

DEVELOPMENTAL EVALUATION

Of 12 years of Global Grassroots
programming



Global Grassroots
CONSCIOUS SOCIAL CHANGE FOR WOMEN

© 2020 Ipsos. All rights reserved. Contains Ipsos' Confidential and Proprietary information and may not be disclosed or reproduced without the prior written consent of Ipsos





Global Grassroots

CONSCIOUS SOCIAL CHANGE FOR WOMEN

Global Grassroots catalyzes women and girls as leaders of **Conscious Social Change** in their communities.

Conscious Social Change blends mindfulness-based leadership training, trauma-healing work, social entrepreneurship skills, grant funding, and a unique participatory and collaborative coaching approach to advance **women-led, community-driven development**.





CONTENTS

04

Introduction

12

Personal
Transformation

60

Building a Social
Venture

71

Impact on
Communities

81

Conclusion and
Recommendations



INTRODUCTION

Executive Summary




- Mindfulness practices were largely adopted and adapted
- There is a clear connection from the practices taught to some of the mindfulness outcomes
- Mindfulness is used throughout the venture as a design tool and as an approach to analytical thinking and problem solving
- Participants explain a number of different ways in which they are positively impacting communities

Data Sources for Quantitative Analysis



A full description of methods used and limitations can be found in the Methods Report.

- Data for the following quantitative analysis was sourced from self-report surveys administered to participants in Global Grassroots programs from 2007 to 2019.
- This data was organized by:
 - Program type: Young Women’s Academy or Women’s Academy
 - Year (cohort) of participation in program
 - Country of origin
- The following represents a breakdown of all participants included in this study.

Young Women’s Academy

 Rwanda	 Uganda
- 2012	- 2014
- 2013	- 2015
- 2015	- 2016
- 2016	- 2019
- 2019	
	 East Africa Regional
	- 2017
	- 2018

Women’s Academy

 Rwanda	 Uganda
- 2007	- 2013
- 2008A	- 2018
- 2008B	- 2019
- 2010	
- 2013	
- 2015	
- 2019	

Structure of Quantitative Data Analysis



- Surveys were administered at different time points throughout the program and include:
 - **Pre-Assessments** administered before programming began
 - **Post-Assessments** administered directly following programming
 - **Final Assessments** administered during different formal evaluations conducted by Global Grassroots (in 2009, 2011, 2014)
- In order to effectively measure change over time, we organized the data analysis by grouping together data according to length of time elapsed from starting the program.
 - For example, for a cohort that began in 2008, a Final Assessment taken in 2014 represents 5 years from starting the program. But for a cohort that began in 2013, the same 2014 Final Assessment represents only 1 year from starting the program.
 - Thus, we grouped cohort responses together into the following groups, using the year of program entry as our Baseline. The following Timepoint References are used throughout the report and represent length of time from Baseline.

Timepoint Reference	Chronological Reference
Baseline	Immediately before participant began the program
Timepoint 0.5	Immediately following completion of the program
Timepoint 1	1 to 2 years after completion of the program
Timepoint	3 to 5 years after completion of the program
Timepoint	5 or more years after completion of the program

Limitations of data analysis

- We encountered several challenges in processing and cleaning the data (detailed in the Methods Report).
- Due to these issues, this data is subject to bias concerns, which weakens its internal and external validity and limits the degree to which statistically sound conclusions can be made.
- While a decision on what data to use publicly and what to use for internal learning purpose is ultimately somewhat subjective, the data quality assessment below can help guide this process

Data Quality Assessment

Symbol	Assessment
	Has been found to be a statistically significant difference between timepoints and also has acceptable base size, missingness and alpha score
	No statistically significant difference between timepoints and/or poor data quality

Qualitative Analysis

A full presentation of all verbatims, coded and tagged with speaker, can be found in the Qualitative Database.

- Data for the following qualitative analysis was sourced from a series of telephonic In-depth Interviews (IDIs) with beneficiaries in Rwanda and Uganda.
- Beneficiaries were selected by Ipsos based on distribution across a range of selection criteria including: country, district, program, cohort year, venture topic, age and education level.
- 32 interviews were conducted to represent the spread of the program:
 - 16 in Rwanda
 - 12 Women's Academy
 - 4 Young Women's Academy
 - 16 in Uganda
 - 12 Young Women's Academy
 - 4 Women's Academy
- Due to the COVID-19 situation, IDIs were conducted by telephone. This presented some recruitment challenges in ensuring that participants had a working telephone and could be available for a 45 minute phone interview (top up incentives were provided)
- A full write up of potential biases and limitations to this qualitative data can be found in the Methods Report.

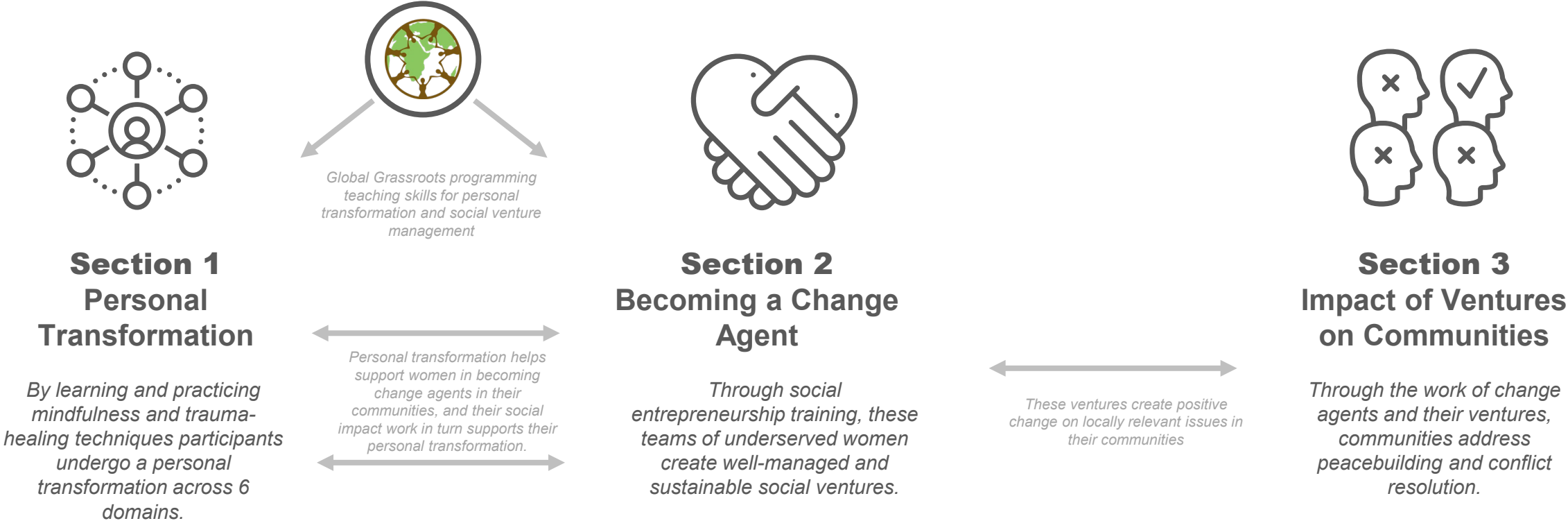
Interpreting the Qualitative Analysis

A full presentation of all verbatims, coded and tagged with speaker, can be found in the Qualitative Database.

- In order to protect respondents and ensure confidentiality, all personal identifying information, such as name, venture name and location, have been removed. For ease of reporting, quotations in this report have been tagged with country, program and cohort year.
- If one quotation has the same country, program and year as another, this does not necessarily mean that they came from the same person. The Qualitative Database has a full listing of all quotes with the individual speakers tagged.
- **Quotations were selected to illustrate the findings that they accompany. Several respondents may have voiced a similar opinion, but only one quotation is displayed to better contextualize the findings.**
- Any detected differences between countries, programs, locations or venture types have been noted throughout the report. Thus, the selected quotation does not signify that it represents only that population.

Theory of Change

As the Theory of Change (still under development) illustrates, there are three levels of impact, both direct and indirect, that Conscious Social Change may have on its beneficiaries and the communities in which it works.












PERSONAL TRANSFORMATION

Outcome Overview

Note that this only includes indicators that had a large enough sample size for analysis or robust qualitative. A full set of indicators for each domain can be found in the Indicator Bank.

Domain	Definition (from Literature Review)	Indicators
 Mindfulness	The capacity to pay attention in a particular way: on purpose, in the present moment, and non-judgmentally. ¹	Mental presence Reduced stress and anxiety Emotional regulation Increased compassion and empathy Cognitive reappraisal Active Listening
 Wellbeing	A state of being [...] where human needs are met, where one can act meaningfully to pursue one's goals, and where one enjoys a satisfactory quality of life. ²	Improved relationships Purpose Accessibility of achieving dreams Emotional wellbeing Perception of difficulty of life Financial wellbeing
 Trauma Healing	On an individual level - reprogramming the stress response system to a level of self-regulation, which alleviates the symptoms stemming from exposure to a traumatic experience that resulted in significant distress and impaired functioning. ³	Post Traumatic Stress
 Socio-Emotional Intelligence	Emotional intelligence is the ability to be aware of our own and others' feelings in the moment and use that information to inform one's action in relationship. Social empathy is "the ability to more deeply understand people by perceiving or experiencing their life situations and as a result gain insight into structural inequalities and disparities" ⁴	Stress management Social connection Resilience Gratitude Pro-social behaviors
 Empowerment and Agency	The ability to choose, including the existence of options and a capacity to make purposeful choices in a changing context where little power once existed. ⁵	Confidence Self-worth Self-belief Power Gender Equity
 Community	A sense of community includes a feeling of belonging, a sense of mattering to the group, a feeling that needs will be met by shared resources, and having a shared emotional connection. ⁶	Participation in community Rate of Socialization Expanded Networks
 Venture Management	<i>Self-reported scores across a range of venture management skills. These skills align with the social venture curriculum modules.</i>	Venture Management Scorecard Analytical Thinking Stakeholder Engagement

INNER WORK OUTCOMES



Mindfulness



Mindfulness

Mindfulness Meaning from Participants

Mindfulness remains difficult to define, as there is no current consensus on how to accurately define mindfulness and what standards of practices and level of experience enable it. In addition, it can be referred to as a set of practices, a process of personal transformation, a momentary state, or a way of being.¹

When asked to describe what mindfulness means to them, participants offered a range of meanings. Some aligned with definitions familiar to a western audience.

➤ **Paying attention and a sense of awareness**

“Being mindful to me means the ability to notice what is happening within and around me. By paying attention you are able to get the details of what happens within or outside your life.” (Uganda, YWA, 2017)

➤ **Improves self-understanding and the ability to look within**

“Mindfulness is like I need know myself, by taking your time to know myself better through taking time to think before I act.” (Rwanda, WA, 2019)

➤ **Considering the world with a non-judgmental and open perspective**

“Being mindful has made me more considerate and more observant about myself and those around me.” (Rwanda, YWA, 2018)

➤ **Ability to regulate emotions**

“I am mindful because I am able to control my emotions even when I should get so angered.” (Uganda, YWA, 2016)

➤ **Viewed as a process that requires practice and consistency**

“It’s a process and it’s not easy, but it all starts by changing one habit at a time. It requires consistency. When you understand and feel confident that you are doing the right thing and you keep it up, bit by bit you see a change in your life.” (Rwanda, WA, 2010)

Mindfulness



Mindfulness Meaning from Participants

Additionally, participants had their own interpretations of mindfulness that were more focused around practical problem solving, clear thinking and developing solutions to everyday problems.

➤ Thoughtful and strategic approach to problem solving with a clear mind

“To me, being mindful means analyzing something before you do it; in other words, you look at both the good and bad side and then make a final decision or take action.” (Uganda, YWA, 2016)

“Mindfulness in my life involves taking on my life’s activities while showing some awareness about my goals and what I need in place to achieve those goals. I must find out what I lack as an individual and who I can approach to get it and by so doing I end up taking notice of my surroundings/ colleagues/ resources and to make best use of them I have to listen and interpret wisely. ” (Rwanda, WA, 2011)

Participants also linked the idea of conscious social change or responsibility to others to their definition of mindfulness, noting that an increase in compassion and empathy leads them to try to devise solutions for others.

➤ Has an element of conscious social change and a do no harm principle

“Mindfulness helps a person to think about what he or she is doing in order to gain good results or outcome without affecting those around them negatively.” (Rwanda, WA, 2008)

“Mindfulness in my life is mostly about watching my actions and words making sure that I am not hurting the people around me. So, I am always mindful about what I am going to do and the outcome. In the leadership roles I have held over the years I had to make decisions and before doing this I thought about the effects on the people I am leading.” (Uganda, YWA, 2010)

Mindfulness Training

Participants used selected practices post program

Many participants reported integrating some form of mindfulness practice into their lives. They took the forms taught in training and adapted them to their environments, often in an informal manner, making the practices their own.



Mindfulness

1. Deep Breathing: In this practice, respondents most often reported taking a breath or deep breaths when faced with a stressful trigger. While this was most often employed situationally, some respondents did report regularly remembering to take focused breaths in the morning. This was the most common practice, especially for the Women's Academy.

“For the breathing exercise I do it every time I feel nervous in order to relax, for example when I am going in for a presentation.” (Uganda, YWA, 2017)

“I use the breathing exercises often. Sometimes when you have a problem that you were not prepared for, you take time and retreat to a private place and you breathe in two to three times and finally you get a clue of how you are going to behave or to resolve the problem.” (Rwanda, WA, 2010)

2. Meditation: Some had created a regular practice while others used as needed. More recent cohorts of YWA appeared more likely to practice this in a regular manner.

“I meditate daily as well. This goes hand in hand with my breathing exercise. I also focus on my day's road map specifically my expectations and how I intend to achieve them.” (Rwanda, YWA, 2018)

“I don't use the meditation practice like it was taught to me. It's not really the meditation that we were trained on - that was more complex and it wasn't something I adopted. So I made my own simple way of contemplating. (Rwanda, WA, 2008)

3. Reflection (Mindful Walk): This was a favored practice by some as they could integrate it easily into their daily routines.

“For mindful walk I always practice it when am heading home from the office when am worked up because whenever I do it I feel relieved in the mind. In a week, I could do it like thrice because sometimes I actually forget.” (Uganda, YWA, 2019)

4. BBM: Mostly YWA participants reported using this practice by name, specifically incorporating the movement piece. Women's Academy respondents also responded to movement-based methods, especially when they mirrored those they did in church.

“I utilize BBM almost daily because I always find myself in need of some rebooting due to fatigue, stress or doubt. I utilize BBM to focus on myself and what I must do and how I must go about it. [...] Say am tired or worn out, I utilize the breathing exercises of breathing in and out, while taking time to focus in between my breaths and I repair my body to be able to take me across my finish line.” (Rwanda, YWA, 2017)

Mindfulness Training



Mindfulness

Ease of use and comprehension of practice were driving factors in adoption

Many participants use these situationally when a stress event triggers them. However, some participants, particularly in YWA and those in more recent cohorts, reported developing a regular practice. Additionally, uncertainty around COVID-19 has prompted some participants to pick up mindfulness practices again, as they have more time now and appreciate the calming and stress-reducing effects.

Ease of use and **comprehension of the practice** were two factors that helped to drive adoption of practices. For example, the “Take 3 Breaths” exercise was easy to understand and put into practice within the context of daily life and did not require time or space to be set aside. Meditation was similarly adopted into a regular practice when it was incorporated in an informal manner into the participant’s lifestyle.

“I utilise only one exercise that I use often but the content and its output is huge. I use only that. I picked out the one I understood best and it’s simple to utilise and gives me the desired outcome and that is the breathing exercise.” (Rwanda, WA, 2010)

Some participants felt that the more involved practices were beyond the scope of their or others’ understanding, or required guidance from a more experienced person.

“I don’t use the practices that need an experienced person who has done them before to take you through. I didn’t use grounding and others that need someone with that experience to lead you.” (Rwanda, YWA, 2012).

Others explained that they simply didn’t have time to do their practices.

“There are practices that you continue with and those that you drop as a result of being busy. Like being in school, I cannot continue with certain practices.” (Uganda, YWA, 2018).

Added to this was explanation that due to the short nature of the training program, some did not feel like they had the opportunity to truly master the concepts. Additionally, with all the other content involved in the training, they did not feel that they were able to fully appreciate the extent of the practices. These feelings were more prevalent in the Women’s Academy than YWA.

“We studied it in a short time so we don’t master it. In order to understand it very well, you must be able to teach it. On the basic level people don’t understand it. Combined with the other content, when those exercises are added on, they come as accessories and not a big point in itself. It causes a low impact as it was expected.” (Rwanda, WA, 2010)

Mindfulness Outcomes





Outcomes

Presence and Focused Attention (1)

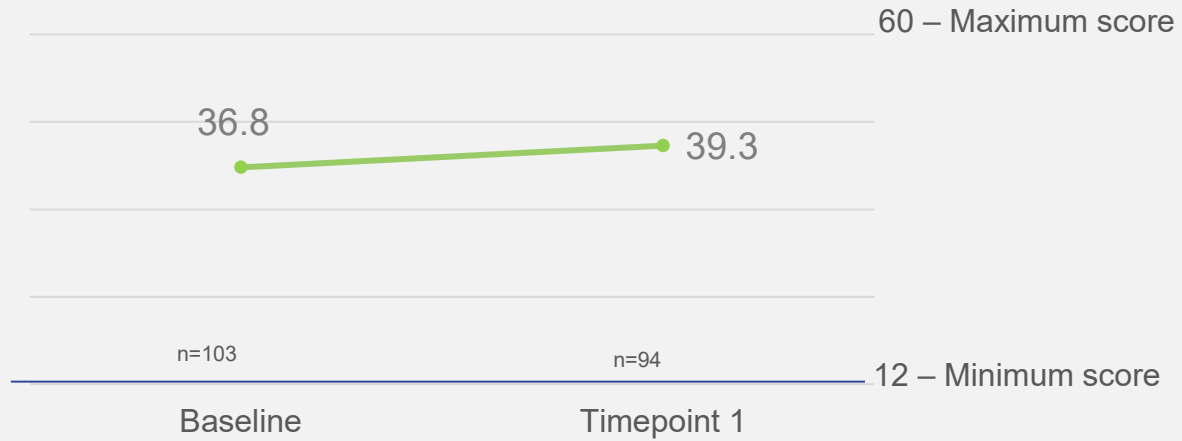
Young Women's Academy



Mindfulness

Mental Presence

Average sum score on 12-Question Cognitive and Affective Mindfulness Scale – Revised (CAMS-R)



 2015, 2016, 2019
  2015, 2016, 2019
  All cohorts

Q: 12-Question Cognitive and Affective Mindfulness Scale – Revised (CAMS-R)

Outcomes

Presence and Focused Attention (2)



Mindfulness

Participants reported an increase in overall mental presence between the beginning of the program and 1 to 2 years after (individual metrics located in the notes). This indicates that the practices participants learned during the program and incorporated afterward overall helped them to cultivate focused attention, along with a meta-awareness about the quality and nature of their attention.

During interviews, participants described how the breathing and meditation they practiced helped to calm their mind, curb mind-wandering, and allowed them to feel calm and focused, better regulating their attention.

“When I carry out the breathing exercises and meditation because I feel relaxed and focused and able to do what I wanted to do at the moment without hesitating.” (Rwanda, YWA, 2010)

Participants brought this focused attention to bear on the challenges they faced in their daily lives as well as those they observed in their community. They reported feeling that they could more clearly acknowledge problems and develop solutions because of the clarity of mind that mindfulness provided and awareness of themselves and their surroundings that mindfulness practices provided. In addition, they found that their solutions often considered the ethical implications of their choices.

“Meditation helped me so much to be mindful because it helps you to think deep so that you are able to pay attention and think about something before you do it, so that you can be able to come up with the right solution. One thing about these practices is that they give you time to yourself and at times we normally cheat ourselves of this time, that is why we at times don’t make the right choices.” (Rwanda, YWA, 2012)

Outcomes

Reduced Stress and Anxiety

Mindfulness practices, particularly breathing, were strongly associated with a reduction in stress and anxiety. Participants from both the Women's Academy and Young Women's Academy acknowledged that they enjoyed the immediate physical effects of this practice.

*"After breathing I feel relaxed and tend to forget the problems that faced me, and I also get relieved of any headache."
(Uganda, YWA, 2019)*

Those that also practiced some type of movement felt further physical benefits from this practice. This was especially true for older women in the Women's Academy who enjoyed the physical release of yoga or dance movements.

Participants also found that mindful breathing to reduce anxiety was most helpful to them in specific stressful situations, especially public speaking. They explained how utilizing the deep breaths helped them to center themselves and physically calm down,

22 enabling them to address their fears.

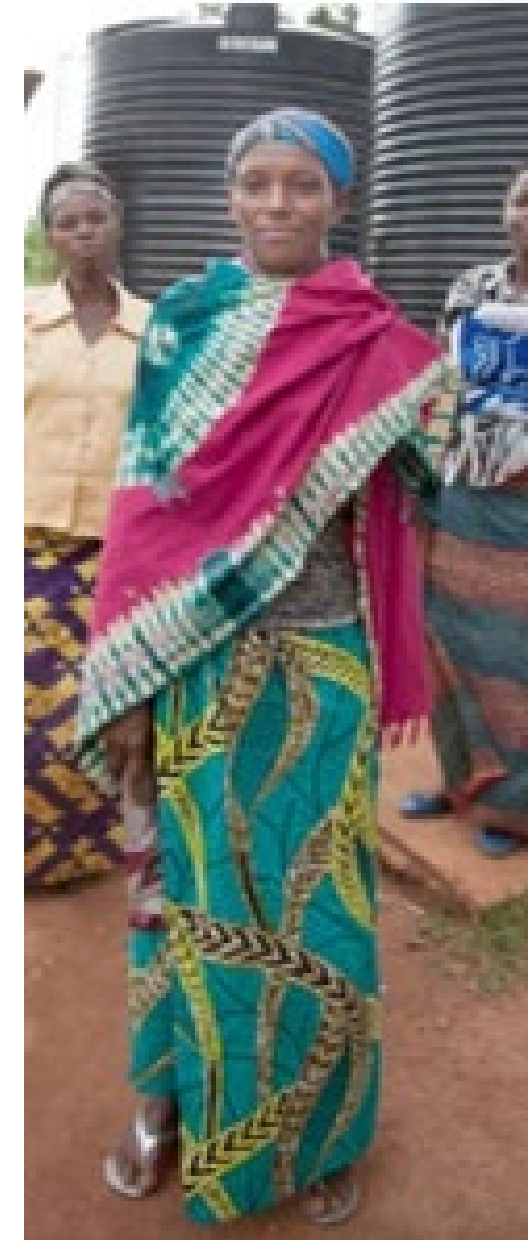
This in turn increased their self-confidence, and they found themselves able to build skills and overcome challenges through this practice. This was a phenomenon experienced by participants from both the Women's Academy and Young Women's Academy.

*"I use the breathing some of the time. For example, if I have a problem or am scared, I use the exercise of breathing deeply three times and it helps to cool me down and get courage. I don't often use those exercises but I use them in cases where I have a problem or am scared. For example, when I am going to speak in public or even in the mornings when I don't feel fine. I remember there was time we went somewhere and they gave me a role to speak in public before a large number of people and I was so afraid, because some of these people that I didn't know and some were even older than me. So I breathed in three times because when you breath in facing the public it helps you feel confident and this enabled me to address those people."
(Rwanda, WA, 2011)*

*"The breathing helped me so much in my life because before these trainings I used to be afraid to speak in public or to speak to someone superior to me. At school or in life I used to get stressed but now because of the trainings, I am able to manage my stresses so I use some of those training practices often in my daily life."
(Rwanda, YWA, 2012)*



Mindfulness



Outcomes

Emotional regulation

Another observed outcome of the mindfulness practices was better emotional regulation, which most often manifested as a decrease in emotional reactivity. Participants found that practicing breathing in stressful or conflict-ridden environments enabled them to create space between their reactions and to physically and mentally calm themselves. This in turn allowed them to experience a clarity of mind and awareness of self, which enabled them to first notice their feelings and then inhibit negative or angry reactions in favor of a measured and thoughtful response.

“You feel relaxed and able to think clearly. For example; when you have a problem, sometimes you resolve it with rashness, which can damage more than it can resolve. When you use that method, it helps to breathe again, think a little bit more, and you can end with a sustainable solution. It really helps you when you are stressed.” (Rwanda, WA, 2010)

Also notable is participants’ acknowledgement that not only are they able to inhibit their initial emotionally-charged reactions, but that they are able to seek out alternative responses.

While participants found that their ability to better regulate their emotions was helpful situationally, they also found that its effects were cumulative and they learned new patterns of reaction. Some spoke about how breathing and meditation had enabled them to regularly maintain their calm in tense situations.

“I used to have anger management issues and when we were taken through the breathing exercise, I found out that I can now manage my emotions.” (Uganda, YWA, 2017)

This was a common theme reported especially by YWA respondents, who felt that their awareness and regulation of emotions was helping them displace unhealthy and negative reactions.

“I used to be short tempered - let’s say if I reached home and my personal stuff were misplaced I used to be rude in a way, but now I know how to control my feelings. So I am a nicer person at home and helpful too in some new ways like counselling or mediation unlike before, and I have experiences to share.” (Rwanda, YWA, 2018)



Mindfulness

Outcomes

Active listening

Active listening also emerged as an area of impact. Participants credited the listening exercises from the training with teaching them the importance of listening and showing them ways to improve listening skills.

Like cognitive reappraisal and cultivating compassion, listening exercises helped participants develop a more open approach and to actively seek the perspectives of others.

“Listening trainings taught me that people are not the same and this has helped me to be mindful about the different situations people might be faced with and handle them case by case.”
(Uganda, YWA, 2019)

The development of this active listening skill further enabled participants to build better relationships, both inside and outside of the home.

“The listening practices also helped me to better how to run my home since I am now able to listen to all my household members as opposed to how it used to be before the training. With this I make decisions from an informed point of view.” (Uganda, YWA, 2017)

Finally, active listening is also intertwined with participants’ assertion that the mindfulness aspect of the Global Grassroots curriculum has helped them make better decisions through more informed viewpoints.



Mindfulness



Outcomes

Cognitive reappraisal and positive perceptions

As participants learned to better understand and regulate their emotions, some also reported a shift in their overall perspectives similar to a cognitive reappraisal of perspective.¹

Participants reported that through mindfulness practices as well as some of the venture-building curriculum (in particular the problem tree), they experienced a shift and reframing of perspective that was less self-centered, with an element of non-judgement and openness to others.

“I guess I could say that the trainings helped me to be more outward-looking, by this I mean to be more observant about my community needs and ways in which we can co-exist and work side by side with others.” (Rwanda, WA, 2011)

In addition, this cognitive reappraisal contained an element of increased openness to different perspectives and ideas. This allowed participants to work on their own patience and mindful behaviors in addition to improving relationships with others.



Mindfulness

“Before I attended this training, I was this kind of a person who talked a lot and didn’t consider other people. I thought my idea was always the best and didn’t give them opportunities to explore. After understanding mindfulness in my own perspective, I realized that other people’s opinions are also good to be involved in certain things because they might impact my life.” (Uganda, YWA, 2019)

For some, this was accompanied by a recognized shift towards a more positive outlook, which participants linked to hope or optimism and to a renewed belief in themselves.

“Because it has become my personal practice and I have been able to notice positive things as a result of being mindful.” (Uganda, YWA, 2017)

“When I started living by myself with my little children I thought it was the end of my life. I could not do anything except cry and I had lots of negative thoughts, but when the Global Grassroots program came in it really changed my whole life. I started thinking positively because after this training I realized that in me there is everything I need to survive.” (Rwanda, WA, 2013)

Outcomes

Cultivating compassion and empathy

Compassion and empathy were recurring themes throughout the interviews. Participants variously described these concepts as a new perspective, a skill or a new approach to problem solving.

Participants noted that the mindfulness practices, coupled with the venture training curriculum (in particular the community engagement pieces and issues studies) provided them with a new or renewed sense of compassion and empathy.

The cognitive appraisal and a shift to a more open and non-judgmental mindset helped participants move from examining their own feelings and reactions to empathy and being able to consider the perspectives of others.

“This process started with me reflecting on my personal life, how I used to act before the training. For example, I used to overreact and I had to put myself in other people’s shoes, and with this I realized that it was not good to overreact about certain things since it was pushing people away.” (Uganda, WA, 2012)

“Mindfulness in my life is basically rediscovering myself, asking proactively, being kind and putting other people’s feelings and opinions into consideration. While at the University, I had a friend who wasn’t really close to me but she opened up to me about what she was going through, we were both struggling but as we talked, I realized that my friend needed more help than I did. I had only three thousand shillings and realized that this friend needed this money more than I did. I gave her the money to use.” (Rwanda, YWA, 2015)



Mindfulness

This cultivation of a more empathetic perspective, along with paying attention, also resulted in participants adopting a more compassionate stance toward their communities, as they noticed where they could help.

The non-judgement part of mindfulness helped participants to approach their stakeholders. In identifying which relationships could benefit from additional empathy, participants would intentionally add the element of non-judgment to their interactions, building a level of trust through this reinforcement of compassionate interaction, learned from the programming.

“Breathing and listening helps you to open your eyes and to put yourself in someone’s shoes and understand what others need. It helps you also to know what others have or feel and therefore you know how to help them.” (Rwanda, WA, 2013)

The listening aspect in particular was especially key in helping participants cultivate greater compassion and empathy.

“These practices just made me realize that I could actually slow down and take time to get to know people through listening to them”. (Rwanda, WA, 2008)

Outcomes

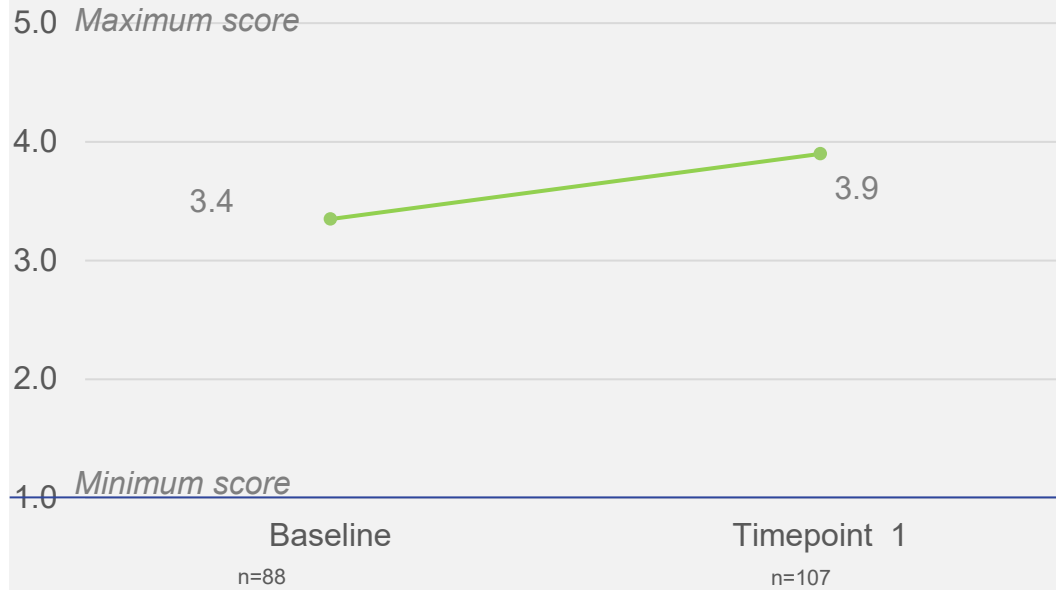
Compassion and Empathy

Young Women's Academy



Compassion

Average score on compassion battery

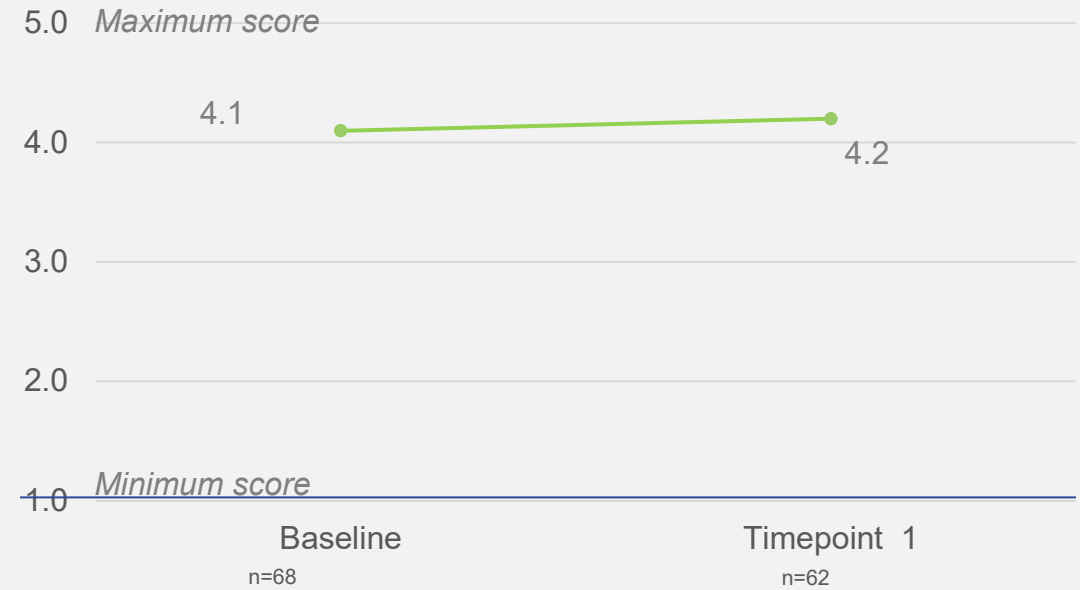


2014, 2015, 2016 2013, 2015, 2016 2017

Q: Compassion Battery

Empathy

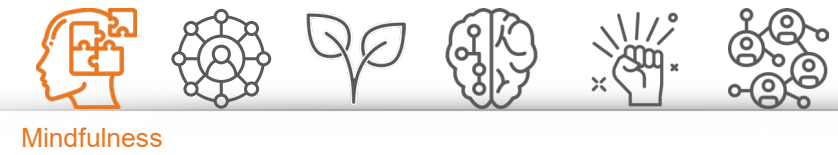
Average score on empathy battery



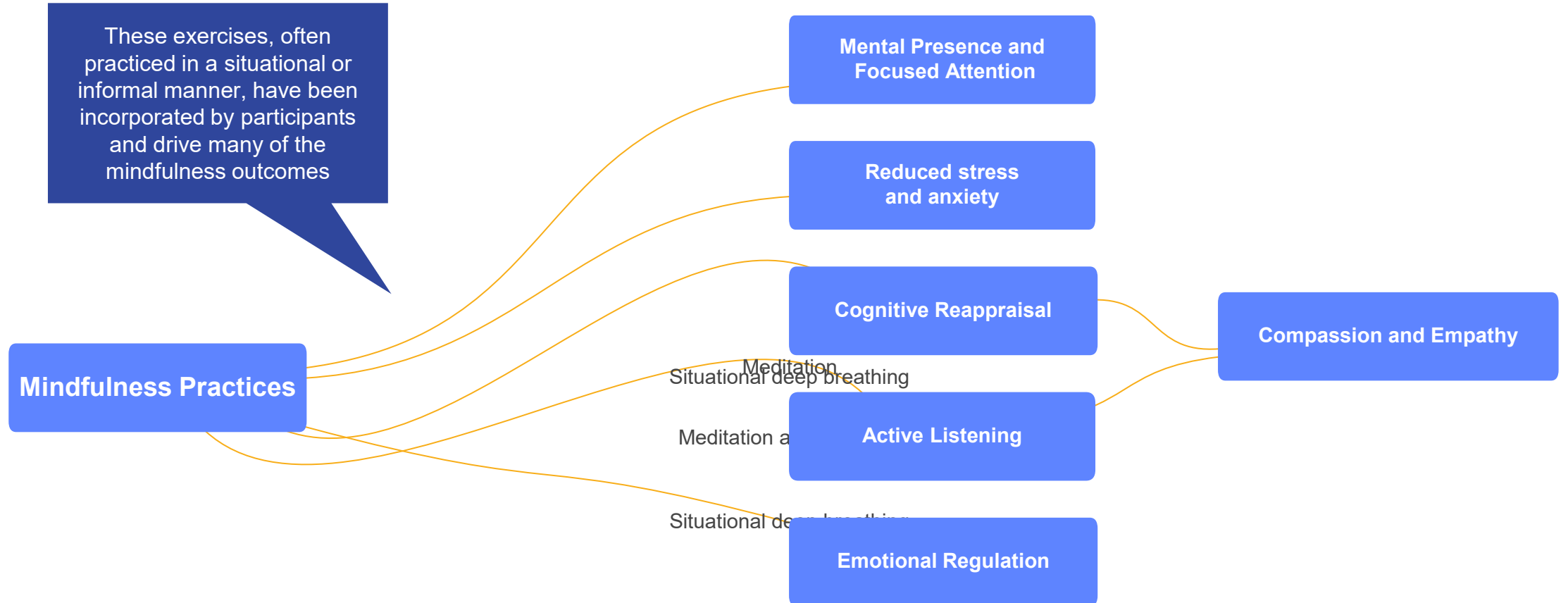
2014, 2015, 2016 2013, 2015, 2016 2017

Q: 18-question scale for measuring empathy among 8 and 9 year olds by Garton and Gringart

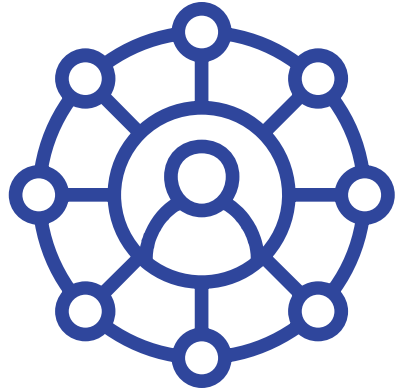
Mapping of Mindfulness Mechanisms



Mindfulness



Wellbeing Outcomes



Outcomes

Improved relationships

As noted in the literature review, the state of relationships plays a major part in the overall wellbeing of a person. Feeling socially integrated, cared about and supported by others, and satisfied with one's social connections can improve the quality of one's life.

Participants in the Global Grassroots program reported that the mindfulness training helped to improve their relationships both inside and outside the home.

This was driven primarily by the emotional regulation capabilities and active listening skills developed by participants, in addition to their increased compassion and empathy. Participants found that when they were able to better monitor their emotional reactions, they not only improved their conflict management skills, but were able to forge connections where previously there had been anger or misunderstanding.



Wellbeing

“We are now happy and I am able to listen to everyone without holding them or shouting at my siblings. My family members also now find me very approachable and this has helped to create a stronger bond between me and my family members.” (Uganda, YWA, 2016)

“On the family level, when you have managed stress, there are many things that can be avoided. For example, when we are a couple and that there is a problem between both of you, children suffer the most. But if I am able to manage stress on my personal level then the spill over that would have otherwise affected those around me is dealt with. (Rwanda WA, 2010)

“Global Grassroots impacted my family in so many ways especially my behaviors that have since changed. I think before the Global Grassroots trainings, I was a little rude in some of my reactions towards my family members. You know in life we react and sometimes about small things that even do not matter...but now I know how to control myself, I learned how to first think about what I am going to say before I get to say it and this helps me to avoid conflict and seek alternative or suitable choice of words that will yield better outcomes.” (Rwanda YWA, 2016)

Outcomes

Purpose (1)



Wellbeing

A key component of wellbeing is having a sense of purpose or meaning in one's life. This can be accomplished through believing that one's life is valuable and feeling connected to something greater than oneself. The Global Grassroots program helped participants develop this purpose through both the skills they developed and the opportunities for action they undertook. This came through most strongly for YWA participants, potentially because of their age and stage of life.

First, exercises that encouraged participants to envision their future helped them drill down into their passions to find their purpose.

"I remember the first day of the training they told us to write down the way or how or where we want to see ourselves in 5 to 10 years to come. That part helped me so much for me to right now have this achievement." (Rwanda, YWA, 2018)

A key tenet of the program is encouraging participants to unlock the potential in themselves, and the building of skills and confidence allowed participants to see and believe in this potential.

"Before the training I could not express myself but after the training I discovered my potential. I also realized that I have power, a desire, and can discover something to do." (Uganda, YWA, 2018)

Finally, the platform of the social venture creation gave participants an opportunity to make progress towards their goals, and they were able to validate that feeling of achievement through seeing their ideas brought to life.

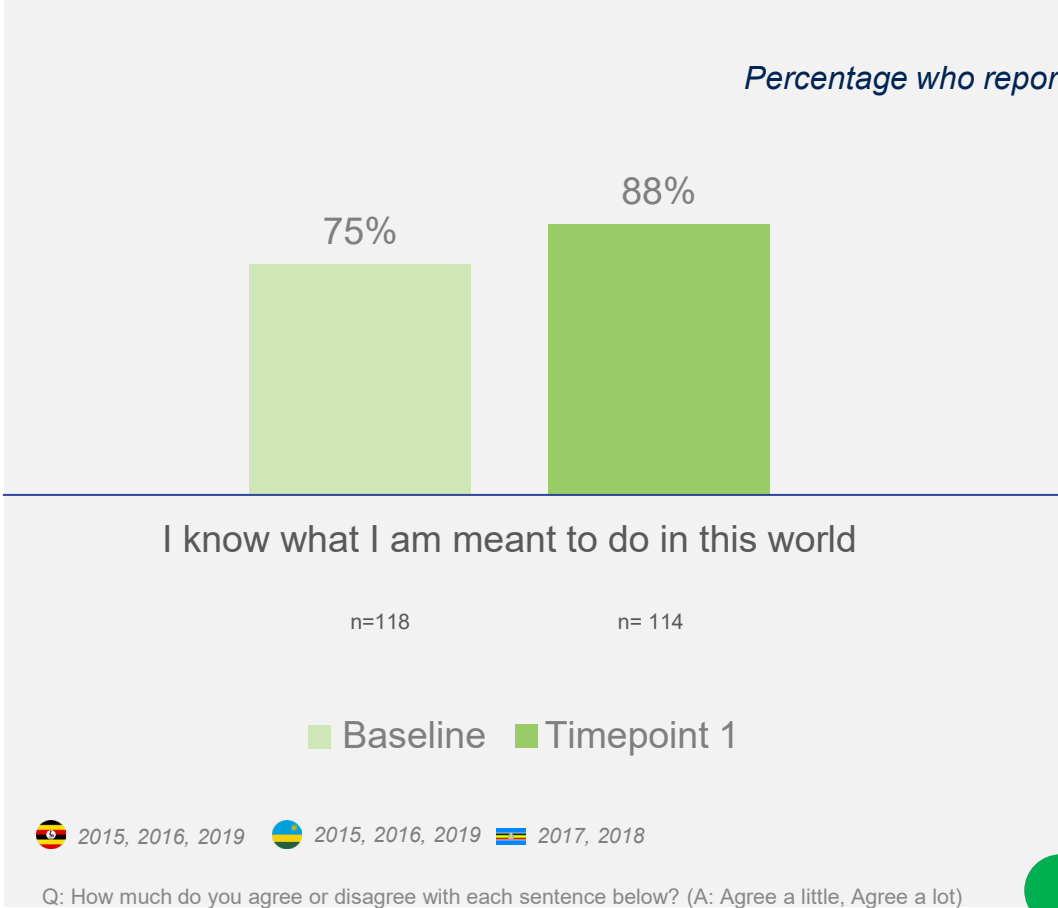
"To add to this, I have been able to impact people's lives in my community and they acknowledge it which gives me so much joy than what I used to have before the training." (Uganda, YWA, 2017)



Outcomes

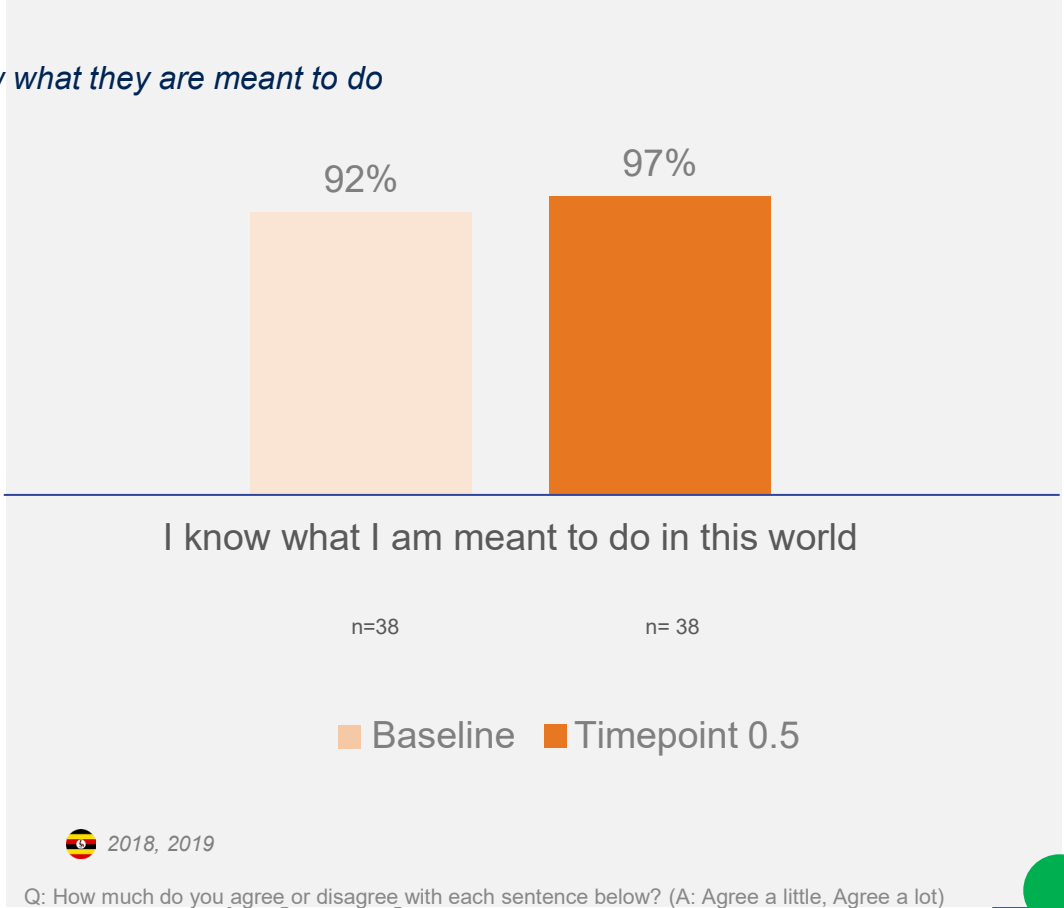
Purpose (2)

Young Women's Academy



Wellbeing

Women's Academy



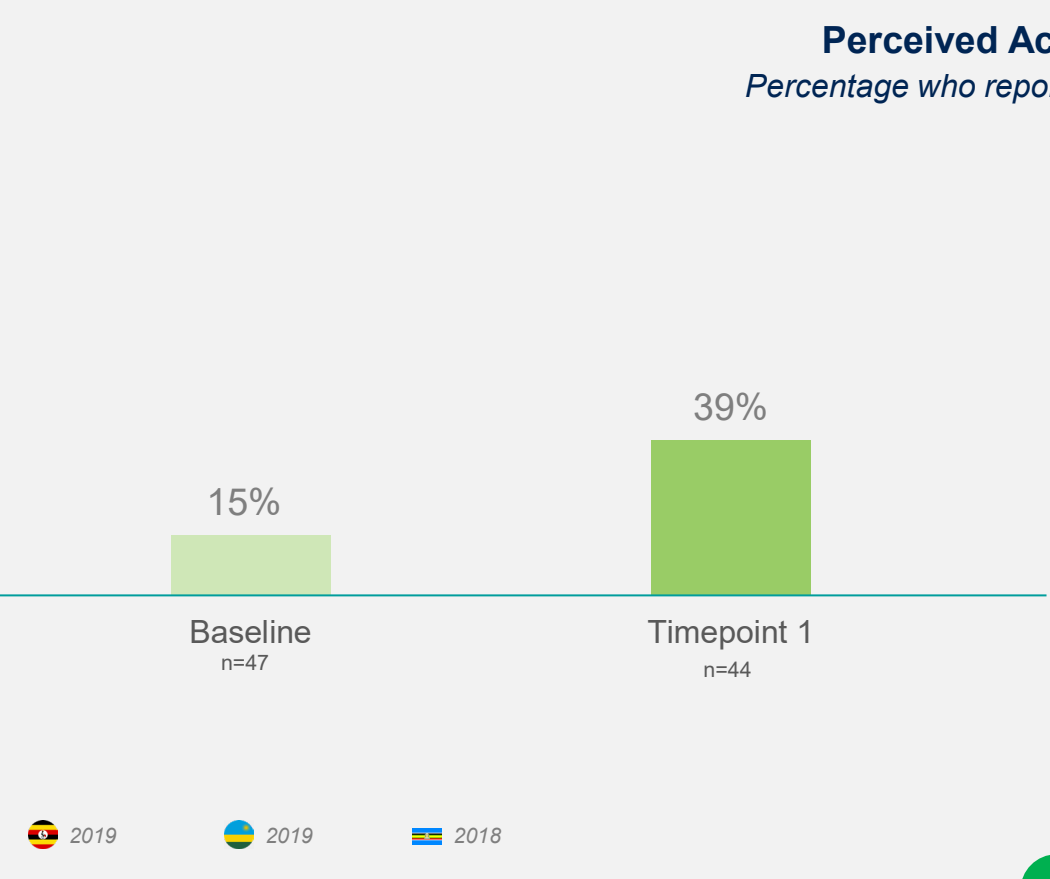


Outcomes

Accessibility of Achieving Dreams

Young Women's Academy

Perceived Accessibility of Achieving Dreams
Percentage who reported that they will be able to achieve their dreams



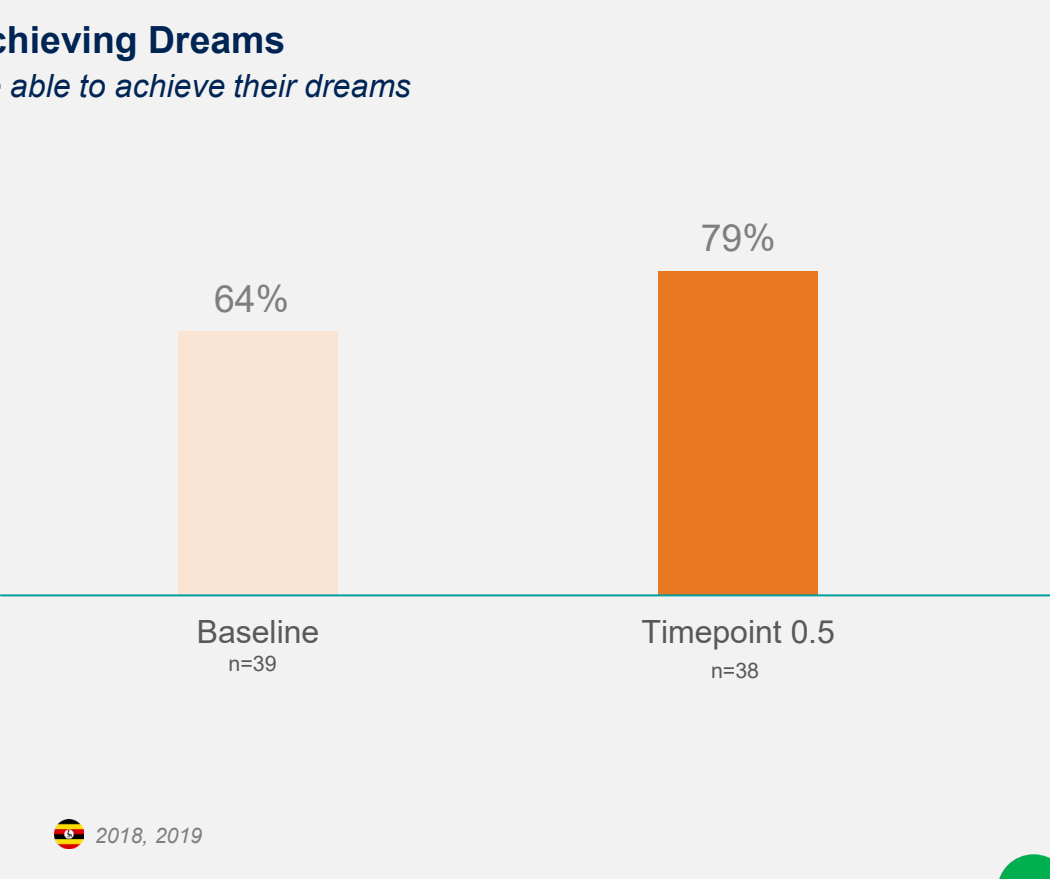
🇪🇸 2019 🇺🇦 2019 🇸🇪 2018

Q: How difficult do you think it will be for you to achieve this? (A: Very easy)



Wellbeing

Women's Academy



🇪🇸 2018, 2019

Q: How difficult do you think it will be for you to achieve your dreams? (A: Very easy)



Outcomes

Emotional Wellbeing

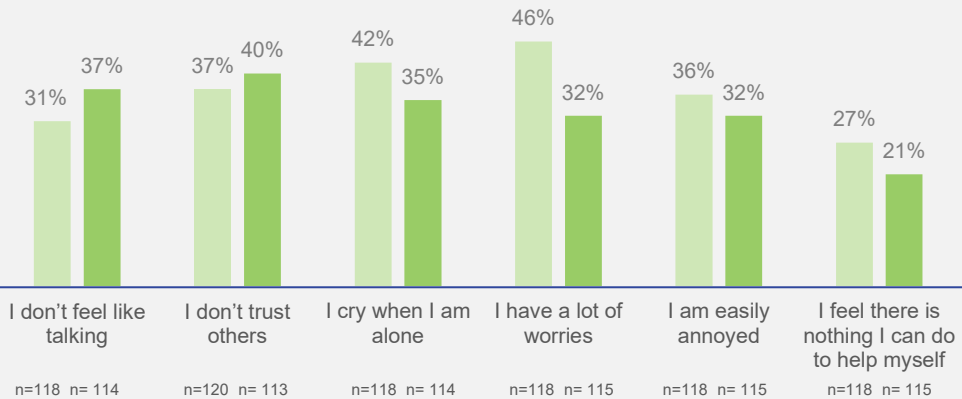
Young Women's Academy



Wellbeing

Negative Emotions

Percentage who reported feeling negative emotions

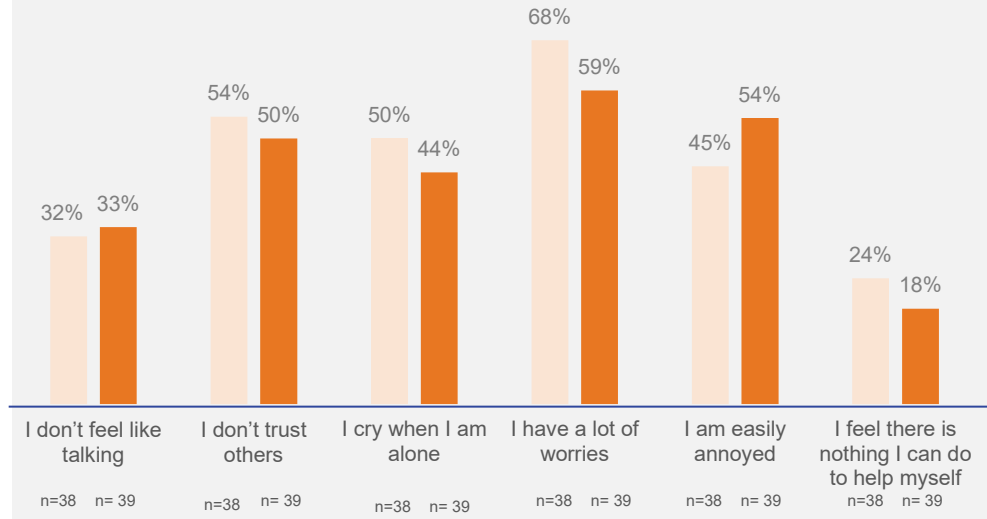


■ Baseline ■ Timepoint 1

🇪🇸 2015, 2016, 2019 🇧🇪 2015, 2016, 2019 🇸🇪 2017, 2018

Q: How much do you agree or disagree with each sentence below? (A: 4 Agree a little or 5. Agree a lot)

Women's Academy



■ Baseline ■ Timepoint 0.5

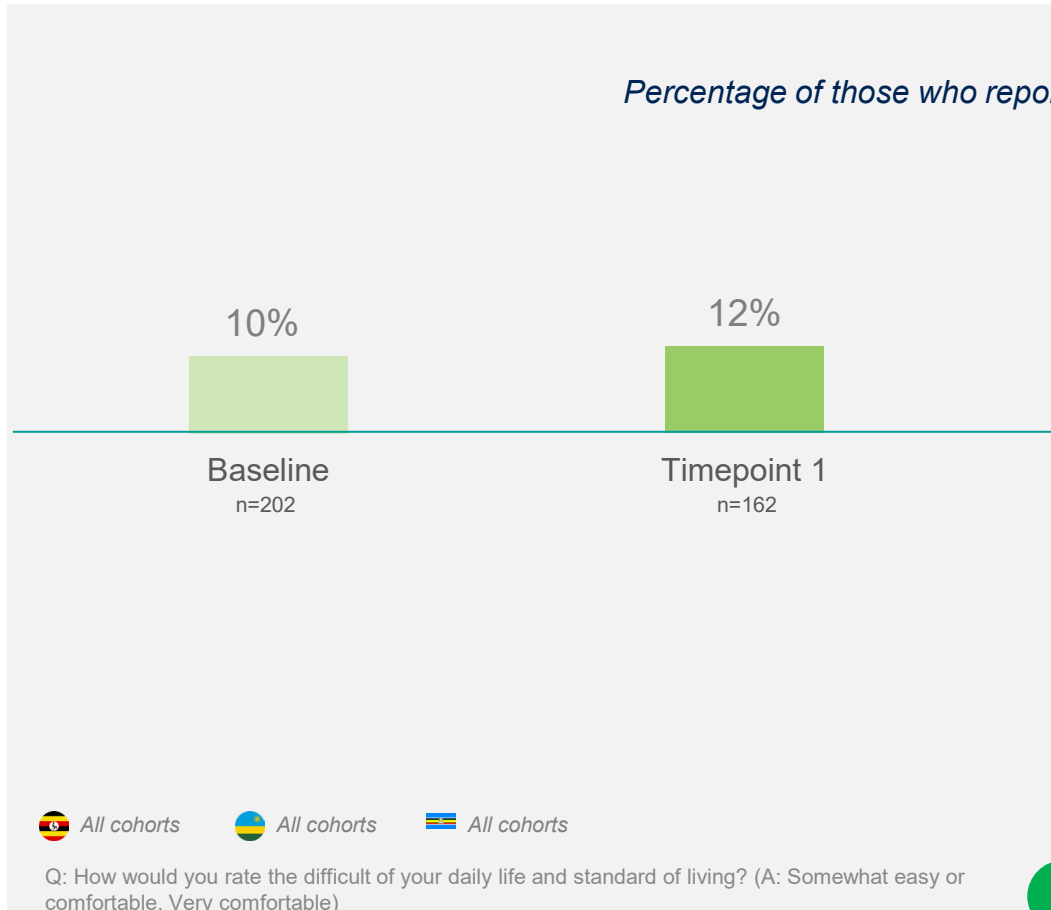
🇪🇸 2018, 2019

Q: How much do you agree or disagree with each sentence below? (A: 4 Agree a little or 5. Agree a lot)

Outcomes

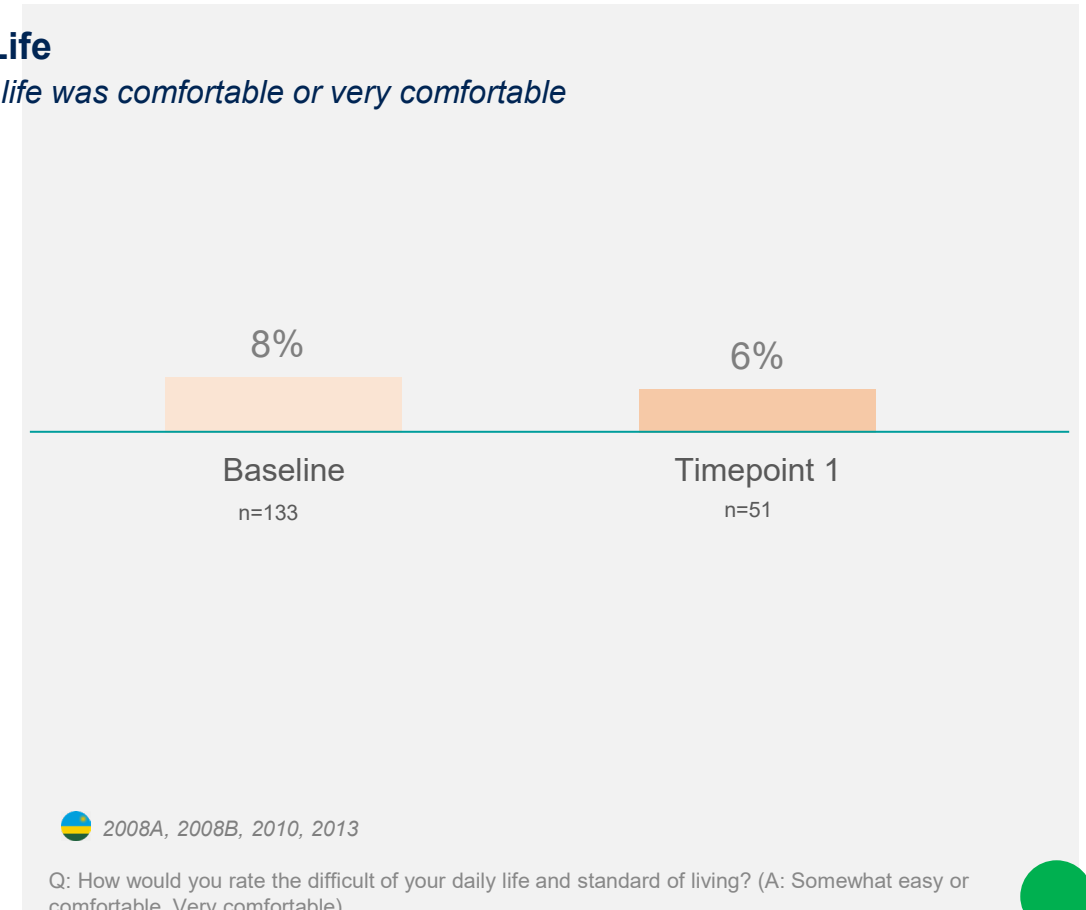
Difficulty of Life

Young Women's Academy



Wellbeing

Women's Academy



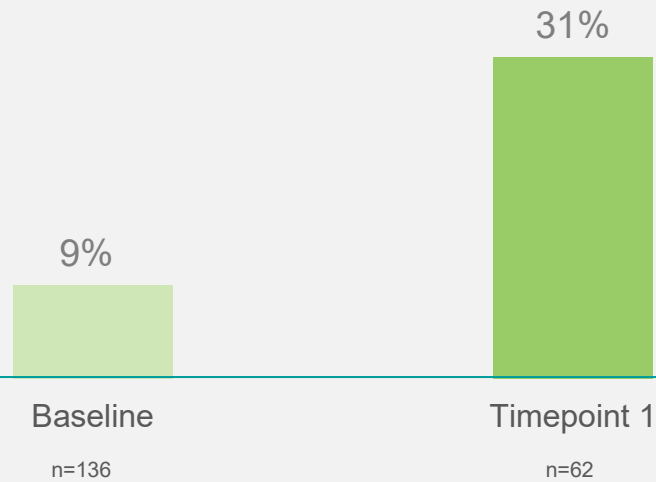
Outcomes

Financial Wellbeing

Young Women's Academy

Access to pocket money

Percentage who reported having pocket money



 2014  2012, 2013, 2014

Q: Do you have pocket money to spend on yourself? (A: Yes)

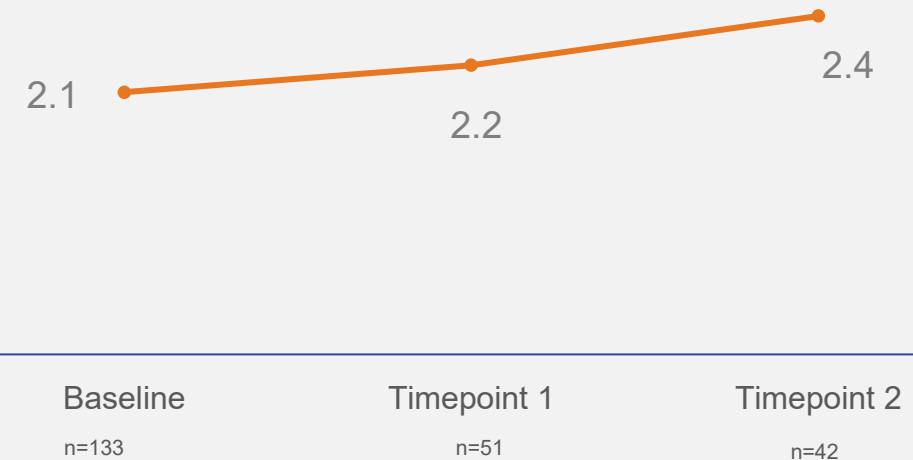


Wellbeing

Women's Academy

Meals per day

Average number of meals eaten a day



 2008A, 2008, B, 2010, 2013

Q: Including breakfast, how many meals a day do you eat? (A: Numeric open end)

Outcomes

Financial Wellbeing (2)



Wellbeing

While financial wellbeing was not an intended impact of the program, there were some ripple effects that helped participants gain more material comfort.

In water ventures where participants were able to generate income, they were able to increase their financial well-being.

“So far we sell water in our community and it helps us to survive and also to buy seeds that we utilize to cultivate for our own consumption. Before the Global Grassroots program, I was literally begging for food and other basic needs but then I gradually believed in myself that I could turn this situation around and gradually the status of my family improved and I watched these changes as they happened, it was inevitable.” (Rwanda, WA, 2013) 07

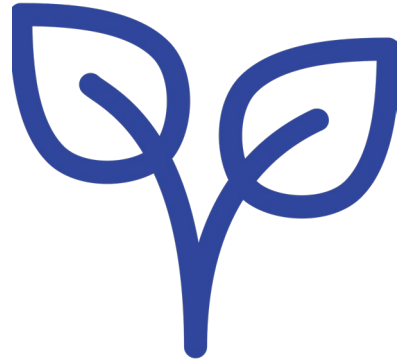
Participants also credited mindfulness outcomes, a positive perception to this change and better analytical thinking and bookkeeping with improving their personal finances.

“I have been able to plan for my household and children’s education as a result of being mindful. When I harvest crops from the garden and sell, I am able to budget for the money well and ensure that everything is catered for and I do not waste money.” (Uganda, YWA, 2014)

In addition, for YWA participants who received the \$500 USD grant, they were able to use that money towards their tuition or laptop, improving their financial wellbeing.

“GG helped me to go back to school buy paying my tuition fees. They awarded me with a grant of 500USD which motivated me a lot. It was given once for my tuition though others asked for different things like laptops, this helped complete my second year’s tuition. I register this as a success because if it wasn’t for this grant I would not have graduated.” (Uganda, YWA, 2019)

Trauma Healing Outcomes



Outcomes

Trauma



Trauma
Healing

While trauma healing is a major component of the program -- measured through change in PTSD scores featured on the next slide -- this topic was not elaborated on by participants in qualitative interviews, though symptoms were discussed. One participant linked the mindfulness training to increased self-acceptance in the context of her trauma.

Additionally, some participants noted that the beneficiaries of their ventures are victims of trauma. They acknowledged that this vulnerable population required counselling and specialized approaches. Some participants felt that some of the skills they learned through the mindfulness trainings, in particular active listening, helped them reach out to this population.

“I used to think that I couldn’t be understood as a woman who has experienced such problems. I used to think that my ideas couldn’t count or be useful. I used to think that my situation couldn’t help anyone. But now I have seen that it is possible and that my experience can be used to help others to see and know their own power in themselves.” (Rwanda, WA, 2010)

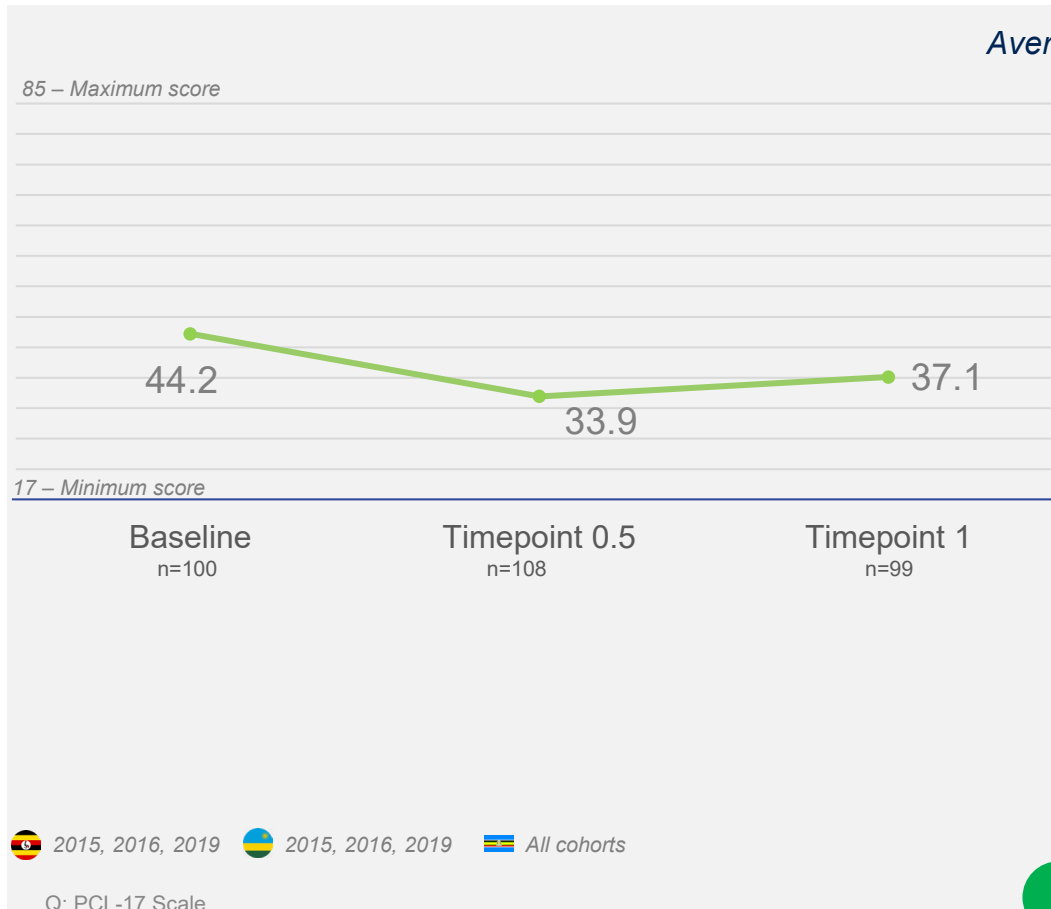
“I can help others through listening to the traumatized person and caring for them depending on the situation at hand.” (Uganda, YWA, 2019)

“There is also interpersonal skills. In our life some of us have wounds, that contribute to the diversity among us in the community. And sometimes there is a need of counselling or advising in order to calm a situation. Those skills were helpful in my experience.” (Rwanda, WA, 2013)

Outcomes

Post Traumatic Stress

Young Women's Academy

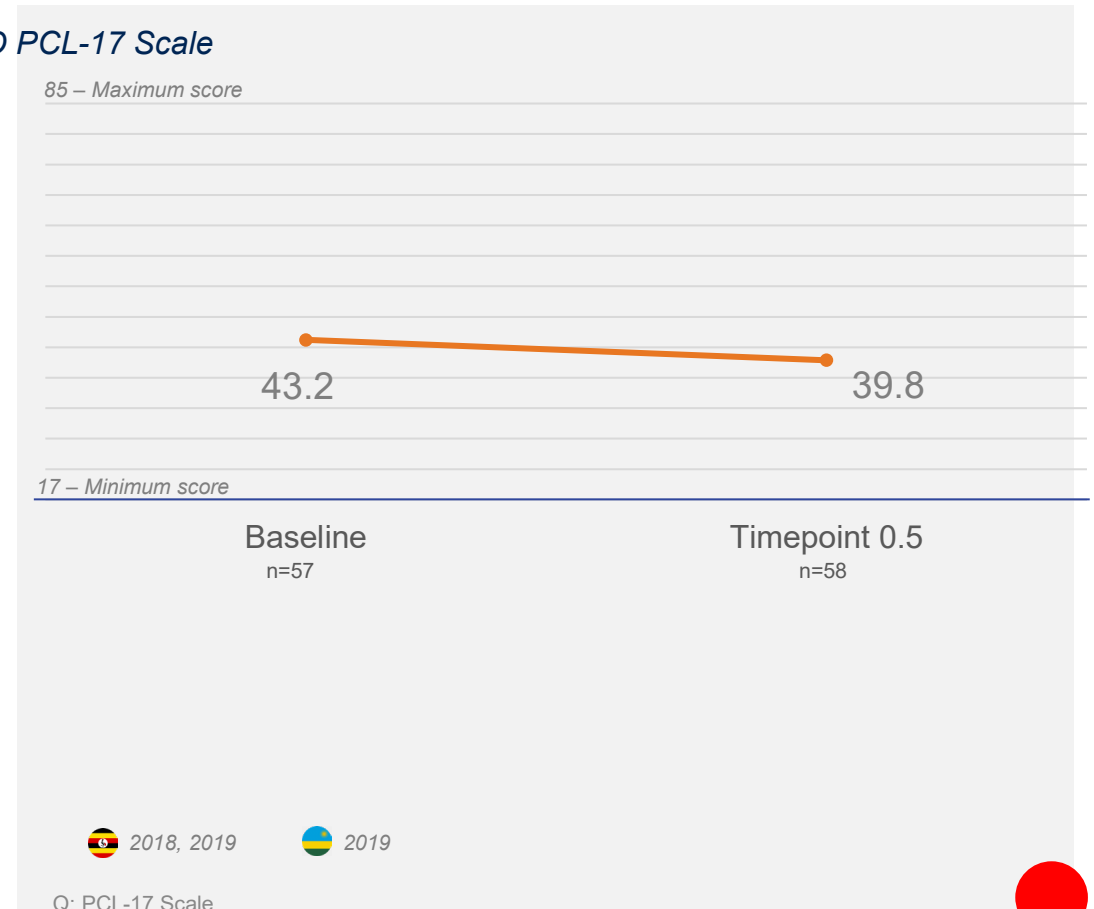


PTSD

Average score on PTSD PCL-17 Scale

Scores range from 17 to 85, with measures of 50 or higher indicating PTSD¹

Women's Academy



Trauma
Healing

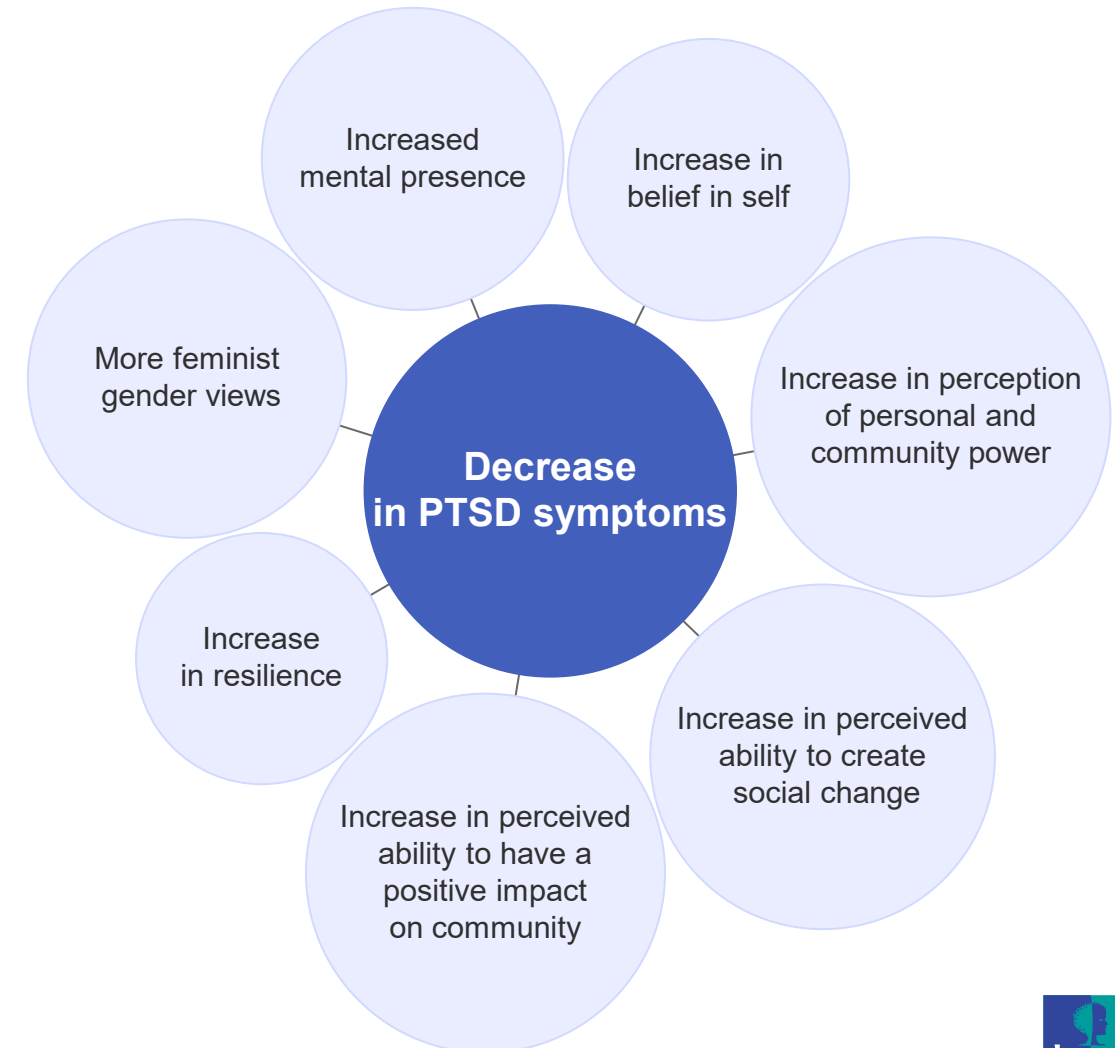
Outcomes

Trauma

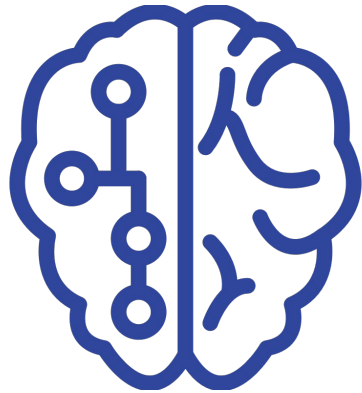


Trauma
Healing

A decrease in PTSD symptoms is significantly related (at a 95% confidence interval) to these outcomes. While these correlations do not indicate directionality, they provide a sense of the many elements at play in trauma healing.



Socio-Emotional Intelligence Outcomes





Outcomes

Socio-Emotional Intelligence Overview



Socio-
Emotional
Intelligence

Socio-emotional intelligence is large and multi-faceted, and has significant overlap with outcomes covered in other domains. The following slides demonstrate outcomes among key indicators developed in past quantitative studies.

Qualitative work focused on the following aspects of socio-emotional intelligence,¹ which were included in other sections:

- Perspective taking
- Better relationships
- Emotional regulation
- Empathy

Outcomes

Stress Management

Young Women's Academy

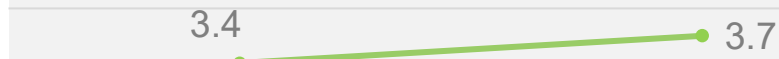


Socio-
Emotional
Intelligence

Stress Management

Average score on SEL (Social and Emotional Learning) battery

5 Maximum Score



1 Minimum Score

Baseline
n=65

Timepoint 1
n=85



Respondents reported significant improvements in self-management from baseline to final assessment.

2013, 2013, 2015, 2016

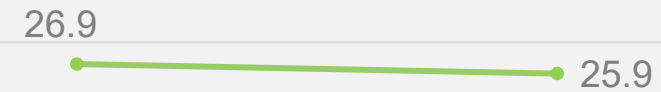
2014, 2015, 2016

Q: Social and Emotional Learning (SEL) Battery

Coping

Average score on Perceived Stress Scale

45 Maximum Score WORSE COPING



9 Minimum Score BETTER COPING

Baseline
n=42

Timepoint 1
n=44

2015, 2016

2015, 2016

Q: 10- Ques Perceived Stress Scale

Outcomes

Social Connection

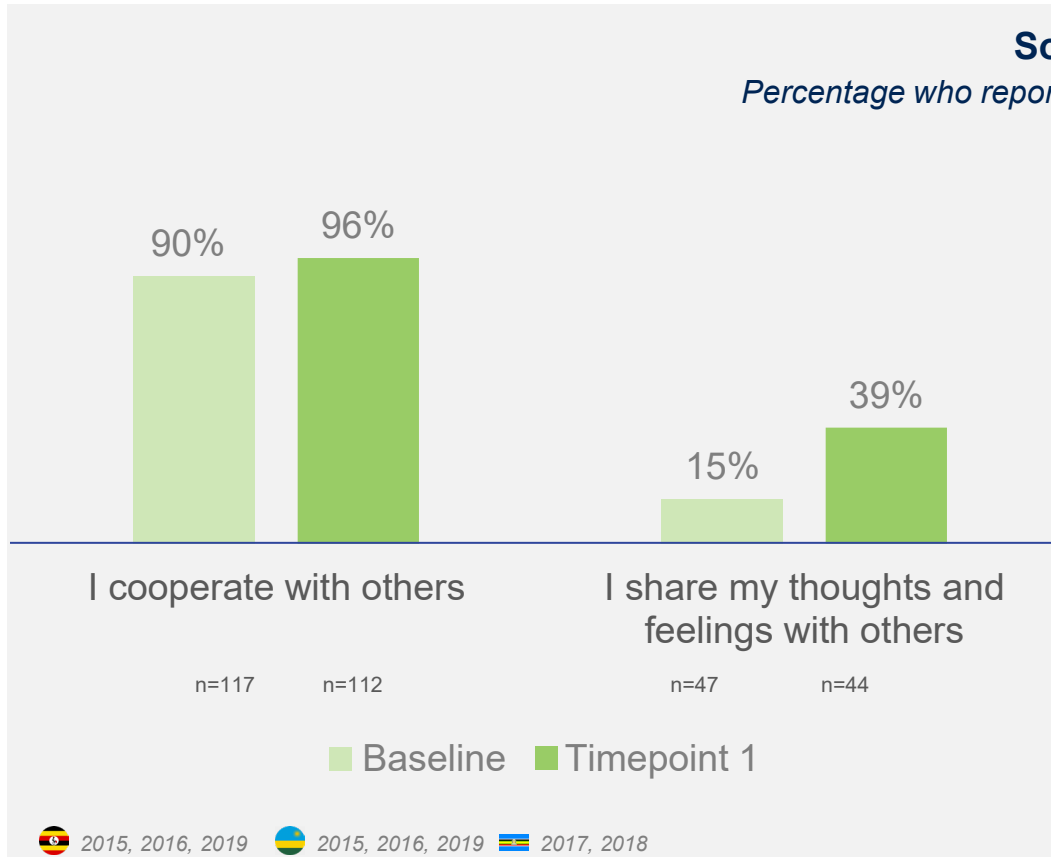
Young Women's Academy



Socio-
Emotional
Intelligence

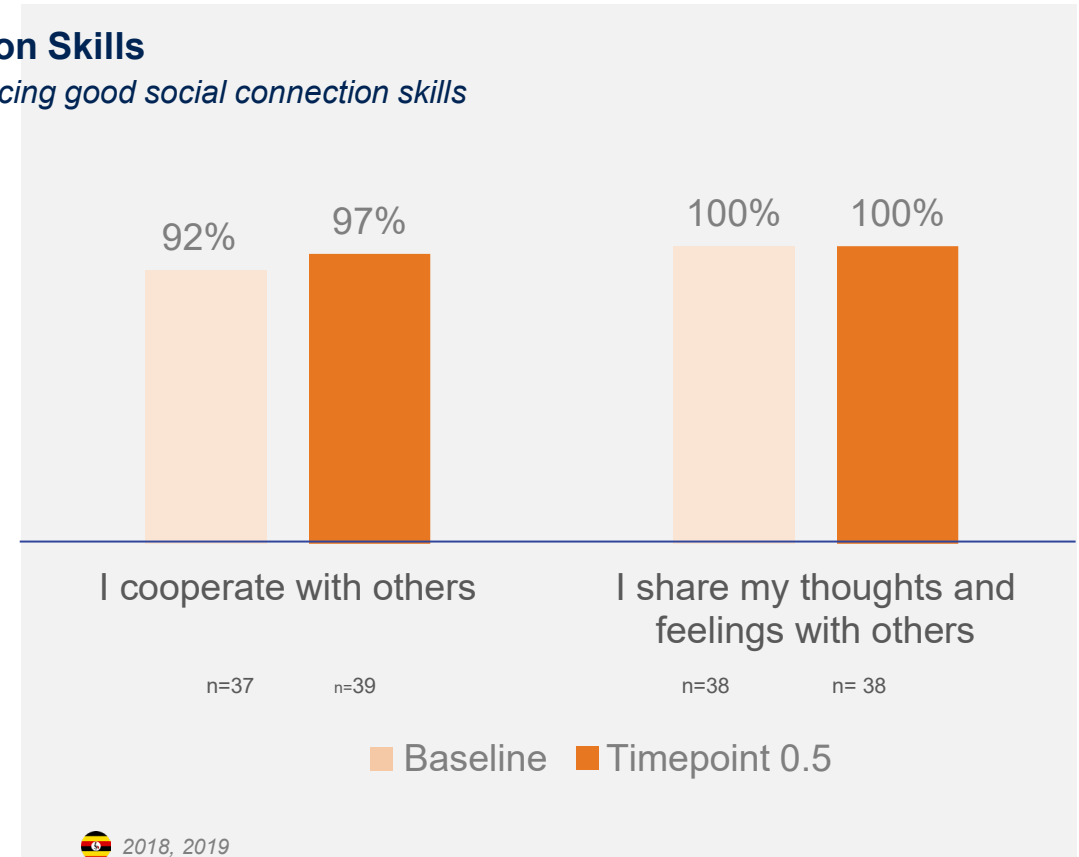
Social Connection Skills

Percentage who reported making practicing good social connection skills



Q: How much do you agree or disagree with each sentence below? (A: Agree a little, Agree a lot)

Women's Academy



Q: How much do you agree or disagree with each sentence below? (A: Agree a little, Agree a lot)

Outcomes

Resilience and Gratitude

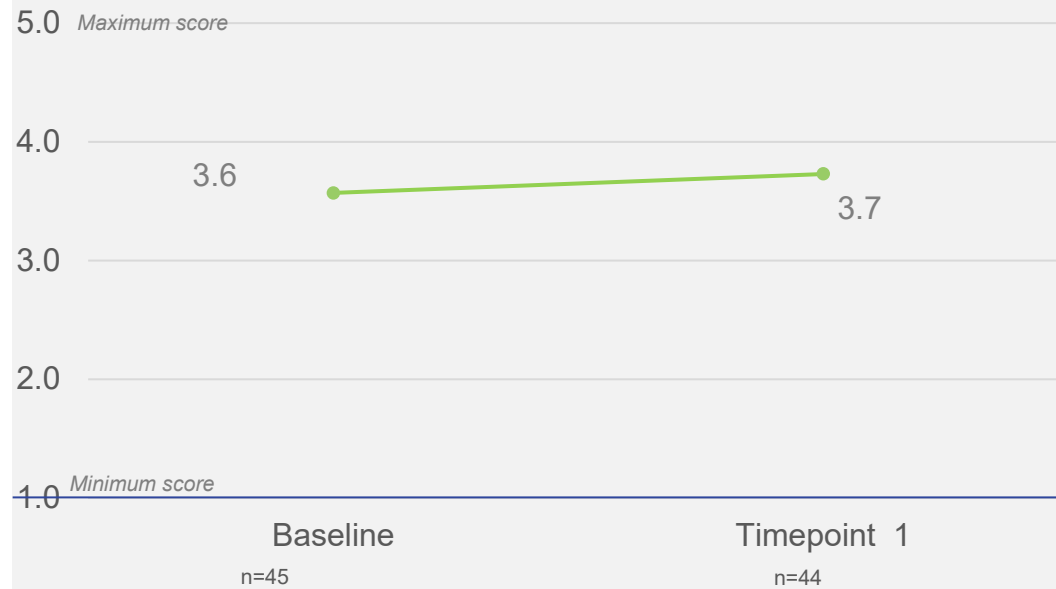
Young Women's Academy



Socio-
Emotional
Intelligence

Resilience

Average score on resilience battery

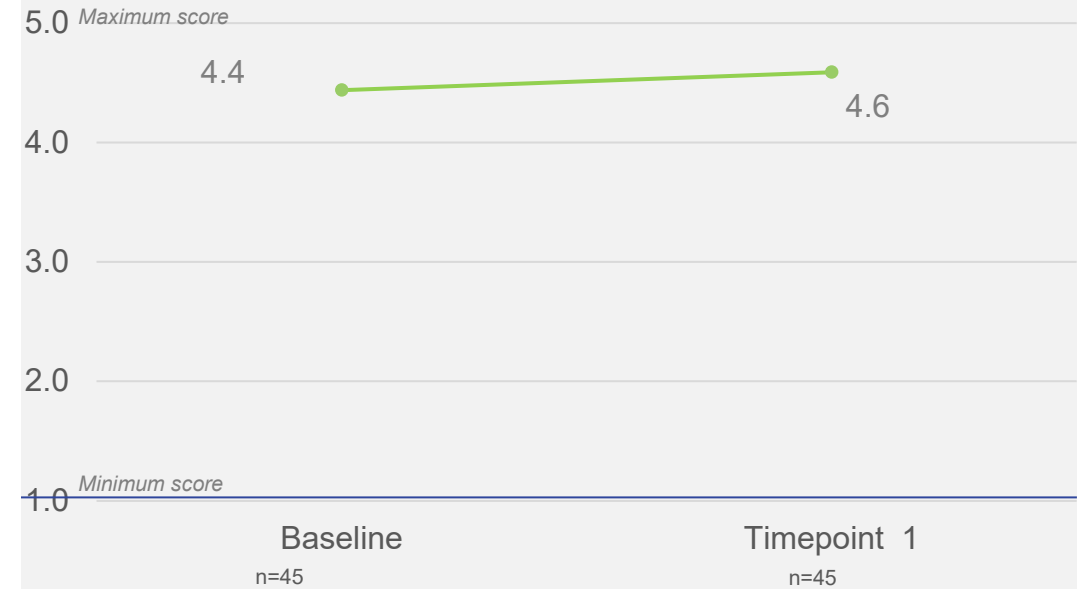


2015, 2015 2015, 2016

Q: 12-Item Short Form Self-Compassion Scale

Gratitude

Average score on gratitude battery



2015, 2015 2015, 2016

Q: 6-Item Gratitude Questionnaire (GQ-6)

Outcomes

Pro-Social Behaviors

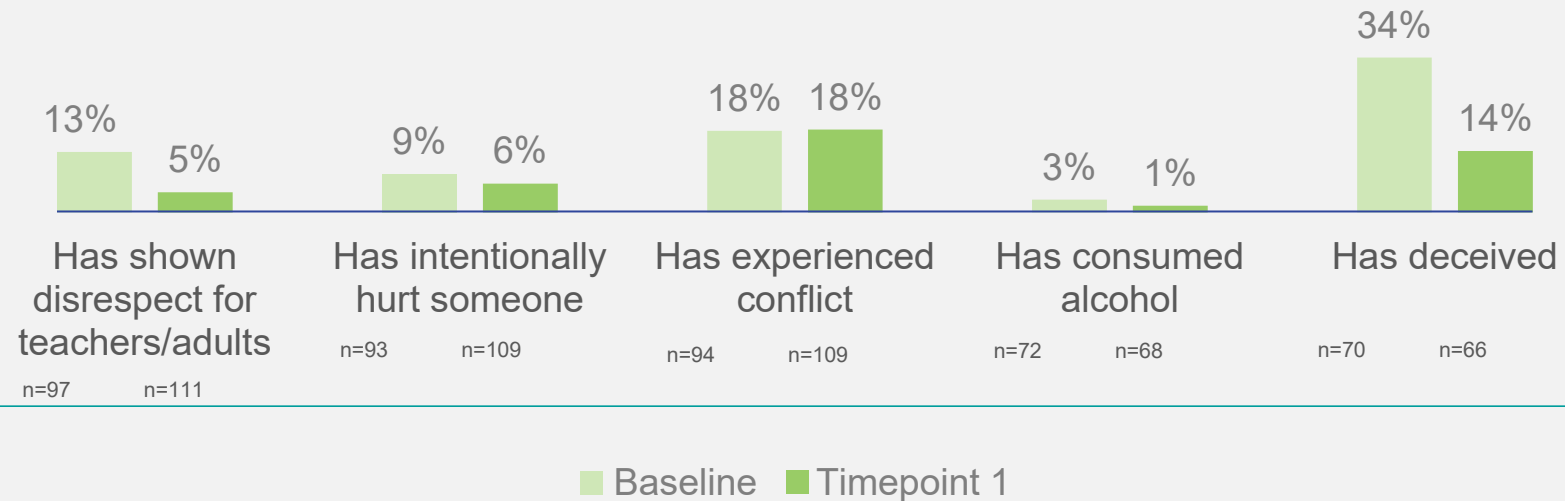
Young Women's Academy



Socio-
Emotional
Intelligence

Harmful Behaviours

Percentage who reported taking part in harmful behaviors more than 3 times in the past year



🇪🇸 2014, 2015, 2016 🇺🇦 2013, 2015, 2016 🇸🇪 2017

Q: During the past year, how often have you....? (A: 3-5 times 6-10 times, more than 10 times)

Empowerment and Agency Outcomes



Outcomes

Confidence



Empowerment
and Agency

Confidence is a key element of the Global Grassroots program. It is supported by several elements of the program and it is pivotal in the shaping of change agents.

Participants were clear that, though many felt they came in with a degree of confidence, its increase was one of the most significant impacts of the Global Grassroots program. They explained that this was driven largely by the fieldwork aspect of the program design – the exercises and structured opportunities to speak to authorities and stakeholders. Armed with techniques to calm anxiety, like deep breathing, and with the technical skills to explain their venture, participants were given a supportive and scaffolded enabling environment to expand their comfort zones and build up their belief in themselves.

As they continued to learn, apply new skills and develop their venture further, this confidence was bolstered in a virtuous loop.

“I already had self confidence though it was lacking, but the Global Grassroots training helped me to get better. The trainings we had on public speaking and practices we did before going to the field helped me to become more confident.” (Uganda, YWA, 2018)

“Before the training I was not so confident but during the training I was exposed to public speaking that helped me to become more confident.” (Uganda, YWA, 2015)

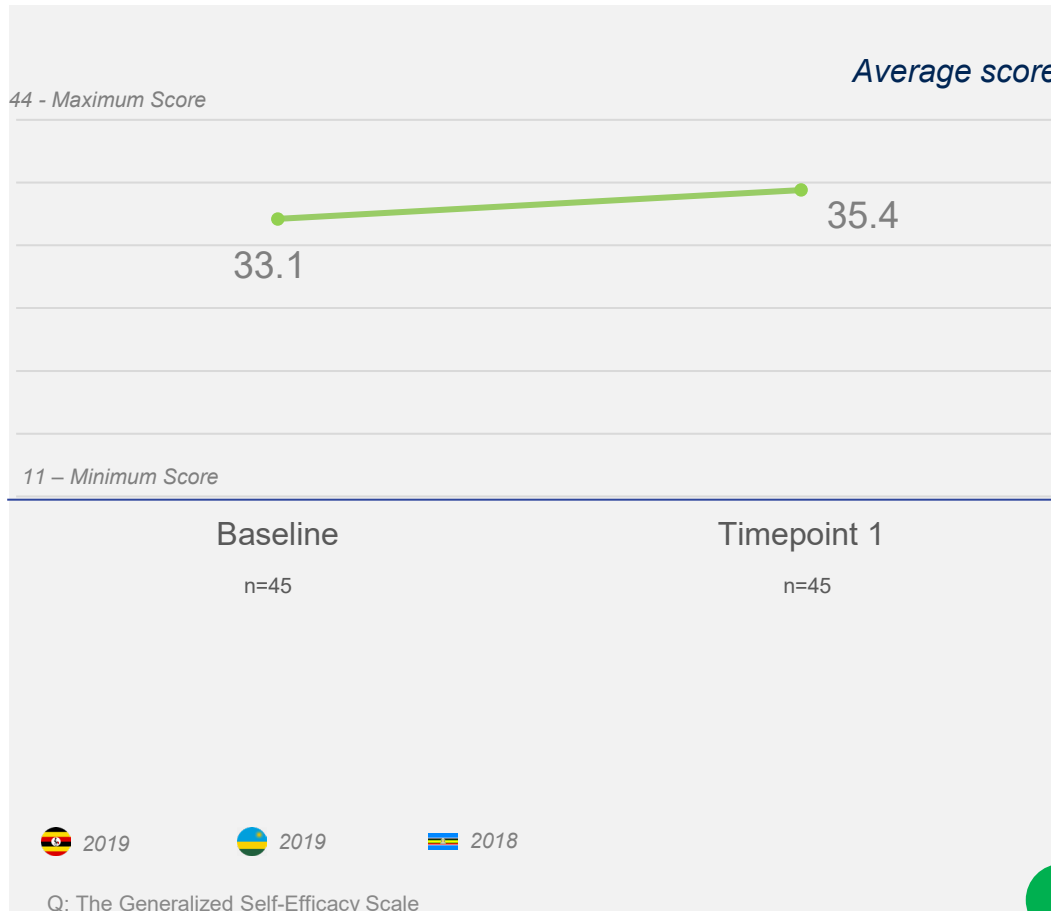
“Honestly Global Grassroots is the thing that helped me to have self-confidence. Before I used to live with fear. I was helped through with practices like BBM and I burned fear.” (Rwanda, YWA, 2017)

“To start with I had some degree of self-confidence, but I should add that the Global Grassroots training inspired more self-confidence in me mainly because these trainings were mainly focusing on teaching us how to identify existing problems and coming up with self-help initiatives.” (Rwanda, WA, 2013)

Outcomes

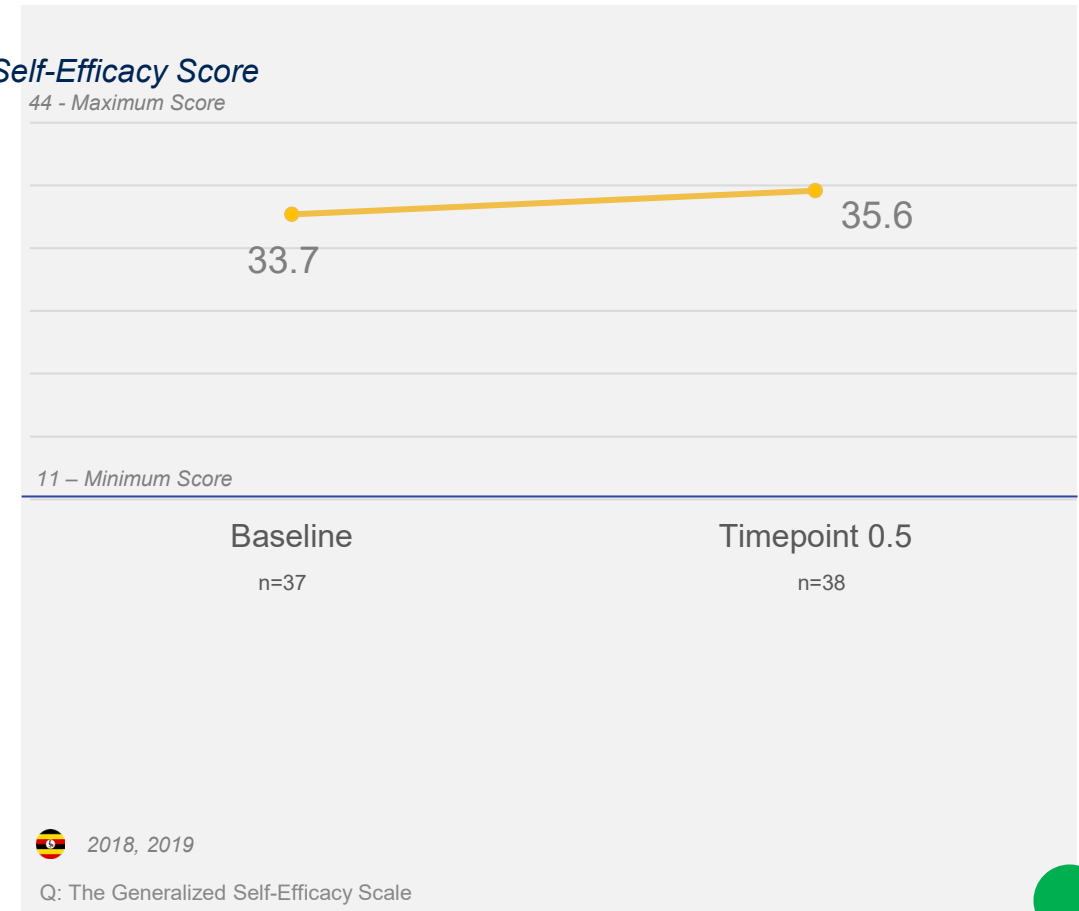
Self-Belief

Young Women's Academy



Empowerment
and Agency

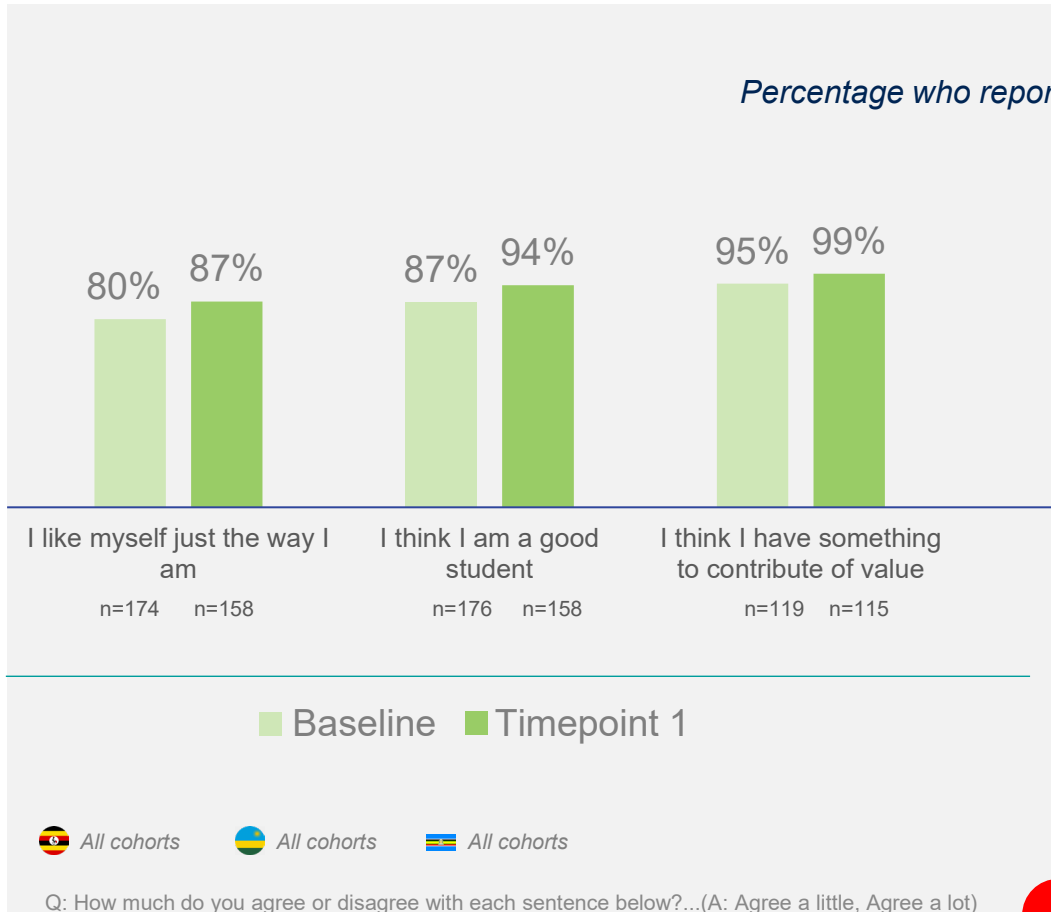
Women's Academy



Outcomes

Self-worth

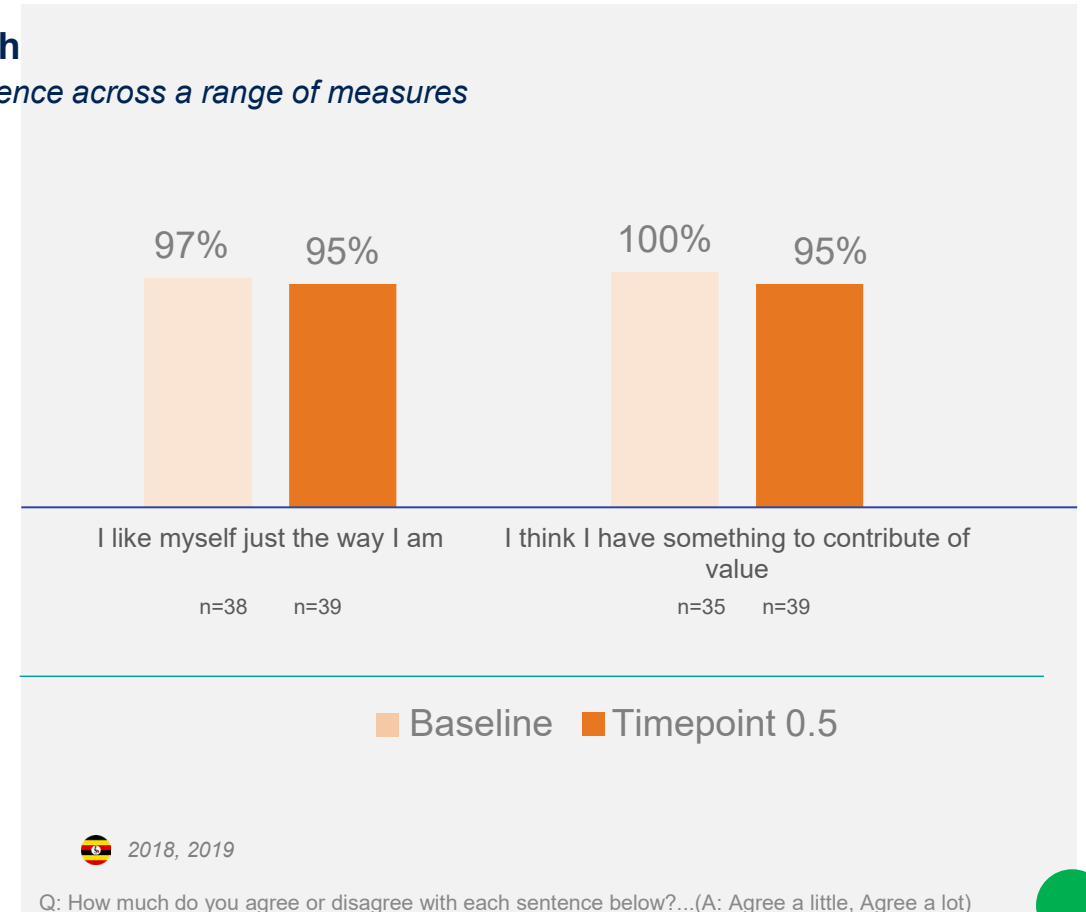
Young Women's Academy



Empowerment and Agency

Women's Academy

Self-worth



Outcomes

Power (1)



Empowerment
and Agency

Participants' conception of power involves two elements: (1) authority most often derived from an official role or self-appointed responsibility and (2) ability to carry out that role. Participants also attribute the capability to influence others as part of power. With this influence is a recognition that power and influence should be used for ethical purposes. When this framework is aimed inward towards personal power, authority becomes a matter of autonomy to make decisions about one's own life, and the source of power is self-confidence.

Participants explained that the Global Grassroots program has helped them increase the power they feel in their communities as well as their sense of personal power. This is due in part to the platform and leadership role that the program helped them develop with their venture. In addition, the self-confidence they gained from learning and applying new skills and their self-belief in their abilities to fulfill their role also support their increased feeling of power. This sense of power is also coupled with an element of Conscious Social Change in the explicit acknowledgement that their power is used for good.

"I am in a position of influence in my community as a result of the venture and when my community members meet me they refer to me as teacher. This makes me feel even more powerful because through the venture lives have been impacted." (Uganda, YWA, 2017)

"I have a sense of power in my life because I believe in myself that I can cause change, so the power lies within me. It's easy for me to talk to people and be heard, or even cause change. It makes that sense of power clear in my life." (Uganda, YWA, 2019)

"Let's say due to the Global grassroots trainings that I attended, I have my own capacity due to the skills acquired that I can use to be able to take a given action over something or an issue that I see in my life or in the community." (Rwanda, YWA, 2012)

"I think I have that sense of power because I feel like I can help my family or my friends in case they need help from me, and I feel like I have power to help them whenever they ask for my help." (Rwanda, WA, 2011)

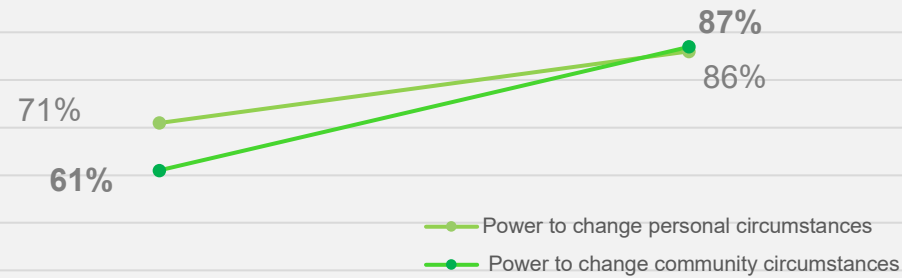
Outcomes

Power (2)

Young Women's Academy

Personal, Family and Community Power

Percentage who reported having power to change their personal, family or community's circumstances



Baseline

Personal: n=210
Community: n=206

Timepoint 1

Personal: n=164
Community: n=159

All cohorts All cohorts All cohorts

Q: How powerful do you feel to change your own circumstances? Your community's? (A: Some power, Powerful)

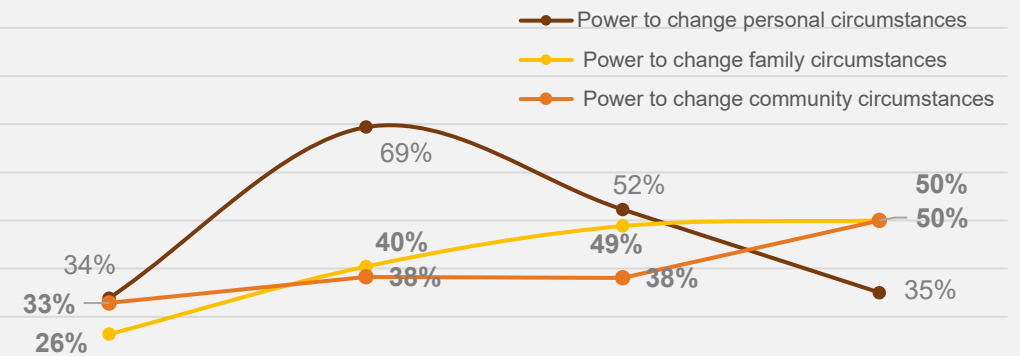


Empowerment and Agency

Women's Academy

Personal, Family and Community Power

Percentage who reported having power to change their personal, family or community's circumstances



Baseline

Personal: n=130
Family: n=72
Community: n=70

Timepoint 1

Personal: n=49
Family: n=47
Community: n=47

Timepoint 2

Personal: n=44
Family: n=43
Community: n=42

Timepoint 3

Personal: n=20
Family: n=18
Community: n=18

2008A, 2008B, 2010, 2013

Q: How powerful do you feel to change your own circumstances? Your community's? (A: Some power, Powerful)

Outcomes

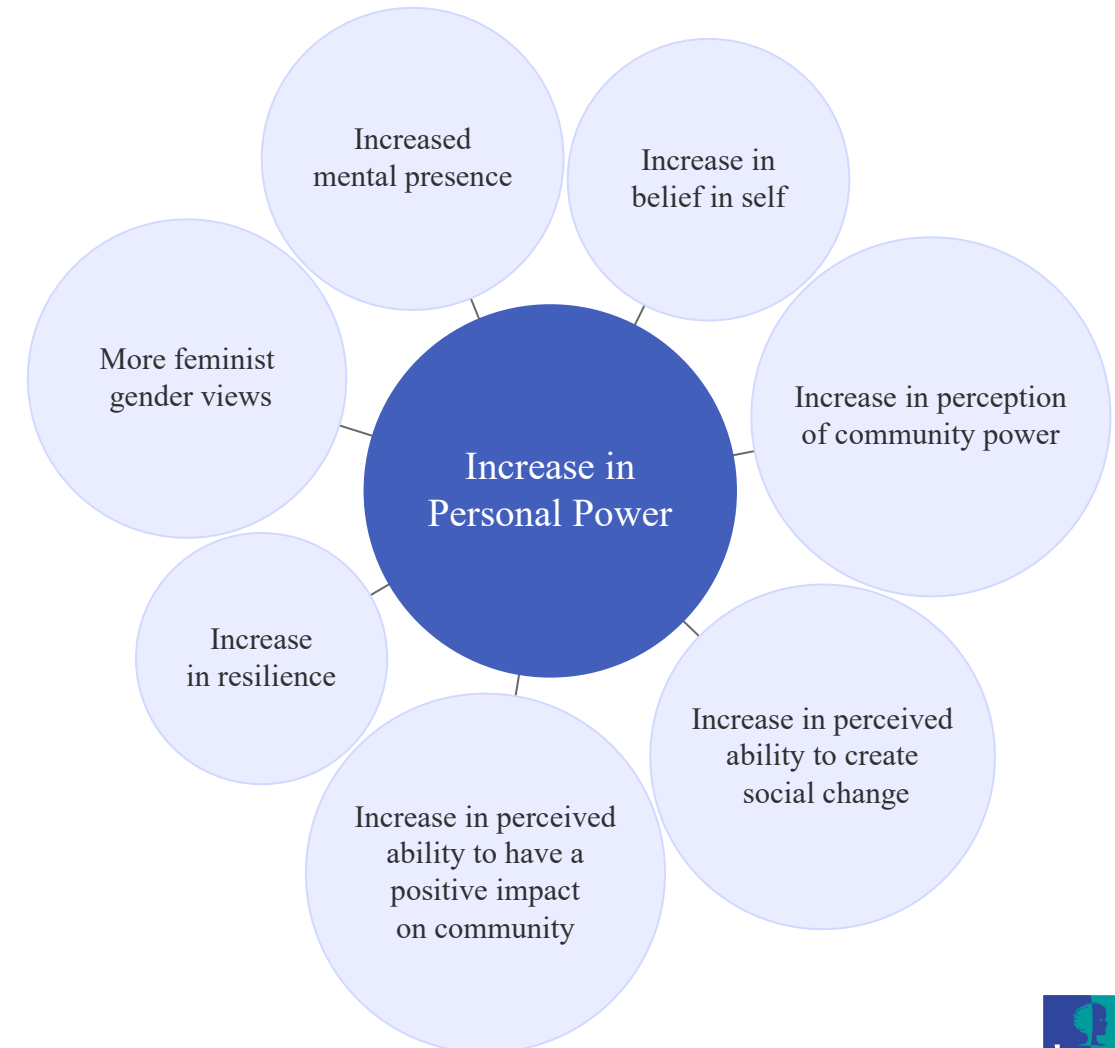
Power Correlations

An increase in perception of personal power is significantly related (at a 95% confidence interval) to these outcomes.

Power is a complex and interwoven concept. While these correlations do not indicate directionality, they provide a sense how power is connected to many elements of mindfulness. In tandem with confidence, power often creates a virtuous loop wherein increases in one mindful element will result in the participant feeling more powerful, which will loop back to an increase in the mindfulness aspect. This dynamic was most often observed by participants with confidence variables, such as belief in self.



Empowerment
and Agency



Outcomes

Gender Equity

Young Women's Academy

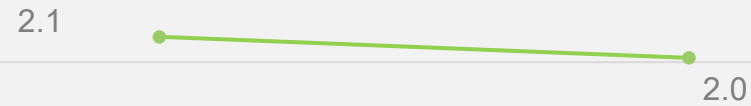


Empowerment
and Agency

Gendered Social Norms

Respondent's average score on feminist/traditional views score

More feminist view



More traditional view

Baseline
n=47

Timepoint 1
n=45

2019 2019 2018

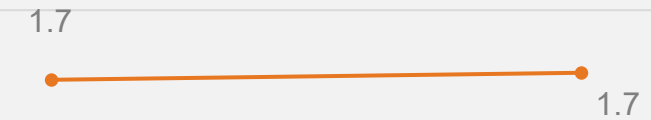
Q: The Attitudes Toward Women Scale

Women's Academy

Gendered Social Norms

Respondent's average score on feminist/traditional views score

More feminist view



More traditional view

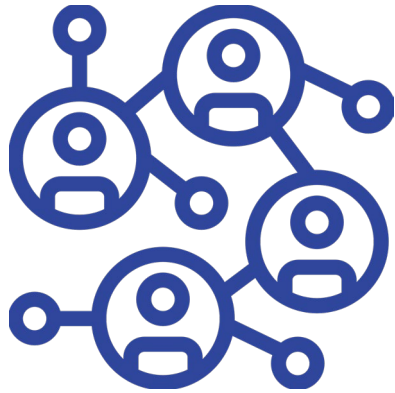
Baseline
n=70

Timepoint 0.5
n=35

2018, 2019

Q: The Attitudes Toward Women Scale

Community and Belonging



Outcomes

Community Participation

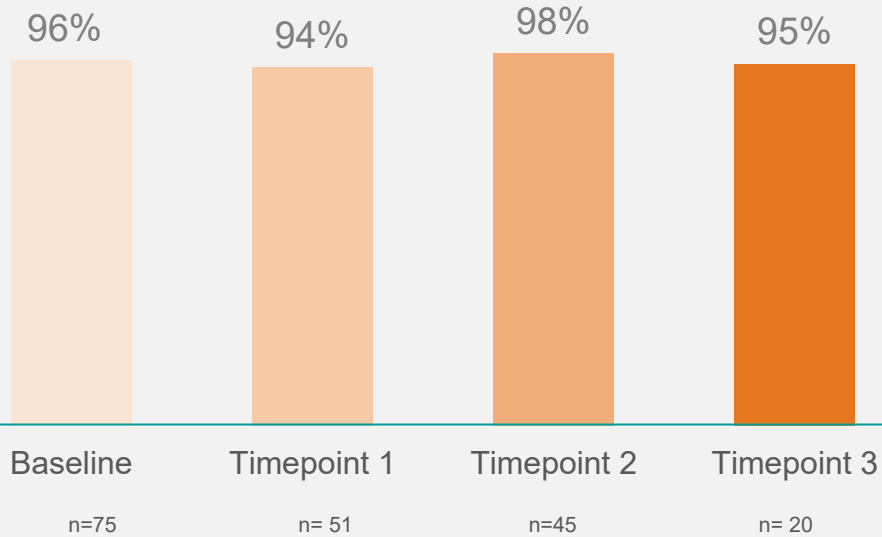
Women's Academy



Community and Belonging

Speak up in community

Percentage who speak out about problems in your community

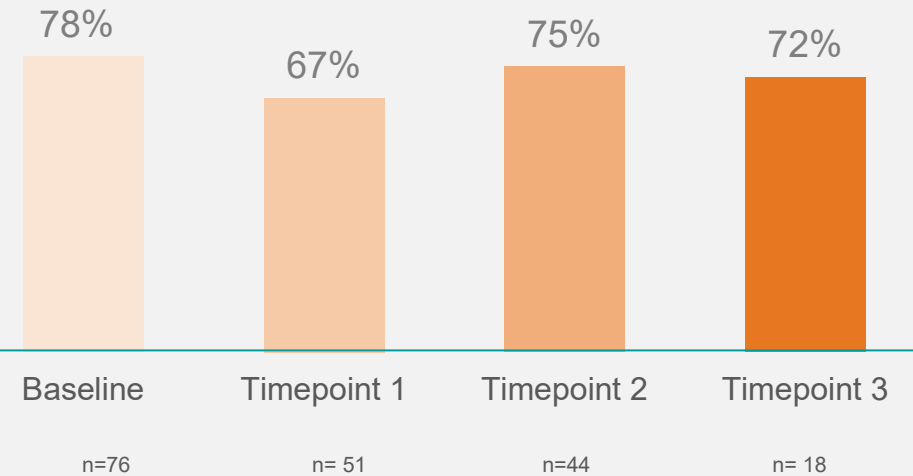


2008, 2010, 2013

Q: Do you speak out about problems in your community? (A: Yes)

Run for office

Percentage who reported having run for office



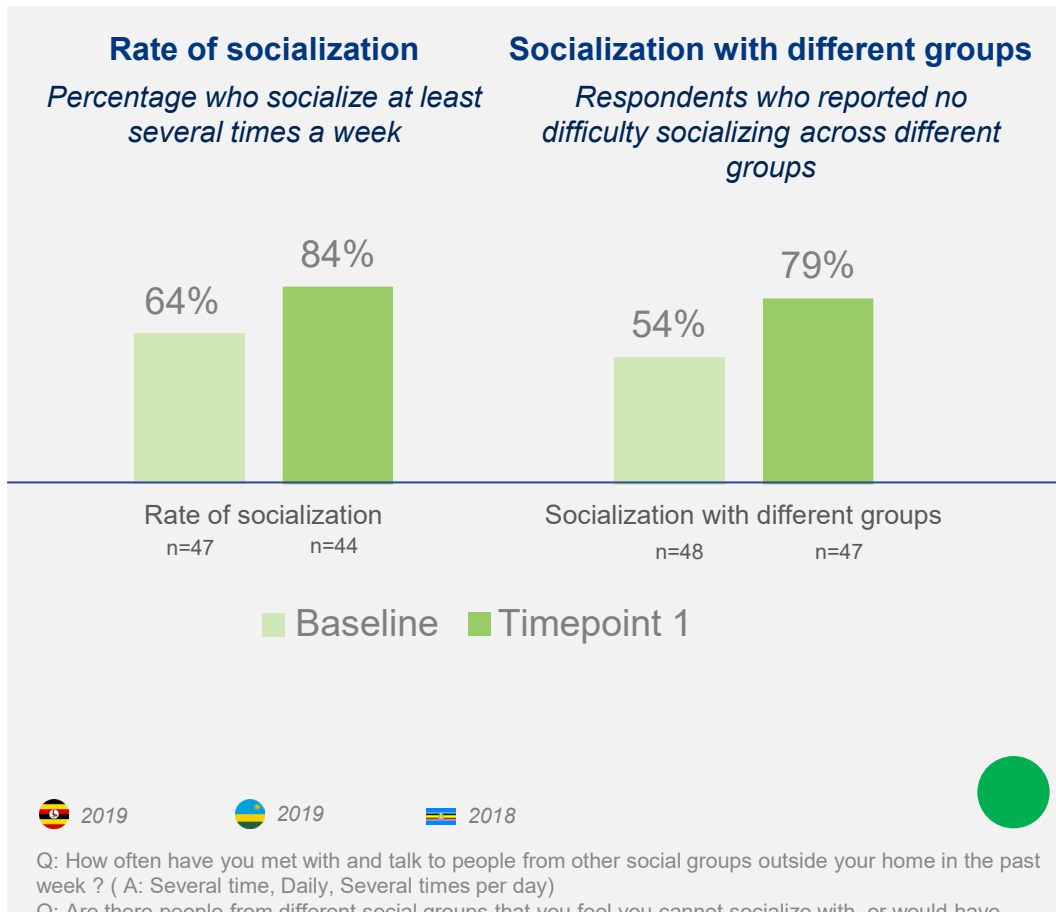
2008, 2010, 2013

Q: Have you ever run for office? (A: Yes)

Outcomes

Socialization

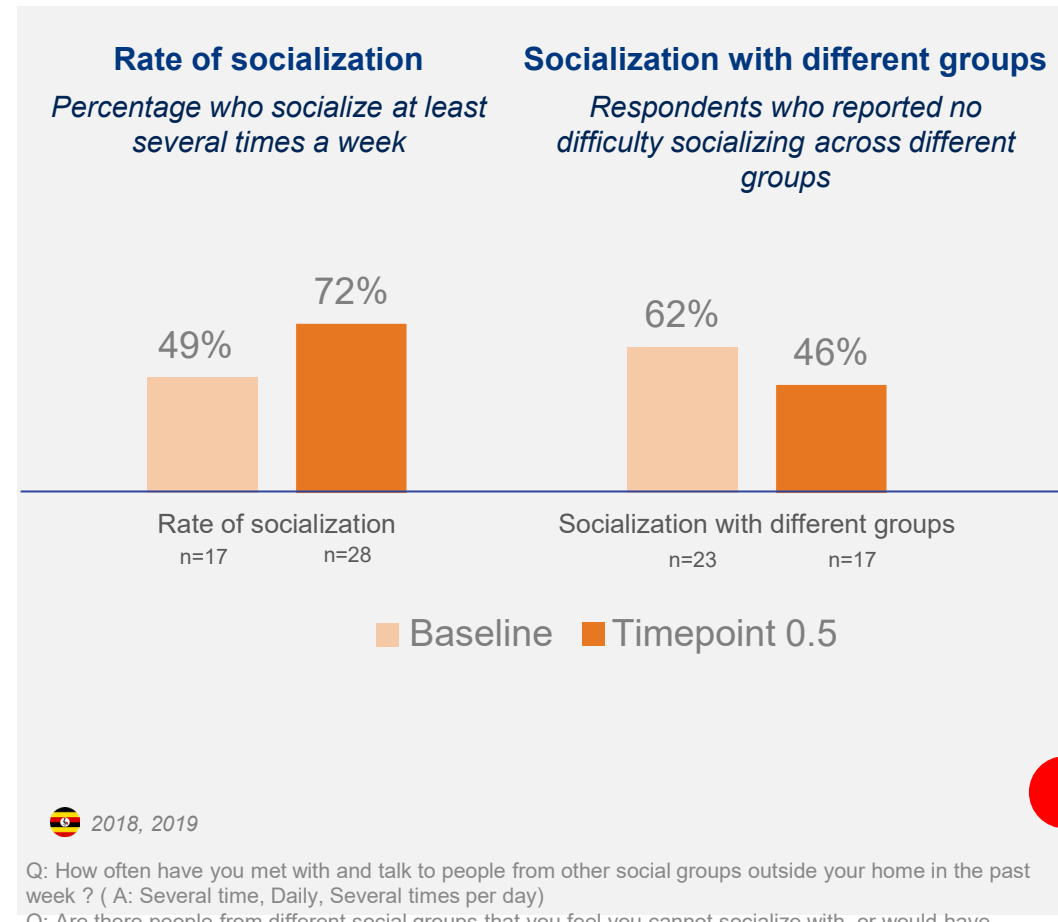
Young Women's Academy



Q: How often have you met with and talk to people from other social groups outside your home in the past week ? (A: Several time, Daily, Several times per day)
 Q: Are there people from different social groups that you feel you cannot socialize with, or would have difficulty socializing with? (A; No)



Women's Academy



Q: How often have you met with and talk to people from other social groups outside your home in the past week ? (A: Several time, Daily, Several times per day)
 Q: Are there people from different social groups that you feel you cannot socialize with, or would have difficulty socializing with? (A; No)

Outcomes

Expanded Networks



Community
and Belonging

Through the Global Grassroots program, participants were able to expand their networks and increase their sense of community and belonging, which appeared to be especially true for the Young Women’s Academy.

Some participants were able to leverage the success of their venture to expand their work and themselves into new networks and connect with new opportunities.

“The venture introduced me to many people and organizations in the community and I started volunteering with Windle trust as a teacher and later on joined Whittaker on recommendation by our cluster leaders within the settlement. While at Windowtrust, I applied for a MasterCard scholarship and got it. When MasterCard Foundation got to know about my venture, they started inviting me for seminars and workshops and through this I was exposed to many opportunities. Global Grassroots has been a steppingstone for me they helped me realize my potential in life.” (Uganda, YWA, 2017)

Finally, participants who traveled outside of their communities, or even their countries, for the program were exposed to new people and ideas. In the East African YWA cohort, meeting girls from other places helped them learn how social issues in those countries mirrored and differed from their own.

“The other thing I learnt from the trainings is that, I realized that, it is not only in Rwanda that we are facing the social problem of early and unplanned pregnancies but also in other countries. I deduced this after my interactions with my teammates who were from the other East African countries.” (Rwanda, YWA, 2018)

Finally, the program helped elevate participants into new positions, introducing them to new people and ideas along the way.

*“I wasn’t social with people but after this program I have become a social implementer, meeting different kinds of people and gaining more skills as well”.
(Uganda, YWA, 2019)*

“Being mindful has helped me to make more friends and to be respected in my society and also to be given roles in my society. I was chosen to be a mobiliser when the needy people in my community were supposed to be helped with some few household necessities. This was as a result of implementing the venture in my community.” (Rwanda, YWA, 2015)



BUILDING A SOCIAL VENTURE

Social Venture Training

Most valued training components



Recollection of the social venture training curriculum varied, especially given cohort year, but overall there was extremely positive feedback about the social venture curriculum. Taken together, participants explained that the curriculum improved their analytical thinking, which is discussed in the next section. However, there was consensus on the most helpful and valued parts of the curriculum.

1. Problem Tree: Participants enthusiastically replied that the problem tree was far and away the most helpful part of the social venture training. They felt that it not only was valuable in identifying their root problems and devising a solution, but it was a larger approach to deliberate strategic thinking that they could apply widely.

“What I will never forget is drafting a problem tree, which gives you the in-depth of a problem helping you draft a realistic solution to it. This has taught me to understand all the possible problems related to my community and am able to address them as they arise.” (Uganda, YWA, 2019)

2. Bookkeeping and Budgeting: Learning about bookkeeping and budgeting principles and skills was helpful for all participants, particularly those in YWA, as it is a skillset that is serving them in other aspects of their lives.

“Bookkeeping was helpful to me. This helped us to manage the finances we were given well and keep the records and accounts. I realized that it is very important to have supporting documents attached to everything that we present. Since we were getting into another part of life which is work, I managed to carry on these practices even into the current job.” (Uganda, YWA, 2017)

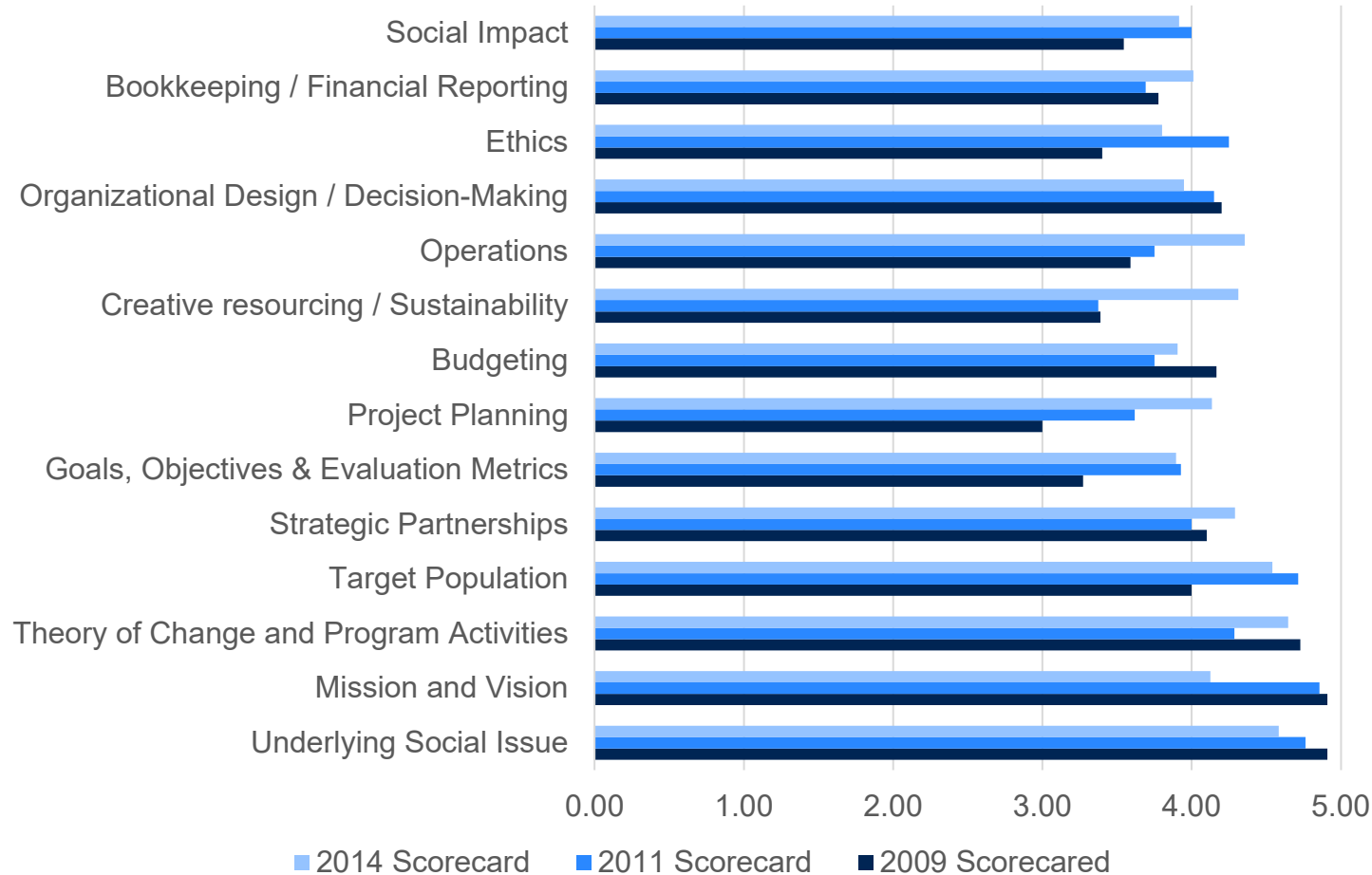
3. Identifying Assets: The module on identifying both internal and external resources was crucial for participants to develop their solutions and helped prompt creative problem solving, which they appreciated.

“Identifying my assets, both the inner and outer assets, played a big role in developing this venture. This helped me to identify my gifts and use them to help the people around me.” (Uganda, YWA, 2017)

Social Venture Training Outcomes



Venture Management Scorecard (Rwanda)



This scorecard contains a different arrangement of teams at each time point, so the longitudinal trends are not directly comparable.

However, it does provide a snapshot of venture teams' self-report of their venture management capabilities.

They rated themselves highest in identifying the social issue, creating a mission and vision, Theory of Change, and understanding the Target Population.

These components of the venture management curriculum are strongly linked to certain mindfulness skills, such as deep listening, as well some of the favored social venture exercises, such as the problem tree.



Social Venture Training Outcomes

Analytical Thinking

A direct and significant result of the social venture training is a recognized improvement in analytical thinking and problem-solving skills. All of the curriculum components taken together helped walk participants through all the aspects of starting and developing a venture. For many of them, this was a new way of thinking and the structure and scaffolding of the curriculum was appreciated.

Participants were able, even several years after the training, to articulate the different steps in venture building and noted that these skills have helped them think more analytically in general. This impact runs so deep that many of their definitions and impressions of mindfulness touch on the ability to think analytically and strategically.

Participants joined the program with a venture idea or issue already in mind, and many replied that if they had not received the social venture training, their project likely would not have succeeded because they would not have had the strategic vision to see implementation through.

“I also learnt how to be analytical; before I would do things without thinking. The Global Grassroots training also helped me to be accountable for the things I do and give accountability for the finances I receive which never used to be the case. Before, I was not good at research, but the training helped me to learn how to carry a study before getting involved with something.” (Uganda, YWA, 2016)

“They taught us to make projects and business plans. Before the program I had no idea of how to make a business plan but now I even help others to make projects and business plan. Also, they taught us how to make an impact in our communities through seeing challenges and turning it into an opportunity that can help a lot of people.” (Rwanda, YWA, 2017)

“Other [non-Global Grassroots organizations] are also both trained on how to set up small projects but when you compare our project with theirs there is a visible difference. We were trained to be able to know our projects well and to be able to analyse it, but the other groups don’t know how to analyse this and neither do they know how to market their produce they rely on others to assist them to do this.” (Rwanda, WA, 2010)

Social Venture Training Outcomes

Communication and Public Speaking



The social venture curriculum also improved participants' ability to speak in public. Specifically, participants felt that they greatly increased their confidence in speaking in public and thus their overall skill.

The Global Grassroots program provided learning opportunities for participants to prepare for and practice engaging with these populations. Participants linked mindfulness techniques, such as a calming breath and deep listening, with helping them overcome their anxiety in stressful speaking situations. This was an especially salient finding for the Young Women's Academy.

“The program really helped me so much. I had to train women who were older than me. I would say I learnt to speak in public and I grew my inner self confidence. A good example of this was when I managed to lead a debate discussion and we were able to win because of the skills Global Grassroot taught me. Again, I learnt not only to how to speak in public but also to budget and write proposals.” (Rwanda, YWA, 2016)

“I remember the first day I went to the primary school I was working with, the head teacher was rude though I was also very anxious. The next day I had to face the students and at first I was very unstable but as I continued speaking, I gained confidence, and everything went on well. And as I became more frequent in their school, my confidence also grew and I even started sitting with the teachers in the staff room. We often held discussions and I was very confident. This happened over time.” (Uganda, YWA, 2018)

“Before the program I was not confident when it came to public speaking, when I was still in high school I was not good at it but during the training we were asked to practice public speaking within our small groups and with this today I can confidently speak in public.”(Uganda, YWA, 2018)

Social Venture Management

Engaging Stakeholders



The increase in public speaking skills gave participants the confidence to approach stakeholders and develop partnerships they may not have made otherwise.

“The training helped me to develop leadership skills and I became more confident to face the leaders in my community. If it was not for the training I do not think I would have done this. The training gave me an opportunity to develop my skills, if it wasn't that I would not be able to talk confidently to the people in the community and to talk to different stakeholders in the community. I wouldn't be able to convince them because they would have looked at me as a young incoherent person. Because I approached those people with confidence, they were able to believe in me and assist me implement my venture, in the long run which helped me.” (Rwanda, YWA, 2015)

Additionally, field exercises and an emphasis on partnership development encouraged participants to reach out to local leaders and organizations that they were hesitant to before.

“The other change I have seen is that before I joined I was not exposed to much but with this training I met people most especially the ones I worked with like the District Authorities, Head teachers of Various schools that I have worked with, the HIV Focal persons in hospitals. We also exchanged contacts and I feel more exposed more helpful people even as of now.” (Uganda, YWA, 2018)

Those who were able to do this reported that these partnerships could play key roles in venture success.

“The help rendered by my stakeholders was the factor most responsible for my venture's success. The district Health officer, the Local Council one chairperson and then at the school I worked with the senior woman teachers and the Head Teachers.”(Uganda, YWA, 2018)

“We benefitted a lot from forming partnerships because as I mentioned we even approached the village council authorities to come to our aid and avail us with regular meeting facilities. We also formed partnerships with mothers who were raising well-nourished babies and they shared their experiences on their children's dieting..” (Rwanda, YWA, 2016)

Social Venture Training Outcomes

Identifying Root Issues



Another key venture management activity in which participants took part was identifying root issues. There were a few factors driving this venture management approach.

First, participants noted that the listening techniques they learned during the mindfulness training, as well as the structured activities explicitly focused on listening to their target population, enabled them to build a better understanding of the problems that their venture was addressing.

Secondly, the problem tree exercise was key in helping participants not only learn more about the cause and contexts of their social problems, but also in allowing them to devise appropriate solutions.

“The part of the training that involved selecting the target group and listening to them was the most helpful because this was an integral part in forming an alliance with them that would not only create awareness about the root cause of the plight of the girl child but would also provide solutions and other key actors in the combating of this social upheaval.” (Rwanda, WA, 2008)

“The training made us to be empathetic and listen to the target groups focusing on the issue that we are dealing with in the community.” (Rwanda, YWA, 2015)

“hat I will never forget is drafting a problem tree, which gives you the in-depth of a problem helping you draft a realistic solution to it. We have the tree with the canopy which is the relevant solution, the stem being the problem, then the roots are some of the causes of the problems. We see all the possible problems listed that exist in your community. This has taught me to understand all the possible problems related to my community and am able to address them as they arise. (Uganda, YWA, 2019)

The training helped us to identify the issues in our community. We did not know where this was coming from. During the training we got to the root of this problem and we have been able to work as a team to see that the cause is dealt with.” (Uganda, WA, 2016)

Social Venture Training Outcomes

Building Community Support



Participants recognized that building community support was essential to a well-functioning venture; however, some faced challenges in gaining the buy-in from community members and potential beneficiaries.

For some, disinterest and apathy in their venture was the biggest hurdle. Participants found themselves needing to do community education and schedule additional follow-ups to overcome this.

“When we had a meeting and then no one turned up, this was a really big challenge. When the women didn’t show up I noticed that they lacked interest and I then had to arrange to visit each lady at her place of residence to encourage them to attend the rescheduled meeting. During this visit I reiterated the benefits and purpose of the venture we were executing.” (Rwanda, YWA, 2016)

Others faced distrust or outright hostility from community members. Given that their ventures targeted entrenched social problems, it is not surprising that they ran up against conflicting social norms. Young Women’s Academy participants especially noted this phenomenon, perhaps due to their age. They noted, however, that some mindfulness techniques helped them deal with this hostility.

“Some of the community members were also hostile. They did not welcome the idea our venture was selling to them. Regarding their hostility, the practices we were taught during the training helped. Practices like deep breath and self-care” (Uganda, YWA, 2018)

Other participants found that the community was eager to support their venture, particularly because it was a notable and ongoing problem.

“The reasons my venture grew: this is a problem that the community also wants to get rid of so that’s why people are willing to support us in order to address this issue.” (Rwanda, YWA, 2018)

Some found that the listening exercises were crucial to increasing community participation in their ventures.

“This change came about due to listening to the young girls we included in our venture by getting to hear about their plight and involving them in the resolution of these problems.” (Rwanda, WA, 2008)

Those who gathered community buy-in found that it was a valuable component of their venture’s success.

“The part of the training that was most helpful was how to involve the community into the venture. For example, when there is maintenance issue, we unify all our forces and even sometimes other women of the village who are not members of our group come and help us and thus we have managed to keep the project running.” (Rwanda, WA, 2019)

Social Venture Management

Funding



The start-up capital provided by Global Grassroots was key, as participants felt they wouldn't have been able to launch their venture without it.

“We have received some finances to help us start our project. I think the venture would not be the way it is now because the venture needed financial help for it to be in place.” (Rwanda, WA, 2015)

After start-up funding was given, some water teams were able to build income streams from their project, benefitting team members.

“Our water distribution helps me financially and I am not alone, we are a group of seven who benefit from this initiative which was made possible by Global Grassroots.” (Rwanda, WA, 2013)

Others were able to implement some of the lessons around partnerships and resourcefulness to find the funding and resources they needed to continue their work.

“In the course of the project I ran out of resources because I extended it for a period, but we were taught how to be resourceful and also look for partnerships. I was able to find more finances to buy the materials that we needed. Things like budgeting also helped a lot to run this venture and come up with ways of achieving the vision.” (Uganda, YWA, 2014)

Despite the resourcefulness of some, continued funding was a major pain point for ventures, especially in the Women's Academy where they planned to continue their work. YWA participants sometimes wished to continue their venture into university, but also found funding a challenge. Though the Global Grassroots program is designed to only provide start up funding, this was either not understood by all participants, or a structural component of the program that they wished to change.

“Our financial means are not enough and it is a big problem. For example; we have 3 employees who are in charge of three districts which is a very big geographical coverage for these three persons.” (Rwanda, WA, 2010)

While fundraising was taught in the training, participants felt that it wasn't particularly helpful in addressing their financing challenges. Some found the material too challenging, others didn't think it offered enough detail.

“About fundraising, I can say that they teach it as if our society is able to provide all you need to help your project to succeed. But when you go in the field the reality is different. Briefly the fundraising skills are very few. They didn't go in deep on how you can obtain financial means, how the network looks like. Yes, they talked about networking but they didn't explain in detail. I can say that those fundraising skills can't be your solution.” (Rwanda, WA, 2010)

“The topic about fundraising was not helpful because it was so difficult for me to comprehend.” (Rwanda, WA, 2010)

Social Venture Management

Sustainability



In addition to the funding, the coaching provided by Global Grassroots was key in helping some ventures sustain and grow their activities. Particularly for water teams, technical assistance was crucial to helping the venture overcome early challenges. They appreciated the invitation to ask for assistance from Global Grassroots staff when needed.

“On top of the financial support that Global Grassroots awarded us that helped us set up the water project, Global Grassroots staff monitored us and helped us to come up with some other solutions to the project challenges. Without this, our project would still be there with no big impact. In the beginning we really needed lots of guidance which included coming up with a working budget etc.” (Rwanda, WA, 2013)

“I got support sometimes in form of ideas to move the project forward or about how to ensure its continuity. There was a time we fixed meetings with the women I used to train and they stopped coming... so I called in Global Grassroots they gave me support because they said if we meet challenges while executing our field work, we needed to feel free to ask for assistance.” (Rwanda, YWA, 2016)

In-field support from Global Grassroots staff also proved useful in obtaining community buy-in. One venture reported that they were having issues with the community understanding their purpose, and a visit from the Global grassroots staff helped legitimize them and paved the way for impact.

“We got some advice from them. And it has contributed to the development of the project. Our community used to depreciate us, until one day the Global Grassroot staff came to visit us for a follow up and we invited the targeted population or all most everyone in the community. People were happy and they started to consider our project in a more serious manner. Before, some of them thought that we were doing it for our incomes or some private benefits which was not the case. The Global Grassroots staff were always at our disposal and they made themselves very available to us to seek some guidance from them via a call for some of the random challenges that we normally got.” (Rwanda, WA, 2010)

Social Venture Management

Sustainability Challenges



However, other ventures felt that they needed more follow-up than was provided, as they felt that the training was too compressed and they needed to deepen their skills training. This was especially true for older cohorts, who took the training some years ago. They thought that more structured and continued support would have helped their venture sustain and grow.

“One of the challenges we face is that we became self-reliant too early. They made a follow up for only the first year, but I don’t remember well. We only sent them some reports and shared with them some new ideas. Yet we received lots of content in a short period during the training as well. So, the assimilation was not done properly. For sure, it was really early because, when things were starting to get better and our impact was getting visible, they then left us all on our own. This is an area they need to look into.” (Rwanda, WA, 2010)

“We still have a shortage of skills that can lead us to success. I mean our skills of implementing projects are not strong, team management skills.... etc. We try to make some research as much as we can but we really need trainings, it can enhance our package of skills.” (Rwanda, WA, 2010)

In addition, the structure of some of the ventures made sustainability a constant challenge, especially those developed around a “train the trainer” model, where constant inputs need to be found and the network of trainers is hard to maintain.

“Financial means has been a problem we needed money to keep sustaining our advocacy and related expenses. We train people and they don’t come back to serve in the venture hence leading to shortage of staff. And some of the trainees that we trained didn’t actively train any others which defeated the purpose of our training them in the first place.” (Rwanda, WA, 2010)

Finally, because of the design of the Young Women’s Academy program, they were not expected to continue their ventures past a year. However, many felt that they had built good momentum and were interested in continuing and growing it, and expressed a wish for further follow-up training and financial support to do so.

“Global Grassroots should consider having more time with the graduates since we used to get encouragements during the trainings and this helped us move on well, eight months is really short and I do not think that some of my colleagues were able to continue with the venture for the last three years. Most of them collapsed because some of my colleagues carried out the ventures upcountry and when it was time for school they left for town. I think Global Grassroots should follow up on the beneficiaries this will help to resolve this problem.” (Uganda, YWA, 2016)

A woman wearing a patterned shirt and a green skirt with a circular pattern is walking on a dirt path. She is carrying a yellow water jug in her right hand. The background shows a rural landscape with green vegetation and a dirt road. A child is visible in the distance on the path.

IMPACT ON COMMUNITIES

Success Areas

Issue studies can shed light on positive impacts across venture areas

The impacts of ventures on communities has been well documented across Global Grassroots materials. While this study was focused on the impact of the program on women, we have been able to gather some additional insights on wider program impacts which provide a useful set of themes and areas of inquiry for a community-based study.

The issue studies conducted by venture teams offer another look at teams' impact on communities. It should be noted that, despite the numeric data collected by some teams, these can only be used qualitatively, due to lack of standardization and unknown methods. The Appendix file "Rwanda Venture Impact Assessment" contains a qualitative ranking of impact based on information contained in these issue studies.

While the execution of issue studies can be improved, it is notable that participants referred to them to explain their ventures' success, highlighting that there has been success in establishing an evaluative mindset to some degree.

In interviews conducted during this study, participants echoed that their ventures were, in many cases, able to bring some positive change to their communities across their different thematic areas. Aside from issue studies, participants noted that local government and the community remarked on some of the changes they had observed across communities.

"[My venture] changed the community so much because some of these women were prostitutes but now, they no longer engage in such kind occupations. So now, we work together and they are able to get some little money to be able to buy soap and even milk for their children and even the trainings we give them we teach them to love themselves so that they can make a great impact in the community, and even with their children. We also taught them reconciliation with their families, and you can see that it is progressing, and it is changing a lot." (Rwanda, YWA, 2018)

"It has even done greatly because I am seeing the number of teenage pregnancies has reduced, school dropout as well was reduced, clubs were formed to help keep the people in the community together, active and healthy. I know this because I use the schools am involved with measuring and analyzing the impact." (Uganda, YWA, 2019)



Success Areas

Ripple effects from water teams

The following data comes from the Rwanda portion of the “Women and Water” Report for GETF-WADA, in which data collection was undertaken with Global Grassroots water teams in Rwanda.



Improved health due to using new water source

A lot healthier = 65%

Somewhat healthier = 27%

One of the key findings was the improvement in overall quality of life, particularly for the women in the community. Women and children **spent less time** travelling to collect water, which in turn gave them more time to **complete household chores, generate income** and **participate in the community**. Children were able to attend school on time, enabling **increased education**.

The new water supply also produced cleaner water for the community. This reduced illness and the need to treat water, leading to **improved health**. The new clean water source was also used to farm a fresh and safer harvest of fruits and vegetables, enabling **increased food security and income generation** from selling crops at the market.

Of particular benefit to women was a **reduction in both stress and safety concerns**. The water point's location, more easily accessible than previous sources, eliminated the need to ration or make multiple long and dangerous trips to collect water each day. **Women and children also did not fear harassment or violence once the new water system was installed**.

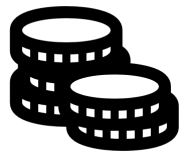
The idea of **women's empowerment gained more recognition** with the installation of the new water points and the trainings and projects that took place throughout the communities. Project leaders and groups such as Women's Water Leadership Initiative and Global Grassroots **trained and encouraged women in the community to take on leadership roles and gave women the confidence to develop their own means of income and to make their voices heard**. This led to the idea of women's empowerment being fully embraced by all members of the community.



Average time saved from using new water source

129

minutes



Use of additional time used for income generation

51% use additional time for income generation

Of those, **97%** say that their income has increased as a result

Success Areas

Perspective shift and model duplications

Geographic spread has been another signal that the ventures use to measure their success. Another marker of success for ventures has been the uptake and support by other stakeholders in the community, including local government officials and community groups. In some cases, this has been accompanied by a shift in perspective, as key community stakeholder legitimize and support the venture.

“Parents and school administrators now take it upon themselves to be part of the solution to availing the girl child with the necessary guidance, support and consideration to enable them stay in school because it is now viewed as negligence to let simple things stand in the way of the education of the girl child unlike before.” (Rwanda, WA, 2008)

“This venture has since become the first place where people lodge complaints before heading over to the Authority. We are not only known in our community but also at the sub county level.” (Uganda, YWA, 2017)

Another sign that the venture is resonating with community members is the development of copycat organizations working on the same issue, indicating that the venture selected an issue that the community cares about. Participants have reported that their methods have also led to a shift in approach to this issue by other organizations.

“We are the pioneers in Rwanda to raise voices denouncing the abuse done against girls who got pregnant. Other organizations began working on the same issue after us, and I really think that the government took the initiative to fight it after they heard what we were doing. They were depressed girls without future but now things have changed, even when there are some who get pregnant, they still have hope and continue studying this is part of our success.” (Rwanda, WA, 2010)

“Some of the other communities around my village are changing the ways of thinking too because of my community which is a good impact and a positive result to my goal of fighting against malnutrition” (Rwanda, YWA, 2016)

Success Areas

Shifting of views on gender

While this study did not focus on community impacts, and did not encompass deep dives into areas of perceived gender roles, participants did spontaneously note that their venture's work was shifting the way their community viewed women. They attributed this to two factors. First, the increase of educated, skilled and trained women across the country has led to an increased acceptance of women in positions of power. Secondly, and more related to Global Grassroots programming, where ventures have a distinct women's rights mission, participants have observed that their sensitization efforts have impacted their communities' views on women.

Additional interviews are being conducted with sector officials in Rwanda and include pointed questions on this topic, so this slide will be updated when those interviews are complete.

“But I have noticed that the power in women is being accepted more in recent years, and this is due to the exposure that females have in Rwanda due to access to finance, trainings, women groups and more female targeted education.” (Rwanda, WA, 2011)

“My venture has changed the community a lot, actually. Most women have changed in the community and they no longer feel inferior to men. The men in my community have also started respecting women and valuing them. Some of my community members were ignorant about their actions and after the sensitization and awareness low values attached to women created they were able to change because of the knowledge they had attained regarding domestic and gender-based violence and about the worth of women.” (Uganda, YWA, 2019)

Success Areas

Mindfulness-based solutions

According to participants, one of the distinguishing factors of their ventures is that they are developing new ways of addressing old problems. Participants explained that they are able to this partly because of the depth to which they understand the root problem and partly because they use mindfulness-based approaches, such as dialogue, openness and reconciliation, to achieve their purposes. As a result, participants report that communities are shifting their perspective and behaviors.

“[Before Global Grassroots] I don’t think there was a way of dealing with an such issue and that is why there were problems, which included men who used to beat their wives and wives who used to cheat on their husband. Today our community largely solves household conflicts through dialogue and when they can’t handle the situation themselves they invite trusted persons to help mediate between them.

Being mindful helped us to lead and interact with our beneficiaries without involving emotions or our personal interests, such that our purpose was unbiased and we provided a platform for even the men to voice their discontentment towards their cheating or irresponsible wives even though we were leaders of women. Due to this we were seen as fair and both couples fully accepted and adopted our advice.

If it wasn’t for mindfulness, we would have approached the husband in a rather judgmental manner but with the mindful training we gained objectivity and fairness.”

(Rwanda, WA, 2010)

Additionally, some participants have noted the difference between other (non-Global Grassroots) organizations and their own, and how a mindfulness approach results in a venture with a community-oriented mission, rather than personal advancement as the sole goal.

“Other projects benefit their owners only. But the Global Grassroots projects benefits the community in general. Owners of other existing projects still need ours in the community. (Rwanda, WA, 2019)

Impact on communities

Mindfulness practices taught to communities

Some participants took the mindfulness practices they learned in the Global Grassroots training and extended them to their own beneficiaries. They chose to do so because they believed that the benefits they experienced – namely stress reduction and emotional regulation– would also help their beneficiaries. Participants explained that their beneficiaries were often hesitant to try them but once they grew familiar with the breathing and meditation techniques, they largely liked them. In addition, for those ventures that worked with children, participants felt that the exercises could help center and calm their beneficiaries.

The range of practices taught varied, with some participants teaching a full suite of BBM and others simplifying to a deep breathing exercise only.

“I did teach them from day one until we separated when the project ended for me. I taught them about meditation, breathing in and out exercises and it was really helpful though, am not sure that they taught others or if they still do it. The women hesitant to attend in the beginning and they felt that the practices of meditation and the breathing exercises were for children, but I expressed the need for them to give the practices a chance and be open minded in order to fully notice their benefits. Women practiced meditation and they liked it they even taught their families and they told me that it is really helpful because some stopped fighting with their husbands and are having a continued healthy relationship since they are able to control their emotions and anger.” (Rwanda, YWA, 2016)

We taught them practices like the breathing exercises, the problem tree and the gymnastic whenever we met them. We talked about these and showed them how they were meant to be done. We knew that they would benefit just like we did ourselves. With what we taught them we wanted them to go through some behavioural change like be calm, listen more, find the cause of their abuse so that this could be dealt with and we also hoped that they could become more self-confident. They laugh at it first, but bit by bit they discover the advantages. (Rwanda, WA, 2010)

“I taught my beneficiaries breathing exercises. That was it. I did not teach meditation and grounding. I only taught the breathing exercises because it was the easiest to teach within the time they awarded me, you also know how chaotic villagers can be.” ((Rwanda, YWA, 2016), YWA, 2019)

Impact on communities

From local leaders in Rwanda (1)

To get a sense of how the community views Global Grassroots ventures, we interviewed three officials in Rwanda who work in communities with a Global Grassroots venture: two in the water sector and one in education. The two water sector officials spoke on the impacts that they've seen from Global Grassroots, not only in terms of clean water in the community, but also in the meaningful effects on water access in other communities created entirely by freeing up resources.

"This program has changed the lives of people living in that community because if they have enough water to use that is clean that means no more diseases caused by dirty water and also the cleanliness of that community has improved because they have access to safe water." (Water Distribution Officer, Rwanda)

"It benefits WASAC as a company because if they had a plan to take water there and then the community worked on that it is an advantage to us and also it minimizes our work. Now we can channel our resources to aid other communities that are in dire need of access to safe water." (Water Distribution Officer, Rwanda)

All three officials also spoke of beneficial changes in individuals that they attribute to Global Grassroots. Though they may not know the specifics of mindfulness training that participants receive, they can identify the benefits as increased confidence, positive outlook, creative thinking, independence, solutions development, and leadership by example. The officials associated this directly with Global Grassroots training.

"I think being mindful is someone who has positive thinking about something. These people that trained with Global Grassroots you can see that something changed in their thinking. If someone can be able to run or put together efforts and come up with something beneficial to the community that means that their thinking capacity has changed and everyone can see that because of those people, we are able to now buy for themselves medical insurance, food and so many other essential items." (Community Health and Sanitation Officer, Rwanda)

"The women who trained with Global Grassroots have taken up leadership positions and they are confident. For example if they can write a letter to the local leaders telling us what they want to do [...] Those teams are led by women and you can see that they are really doing something great to the community. So they are leading by setting examples." (Community Health and Sanitation Officer, Rwanda)

"The leadership positions under these ventures were filled up by [Global Grassroots participants, because] the skills they were imparted with have enabled them to nature successful projects and also it boosted their confidence more than they used to be, so the change is there in terms of leadership and confidence. I think [this was] from the training and the lessons they had from Global Grassroots." (School Leader, Rwanda)

Impact on communities

From local leaders in Rwanda (2)

Beyond direct issue impact and individual changes, these officials identified additional ripple effects in the community from Global Grassroots and its participants. They saw these individuals foster a new sense of community commitment to addressing problems and an increased capacity for identifying and addressing issues. Even without attributing this directly to Global Grassroots' mindfulness curriculum, the officials could clearly identify multiple aspects of conscious social change, like shared community responsibility and solutions-oriented thinking, and that these concepts have rippled out to influence community views on women, collective and individual self-efficacy, and community problem solving.

"I saw how it was at the beginning and how committed and focused they were because they all had one goal in mind and they were all involved during this project it was like they all felt that they had a shared responsibility to have this carried out and am not surprised about the impact they have produced now." (Water Distribution Officer, Rwanda)

"They have developed structures in their neighborhood and also the community can copy from them and learn something that can help the community at large. It has changed their thinking capacity towards community issues and they now know that they have to have an impact in order for something to change in their community." (Community Health and Sanitation Officer, Rwanda)

"Even their thinking capacity has changed. Community members now look at themselves as capable of trying to be the solution to their community problems instead of only looking up to the government for assistance. I think this is a great impact too." (Water Distribution Officer, Rwanda)

"The community started to realize that even women and girls are capable, as in they can be able to do something that can help them and their community in general. Also other women and girls were motivated and were able to start up their own businesses and to change their thinking capacity. An example I can give is that there is a girl that came to our school to study and learn because she was motivated by her friends back home that were at our school by then. She had dropped out of school earlier but she returned because she was guided by some of the girls that had been trained under this program." (School Leader, Rwanda)

Impact on communities

From school leaders in Uganda

To get a sense of how the community views Global Grassroots participants, we interviewed two leaders of schools in Uganda from which many of the Young Women's Academy participants come.

These school leaders spoke of the confidence they see in the students that participate in Global Grassroots' programming and the resilience of their optimism and motivation even when there is no tangible change yet. Similar to the officials in Rwanda, the school leaders in Uganda called out several elements of conscious social change even without understanding the content of Global Grassroots' training. They praised creative problem solving and conflict resolution skills, and mentioned expressly that the graduates of the program had chosen to work with school drop-outs, a particularly vulnerable group, to spread the concepts. The leaders value that the participants did not force their own ideas onto the community, but worked together with the community to identify existing issues and design solutions in relevant and appropriate ways.

"With the leadership training they receive they are also able to control these girls and make sure when they conflict with each other they are able to solve such differences without offending others." – School Leader 2, Uganda

"[With] social awareness, the young women have been able to educate women and young girls about their worth in the society and equipping them to do something and also being active in their communities. They have also taught the community members to have a vision for their life most especially among school dropouts." - School Leader 1, Uganda

"The first impact is that these girls learn hands on skills which they transfer to their community. Secondly the girls also exhibit a lot of maturity in terms of planning and implementation of the projects. The girls come up with a specific project, they are trained and have to implement it in a particular community. [...] The other thing is self-leadership, here the girls are in charge of the project of course with supervision from the Global Grassroots officials but they do the implementation and are always on ground. and other women activist groups, this has helped a lot in building their confidence. To add to this the program has also helped the girls to be creative in a sense that they are able to identify what their community needs and see how to get it to them." – School Leader 1, Uganda

"I don't know the kind of training they go through but I observed that the girls come out more confident and more bold to face the world even when they don't see anything tangible." – School Leader 2, Uganda

CONCLUSION AND RECOMMENDATIONS

Becoming a Change Agent





Change Agent Meaning from Participants

Both Women's Academy and Young Women's Academy participants joined Global Grassroots because of a prior interest in social change, and many of them already considered themselves to be leaders. However, the Conscious Social Change curriculum provided targeted skills and structures to transform participants into Change Agents. From their perspective, to be a Change Agent entails the following:

➤ Understanding yourself and balancing your emotions

"I learnt how to be a conscious social change agent whereby they taught us how you can be able to balance your emotions even during the midst of certain problems or challenges, cultivating presence, staying tuned and also to breathe deeply." (Rwanda, YWA, 2018)

➤ Ability to see issues in the community and identify their root cause

"In the community where I stay, whenever I notice that something is not going on well, I try to redirect it to be done in the right way. Often times there are voiceless people around us and when I notice this, I step up to help them voice their opinions and interests" (Uganda, YWA, 2019)

➤ Use skills to address problems

"I also realized that we do not have to wait for people to come to our aid, but we can take responsibility and solve some of these." (Uganda, YWA, 2019)

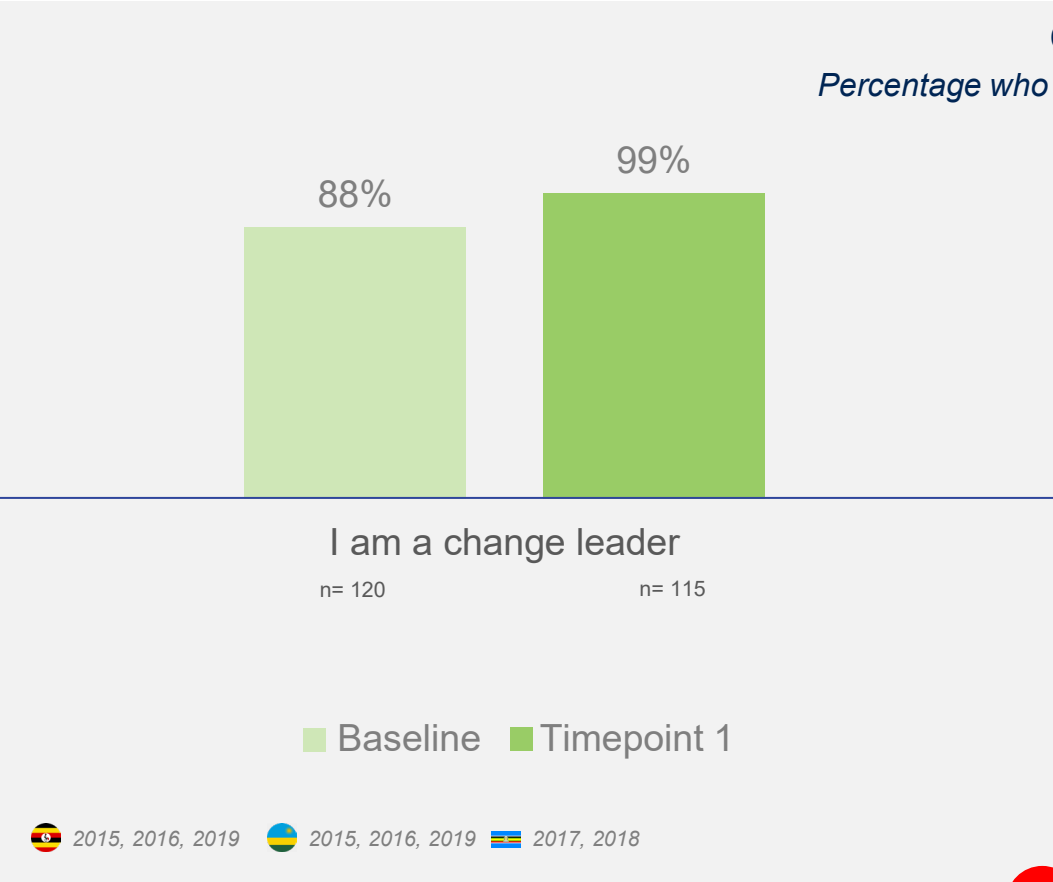
"A change agent means someone who can bring change to the community by sharing things or opinion that can move someone from one place, thinking or experience to the another." (Rwanda, WA, 2011)



Change Agent Outcomes

Change Leader

Young Women's Academy

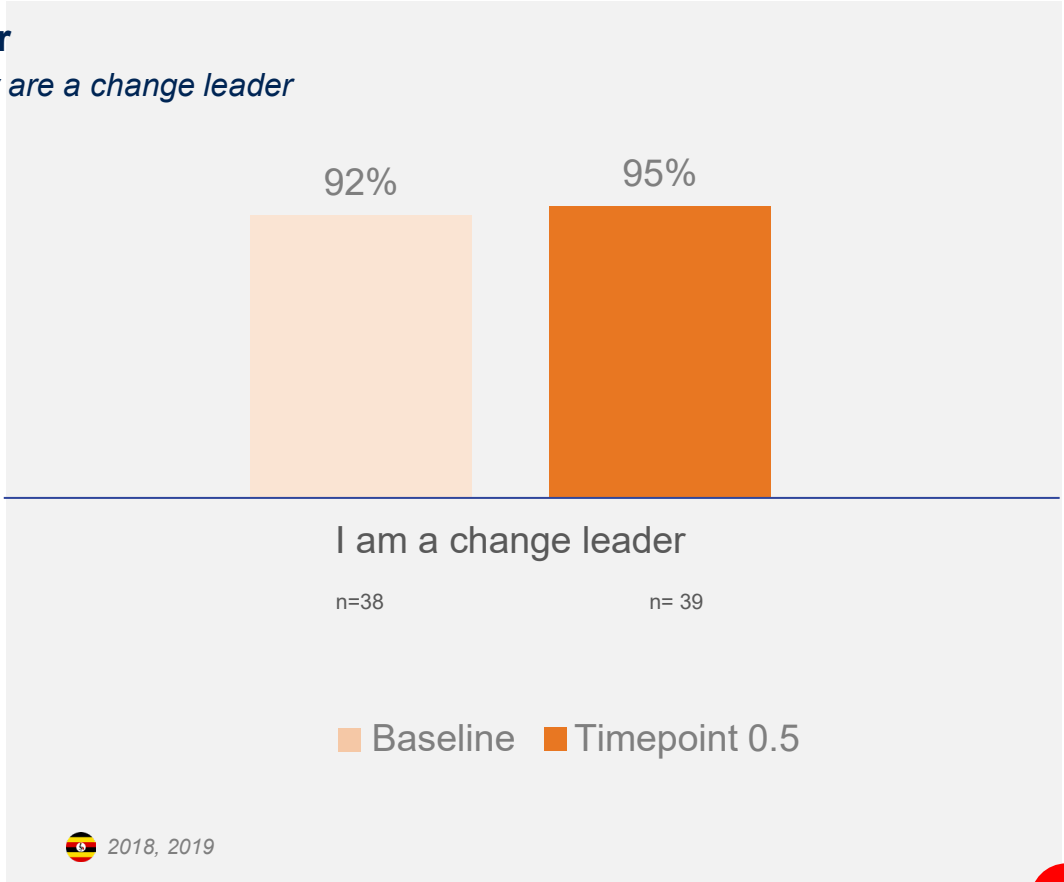


Q: How much do you agree or disagree with each sentence below? (A: Agree a little, Agree a lot)



Becoming a change agent

Women's Academy



Q: How much do you agree or disagree with each sentence below? (A: Agree a little, Agree a lot)





Change Agent Outcomes

Belief in change agent capabilities

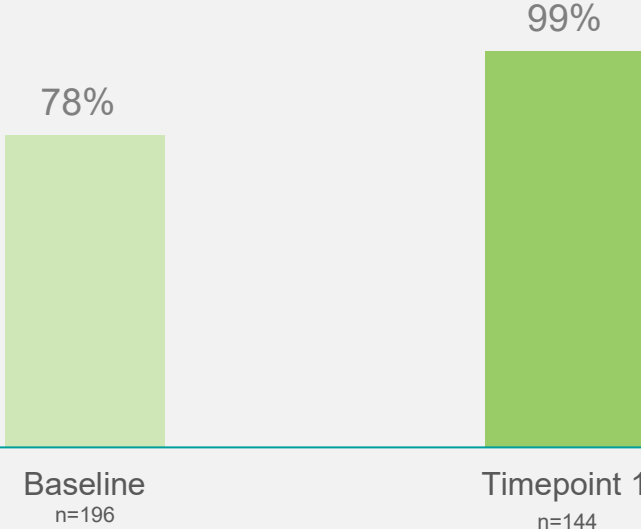


Becoming a change agent

Young Women's Academy

Ability to create social change

Percentage who believe in their ability to create social change in their community

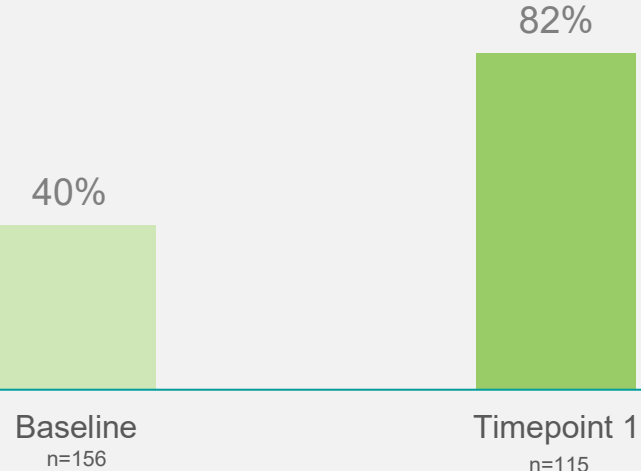


All cohorts All cohorts All cohorts

Q: How able do you feel to create social change in your community? (A: Mostly able, Very able)

Ability to positively impact the community

Percentage who reported positively impacting their community through their venture



All cohorts All cohorts All cohorts

Q: I have had a positive impact in my community service project (A: Frequently, All the Time)

The making of a change agent



Becoming a
change agent

Inner Work Mindfulness Outcomes

Inner work practices lead to a host of mindfulness outcomes.

Social Venture Curriculum Venture Skills

The distinctly experiential curriculum allows participants to push themselves out of their comfort zone in a structured and supportive environment and develop skills to launch a venture.

Mindfulness Outcomes + Venture Skills Venture launch

Mindfulness outcomes and venture skills create a virtuous loop, as aspects of mindfulness and experience from training help participants who are provided with a structured opportunity to form a venture and start-up capital. Confidence is a catalyst in starting and maintaining this venture.

Venture launch + Confidence

As participants launch their ventures and take on their roles within them, they see their work in action and grow in confidence.

Impact on community

Participants leave the structured setting of the training and begin to implement their venture in their communities, using the mindfulness and venture skill tools they have learned. This further increases their confidence and sense of power.

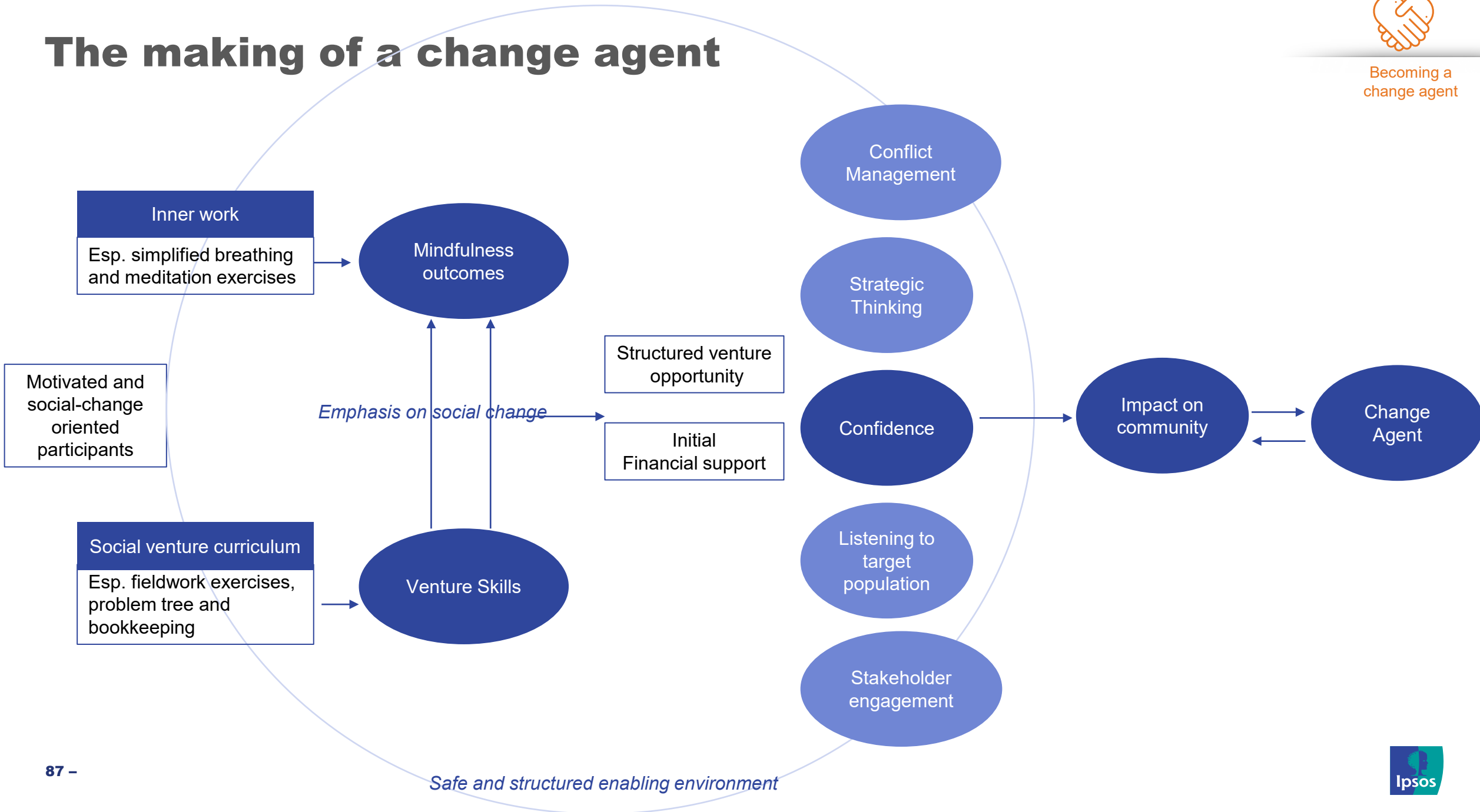
Emphasis on social change

Throughout the training, all components are infused with an emphasis on social change a perception of power being used for the social good. This leads to a sense of social responsibility, which is an integral part of the change agent identity.

The making of a change agent



Becoming a change agent



The making of a change agent

In participants' words



Becoming a
change agent

“The mindfulness we developed helped us look at people’s failure to carry on with education from their perspective in that we were able to look at their challenges from their end and appreciate that they were not manageable to them. Once this was established we then sought out for a collective solution by doing it this way we showed that the clubs that had been established we the basis out of which sustainable self-help solutions could be got. Mindfulness helped us to see that there was no such thing as a small problem because it was out of a failure to manage such small challenges that bigger problems would arise case in point was that girls were dropping out of school due to a lack of scholastic materials and would eventually get into bigger problems.” (Rwanda, YWA, 2015)

“First of all, the training helped us to identify the issues in our community, before children suffered so much from stomach issues and we did not know where this was coming from. During the training we got to the root of this problem and we have been able to work as a team to see that the cause is dealt with.” (Uganda, WA, 2019)

“If the training was only for me, I would say some change but since many people were trained, it has brought a big change because all the people that were trained are making a difference in the lives of the community. If I was the only trained, I wouldn’t be able to make a big change in my community because I wouldn’t manage to sensitize people alone. It’s overwhelming.”

88 (Rwanda, WA, 2013)

“They taught us about taking time to look at several existing challenges in the community and find out the root cause and we then needed to handle the root cause such that we can stop all other problems that were resulting from it. Then we needed to engage the community such that they understood that what we were undertaking was for the benefit of the entire community and not just our group and also request for their active participation in this venture. We then needed to listen to them and understand them in order to pick up any useful contributions to the idea and also to avoid misunderstandings. We lastly needed to exhibit and build an understanding about how to operate and delegate roles so that as a group we don’t misunderstand one another or feel left out.” (Rwanda, WA, 2015)

Conclusions & Recommendations



Conclusions & Recommendations

Conclusions (1)

Inner Work

- Mindfulness practices were largely adopted and participants adapted them to a simpler form
 - Breathing and meditation were the most practiced
- Mindfulness outcomes are complex and intertwined, with a lot of overlap, but there is a clear connection from the practices taught to some of the outcomes illustrated
- Mindfulness outcomes as a result of mindfulness training that came through strongly were: Emotional regulation, Confidence, Compassion, Power
- Participants reported an element of social change and responsibility to others in their explanations of mindfulness and personal transformation

Building a Social Venture

- The experiential nature of the curriculum, in terms of fieldwork, was a significant driver in success, particularly exercises such as the problem tree
- There is a clear connection between mindfulness practices, outcomes and developing social venture skills, and participants use mindfulness as a design tool.
 - Most notably, the links between breathing and public speaking/engaging stakeholders and learning to listen and understanding the root problems
- Sustainability of ventures remains a challenge

Conclusions

Impact on Communities

- Issue studies currently offer a qualitative assessment of impact at the community level, but further research is needed
- As ventures grow, geographic spread and perspective shift among communities are potential indicators for success
- Like, take-up and support of the venture's issue or approach by key stakeholders or other organizations can also highlight that a venture is approaching an important problem in an effective manner
- Some ventures have developed approaches that are informed by mindfulness techniques and have found success using practices such as breathing, meditation and deep listening with their beneficiaries
- No strong findings on if working with an entire community is advantageous

Becoming a Change Agent

- The inner work provides practical and context-appropriate tools for women to work through stressful situations or bring calmness to themselves. Functionally, this helps them accomplish tasks that cause fear.
- On a more abstract level, the inner work and positioning of conscious social change helps to expand their sense of purpose and responsibility, which in turns breeds confidence.

Key Question Conclusions

Global Grassroots Strengths

- Mindfulness practices are being adopted by participants to suit their needs
- The inner work resonated throughout. The concept of mindfulness and conscious social change was interwoven into analytical and strategic approaches to venture design and problem solving in general.
- The experiential nature of the social venture curriculum helped build essential skills
- The YWA program creates strong change agents, as the participants already self-identify as leaders.
- Water teams appear more sustainable in the long term, as they can generate income

Challenges

- The training on practices such as BBM or meditation may be too complicated for some
- Mindfulness practices were forgotten by some and needed refreshing
- Mindfulness teaching and social venture skill teaching can require different skill sets in the trainer and it is difficult to do both simultaneously
- YWA participants see less impact on communities, as they often close their ventures down after a year
- Sustainability is an issue for teams, as fundraising training hasn't proven effective and venture models may be challenging

Recommendations

1. **Revise monitoring and evaluation plan**, with a focus on standardizing monitoring (see M&E Roadmap for details of plan)
2. **Simplify and contextualize mindfulness training** – Participants are already doing this themselves and to teach it in this way may increase uptake and allow for more transfer to venture beneficiaries. In addition, this could reduce high-engagement consulting needs for trainers
3. **Lengthen duration of program**, or consider periodic follow ups – Refreshers of mindfulness practices and more time to delve into venture curriculum would improve success
4. **Prioritize goals** – Which is more important, to create change agents or to create strong ventures that can become sustainable? It's difficult to allocate resources across both and provide the level of technical expertise necessary.
5. **Consider working with other organizations** providing the technical training on venture topics and focus on the mindfulness aspect of becoming a change agent. While the experiential nature of the venture curriculum was key, that could potentially be done in cooperation with another organization who can provide long-term resources and technical assistance.
6. **Prolong young women's engagement** – There is opportunity with the YWA participants to help them continue their venture or training in a way that works with their university plans. They are eager to continue their social change work.

Recommendations

From Participants and Stakeholders

Lengthen the training period

“The first thing is to increase the training duration. The content is big and great but the duration is not enough.” (Rwanda, WA, 2010)

“The only problem is that we are trained in a short time. The courses match with our real life. Mainly, we don’t have the opportunity to go deeper. I think that we emphasized only on courses regarding the project. Other skills are used in real life, like healing wounds, during interpersonal relations, in peace and reconciliations establishment and maintenance. They were many skills to learn in a short time. But they were good, we appreciated.” (Rwanda, WA, 2013)

Include more follow up coaching

“Establish a way to make some deep follow up to the trainees and helping them in implementing their techniques in real life. Because some are trained and it’s last practiced on the last day of the training. The follow up is needed because the assimilation of skills is not the same to all trainees, and with the deep follow up, all skills can be memorized well. The outcome can be better.” (Rwanda, WA, 2013)

Increase local engagement

“Global Grassroots should equip African Ladies to deal with their fellow Africans since some of their staff from America would lose touch because they have failed to adjust and easily adapt. They can only come in to supervise since they stand a higher chance of missing out on certain things if they continue being rigid. Lastly there are things that might be applicable in America and not here in Africa so they ought to be flexible, we have had cases where the Global Grassroots staff insist on doing things their way and how they have been told even when it is not working out, it becomes so hard to advise since they insist that they have been instructed to do so.” (Stakeholder)

Decentralize and expand

“Maybe they can decentralize more and create many branches. Yes, they invite people for a centralised training, but they don’t go out there in villages or make invitations and let trainings be held at the sector headquarter office. So that it can reach many people” (Rwanda, WA, 2013)

“I think maybe they can improve in looking into many options of issues that people have in community so far. However, in my view I think they choose issues according to their scope of interest. They seemed to be more interested in projects that lay in certain fields so they need to be more open to deep diving into all sorts of community issues and they should also expand their outreach to include all the places in the country because they are people out there who really are in need of Global Grassroots’ initiatives.” (Rwanda, YWA, 2016)