a linear, progressive journey from one membership card to another but simultaneous processes of incorporation into a new land and continued involvement in the place that you come from. More and more, migrants renovate homes, invest in businesses, and support political candidates back home at

the same time that they buy homes, vote, and join the PTA here. Second, in addition to the money migrants send, hailed as the latest development panacea by foundation officers and world bankers alike, they send home social remittances which also dramatically transform social life. Long-standing assumptions about democracy, right and wrong, and gender including whom to marry, how to bring up children, and what women's proper public role should be are up for grabs. Even women who never move get the sense that something different is possible. And even though the Dominican economy still offers them limited opportunities, they aspire to a different kind of dynamic. They want to make their own decisions and have their voices heard. They ask more of their husbands and of themselves.

The Dominican Republic is not unique. And it's not just gender dynamics in families that are changing. Migrant women also tell their sisters and mothers back home about their religious and political activities. Most women in Pakistan, for example, hardly ever enter a mosque to pray. In Boston, however, the mosque is a central focus of the Pakistani community. It's not just a place to worship but a cultural and educational center as well. To get legal, tax-deductible status, mosques have to establish Boards of Directors. They need administrators and teachers to run their religious schools. In Boston, women not only pray alongside men, they also run the mosque alongside them. These changes don't just broaden women's roles in Boston, they also challenge the status quo in Pakistan. When I traveled to Pakistan in 2002, to talk with some of the family members and friends of

the immigrants I met in Massachusetts, I asked women if they knew what their mothers and sisters were doing at the mosque in the United States and what they thought about it. Most told me they had heard about what was going on and that they knew that women were praying with men. While some remained uninterested, saying it's their special privilege to pray at home, others were captivated by the idea and tried to create new arenas where they could also study and pray together.

Likewise, women from the city of Governador Valadares in Brazil tend to be more active in the labor force in Boston than in Brazil. As more and more women start their own house-cleaning and office-cleaning companies, they've also assumed more prominent roles in the business life of the community. One jewelry store owner, for instance, created a branch of the Brazilian Business Network. Others were active in the community's social and cultural organizations. As in the Pakistani case, news of their activities traveled back and inspired non-migrant women to become leaders in their churches or neighborhood organizations.

Regional and national dynamics influence these local changes. In Peru, for example, the social remittances that change village life go hand in hand with changes introduced by the state to improve women's status. Many women know about International Women's Day. An elite group of NGO directors, who have studied and trained abroad, know about Convention for the Elimination of Discrimination against Women (CEDAW) and translate these transnational narratives to fit with local, everyday realities.

That's not to say that everything migrants observe and send back is positive. Contrary to what Mindris believes, there are plenty of good men in Miraflores who were frustrated when they were automatically excluded from the

potential partner pool. There were also plenty of women who couldn't wait to get back to Miraflores so their husbands could resume supporting them. Young people hear about migrants who work hard and honestly to succeed, and others who advance by beating the system. Both strategies have their fans. There are the obvious fears, among people back home, that the flow of ideas from America devalues family, emphasizes materialism, and encourages moral and sexual permissiveness. And the United States is far from a perfect model—witness Hurricane Katrina, the flawed presidential election in 2000, or police brutality in Los Angeles.

But when we think about empowering women, and alleviating underdevelopment in general, we shouldn't overlook the help we're getting from this unexpected corner. Ideas and values matter. Immigrants not only bring new thinking and ways of doing things to this country, they also send ideas and practices back, enriching and improving their home countries. The importance of the new possibilities these open up, the slight shift in basic assumptions they bring about, and the new tools they add to ordinary women's cultural toolkits should not be overlooked. ❁



Peggy Levitt, Ph.D. is chair and associate professor in the Department of Sociology at Wellesley College and a member of the Wellesley Centers for Women Board of Overseers. Levitt is author of *God Needs No Passport: Immigrants and the Changing American Religious Landscape*, published last June by The New Press. She is co-director of the Transnational Studies Initiative and associate at The Weatherhead Center for International Affairs and The Hauser Center for Nonprofit Organizations, Harvard University.

Kids Learning about Sex

Many parents and educators worry that adolescents learn much of what they know about sex and sexuality from the media—movies, television shows, magazines, advertisements, the Internet, and video games. Preliminary results from an evaluation by the Wellesley Centers for Women, of a pilot implementation of a comprehensive sex education curriculum for middle school developed by Planned Parenthood League of Massachusetts (PPLM), suggests that parents should not worry so much about these sources.

The Get Real curriculum was developed by PPLM in response to research that suggests that comprehensive sex education needs to be intensive and should be taught before young people start engaging in sexual activity. The curriculum is mapped to the Massachusetts Health Education Frameworks, which identify the minimum level of knowledge and skills that students are expected to acquire at each grade level.

Get Real consists of nine sequential lessons that are taught in sixth, seventh, and eighth grade for a total of 27 lessons across the middle-school years. Four premises are built in to the curriculum:

- 1) sexual health is an integral part of health education;
- 2) parents/guardians and other care-giving adults are the students' primary sexuality educators;
- 3) most sexual behavior occurs in the context of relationships, therefore relationship skills are key elements of a comprehensive sex education curriculum; and
- 4) while abstinence from sex is the healthiest choice for avoiding sexually transmitted infections and unintended pregnancy, adolescents need to have a comprehensive understanding of sexual health, sexuality, and protection methods, which they will need when they become sexually active.

This past fall the curriculum was taught by PPLM educators in 20 classrooms in three

middle schools in Boston and one in a diverse, urban, western Massachusetts community. WCW evaluators, Sumru Erkut, Jennifer Grossman, and Ineke Ceder, developed a questionnaire to be completed anonymously by the students at the first and last lessons of the curriculum, to assess change over the course of the semester. To understand where students acquire their perceptions and understanding of sex and sexuality, one question focused primarily on the youths' sources for sex education: *People can learn about sex from many different sources. How much did you learn from each of the following sources and how much do you trust that source?*

Using a five-point scale, students were asked to rate the following options:

- parents/guardians
- people close to my age (brothers and sisters, friends, classmates)
- teachers at school
- Internet
- magazines
- movies
- TV programs
- video games
- books
- advertisements

The WCW evaluators examined the ratings prior to the course being taught and found that parents, teachers, and peers were the top-rated, most-trusted sources. Their ratings were in the 2-3 range ("a little" to "some"). The other

sources were rated between 1 and 2 ("nothing" to "a little"). After the completion of the course, both teachers' and parents' ratings increased substantially. The evaluators determined that having completed a course on comprehensive sex education, middle school students were even more likely to report that teachers and parents were their top and most trustworthy sources of information about sex. The ratings for peers did not increase, nor did ratings for TV, video games, or advertisements. Students reported trusting books more than they did before taking the course. On the other hand, the low ratings for the Internet increased slightly and movies were rated as a somewhat more trusted source by sixth and eighth graders, but not seventh graders whose curriculum included a lesson on countering media messages.

The WCW and PPLM teams were cognizant that these results could be due to students reporting in ways they thought adults would want them to, but the evaluators had imbedded a "social desirability" scale into the survey. Such scales are made up of items for which there is a clear socially desirable answer that might be tempting to agree with if the person completing the survey wants to appear "correct." Sample items are, "I have never hated another person" and "I am always polite even to people who are not nice." The survey results, however, indicated that the participating students have low social desirability levels—they score about 8, on a scale where 6 = no social desirability to 12 = most social desirability. The WCW and PPLM teams are confident that the students were not reporting that they look to teachers and parents for information about sex to provide the most pleasing answers to their teachers and parents.

These preliminary findings are the result of the pilot curriculum implementation only. More information will be forthcoming. ❁

Moving FasTracKids through Phase I



The FasTracKids Enrichment Program Evaluation, conducted by the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women, has completed its first phase. The primary goal of this project is to conduct an outcomes evaluation with a representative sample of participating children in FasTracKids (FTK) programs. FasTracKids enrichment centers offer a variety of classes and activities that promote early exploration for lifelong learning and include activities that are intended to build communication and speaking skills, promote social and leadership skills, and encourage learning. Research shows that basic skills such as teamwork, problem solving, and communication are prerequisites to learning success. Studying the impacts of participation in FTK programs related to these skills will contribute to a deeper and fuller understanding of how enrichment activities such as FTK can promote positive development and learning for children.

The major research question for the evaluation is: What child outcomes are associated with participation in FTK related to language learning and social skills? The data collection methods utilized for this study include FTK Director Interviews, Parent and Teacher Surveys, the Peabody Picture Vocabulary Test (PPVT), the Expressive Vocabulary Test (EVT), and the Social Skills Rating System (SSRS) (Preschool Parent and Teacher versions). Domestic data collection sites include: Alpharetta, GA; Brooklyn, NY; Queens, NY; Staten Island, NY; Rye Brook, NY; and Chicago, IL. International data collection sites include: Caracas, Venezuela; Shanghai, China; Cairo, Egypt; Saint Petersburg, Russia; and Guadalajara, Mexico. The researchers assessed 162 children in the U.S. and 384 children in other countries. Parent and Teacher surveys were returned for 97 percent of the domestic children and between 84-98 percent for the children in international program sites. The research team is pleased with these survey return rates and looks forward to Phase Two assessments which will begin in late spring. ❁

Be Safe: Community-based Collaboration & Evaluation

Beginning in November 2007, research and evaluation staff from the Wellesley Centers for Women (WCW), including the National Institute on Out-of-School Time (NIOST), began working with the AIDS Action Committee of Massachusetts to evaluate their multi-year, collaborative, system change, youth prevention initiative, Be Safe. Georgia Hall, as principal investigator, Diane Gruber and Linda Charmaraman as research associates, and Sumru Erkut as research advisor, are working on this Boston-based initiative that incorporates the strengths and resources of multiple community-based organizations including Dimock Community Health Center, Jane Doe, Inc., Planned Parenthood League of Massachusetts, and The City School. The goals are to increase staff and youth knowledge of key inter-related issues of sexual health, substance abuse, and interpersonal violence; create safe and healthy program environments; and harness the strength of youth participants. This formative and summative evaluation uses pre- and post-program surveys and questionnaires in addition to data collected from interviews, focus groups, and site observations. The researchers are examining implementation issues—the results of which can be fed back into the program for continued program improvement and development. The researchers are also investigating preliminary outcomes related to change in staff skills, knowledge, and attitude in addition to youth experience and engagement. This evaluation will contribute to a deeper and fuller understanding of how Be Safe investments facilitate the healthy development of young people in Boston. ❁

Short Takes

Upcoming Presentations

Jean Kilbourne will be the keynote speaker at the following conferences: Addiction: Focus on Women Conference, Asheville, NC, May 14; Prevention Research Institute Conference, Portsmouth, NH, May 16; University of Utah School on Alcoholism and Other Drug Dependences, Salt Lake City, UT, June 16; and The Northeast Association of College and University Housing Officers Annual Conference, Westfield, MA, June 5. Learn more at www.jeankilbourne.com.

Peggy McIntosh will present with Victor Lewis, Hugh Vasquez, and Michael Benitez, and in a major workshop on “Cracking the Codes of Internalized Oppression and Dominance” with Shakti Butler, Tim Wise, and others, at the National Conference on Race and Ethnicity in Orlando, FL in late May. Learn more at www.ncore.ou.edu. McIntosh will serve as a presenter on the plenary panel of the National Multicultural Institute conference, Envisioning the Future: Cultural Identity in the Global Age in Washington, DC, also in late May, where she will co-present a workshop also with Hugo Mahabir, Dean of the Faculty at Fieldston School. Learn more at www.nmci.org.

“Key Factors Related to High School Girls’ Interest and Aspirations in Engineering, Science, and Math,” co-authored by **Michelle Porche**, Anne Noonan (Salem State), **Jennifer Grossman**, and Peter Wong (Tufts University and Boston Museum of Science), will be presented at the Annual Conference of the American Society for Engineering Education in Pittsburgh, PA, June 22-25. The researchers will present results from the first year of the Success in Science, Technology, Engineering, and Mathematics (SISTEM) project, an ongoing study taking place in five schools in a large urban district in the Northeast. Learn more at www.asee.org.

The **Jean Baker Miller Training Institute** at the Wellesley Centers for Women will be hosting its annual Summer Advanced Training Institute: Practicing Responsiveness: The Transformative Power of Presence, June 19-22 at Wellesley College, Wellesley, MA. This year, the JBM TI Research Network will host their annual Research Forum during the Summer Institute on June 20. The theme of this year’s Forum is “Bridging Connections: How RCT Research and Clinical Practice Can Build New Practices.” **Peggy McIntosh** will be this year’s speaker for the Jean Baker Miller Memorial Lecture. Link to more information from: www.wcwonline.org/jbmti.

The **National Institute on Out-of-School Time** at the Wellesley Centers for Women will host its annual Summer Seminars for Afterschool Program Professionals in Boston, MA, July 14-17. Seminar topics include: Advancing School, Afterschool and Community Partnerships; Quality Advisor Training; Seminar for System Builders; and Afterschool Program Assessment System (APAS). Link to more information from: www.wcwonline.org/niost.

Open Circle, the social-emotional learning program at the Wellesley Centers for Women, will offer comprehensive training programs in social and emotional learning for elementary school staff beginning on July 16 for the 2008-2009 academic season, and continuing through the school year. Link to more information from: www.wcwonline.org/opencircle.

Judith Jordan has been invited to give one of the eminent psychologist presentations by the American Psychological Association (APA) of Graduate Students at the 2008 APA Annual Convention in Boston, MA in August. Also at the APA convention, **Nan Stein** will serve as discussant in the “Putting ‘Peer’ Back into School-based Bullying/Victimization Prevention Efforts” symposium, and members of the **Adolescent Mixed-Ancestry Identity** research team will make a poster presentation, “Mixed-Ancestry Adolescents’ Challenges and Strengths: A Contextual Approach.” Learn more at www.apa.org/conf.

Recent Presentations

Susan McGee Bailey, Nan Stein, Fiona Leach, and Naeema Abrahams presented “International Perspectives on Girls, Schools, and Violence: Interrupting Education, Disrupting Citizenship” during the 2008 American Educational Research Association Annual Meeting held in New York, NY in March. This session considered the prevalence and nature of gender-based school-related violence in sub-Saharan Africa, including South Africa, Palestine, and the U.S.

The team of researchers on the Adolescent Mixed-Ancestry Identity project, **Sumru Erkut, Allison Tracy, Michelle Porche**, Heidie Vazquez-Garcia, Jo Kim, **Linda Charmaraman, Jennifer Grossman**, and **Ineke Ceder**, presented “Alternative Approaches to Capturing Racial/Ethnic Identification for Mixed Ancestry Adolescents” at the 12th biennial meeting for the Society for Research on Adolescence (SRA) in Chicago, IL, March 6-9.

Alice Frye presented a poster at the SRA Conference on “The development of mastery among emerging adults: the influence of personal and family negative life events.” With **Pam Alexander**, Frye also presented a poster at the Conference on Innovations in Trauma Research Methods, Baltimore, MD on “Applying latent class analysis to the classification of batterers and examining predictors in a discreet time survival analysis of attrition from treatment,” November 13-14, 2007.

In December 2007, **Tracy Gladstone** served as a member of the core faculty for “Difficult Conversations in Primary Care Pediatrics: Depression in the Family,” a program through the Institute for Professionalism and Ethical Practice and the Program to Enhance Relational and Communication Skills at Children’s Hospital, Boston. At this all-day workshop, Gladstone presented a talk, “Depression in the Family: Diagnosis, Treatment and Prevention,” and worked with primary care physicians to help them become more comfortable recognizing and talking about depression in their patients.

Georgia Hall, senior research scientist at the National Institute on Out-of-School Time at the Wellesley Centers for Women presented at Beyond School Hours XI in Jacksonville, FL in February on the topic, “Climbing the Ladder: Experiences from the School Age Youth Development Credential in Boston.” This presentation focused on the preliminary results of the evaluation of the School Age Youth Development (SAYD) Credential pilot, a ground-breaking professional development initiative for afterschool and youth workers that began in Boston in January 2007.

Appointments & Awards

Monica Ghosh Driggers was appointed by Deval Patrick, Governor of the Commonwealth of Massachusetts, to the Governor’s Council to Address Sexual and Domestic Violence, a 30-member group that will share expert opinions as well as work on special projects. Driggers has also been invited to serve on a ten-person panel of experts to advise the state’s First Lady, Diane Patrick, on improving access to pro bono attorneys for domestic violence survivors.

Jean Kilbourne is the recipient of the 2008 Barbara Boggs Sigmund Award from Womanspace, a non-profit agency serving Mercer County, NJ, founded 30 years ago as a safe haven for women and families facing domestic violence. The Barbara Boggs Sigmund Award is presented annually to a single person or a team of people, who model Sigmund’s spirit and passion and who have made significant societal contributions to improve lives and forge paths to which others may aspire.

Michelle Seligson received the inaugural Excellence in Leadership award from the School-Age Notes Foundation at the National Afterschool Association’s annual conference in Ft. Lauderdale, FL on March 12. Seligson founded the first national research and technical assistance organization in the U.S. dedicated to tackling the issue of child care during the after-school hours, the School Age Child Care Project (SACCP), now known as the National Institute on Out-of-School Time, at the Wellesley Centers for Women. With this award, Seligson is recognized for her leadership in establishing a field of study and codifying it through research and writing. School-Age Notes Foundation promotes professional recognition of afterschool leaders through national award programs that honor their accomplishment, dedication, and commitment to children during out-of-school time.

Global Connections

Executive Report on the Asian Regional Conference—Women and Children: The Human Rights Relationship, December 9-10, 2007



Women's rights and children's rights advocates from across Asia convened in Bangkok for this groundbreaking conference. Several panelists and participants are pictured.

UNICEF and the Wellesley Centers for Women (WCW) convened a seminal Asian regional conference, Women and Children: the Human Rights Relationship, December 9-10, 2007 in Bangkok, Thailand. This conference was conceptualized by UNICEF's Global Policy Section as part of a major initiative on human rights-based approaches to women's and children's rights. Rangita de Silva-de Alwis, senior advisor for international programs at WCW, led the organizing of this innovative and dynamic conference that had as its aims and goals an exciting agenda for change on the intersections of women's and children's rights.

The conference was opened by Susan McGee Bailey, executive director of WCW; Elizabeth Gibbons, chief of Global Policy at UNICEF; and Richard Bridell, Asia representative at UNICEF. As one of the leading women's research centers, WCW was uniquely positioned to partner with UNICEF's groundbreaking initiative because of its long history of gender-based analysis and study of the intertwined concerns that affect both women and children. This partnership proved to be very important in mobilizing focus on the critical interface between women's and children's rights and galvanizing leaders of women's and children's rights in the Asian region to come together to strategize on creative ways to strengthen the linkages between the two rights agendas and to design thoughtful remedies to transcend any resulting challenges.

This Asian Regional Conference represented a historic moment that brought together the chairs of the Committee on the Convention on the Rights of the Child treaty body (CRC) and the Committee on the Convention on the Elimination of Discrimination against Women (CEDAW) treaty body, and all of the Asian regional members of the CEDAW treaty body.

All of the participants had led reformist agendas in their countries as law and policy makers, institutional heads, scholars, lawyers, activists, and trail blazers. The keynote speaker, Professor Savitri Goonesekere, was one of the first to pioneer a conceptual framework for linking the two rights agendas. Her scholarship for UNICEF built a rich legacy on which this conference was founded upon and is reflected in the keynote address included in the program's full report. Her call to action to "forge a link between feminism and child rights activism in a human rights based approach" and "the need for collaboration between the treaty bodies of CRC and CEDAW" in a way that advances the recognition of both the "distinct identity and the interface between women's and children's rights" animated the vibrant conversations that followed.

The CRC Committee Chairperson, Professor Yanghee Lee, speaking at the celebratory dinner provided in-depth insight into the ways in which the CRC Committee has used its various mechanisms, including published Concluding Observations and General Comments and Days of Discussion, to advance the rights of the girl child who is at the very intersection of women's and children's rights. Her comments along with the comments made by the CEDAW Chair, Dr. Dubravka Simonovic, in the second panel provided a pragmatic framework and road map in which to locate the concrete suggestions made at the conference.

The first panel, "Women and Children: the Human Rights Relationship—Setting the Agenda," moderated by Professor Goonesekere, gathered leaders at the forefront of children's and women's issues in Asia: Dr. Saisuree Churikul, a current CEDAW member and a past CRC member and a former senator and lawmaker in Thailand; Aurora Javate De

Dios, a former CEDAW member and the founding head of the Coalition Against Trafficking in Women-Asia Pacific; Dr. Heisoo Shin, a CEDAW member and a commissioner of the Korean National Human Rights Commission who was one of the first to bring the world's attention the plight of "Comfort Women" during World War II; and Shanthi Dairiam, a CEDAW Committee member and the founding head of the International Women's Human Rights Action Watch-Asia Pacific. The panelists analyzed examples from complex policy-making initiatives in their own nations to illustrate the ways in which women's and children's rights are indeed connected but also have their own distinct characteristics.

Panel Two, "Treaty Body Mechanisms in the United Nations: Addressing the Human Rights Relationship between Women and Children," addressed specific procedural ways in which the CEDAW and CRC Committees can advance their joint work. Moderated by Elizabeth Gibbons of UNICEF-New York, the panel consisted of CEDAW Chairperson Dr. Dubravka Simonovic and CEDAW members Heisoo Shin, Shanthi Dairiam, and Ferdous Ara Begum. The panelists suggested concrete and innovative ways in which the two Committees can collaborate, including several proposed Joint General Recommendations and General Comments.

Panel Three focused on what has become a major issue for both women's and children's rights advocates in Southeast Asia: "Migration and its Related Consequences: the Impact on Women and Children." The panelists were moderator Aurora Javate de Dios; Ferdous Ara Begum; Heisoo Shin; Bangladesh National Women Lawyers Association head, Salma Ali; Thai policy maker, Dr. Juree Vichit-Vadakan; and Charm Tong, the head of the Burmese SHAN Women's Action Network (SWAN).

The panelists highlighted the multiple consequences that the increasing feminization of migration has had on women and their children—some 60 to 70 percent of migrants are now women. The related and interconnected areas of bonded labor and trafficking have also disproportionately affected women and children. Charm Tong, one of *Time* magazine's "Asian Heroes," spoke movingly about her own experiences as a Burmese refugee and about the plight of the Shan community in the face of the militarization of the state.

Panel Four, "Anti-Discrimination and the Elimination of Violence in Legislative and Policy Reform, and Cultural and Traditional Practices Affecting Women and Children," explored new developments in law reform affecting women and children in the region. It was moderated by Rangita de Silva-de Alwis from WCW who has worked closely with several of the panelists in providing technical assistance to reformist initiatives and brought together women lawyers and lawmakers: Salma Ali; Mu Sochua, the former Minister of Women's Affairs in Cambodia and Nobel Peace Prize finalist; Danish Zuberi, a Pakistani women's rights lawyer working at the cutting edge of prevention of sexual violence against the girl child; Sashi Adhikari, a senior attorney with the premier Forum for Women, Law, and Development in Nepal; and Rowena Guanzon, a leading women's rights lawyer who helped draft the law on anti-sexual harassment, anti-domestic violence, and anti-trafficking laws in the Philippines. The panel resulted in concrete recommendations for thoughtful policy making that would capture the needs of both women and children. Follow-up action must integrate the needs of both women and children in law and practice while being sensitive to the unique and distinctive needs of each constituency.

Panel Five, "Law, Policies, and Budgets," considered how best to operationalize the principles of women's and children's rights. It included moderator Anna Wu, the advisor to Shantou University and the former founding head of the Equal Opportunity Commission in Hong Kong who led legal changes to the girl child's equal access to public schools, as well as Danish Zuberi, Rowena Guanzon, leading Indian human rights lawyer R. Vaigai, and Dr. Siti Musdah Mulia, an Indonesian Islamic scholar who led the drafting of a model family law (the Counter Legal Draft) based on the principles of equality. The panelists discussed the challenges of integrating the CEDAW and the CRC into laws and into practice. The panelists agreed that it is not enough for states to ratify the treaties; they must also write their provisions into law and support them with policies and budgets. In places like Indonesia and Pakistan, the urgent need is for human rights norms to be reconciled with a progressive interpretation of Islamic law.

Panel Six, "Institutional Mechanisms: Strengthening the Connections," discussed the institutions, including government ministries and agencies, human rights commissions, courts, tribunals, and other mechanisms, which work to guarantee the human rights of all stakeholders including women and children. The panel was also moderated by Anna Wu and included those participants who lead government agencies and domestic institutional mechanisms relating to women, children, and equality: Dr. Siti Musdah Mulia; Dr. Juree Vichit-Vadakan; Dr. Purificacion Quisumbing, chairperson, Human Rights Commission of the Philippines; and Dr. Hiranthi Wijemanne, former head of Sri Lanka's Child Rights Agency. The panelists concluded that these institutional arrangements have an important role to play in advancing the rights of both women and chil-

dren but are often under-funded and hamstrung by inadequate political will.

The concluding panel focused on "Civil Society Partnerships and Collaborations: the Way Forward." It sought to examine the ways in which NGOs working on women's and children's rights in Southeast Asia could work more closely together and with the CRC and CEDAW Committees. The panel was moderated by Noreen Khan of UNICEF and consisted of representatives of some of the leading human rights organizations in the region: the Asian Pacific Forum on Women, Law, and Development; the Vietnam Women's Union; Migrant Forum Asia; and the UNICEF country office in the Philippines. Each representative outlined their organization's recent efforts in the field of women's and children's rights. Forward-looking strategies would depend to a large extent on collaborative efforts by civil society groups and within and across intergovernmental and multilateral agencies. The UNICEF Philippine country office's model of collaboration was an inspiring case study that must be spawned across the board.

The conference closed with the concluding remarks made by Shanthi Dairiam, a CEDAW Committee member whose work on operationalizing human rights treaties in the Asia Pacific Region has had much resonance in the region. While the conference provided the practical impetus and stimulus for furthering a joint agenda for women and children, Dr. Quisumbing's rallying cry, "This landmark activity of ours cannot die here as sometimes meetings like this do," was echoed by most of the participants whose groundbreaking work continues to make real on the promise of the conference. ☀

Global Connections continued on page 18

Rangita de Silva-de Alwis, senior advisor on international programs at the Wellesley Centers for Women (WCW), participated in the Women's Democracy Network (WDN) International Women's Day conference on March 6-8 in Washington, DC. The conference, organized by the International Republican Institute, brought together more than 30 women from around the world to continue the important discussions regarding the progression of the WDN. Over the past two years, participants have introduced the WDN to women from dozens of countries as well as connect women from different regions through bi-regional conferences and the WDN website. In March, the Advisory Council gathered with WDN Country Captains and U.S. Delegates to discuss the goals of the Advisory Council and further plan the current activities of the WDN around program areas, including a mentoring program, legislative caucus, and training programs.

In April, de Silva-de Alwis was a panelist for "International Disability Lawyering and Advocacy" at the University of Washington (UW) Symposium, "Framing Legal and

Human Rights Strategies for Change: A Case Study of Disability Rights in Asia." The program, presented by the UW Disability Studies Program, Asian Law Center at the UW School of Law, and the UW School of Law, examined the emerging field of disability human rights law, and its relationship to an already developing statutory, constitutional, and administrative legal framework being created to protect the civil rights of people with disabilities around the world. The *Washington Law Review* will publish articles related to the program.

The Asia Cause Lawyers Network (ACLN), a Network of lawyers, legal academics, and activists committed to the skilled usage of law in effecting change for gender equality, established in January 2007 with support from the Ford Foundation in partnership with WCW, will conduct its second pilot training program for cause lawyers in Asia this June. This year ACLN aspires to expand its reach to five new countries in the region in addition to the existing 11 countries, and to address the larger issue of gender equality. WCW's de Silva-de Alwis, the main initiator of the program, will travel to

Kathmandu, Nepal in early June for this second pilot training.

Linda Hartling, associate director of the Jean Baker Miller Training Institute at the Wellesley Centers for Women, will be co-convening and presenting at the 11th Annual Conference of Human Dignity and Humiliation Studies (HumanDHS) in Norway, June 24-29, as part of the *Wergeland Year for Human Dignity*. Henrik Arnold Wergeland was a renowned Norwegian poet and prose writer who worked against discrimination. The conference will commence at the Center for Studies of Holocaust and Religious Minorities in Oslo and conclude at the Chr. Michelsen Institute, an independent, non-profit research institution and an international center in policy-oriented and applied development research in Bergen.

Jean Kilbourne, senior scholar at the Wellesley Centers for Women, is scheduled to speak at an early May conference entitled "End Human Rights Violations against Women in the Media" at Istanbul Bilgi University in Turkey.



Peggy McIntosh, senior research scientist and associate director of the Wellesley Centers for Women (first row, center), posed with faculty and students in Kunming, China last fall when she visited Nationalities University—the Ethnic Studies University, in Yunnan Province—and offered a lecture on women's studies, feminist theories, the principles and practices of the Seeking Educational Equity and Diversity (SEED) Project, white privilege, and internalized oppression.

Fostering Care, Fostering Connection: New Relational Possibilities for Child Welfare ♦

Linda Hartling and Aleta Richards

*Price: \$10.00

Order: 106

Children in child welfare programs are familiar with change. As soon as they settle into a foster family, they often need to pack their bags and move to a different family. These children do not experience the durable, enduring relationships needed for healthy development. Traditional psychodynamic theories of human development focus on the development of the self, indicating that successful development brings independence, self-sufficiency, and autonomy. We suggest that it is time to question the individualistic theories of human development and the programs that grow out of these theories. Integrating the principles of Relational-Cultural Theory, we propose six priorities for changing the child welfare system. We hope these six ideas will inspire many conversations about the possibilities open to us when we place relational development, not individual development, at the center of our child welfare programs.

Making Connections: Building Community and Gender Dialogue in Secondary Schools ♦

Nancy Beardall, Stephen Bergman, and Janet Surry

*Price: \$25.00

Order: 1022

This curriculum is designed to teach middle and high school students a language and tools for creating connections, building community, and addressing disconnections in same-gender and cross-gender relationships. The purpose is to create an optimal relational and cultural context for growth in which disconnections can be named, challenged, and transformed in order to build healthier connection.

Other Publishing News

Pam Alexander, along with **Allison Tracy** and several colleagues, had a paper entitled "Predicting Stages of Change in Battered Women" accepted for an upcoming issue of the *Journal of Interpersonal Violence*.

Monica Ghosh Driggers contributed material to the *ABA Standards for Practice for Lawyers Representing Victims of Domestic Violence, Sexual Assault and Stalking in Civil Protection Order Causes* which was published by the American Bar Association's Commission on Domestic Violence last October.

Part one of a two-part series **Jean Hardisty** wrote on marriage promotion has been published. Entitled, *Pushed to the Altar: The Right Wing Roots of Marriage Promotion*, the essay was co-published by Political Research Associates in Somerville, MA and The Women of Color Resource Center in Oakland, CA.

Judith Jordan has been asked to write about Relational-Cultural Theory (RCT) for the forthcoming *History of Psychotherapy* volume to be published by the American Psychological Association (APA). She also recently completed editing a special two-volume edition on RCT of a forthcoming, peer-reviewed journal *Women and Therapy*, which will subsequently be published as a book. Jordan is also making teaching videos for the APA which will be released this year.

Linda Hartling is contributing an article, "Jean Baker Miller: Living in Connection," a reflection on her collaborative efforts that sparked a relational revolution in psychology, to an upcoming special edition of the international journal *Feminism & Psychology* in which Miller will be honored. Miller will also be one of the women noted in the upcoming book, *Women, Science and Myth: Gender Beliefs from*

Antiquity to the Present, edited by Sue V. Rosser of Georgia Institute of Technology.

"Women and Social Thought for the Post-9/11 World," a chapter in a new text by Edith W. King, University of Denver: *Sociology for Educators in the Post-9/11 World* (2008), covers the extensive writings of **Peggy McIntosh** and her adherents as central to education in this era. This text is published by Thomson Publishers.

Michelle Porche and **Diane Purvin** co-authored "Never in Our Lifetime": Legal Marriage for Same-Sex Couples in Long-Term Relationships," which was published in *Family Relations*, Volume 57, No. 2, April 2008. This article reports on data from the Same-Sex Marriage Study, with a focus on four lesbian and five gay male same-sex couples who have been together 20 years or more. Using life course theory and case study methodology, Porche and Purvin investigated supports and constraints related to relationship longevity and how these factors influenced the couples' responses to the option of legal marriage decades into their relationships.

Nan Stein authored "Bullying, Harassment and Violence among Students," which was published in the Winter 2007 issue of *Radical Teacher*, a socialist, feminist, and anti-racist journal on the theory and practice of teaching.

Jim Vetter authored "A Leadership Team Approach to Sustaining Social and Emotional Learning," a chapter in *Sustaining Professional Learning Communities*, edited by Alan Blankstein, Paul D. Houston, and Robert W. Cole, published by Corwin Press, Thousand Oaks, CA, which describes Open Circle's innovative shared leadership model for supporting effective, sustained implementation of social and emotional learning in schools.

*Please note that prices do not include shipping and handling.

♦ The publications listed here may be purchased from the WCW Publications office by calling 781.283.2510 or by visiting www.wcwonline.org/publications.

Spotlight on New Research

Physical Activity over Time: Health Outcomes of Elementary School Children

Project Director: Georgia Hall

Funded by the National Institutes of Health, National Institute of Child Health and Human Development (NICHD)

Current research shows that growing numbers of children and adolescents lead sedentary lives and are likely to grow up to be sedentary adults. This project will analyze existing data sets from NICHD's Study of Early Child Care and Youth Development to examine the physical activity of youth. This secondary analysis will examine physical activity and health in third grade as a predictor of physical activity and health and establishment of physical activity habits in later elementary and middle school grades. This study will increase understanding of factors and mechanisms that influence changes in the physical well-being of contemporary youth that are associated with forming a habit of physical activity participation. The specific aims of the study are (1) to examine the relation between early profiles of physical activity and the subsequent profiles of physical activity; (2) to model the relation between change in physical activity patterns over time and children's health and well-being, including BMI, weight-for-height development, body image, and general health; and (3) to identify environmental predictors of the development of healthy habits of physical activity and other health outcomes, including parental encouragement, opportunities for physical activity in multiple contexts (PE class, afterschool activities, organized sports), and competing alternatives (e.g., TV and computer use). The results of this study will inform the development of practices within school and out-of-school-time settings that support children and adolescents to develop sustained habits of physical activity.

Boston Public Schools Early Childhood 2008 Quality Study

Project Directors: Nancy Marshall, Wendy Wagner Robeson, and Joanne Roberts

Funded by Boston Public Schools, City of Boston

The 2008 Quality Study provides a description of the quality of Boston Public Schools (BPS) early childhood classrooms through observations of K1 and K2 classrooms across the city. In addition, the 2008 Quality Study conducts assessments of children's language, using the Peabody Picture Vocabulary Test (PPVT), to provide feedback to schools on children's progress. The 2008 Quality Study examines the contributions of BPS quality initiatives to the quality of early childhood education, including National Association for the Education of Young Children (NAEYC) accreditation and the Generations program. Marshall and colleagues conducted a similar study for BPS in 2006. The results of that earlier study were presented to principals and teachers of BPS, and to the Boston City Council.

Additional Funding

Tracy Gladstone received additional funding from Children's Hospital Corporation for her work on Prevention of Depression in At-Risk Adolescents.

Nancy Marshall received additional funding, outside of the 2008 Quality Study, from Boston Public Schools to conduct, score, and report Peabody Picture Vocabulary Tests (PPVT) assessments of K1 classrooms and K2 classrooms.

Peggy McIntosh received individual gifts to support the national SEED (Seeking Education Equity and Diversity) Project on Inclusive Curriculum and to support the Gender, Race, & Inclusive Education Project.

Nancy Mullin received additional funding from Clemson University for the Olweus Bullying Prevention Program and OPBI, Inc. for a speaking engagement.

The **National Institute on Out-of-School Time (NIOST)** at the Wellesley Centers for Women received funding for trainings, consultations and evaluations from Framingham Public Schools; Montgomery County Collaboration Council for Children, Youth and Families, Inc.; New Jersey After 3; AIDS Action Committee of Massachusetts, Inc.; Forum for Youth Investment; Hispanic Unity of Florida; FasTracKids International, Ltd.; Chenery Extended Program; Pennsylvania Key; Georgia School Age Care Association; Independent School District; Boston After School & Beyond; The Massachusetts Special Commission on After School and Out of School Time; New York City Department of Youth and Community Development; MIT Kavli Institute; United Way of Massachusetts Bay; Center for Youth & Family Investment; Illinois Afterschool Network; City of Cambridge and Work/Family Directions.

Open Circle, the social-emotional learning program at the Wellesley Centers for Women, received additional funding from the Vanderbilt Family Foundation, Roche Brothers Supermarkets, Inc., and gifts from individuals.

Michelle Porche received additional funding from the U.S. Department of Education with the University of Massachusetts for "Boston Ready: Universal Access to Professional Development for Early Childhood Educators."

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