
American Association for
International Aging

**AN ORGANIZING GUIDE FOR
COMMUNITY-BASED EDUCATION
AND INTERNATIONAL ACTION**



Helen K. Kerschner

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AND INTERNATIONAL ACTION**

BY
HELEN K. KERSCHNER

AMERICAN ASSOCIATION FOR INTERNATIONAL AGING

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A NOTE TO PROGRAM COORDINATORS

"I don't want or need to be an expert in every subject, but I do need to know that I won't look like a complete amateur when I start organizing a new program."

As an education program coordinator, do you need to be an "expert" in every educational program which you organize? Most coordinators with whom I have spoken say "no"...nor is it really necessary to be the expert in even one topic...particularly a topic as complex as international development. What is needed might be called "the five A's of coordination": (1) *appreciation* of the subject (particularly the terminology); (2) *assurance* that it is interesting and relevant to the audience; (3) *ability* to design appropriate programs; (4) *availability* of necessary human resources; and (5) *access* to educational information and materials.

This guide addresses the "five A's" by providing practical information, suggestions and ideas. It will provide you, the education coordinator (particularly those of you who are working with older adults), with ideas and information which will encourage you to design and and organize innovative education programs about development. The organizing guide includes:

- **a description of the development education movement** in the United States and what it means to retired Americans;
- **a general overview of the topic** of international development;
- **twenty-five suggested topics**, recommendations for single- and multi-session programs, and tips for planning overview and single-single subject courses;
- **ideas for accessing resources**, particularly for recruiting and communicating with faculty;
- **illustrations of two "action education" program designs** which can be implemented by peer educators or outside "faculty";
- **an "action education" program method** which can empower older people through providing information about opportunities for action and involvement.
- **a list of resource organizations** which can be tapped for informational materials or program speakers; and
- **a list of resource materials** (books, slides, films, videos, etc.) which can be helpful in organizing and implementing programs.

The preparation of the guide was undertaken in consultation with older adult education coordinators throughout the country. It is one of many products of the five-year Development Education for Retired Americans Program which is being conducted by the American Association for International Aging.

ABOUT THE AUTHOR

Helen K. Kerschner is currently the Executive Director of the American Association for International Aging (AAIA) in Washington, D.C. In her position with AAIA, she has worked with leaders in the United States and abroad in conceptualizing an appropriate role for the elderly in the world; in undertaking action research, information exchange and education initiatives; and in designing models and implementing strategic approaches and practical, community-based and country-wide projects.

Ms. Kerschner received both her M.P.A. and Ph.D. degrees from the University of Southern California. Her more than twenty years of experience have emphasized project and organization planning and management within academic, corporate and nonprofit settings. Additionally, she has organized and implemented education, training and information exchange programs in the United States and abroad.

During the late 1980s and early 1990s, Ms. Kerschner planned, organized and participated in the implementation of a five-year International Development for Retired Americans Program. Much of her work with this program has involved work with older adult educators and program coordinators throughout this United States to identify and develop methods for organizing community-based education programs about development. This organizing guide is an outgrowth of their collaboration. Three other educational and assistance books she has written in conjunction with the program include: *Retired Americans Look at International Development*, *A Primer on International Development* and *An Organizing Guide for Community-Based Education and International Action*.

THE PROGRAM AND THE ORGANIZATION

The Development Education for Retired Americans Program is an initiative of the American Association for International Aging. The goal of the program is to heighten awareness of retired Americans about global issues, particularly about political, economic, and social issues in developing countries. The program emphasizes the design and delivery of education and the preparation and dissemination of educational materials. It also provides informational assistance to link retired Americans who want to be involved in international development with organizations and groups that want and need their volunteer assistance.

Funding is provided by the U.S. Agency for International Development with matching support from OASIS (Older Adult Service and Information System), NRTA (the National Retired Teachers Association), AARP (the American Association of Retired Persons), and private foundations and corporations. Other participating organizations include: senior education programs in selected community colleges, universities, retirement communities, and other education organizations which serve retired Americans.

By the completion of the first five years of the program, it is expected that approximately 5,000,000 retired Americans will have been reached with education and information about international development and the development education program.

This guide has been prepared to assist education organizations (especially those working with retired Americans) in the planning and delivery of community-based education about development.

ACKNOWLEDGEMENTS

Our thanks to members and staff of two national membership organizations of retired Americans. **NRTA (National Retired Teachers Association)**, has a membership of more than 500,000 retired teachers and is a division of **AARP (the American Association of Retired Persons)**. **OASIS (Older Adult Service and Information System)** is a membership organization of more than 150,000 members in the 55 plus age group and has 27 education centers in the United States. **Sally Kelling**, Director of the NRTA Activities Department, and **Marylen Mann**, Executive Director of OASIS, deserve special mention for their ongoing collaboration in the organization and implementation of the project and in the planning and design of this guide. It is also important to mention the financial and technical support which has been provided by **AARP (American Association of Retired Persons)**.

In addition, we are grateful to staff members and participants of several older adult education programs located within community colleges, universities, and intergenerational education organizations and for the cooperation and assistance of the national network of development education professionals and programs.

And finally, the U.S. Agency for International Development has been particularly generous in providing both financial and technical assistance. The five-year financial commitment and the technical guidance and support provided by AID enabled AAIA to design and implement an innovative education program for an audience which wants and needs to know about international development.

The cooperation of these and many other organizations, professionals and individuals in suggesting ideas and providing materials was invaluable.

CHAPTER I

DEVELOPMENT: THE ACTION AND EDUCATION AGENDA

The development agenda has the purpose of strengthening the social and economic fabric of the developing world by attacking the problems of poverty and symptoms of poverty such as hunger, starvation and malnutrition. Examples of related problems which must also be addressed include health, population, environment, debt, education and literacy, and peace. While the word “development” is often understood to mean a final state, it is quite the contrary. Development is generally defined as a process—a process by which human communities strive to achieve a basic level of material goods, social services, and human dignity for each individual.

Development aid is designed to bring about long-term improvements in the lives of people. Humanitarian aid, on the other hand, has the purpose of providing food or other types of short-term emergency assistance to help people who are suffering the consequences of natural disasters, political strife and the like. Both humanitarian aid and development assistance are important to the development agenda and to developing countries. The difference between the two is best described in the saying, “If you give a man a fish, he eats today, but if you teach a man to fish, he eats for the rest of his life.”

According to many experts, there are formidable hurdles which must be overcome in order to decrease poverty throughout the world. The main obstacle is not the availability of resources but the willingness of the governments and the citizens in both developing and developed countries to commit themselves to appropriate goals.

Senior Interest and Involvement

There are some who believe that retired Americans are only interested in education or training which will better their own health or economic well-being. However, many of the participants in AAIA’s Development Education for Retired Americans Program say that there are far too few opportunities to learn about intellectually stimulating and challenging subjects...subjects that are important to them, to their children and grandchildren, to their country...and to the world.

The experience of this program indicates that retired Americans are aware of what is often referred to as *an interrelated global condition...and a world*:

- where the economy has become increasingly competitive and integrated;
- where much of the world’s ever-growing population is faced with massive poverty and hunger;
- where economic and political stability are disturbed by tensions in the Middle-East;
- where there are concerns about environmental changes causing a “greenhouse effect”;
- where there is growing international trade in narcotics;
- where the debts of both the U.S. and the Third World are increasing dramatically;
- where there has been a melting of East-West tensions;
- where Eastern bloc countries are calling for development assistance from the West.

They see these and many other problems affecting their domestic lives and putting into question the quality of life which their children and grandchildren can expect in the future.

At the same time, they express concern that the information they get through various media sources provides only a snapshot of the problems and the crises of the day. They want to know more...more about who provides development assistance and how much it costs; who receives assistance and how it helps solve problems; why foreign assistance and cooperation is in the best interest of the United States; and, how our involvement benefits our own country and the American people.

Education About Development

Education about development aims to open the window to the world...in order to generate a greater sense of sharing, exchange, involvement and responsibility. The term "development education" refers to the agenda on the part of public and private sector organizations to raise awareness of the public in the United States about the political, economic, technical and social factors relating to poverty and hunger. It is education about problems, differences, relationships, countries and cultures; it is appreciation and understanding...about humanity.

While the target audiences and educational approaches differ, there is a consistent theme: Americans need and want to know about development for it is relevant to the United States, just as it is relevant to the developing world!

For the past eleven years, the U.S. Agency for International Development (AID), through its Biden-Pell program, has provided generous support to voluntary organizations in the United States to "help facilitate widespread public discussion, analysis, and review of the issues raised by the 1980 President's Commission on World Hunger. The program has given special emphasis to increasing public awareness of the political, economic, technical and social factors relating to poverty and hunger.

In addition to the American Association for International Aging, twenty-six other organizations are currently operating programs funded in part through AID's Biden Pell program. Selected examples of programs which can provide materials and/or speakers for community-based programs are described at the end of this chapter. Contact information for them is provided in Section 5 of the Resource Guide at the end of the book.

Conclusion

Yes, retired Americans want and need to know about development problems and issues, and they find such education relevant to their lives. Furthermore, they are and want to be directly involved in development...both at home and abroad.

This is good news for the coordinators of older adult education programs, for not only is the audience interested in the topic of international development, there are also many educational programs and resources which can be accessed for assistance in program design and delivery.

Chapter I Information Page

SELECTED DEVELOPMENT EDUCATION PROGRAMS

The American Forestry Association. Founded in 1875, the American Forestry Association (AFA) is the nation's oldest non-partisan, nonprofit citizen's group. It has over 35,000 members representing all 50 states and several foreign countries. The AFA produces a variety of materials on conservation to promote education and understanding, including a magazine, three newsletters and an assortment of books and videotapes.

The American Forum for Global Education. The American Forum is a nonprofit, non-partisan organization committed to preparing Americans for the challenges of national citizenship in a global age. The American Forum has established a clearinghouse of resources and information to enable those involved in development education to identify, access and network with the organizations and resources they need to conduct their own development education projects.

The Citizen's Network for Foreign Affairs. Founded in 1985, the Citizen's Network for Foreign Affairs is a bipartisan, public educational organization committed to building a broader understanding among the American public that the continued economic well-being of the U.S. is increasingly affected by its international relationships, particularly those with the developing world. The Citizen's Network has developed a networking strategy to engage leaders and institutions from agriculture and business at the national, regional and local levels in an ongoing dialogue of the implications and importance of America's stake in its relationships with the developing world and emerging economies. They have developed a series of publications which include case studies, issue briefs, editorial opinion pieces and a quarterly journal.

Global Learning. Global Learning, Inc. is a nonprofit organization working with individual educators, school systems, colleges and organizations to incorporate a global perspective across the curriculum. Global Learning's work has been extended nationally and internationally through publications and active participation in development education and global perspective networks.

Institute for International Research. The Institute for International Research is recognized for its work in education systems development, education research and analysis, information and communications technology, project planning and design, evaluation and training, adult education, and conference and workshop design and management. It presents workshops and seminars for PVOs (Private Voluntary Organizations), educators involved in development education, graduate students in international economics and development professionals. These workshops highlight the key economic, social and political issues influencing LDC (Less Developed Country) development decisions.

League of Women Voters Education Fund. The purpose of the League of Women Voters Education Fund's development education project, *Thinking Globally*, is to educate citizens about the impact of a range of international and development issues on their lives and their communities

and to promote greater citizen understanding of the policy-making process. Education programs have been developed on international issues including economic development, global interdependence, U.S. foreign aid, trade, environment and development, and development and weapons proliferation.

National Association of Partners of the Americas. The National Association of Partners of the Americas is using its 46-state network of partner organizations to broaden the American public's understanding of how environmental issues directly affect development in Latin America and the Caribbean. Partner volunteers are working in local communities to educate U.S. citizens about the cultural, economic and social factors that must be taken into account when Latin American or Caribbean "partners" address environmental conservation issues in their respective countries.

National Association of Social Workers. The purpose of the National Association of Social Workers' *Global Family Ties Initiative* is to educate the general public about the developing world through a social development perspective by promoting media coverage of a variety of development education topics and activities. They have developed numerous resources, including an *Activities Manual of How to Conduct Development Education Activities at the Chapter Level*, which may be useful to other program organizers.

The Panos Institute. The Panos Institute is an international information and policy studies organization working from offices in Washington, London, Paris and Budapest to increase public understanding of sustainable development. They have prepared six development education modules for adult learners on diverse issues including: the impact of AIDS and of narcotics production on development; ecotourism; environmental refugees; and Caribbean and Central American regional development issues.

Volunteers in Overseas Cooperative Assistance. With its project entitled *Share the Idea*, VOCA is working in midwestern American communities using its volunteers as development educators. They are usually retired agribusiness or cooperative leaders who have had outstanding careers, and who have completed a successful short-term consulting technical assistance assignment overseas for VOCA. These volunteers speak to a wide array of community groups on the complexities and benefits of development and development assistance, using their own experiences as a back drop for their presentations.

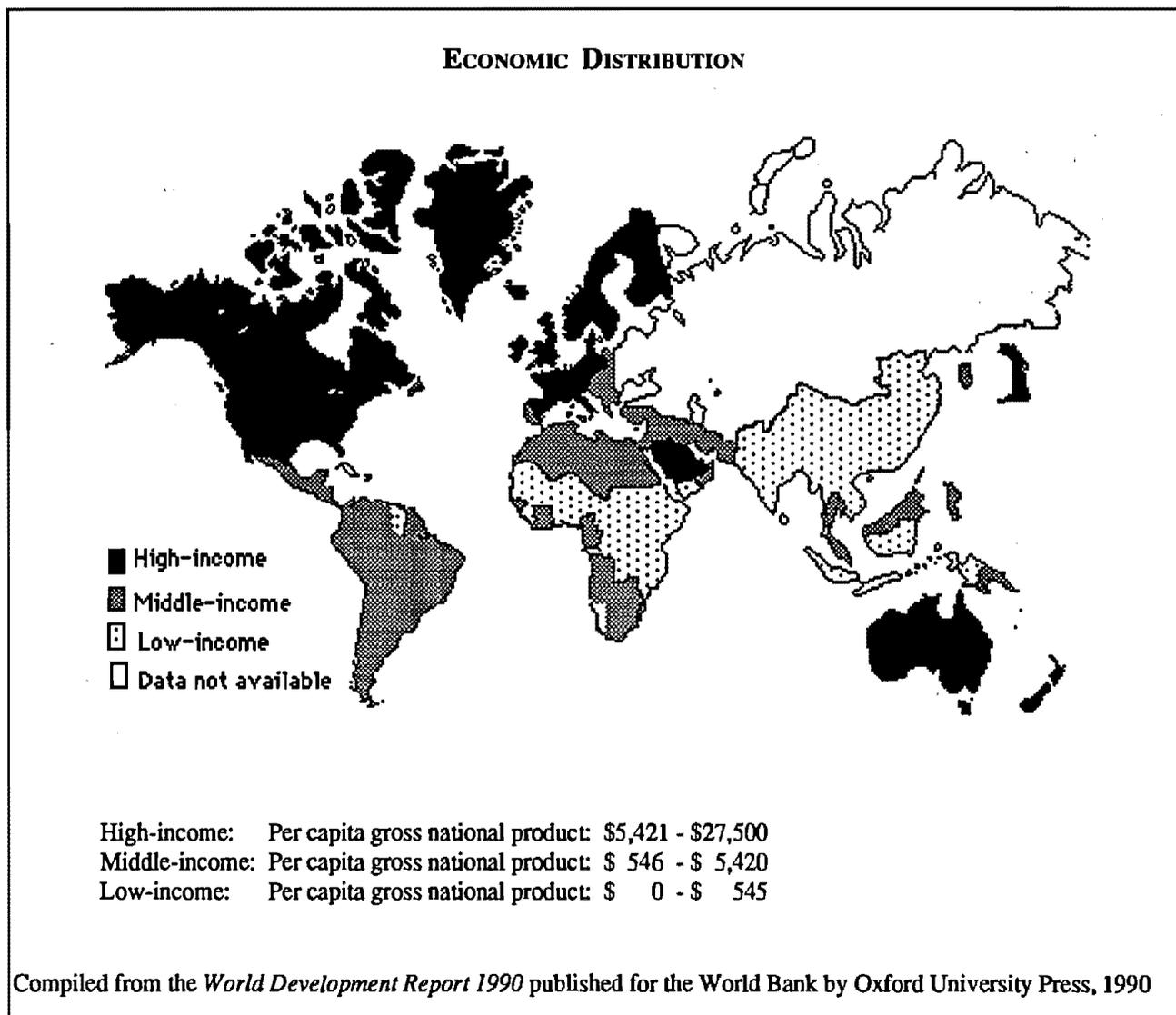
The YMCA of the USA. Part of a worldwide movement, the YMCA of the USA undertakes programs that promote good health, strong families, youth leadership, community development and international understanding. The YMCA's infrastructure includes 2,300 community-based private and voluntary associations operating people-to-people programs in communities in every state. Many of these local programs include development education and action programs on their agenda.

The YWCA of the United States. The YWCA has undertaken a three-year project to develop, test and implement a strategy of development education. They have produced a Development Education Resource Kit and international study programs as well as a community-based model of development education for use in their more than 4,000 locations across the United States.

CHAPTER II

A BRIEF INTRODUCTION TO THE SUBJECT

Older adult educators say that having some basic information about a subject gives them a certain level of comfort or security when they begin planning a new course. Before you read the "short course," why not take a few minutes to answer the Twenty Questions to Test Your Knowledge About International Development at the end of the chapter. The answers to the twenty questions can be found in Section 1 of the Resource Guide.



NOTE: This chapter provides a "short course" on issues in international development. Information contained in it has been taken from the books "Retired Americans Look at International Development" and "A Primer on International Development." A synopsis of both books is included in Section 3 of the Resource Guide.

Some Differences Between Developed and Developing Countries

While development is defined as “a process by which human communities strive to achieve a basic level of material goods, social services, and human dignity for each individual,” most often economic indicators (such as per capita GNP) are used as the criteria by which the state of development of a country is assessed. The chart below groups selected countries according to per capita gross national product and illustrates several other social, health, education, and technology indicators of development as well.

Indicators of Development							
	<u>PCGNP</u>	<u>PCEC</u>	<u>U/P</u>	<u>LE</u>	<u>IM</u>	<u>P/P</u>	<u>AI</u>
Low Income Countries							
Ethiopia (Africa)	\$ 120	20	13	47	135	79.0	38
China (Asia)	330	580	50	70	31	2.5	57
Ghana (Africa)	400	125	33	54	88	14.9	47
Lower-Middle Income Countries							
Zimbabwe (Africa)	\$ 650	527	27	63	49	6.7	26
Jamaica (Caribbean)	1,070	855	51	73	39	1.2	12
Mexico (South America)	2,760	1,035	71	69	46	1.2	10
Upper-Middle Income Countries							
Hungary (Eastern Europe)	\$ 2,360	3,060	60	70	16	.3	-5
Yugoslavia (Eastern Europe)	2,520	2,159	49	72	25	.6	9
Greece (Europe)	4,800	2,986	62	77	12	1.2	8
High-Income Countries							
Saudi Arabia (Middle East)	\$ 6,200	3,098	76	64	69	.7	—
U.K. (Europe)	8,650	3,756	92	75	9	—	-5
U.S. (North America)	19,840	7,655	74	76	10	.5	-5
Japan (Asia)	\$ 21,020	9,516	77	78	5	.7	-5
<i>Note on Indicators:</i>	PCGNP	(Per Capita GNP, 1988)					
	PCEC	(Per Capita Energy Consumption, 1988)					
	U/P	(% Population in Urban Settings, 1988)					
	LE	(Life Expectancy at Birth, 1988)					
	IM	(Infant Mortality per 1000 live Births, 1988)					
	P/P	(Population per 1,000 Physicians, 1984)					
	AI	(% Adult Illiteracy, 1985)					
<i>Source: World Development Report 1990</i>							

According to 1988 data from the World Bank (which excludes countries with populations of less than one million), world wide:

- 49 countries are low-income economies (PCGNP of \$545 or less)
- 87 countries are lower-middle income economies (PCGNP \$546 - \$2,160)
- 17 countries are upper income economies (PCGNP \$2,161 - \$5,420)
- 26 countries are high income economies (PCGNP \$5,421 - 27,500)

A general economic rule of thumb for making judgements about levels of development is the average annual Per Capita GNP (PCGNP) of \$2,000. According to this criteria, the 43 countries with more than \$2,000 PCGNP are considered developed (more developed) and the 136 countries with less than \$2,000 PCGNP are considered developing (less developed).

The map at the beginning of the chapter shows the location of each of these groups of countries.

Population Increases Are Greatest in Developing Countries

Today's population growth is unparalleled in history. It took several million years to reach the world's present population of just over 5 billion. Half of that number has been added since 1950. The world's population is expected to reach 7.8 billion by the year 2020 and 10 billion by the year 2050.

Most of the population increase is occurring in the developing world, while it is approaching zero in the developed world. The percentage of the world's population in the developing world is expected to increase from 69% in 1960 to 82% in 2020, and more than 50% of that number is expected to live in Asia.

	<u>1960</u>	<u>1980</u>	<u>2000</u>	<u>2020</u>
World	3,013,816 <i>100.0%</i>	4,453,158 <i>100.0%</i>	6,127,117 <i>100.0%</i>	7,805,747 <i>100.0%</i>
Developed Countries	944,910 <i>31.4%</i>	1,135,907 <i>25.5%</i>	1,275,655 <i>20.8%</i>	1,376,428 <i>17.6%</i>
Developing Countries	2,068,907 <i>68.6%</i>	3,317,251 <i>74.5%</i>	4,851,462 <i>79.2%</i>	6,429,319 <i>82.4%</i>

Population growth is not necessarily caused by people having more babies, but rather because fewer children die during their first 5 years. The resulting increases in life expectancy are much more dramatic in developing than in developed countries. For example, between 1960 and 2020 life expectancy is projected to increase by 23 years in developing countries and only seven years in developed countries.

Developing Countries Are Where...

Developing countries are grouped as such because they share many characteristics such as low standards of living, widespread malnutrition, disease, insufficient medical services, high levels of illiteracy and unemployment.

Developing Countries Are Where...

- about 77% of the population lives
- almost a billion people live in absolute poverty
- about half the people do not know how to read
- 74% are engaged in agriculture
- half a billion people in the labor force are unemployed or underemployed
- typically 50% of the income is received by 20% of the population, while 20% of the population receive less than 5% of the income
- 75% of rural people have no access to clean drinking water and less than 20% have as much clean water as they need
- more than half a billion people are hungry and malnourished
- almost 20% of the children die before the age of 5
- 80% of all illnesses are waterborne
- 100 million children are always hungry
- 15 million children die each year from a combination of malnutrition and infection
- the average life expectancy is 54 years compared with 74 in developed countries
- debt servicing costs absorb 30 - 40% of all export earnings

Poverty, hunger, population, education, agriculture, employment, income distribution, health and nutrition, water and sanitation, environment...all are problems faced by developing countries.

Poverty and Hunger Are Major Concerns

It is estimated that about four-fifths of the people in the world population live in developing countries, yet they account for only about one-fifth of the global GNP. According to the United Nations, as of 1985, the world's poorest people live in 41 "least developed countries" (27 of which are in Africa) which have an average per capita GNP of just over \$200.

Population and Poverty in the Developing World, 1985

	% of Population	% of Poor
East Asia	40.2	25.0
South Asia	29.8	46.4
Latin America/Caribbean	11.2	06.6
Sub-Saharan Africa	11.1	16.1
Europe, Middle East, North Africa	07.7	05.9

SOURCE: *World Development Report 1990.*

Hunger, starvation and malnutrition are symptoms of the problem of poverty. The link between poverty and hunger is illustrated in the fact that worldwide, the reason people are hungry is not because there is not enough food, but because people are poor. Generally speaking, hunger is concentrated where incomes are low.

Relationship Between Poverty and Hunger in Selected Developing Countries

	Per Capita GNP (in dollars)	Daily Caloric Supply (per capita)	% Distrib. of GDP in Agriculture
	<u>1988</u>	<u>1986</u>	<u>1988</u>
Low-Income Countries	320	2,384	33%
Ethiopia	120	1,749	42%
Bangladesh	170	1,927	46%
Nepal	180	2,052	56%
China	330	2,630	32%
India	340	2,238	32%
Kenya	310	2,060	31%
Ghana	400	1,759	49%
Lower Middle-Income Countries	1,930	2,840	12%
Upper Middle-Income Countries	3,240	3,117	10%
High-Income Countries	17,080	3,376	4%

Source: *World Development Report 1990*

The chart illustrates the relationship between poverty (per capita GNP) and hunger (daily caloric supply). It also indicates that those countries with the largest percentage of production from agriculture are among the most impoverished and the hungriest. In virtually all low-income economies, the average daily caloric intake is less than the 2,400 calories per day which nutritionists estimate to be required to maintain the human organism. The low-income countries also average a significantly higher percentage of their GDP (Gross Domestic Product) from agriculture than lower middle-, upper middle- or high-income countries.

The Purposes of Assistance

Both humanitarian aid and development assistance are important to developing countries. For the most part, humanitarian aid has the purpose of providing food or other types of support as short-term emergency assistance to help people who are suffering from the consequences of natural disasters, political strife and the like. Development aid, on the other hand, has the purpose of strengthening the social and economic fabric of a country by bringing about long-term improvements in the lives of people while attacking problems like poverty and hunger.

According to the World Bank, international development experience shows that the most effective way of achieving rapid and sustainable improvements in the quality of life for the poor has been a two-part strategy:

- Part I: a pattern of growth that ensures productive use of the poor's most abundant asset...labor

- Part II: widespread provision to the poor of basic social services, especially primary education, primary health care and family planning.

The first component provides opportunities; the second increases the capacity of the poor to take advantage of these opportunities. The strategy must be complemented by targeted transfers and safety nets to help those who do not benefit or are disadvantaged by the policy and program changes.

In the U.S. both the government and voluntary sector provide humanitarian and development assistance to developing countries. While private sector assistance is significant and important, it is the government's official development assistance (ODA) which is generally compared with other countries. In that respect, the United States is one of the world's largest single-nation providers of official development assistance (ODA). The U.S. budget for foreign assistance (or ODA) includes both development and humanitarian aid and political and military assistance. The following chart outlines the U.S. ODA budget for 1988.

Official Development Assistance, 1988

Development and Humanitarian Aid	
Development Assistance	\$ 1,800,000,000
Multilateral Aid	1,500,000,000
Food Assistance	1,100,000,000
Other	600,000,000
Subtotal	<hr/> \$ 5,000,000,000
Political and Military Assistance	
Economic Support	\$ 3,200,000,000
Military (assistance, sales, education)	5,300,000,000
Subtotal	<hr/> \$ 8,500,000,000
Total Official Development Assistance	<hr/> \$13,500,000,000

NOTE: Figures based on actual program costs after subtracting loan repayments and other receipts.
SOURCE: *America's Stake in the Developing World*, 1989.

Agricultural Assistance: An Example

Agricultural development has been described as the engine that drives economic development. In other words, agricultural development which improves production and consequently raises the income of farmers while providing food and raw materials is the key to growth in low-income countries. Actions which are considered important to agricultural development include:

- attention to low-cost technologies
- improvement in agri-chemical products and fertilizers
- access to credit and bank services for small-scale farmers (both men and women)
- provision of tools and equipment which are appropriate for the location and task
- cash cropping or raising food for sale rather than consumption
- discovery of ways to restore and protect the water, land and forests on which the rural poor depend for survival
- development, expansion and maintenance of infrastructure such as roads, storage installations, marketing services and systems for distribution
- development of high-yielding seed varieties, assuring higher productivity to marginal farmers and protection of the resource base
- attention to agricultural research, policy analysis and training

In attacking specific problems of hunger through agriculture, the purpose is to reach the poor both as producers and consumers, with the end result being that they will have more income and purchasing power and consequently, better nutrition.

Benefits of Assistance to the United States

Perhaps one of the most important foreign assistance questions which is being raised today is, "Why, when we have so many problems at home, are we sending money to other countries?" In addition to providing humanitarian aid to help others who are in need, it is important to remember that our assistance and support can often be as important to us as to countries in the developing world. In helping developing countries deal with and solve their environmental problems, address their health problems, overcome their dependency on crops which produce drugs, reduce their poverty, alleviate their hunger, control their population growth, and manage their use of water, we cannot help but help ourselves.

- (1) Trade Relationships.** The U.S. depends on developing countries for bananas, tea, coffee, chocolate and many other everyday food items. The U.S. imports 99% of its manganese, 96% of its bauxite, 95% of its cobalt — most of it from developing countries. Two-fifths of U.S. exports are purchased by developing countries. In 1983, 10 out of the 20 U.S. trade partners were developing countries. (In that year, developing countries bought more U.S. products than Japan and the European community combined).
- (2) Political Stability.** Americans have important political and security interests in the developing world. We seek allies that will help create the kind of world in which we want to live. As a measure of the importance of political stability, it is worth remembering that since World War II, all of the armed conflicts into which the U.S. has been drawn — either with its own military forces or with military aid — have taken place in the developing world.
- (3) Jobs, Jobs, Jobs.** It is estimated that over half of every U.S. foreign aid dollar is actually spent in the United States. In a recent 13-month period, 5,000 U.S. firms received orders totaling \$9 billion, creating approximately 150,000 jobs. Additionally, exports to developing countries provide about 2 million jobs for American workers.

In addition to our own security and prosperity, our environment, our health, and our social development are inextricably tied to the developing world. For example:

- (4) Environment.** Environmental trends in temperature and radiation; pollution of the air, soil and water; desertification; deforestation; and species reduction all affect the United States. It is estimated that global losses in productivity from desertification and soil losses are \$26 billion annually and that climate changes could carry a global price tag of \$200 billion for irrigation adjustments alone. The disappearance of tropical forests and of plant and animal species due to environmental conditions is a loss to all humanity.
- (5) Health.** Health is a global issue which requires global solutions. International health problems — including the new problem of AIDS and illness related to environmental degradation — all impact on the health of the citizens of the U.S.
- (6) Drug traffic.** Drug traffic is a problem which has major social and economic consequences for the United States. At the same time, the United States has been blamed for creating an incentive for farmers to divert crops from coffee to coca because of our failure to support renewal of an international coffee agreement which triggered a 50% fall in world coffee prices.

In summary, a growing developing world will be a major market for U.S. products and services. A more prosperous developing world will import our telephone systems, sewage treatment plants, airplanes, medical equipment, consumer goods; and our technical assistance and cooperation can be as important to us as to developing countries. In other words, our own prosperity and the integrity of our environment, our health and our social development are linked to development and the developing world.

The New Agenda: Central and Eastern Europe and the Former Soviet Union

Historically, global competition and conflict between the East and the West was seen by many as diverting resources that might otherwise be used to assist the Third World. Leaders in both the North and South assumed that upon the end of the Cold War, additional resources would be made available for development. However, the cold war has ended and the peace dividend has not yet materialized for solving political, economic and social problems on the domestic scene, let alone in the Third World.

Rather, Eastern and Central Europe and the former Soviet Union have taken a position on the development agenda. The expected peace dividend is being expended to feed, aid and rebuild the formerly communist countries. According to a recent publication of the U.S. Department of State, "the task now is to build democracy and a functioning free economy on the ruins of four decades of economic misrule and political repression."

In fiscal 1990 and 1991, Congress appropriated \$666 million to fund assistance efforts in Central and Eastern Europe alone. The Agency for International Development was assigned to carry out the assistance within three objectives: (1) to assist in the development and strengthening of democratic institutions; (2) to assist in the transformation of centrally planned economies to market-based systems; (3) to assist in improving the basic quality of life of the nations while they undergo economic restructuring and political reform.

This is a new development agenda. The U.S. Peace Corps, the Overseas Private Investment Corporation, the Department of Justice, the Department of Commerce, the Internal Revenue Service, the International Executive Service Corps, the Volunteers in Overseas Cooperative Assistance and the U.S. Centers for Disease Control...these are just a few in the diverse mix of government and non-governmental organizations which are taking part in it.

The changes have brought about what some have called "the new world order," a world of peace and stability among industrialized countries. For those who have long toiled in development, however, the question remains, "When will it be the Third World's turn?" And, of course, there are many others who are asking, "Why, when we have so many problems at home, are we sending money to developing countries?"

References for Further Study

This chapter has provided a very brief overview of the the problems and agenda of international development. The Resource Guide at the end of the book provides organizational and materials resources available for use in planning educational programs. They may also be of use as informational materials for educators and students participating in the programs.

Chapter II Information Page

OUR WORLD — A GLOBAL VILLAGE

If our world were a village of 1,000 people, there would be:

- 564 Asians
- 210 Europeans
- 86 Africans
- 80 South Americans
- 60 North Americans

There would be:

- 300 Christians (183 Catholics, 84 Protestants, 33 Orthodox)
- 175 Moslems
- 128 Hindus
- 55 Buddhists
- 47 Animists
- 210 without any religion or Atheist (or other)

And, of these people:

- 60 persons would have half the income
- 500 would be hungry
- 600 would live in shantytowns
- 700 would be illiterate

Source: *IRED Forum*, Development Innovations and Networks

Chapter II Worksheet

TWENTY QUESTIONS TO HELP YOU TEST YOUR KNOWLEDGE ABOUT INTERNATIONAL DEVELOPMENT

- T F 1. There are more *developing* nations than *developed* nations in the world.
- T F 2. Life expectancy at birth is on the decline in developing countries.
- T F 3. English is the first language of a greater number of people in the world than any other language.
- T F 4. Poverty is the basic cause of hunger today.
- T F 5. About 5% of the world's population goes hungry every day.
- T F 6. Only a small percentage of U.S. trade is with developing countries.
- T F 7. Most of the world's population lives in developing countries.
- T F 8. There are more people living in Asia than in any other region of the world.
- T F 9. Poor nutrition and inadequate health care are the leading causes of sickness and death in the world.
- T F 10. The majority of blindness is in the industrialized world.
- T F 11. Drinking and bathing account for more than 50% of the fresh global water used in the world.
- T F 12. The majority of older people (age 60+) in the world live in industrialized countries.
- T F 13. The three largest markets for U.S. goods are developed countries.
- T F 14. About 90% of the world's population growth in the next 15 years will take place in developing countries.
- T F 15. Today, Official Development Assistance accounts for about 10% of the U.S. Gross National Product (GNP).
- T F 16. Today, the U.S. allocates less of its GNP to foreign assistance than it did during the Marshall Plan in the late 1940s.
- T F 17. The World Bank and the International Monetary Fund are the primary U.S. agencies which facilitate U.S. development assistance to developing countries.
- T F 18. The percentage of children (aged 15 & younger) is much greater in developing countries than in industrialized countries.
- T F 19. The U.S. is the most generous foreign assistance donor in the world.
- T F 20. Most U.S. foreign aid dollars are spent in the United States.

CHAPTER III

PLANNING INTERNATIONAL PROGRAM CONTENT

If you are interested in developing a program in a new subject such as international development, the task can be both interesting and relatively simple.

The information provided in this chapter is an outgrowth of practical experience working with informal and formal education programs. The five tasks which are described were developed with the assistance of older adult education coordinators, interns and peer educators throughout the country. They include: identifying appropriate content, preparing (reviewing) a topic list, selecting topics, determining the time frame and designing the course. The chapter also provides an excellent example of a ten-session course which was designed in collaboration with an older adult education program in Los Angeles.

Task I. Identify Appropriate Content

Some educators describe subject content as “the machine that drives the education program.” Whether it is a machine or merely a very helpful piece of information, identifying the program content early in the game can certainly help in the planning of an education program.

The “short course in development” (Chapter II) provided considerable information from which to select one or several topics about development. In reviewing the course, you might have identified several possible areas of program content around which to build an education program (i.e., problems in developing countries, population, or the purposes and benefits of assistance).

If you look at the index of core and supplementary content in Section 2 of the Resource Guide, you will undoubtedly identify many additional subjects. * While it is unlikely that such an extensive list of content would be available for planning a new education program, in the case of the retired Americans program, its availability provides a coordinator with the full range of development issues which retired Americans want to know about.

**The index of core and supplementary content was developed as part of the retired Americans program. A book, "Focus Groups: Three Organizing Steps for Education and Delivery", has been published which describes the use of focus groups in gathering information about audience opinions, interests, and concerns relevant to international development. It also tells how information from the focus groups (including opinions and observations, questions and discussions following the focus group sessions) was integrated with information from the literature, the media and other educational materials to develop the list of core and supplementary content. Information about this book is included in Section 3 of the Resource Guide.*

Task II. Prepare/Review a List of Possible Topics

While the index of core and supplementary content may be enlightening, it may need to be specified by organizing it into a series of statements or questions. For example, a subject within the core content might be turned into several topical statements or questions.

Core content: Importance of the developing world to the U.S.

- Topical questions:**
- How important are our trade relationships?
 - What countries are our major trade partners?
 - How are we dependent on developing countries?
 - What are some of the major problems which we share?
 - How does the U.S. benefit from foreign assistance?

The following is a rather extensive list of topics in the form of questions. It is organized into general subject areas of developing countries, conditions and problems; humanitarian and development assistance and their outcomes; U.S. involvement in development; and miscellaneous topics.

SUGGESTED PROGRAM TOPICS

Developing Countries: Conditions and Problems

1. Where are the developing countries located, and how has the map changed over time?
2. What are the factors which cause poverty and hunger in the Third World?
3. Should we be concerned with world population growth; is anything being done about it?
4. What is subsistence living, and what are some approaches for improving the quality of life in the 'poorest of the poor' countries?
5. How are women important to economic well-being of countries?
6. Why is debt such a big concern in the world, especially in developing countries; what can be done about it?
7. Why is aging emerging as an important global issue?

Humanitarian and Development Assistance and Their Outcomes

8. What is the difference between humanitarian and development aid?
9. Can the work of individuals really make a difference to developing countries?

10. What kind of portrayal of problems and solutions in developing countries do we get from the media?
11. How have health care programs been successful, and what are some new health issues that are important in the future?
12. How can a Peace Corps Volunteer make a difference in a developing country?
13. How can an older person make a difference in a developing country?
14. How do organizations such as the Agency for International Development, the World Bank and the United Nations Agency help the developing world.
15. What are the NICs (Newly Industrialized Countries) and why have they been able to emerge from the developing world?

U.S. Involvement in Development

16. Why, when we have so many problems at home, are we sending so much money to developing countries?
17. What is the nature and amount of the U.S. foreign assistance program?
18. Why is the U.S. important to developing countries, and why are they important to us?
19. Do our foreign assistance efforts create collaborative relationships or future competitors?
20. How do changes in Eastern Europe affect our foreign assistance agenda?
21. Why is democracy emerging as an important issue in our foreign assistance agenda?

Miscellaneous

22. What do we mean when we say "We have the Third World in the United States"; where is it and what does it look like?
23. How does experience in a developing country (such as Nigeria) illustrate development problems, solutions and relationships?
24. What are some of the major environmental issues and are they really so important?
25. Why is it sometimes said, "Children are the future of the country, older people are the past?"

Program coordinators, interns and peer teachers were extremely helpful in preparing and commenting on this list of suggested topics. It should be noted that any one or several of the questions could serve as the basis of topics for use in a single session or multi-session program.

Task III. Select Topics

Any one of the questions could become the topic for a single discussion, a course session or an entire education program. Alternately, several topics might be organized into a discussion, session or program.

EXAMPLE OF A SINGLE TOPIC PROGRAM

Poverty and Hunger in the Third World

- The definition of hunger
- The causes of hunger in the developing world
- The relationship between poverty and hunger
- Solutions to the problems of hunger
- The U.S. stake in solving world hunger
- Examples of efforts to deal with the problem
- How individuals can help reduce hunger

EXAMPLE OF A MULTIPLE TOPIC PROGRAM

An Overview of International Development

- Review of the geographic location of the industrialized and developing worlds
- Similarities and differences in humanitarian aid and development aid
- Problems in developing countries
- Hunger and what can be done to alleviate it
- Reasons for U.S. involvement in international development
- Solutions to the problems of the developing world
- Beneficiaries of foreign assistance

In selecting topics for both single topic and multiple topic programs, some coordinators submitted them to selected members, others reviewed them with “experts,” and/or potential speakers. In many instances, the program facilitators made the decision without consultation.

Task IV. Determine the Time Frame

The time which is available often determines the way the curriculum will actually be designed. Older adult education is generally organized into single or multi-session meetings. The single session meeting can take the form of a two-hour, half-day or full-day meeting; the multi-session meeting may be organized into two, four, six, eight, ten or more meetings. The nature of the organization often determines the type of program.

- Single-session meetings are generally compatible with the time and logistical constraints of organizations and groups that meet periodically and include an education program as only part of their meeting;
- Multi-session meetings are often both desirable and feasible for organizations and groups that meet on an ongoing basis and have education as their primary mission.

Both single and multiple topic programs can be organized as single and multiple session meetings. The more time that is available, the more extensively the topic can be covered.”

Task V. Design the Course

After reviewing (and in some cases developing lists of) content and topics, making topic selections and deciding on the time available for a program, the next step is often the design of the actual course. In some cases the decision may be to design a single subject course; in others the multiple subject or overview course may be selected.

A detailed outline of an illustrative 10-session (20 hours), multi-topic (overview) course is provided at the end of the chapter. The course was developed by an OASIS center in Los Angeles, California, in 1991. It was designed as the first offering of the topic to the OASIS members at the center. Neither the director of the center nor the intern who was recruited to help facilitate and document the program were experts in international development.

As an indicator of interest in the subject, more than eighty members of the OASIS center enrolled in the course.

Chapter III Information Page

PRELIMINARY OUTLINE OF 10-SESSION INTERNATIONAL DEVELOPMENT OVERVIEW COURSE WITH SUGGESTED TOPICS OF DISCUSSION

Class #1: The Developing World

- Definitions (developing countries, less developed countries, First World, Second World, Third World)
- Location of developing countries and how the map has changed over time
- Description of the NICS and why they have been able to emerge from the developing world

Class #2: Problems in the Developing World

- Why do we constantly hear so much about poverty and hunger in the Third World

Class #3: Population Growth and Aging — Emerging Global Issues

- Should we be concerned with world population growth, and is anything being done to deal with it?
- Why are women's issues such an important concern in developing countries?
- Why is aging emerging as an important global issue?

Class #4: Helping Countries

- Who are the helpers?
- What types of help do they provide?
- How have health care programs been successful, and what are some new health issues that are important in the future?
- How can international exchange make a difference in our relationships with developing countries?
- How can a Peace Corps Volunteer make a difference in a developing country?
- How can a nonprofit organization make a difference in a developing country?
- How does the United Nations help the developing world?

Class #5: Politics — Implications and Obstacles

- Why is democracy emerging as an important issue in our foreign assistance agenda?

Class #6: Foreign Assistance — Financial Aid

- What are the dollar amounts
- How are the funds utilized

Class #7: Foreign Assistance — Efforts, Agenda, Beneficiaries

- What is foreign assistance and is the United States the most generous donor?
- What is the difference between humanitarian aid and development aid?
- Do our foreign assistance efforts create collaborative relationships or future competitors?

Class #8: United States Participation in International Development

- Can we afford to send aid?
- What do we mean when we say we have the "Third World in the United States"? Where is it and what does it look like?
- Why is the debt issue such a big concern to the United States and to developing countries? What can be done about it?
- Why is the U.S. important to developing countries and why are they important to us?
- Why, when we have so many problems at home, are we sending so much money to developing countries?

Class #9: Current Event and How They Affect Developing Countries

- How do changes in Eastern Europe and the former Soviet Union affect our foreign assistance agenda?
- What kind of assistance is most needed? Is it different from traditional development?
- Why does the United States need to provide assistance? Should we provide financial, technical or physical resources?

Class #10: Solutions to the Problems of the Developing World

- What is subsistence living, and what are some approaches for improving the quality of life in the "poorest of the poor" countries?
- Why is education so important in the developing world?
- Can the work of individuals really make a difference to developing countries?
- What kind of picture of problems and solutions in developing countries do we get from the media?
- How can I (as a retired American) help a developing country?

Chapter III Worksheet

PLANNING AN INTERNATIONAL PROGRAM

Task I: Identify Program Content
Review Supplementary Content and Select Priority Content

Task II: Prepare a List of Program Topics
Review Program Topics and List Interesting Topics for Possible Programs

Task III: Select Topics
Select One or Two Single or Multiple Session Topics
Possible Single Session Topics:

Possible Multiple Session Topics:

Task IV: Determine the Time Frame
Select the Time Frame for the Program

Single Session Program:

- _____ Two Hour Program
- _____ Half-day Program
- _____ Full-day Program

Multi-Session Program:

- _____ Two Meetings
- _____ Four Meetings
- _____ Six Meetings
- _____ Eight Meetings
- _____ Ten Meetings
- _____ Other

Task V: Design the Course
Review the Program Outline in the Resource Guide and Prepare a Course
Outline According to the Format Below:

Class # ___:	Topic	_____
	Issue	_____
	Issue	_____
	Issue	_____
Class # ___:	Topic	_____
	Issue	_____
	Issue	_____
	Issue	_____
Class # ___:	Topic	_____
	Issue	_____
	Issue	_____
	Issue	_____
Class # ___:	Topic	_____
	Issue	_____
	Issue	_____
	Issue	_____
Class # ___:	Topic	_____
	Issue	_____
	Issue	_____
	Issue	_____

CHAPTER IV

PLANNING INTERNATIONAL PROGRAM COORDINATION

As an education coordinator, two of your greatest assets may be your ability to access human and informational resources...and your flexibility. Your flexibility and talents in locating faculty, in identifying and acquiring resources, in modifying the curriculum and in helping organize programs will be the critical ingredients which enable you to turn your well planned program into an educational experience.

The five tasks described in this chapter were developed with the assistance of older adult education coordinators, interns and peer educators. They include: locating personnel, matching faculty to the program, organizing a single-subject program, inviting the speakers and locating information resources. They are an outgrowth of work with informal and formal education programs.

Task VI. Locate Personnel/Faculty

Once a program has been conceptualized, and in many instances taken through an entire planning process such as the one which was described in the last chapter, the most pressing question is often, "Who is going to present the program?"

The stock in trade of an education coordinator is awareness of the multitude of education, service and informational institutions that can provide faculty (presenters or speakers). They can include high school, community college and university faculty; health care providers; social service providers; art and science museums; voluntary organizations, newspapers, TV stations, etc. Of course, the program coordinator, program staff and, in many cases, members of the program (peer educators) can also be tapped to serve as speakers.

Locating staff for a health, a history, an arts, a music appreciation or a science program is seldom difficult. However, when faced with the task of locating faculty for programs or courses about development, coordinators express concern about whether development organizations or experts can actually be located in the community. Quite often experts are available. It should be remembered, however, that the most interesting speakers are often those who have practical experience working, volunteering or living in a developing country. Thus, both the outside expert and the in-house staff person or peer educator may have the necessary qualifications to serve as faculty.

The list below indicates the types of organizations and groups that often can be accessed for speakers on international development.

- the older adult education program/organization
- local colleges and universities
- international development organizations
- national or local speakers bureaus

- embassies or consulates
- religious missionary organizations
- military personnel stationed overseas
- international visitor organizations and student groups
- multi-national corporations
- local experts from the print or electronic media

These are just some of the groups which are located in communities throughout the country. There are also many international organizations located in Washington, DC, New York and other large cities that participate in education about development by maintaining speakers bureaus and informal speaker programs. Several of these organizations are listed below.

- American Forum for Global Education
- Citizens Network for Foreign Affairs
- Global Exchange
- International Service Association for Health
- National Council for International Health
- National Council of Returned Peace Corps Volunteers
- Partners of the Americas
- Sister Cities International
- Society for International Development
- United Nations Association

The descriptions and addresses of these and other resource organizations and the addresses of major foreign embassies are included in Section 5 of the Resource Guide.

Task VII. Match the Faculty to the Program

In a multi-session overview program (i.e., the 10-Session International Development Course in Section 2 of the Resource Guide), faculty selection is, generally, a process of matching experts with program content. The matching process will inevitably result in some modification of the planned program. For example, in the overview course, if a demographer rather than a geographer is interested and available to teach the the first segment, it may be necessary to modify the topic from a geographic emphasis to a population emphasis.

In the case of the 10-Session Course (*see above*), the process of matching faculty to the program resulted in a somewhat modified 10-Session Program.

MODIFIED 10-SESSION INTERNATIONAL DEVELOPMENT COURSE

- Class #1: The Developing World**
(Professor, Emeriti College)
- Class #2: Problems in the Developing World**
(Graduate student from China)
- Class #3: Population Growth and Aging — An Emerging Global Issue**
(Author and editor)
- Class #4: Aging and the Changing Face of Different Countries**
(Graduate student-panel from Gerontology Department)
- Class #5: Politics — Implications and Obstacles**
(Professor, Emeriti College)
- Class #6: Foreign Assistance — Financial Aid**
(Professor, Center for Public Education in International Affairs)
- Class #7: Foreign Assistance — Efforts, Agenda, Beneficiaries**
(Professor, Center for Public Education in International Affairs)
- Class #8: United States Participation in International Development**
(Professor, Emeriti College)
- Class #9: Ethnicity & Nationalism: Implications for Eastern Europe in Post-Marxist World**
(Professor, Anthropology Department)
- Class #10: Solutions to the Problems of the Developing World**
(Guest speaker from the Guatemalan Consulate)

Task VIII. Organize a Single Subject Program

If the audience is particularly interested in a single subject program, a coordinator, a staff person or a peer educator may decide not only to design the content of a program, but also to become the “expert” and serve as the faculty or speaker. Because of their domestic significance, topics such as hunger, environment, shelter, debt, nutrition, literacy and geography will most probably be of particular interest to the audience. Any one could be the topic of a single subject course in a single or multi-session program.

A “peer educator” (or a coordinator or staff person) who wants to organize a new course on a particular subject on international development might want to consider organizing it as a current events course. This is a “peer learning” model which is used effectively in many adult education programs. The *International Issues in the News* program which is described in detail in Section 2 of the Resource Guide is designed as a current events course which emphasizes the problem of hunger.

The course has the purpose of building awareness of the problem of hunger. Of course, any topic could be addressed. The outline includes the course objective, materials which are needed, the process for sharing information, the moderator's discussion format, and a series of questions designed for audience reflection.

Task IX. Invite the Speakers

While the matching process may have provided information about the availability of the "expert" as a program speaker, there may be a need for outright marketing on the part of a program coordinator. It is important, for example, to let potential speakers know that: (1) the audience is interested in ongoing education about many issues, including development, and (2) the audience will be attending the program because they are anxious to learn something new. It may also be helpful to tell speakers that retired Americans respond to presenters who are enthusiastic and interesting and that they are anxious to have a participative role in the program. The following ten suggestions may be helpful for outside speakers.

TEN SUGGESTIONS FOR INVITING OUTSIDE SPEAKERS

- Invite speakers well in advance (4-6 weeks).
- Provide detailed, written directions to the meeting site and the name, address, and phone number of a contact person in your organization.
- Inform speakers of the exact topic you wish him/her to cover.
- Let the speaker know the type of audience to expect and how many people will be attending.
- Alert the speaker to the fact that the audience is interested in global issues and that they enjoy a high level of participation in education programs.
- Arrange for audio visual equipment needs or other requirements.
- Familiarize speakers with facilities including location of water fountain and restrooms.
- Ask the speaker for a short bio for purposes of introduction and make sure that someone introduces the speaker before the program begins.
- Allow time for questions and follow-up discussion.
- Although many speakers do not expect an honorarium, any meals, parking or transportation costs should be covered by the program. And, it should be remembered that all nonprofit organizations appreciate receiving donations for their ongoing projects.

A final point is to be sure to evaluate the program and share the results with the guest speaker.

If you feel that some helpful hints to the speaker might be in order, a tip sheet for speakers who are invited to present programs about international development to retired Americans is included as an information page at the end of the chapter. This tip sheet was used by several older adult education programs.

Task X. Locate Informational Resources

Regardless of whether an outside or in-house speaker will be presenting the program, additional informational resources may be extremely helpful. Section 4 of the Resource Guide includes a number of informational resources in the form of print materials, charts and maps, and videos and slides.

**TWENTY TIPS FOR PRESENTING PROGRAMS
ON INTERNATIONAL DEVELOPMENT
TO OLDER ADULT LEARNERS**

1. Take a few minutes to read through the book, *Retired Americans Look at International Development*. Not only will you discover something about the opinions and concerns of your audience regarding international development, you may also find some information and materials which you can use in your presentation.
2. If you think you are going to need a slide projector, an overhead projector, a blackboard or any other equipment, let your coordinator know in advance. If it is possible, arrangements will be made to accommodate such needs. However, if equipment cannot be secured, you will be notified so that you can alter the mechanics of your presentation.
3. Organize your presentation in a manner that will enable you to respond to questions. While you may intend to use a lecture format, keep in mind that the audience wants to participate and is probably not expecting a formal speech or lecture.
4. Your audience could range in age from fifty to ninety years. Individually, they might have thirty or more years of experience; collectively, they may have as much as a thousand years of experience. Don't be intimidated by this, but do give them some respect.
5. Most older adults have a good sense of history and geography and many who are in your audience could have considerable knowledge about development history and even personal experience working in development. Don't hesitate to use examples which draw on their historic perspective and their practical experience.
6. If you can get to the session a little early, you are welcome to circulate among the audience to introduce yourself and say how glad you are that they have come to your session. These are interesting people and you may be surprised at how active and involved they are in the community...and the world.
7. At the beginning of your session, take a few minutes to warm up. Tell something about yourself (such as your experience in the U.S. and abroad) and how you happened to be invited to present a program to the group. It is a good time to test the microphone and let the audience get used to your voice and the pace of your speech.
8. Encourage interaction and participation. Remember that the audience is depending on you to interest them in the topic, and one way to interest them is to involve them in the discussion.

9. Warn the audience of what you are going to do...change subjects, tell jokes, ask for their opinions, etc. Don't force them to figure out where you are going; give them your road map.
10. Be clear about what you want to say. Have a theme, a point of view. Remember that every talk should have at least three points that the audience can take home.
11. Keep your thoughts and sentence structures simple. This does not mean to talk down to the audience, but rather to make your presentation in an organized and uncomplicated manner.
12. Speak slowly. Again, this does not mean to talk down to your audience, but rather to speak loudly and clearly, for there may be several people in the audience with hearing problems.
13. Try to be objective. The audience is interested in your point of view, but they are also interested in knowing what the media, government and private sector leaders and other experts think.
14. Sprinkle your presentation with facts and figures. Most audiences are interested in conceptual ideas and general information, but they also want some facts.
15. Consider giving at least two or three examples (rather than just one) when you want to make a point. The audience might criticize one example which could negate your entire point. So, even if they shoot one point down, you have one or two left in reserve.
16. Plan your session for people who want to learn something. Unlike many high school and college students, older adult learners are in the audience because they want to be there, not because they will be penalized if they're not.
17. Unless you are going to be presenting several sessions, don't plan homework or interim assignments. For the most part, your audience will be composed of very busy people who may be interested in education, but may not have the time (or the inclination) for work outside the classroom setting.
18. Prepare transparencies and handouts in type large enough for people with vision problems.
19. Be prepared to answer the question, "Why, when we have so many problems at home, are we sending money to developing countries?"
20. Thank the audience for attending (remember, they are there because they want to be there) and ask them for feedback on the program.

Chapter IV Worksheet

COORDINATING THE PROGRAM

Task VI: Locate Personnel/Faculty

Review types of organizations and groups that can be accessed for speakers and select three to five target groups and possible faculty.

#1	Organization _____ Faculty _____
#2	Organization _____ Faculty _____
#3	Organization _____ Faculty _____
#4	Organization _____ Faculty _____
#5	Organization _____ Faculty _____

Task VII: Match the Faculty to the Program

Class # _____ Faculty _____

Task VIII: Organize a Single-Subject Program (Optional)

Topic: _____

Description of Program: _____

Objective(s): _____

Materials: _____

Process: _____

Discussion: _____

Application: _____

Task IX: Invite the Speakers
Review the Ten Suggestions for Inviting Speakers

Task X: Locate Informational Resources
Review Section 4 of the Resource Guide

CHAPTER V

PROVIDING AVENUES FOR NEXT-STEP INVOLVEMENT

The desire of retired Americans for interactive participation in education about development can be met by the way a program is organized and the method used by the educator. There is, however, another kind of involvement in which retired Americans expressed interest...involvement in the international development agenda.

Interest in International Action

In light of the negative view which retired Americans often express about international development assistance, it is quite surprising that participants in almost every educational program expressed a desire to know more about development issues. What was even more surprising, though, was the recurring question about how individuals and groups could be involved in international development. Quite often interest was extended beyond the classroom.

The question about involvement is often phrased as something on the order of, "All this is interesting, but how can I be involved...how can I be involved in my community...how can I be involved in a developing country? When pressed further about this interest, the first concerns which are expressed are "how much involvement is needed" and "how much will it cost me." Other questions which are often raised include:

- What would seniors do?
- What kind of training is needed?
- What amount of time is involved?
- What kind of skills are required?
- What are volunteer possibilities?
- What kinds of travel opportunities are available?
- What are local opportunities for involvement?
- What opportunities are available through civic organizations with international ties?
- What will I get out of it?

What few people realize is that literally thousands of retired Americans in cities throughout the United States not only want to be involved in international development...they *are* involved.

Avenues for Involvement

Retired Americans have hundreds of avenues available for international involvement and action. In almost every local community there are opportunities to:

- give to charitable causes (i.e., to the International Red Cross)
- raise awareness through community action (i.e., participation in World Food Day)
- participate in global exchange projects (i.e., Sister Cities International)
- communicate with policy and decision makers (i.e., Institute for Food and Development Policy; write letters to local and national elected officials)
- provide housing for international exchange students/visitors (i.e., Partners of the Americas)
- connect local action to international issues (i.e., Senior Earth Savers).

Involvement can take the form of personal, individual action or the formation of a group which can continue with the educational as well as the action agenda.

There are also many opportunities for involvement beyond the borders of the community and even the country. Two which appear to be of greatest interest to retired Americans are travel and volunteer work in developing countries.

Alternative Tourism *

Retired Americans are well known for being globe trotters. While the majority of senior tourism is commercial in nature, seniors are becoming increasingly interested in alternative tourism. Perhaps it is related to their interest and involvement in issues relating to the environment, peace, and religion.

The retired American who says, "How can I be involved?" may not have alternative tourism in mind. However, as a program coordinator, you may be able to provide valuable assistance if you have information available about what it is and how to access information. And, you never know, perhaps members of your education program will want to organize their own alternative travel program.

The phrases "alternative tourism" and "socially responsible travel" are synonymous with embarking on a study to a developing country. Rather than merely traveling for enjoyment, leisure and relaxation as the commercial tourist does, the socially responsible or alternative tourist sees the developing country as a struggling society that needs the understanding and support of people from industrialized countries.

Alternative tourism, which often combines education and work in the travel experience, gained considerable popularity during the 1980s. Peter Davies, of the Center for Responsible Tourism, has said that alternative tourism started with the church in Asia, which took a hard look at the issue of sex tourism...and then branched out to look at the entire industry. Today it focuses on a number of concerns...religious, political, developmental, environmental and economic.

* *Much of the content in this discussion of alternative tourism is taken from "Bridging the Global Gap" by Medea Benjamin and Andrea Freedman. (See Section 4 of the Resource Guide.)*

In many respects, alternative tourism is a reaction to commercial tourism in developing countries which tends to put tourist dollars right back to the developed countries that control the tourist industry...and often devastates the local environment. While commercial tourism does create jobs, the jobs are generally unskilled, low paying and seasonal, and exaggerated colonial stereotypes of 'master' and 'servant.'

According to Medea Benjamin, alternative tourism is mainly interested in fostering cross-cultural ties and creating the opportunity for an exchange between visitors and residents for problem-solving and understanding. Some of the outcomes are indicated below.

ALTERNATIVE TOURISM

- may include extensive education, with some groups sending participants reading packets months before the trip, organizing workshops and practical experience during the trip, and encouraging follow-up after the return;
- can provide opportunities to travel to countries that are spurned by commercial operators because of the lack of Western tourist facilities or because people are concerned for their safety;
- may emphasize a specific issue such as the environment or a cross-cultural experience such as meeting local people;
- often enables travelers to meet people...from government officials to peasant leaders...they couldn't meet on their own;
- can take the form of bicycle treks through China, peace tours to the Pacific Islands, study tours to Cuba and Nicaragua, socially conscious pilgrimages to the Holy Lands, locally run village resorts in West Africa, environmentally responsible beach resorts in Bali;
- generally stresses local spending and simple living;
- may be organized for stays in homes or in hotels;
- generally provides plenty of chances for individuals to do what people normally do on vacations...swim, shop, dance...for the alternative tourist mission is optional;
- is organized so that someone takes care of the details and travelers don't have to worry about where to stay, where to eat or how to get around;
- often results in the feeling on the part of returned travelers that they can live full, rich and satisfying lives with few material goods.

Many groups organize alternative tourism programs. (Contact information is included in Section 6 of the Resource Guide.) For example:

- **The Center for Global Education** is one of the biggest groups leading tours to Central America. It began its alternative tour work by taking church groups to Central America so they could see for themselves what was happening there.

- **OXFAM** and **World Neighbors** offer tours as a service to their supporters to provide a firsthand look at development issues and projects.
- Environmental groups such as **Earthwatch** and **Ecotour Expeditions** combine adventure with conservation by promoting alternative vacations that range from studying Ecuador's tropical rain forest to saving whales in the Virgin Islands.
- **MADRE** takes North Americans to meet with women in Central America.
- **Tourism for Discovery** is a program designed to keep tourist dollars in local hands. It was started by Senegalese villagers who were unhappy with multinational control over tourism in their country. The group built simple huts within the village itself and invited visitors to share in the ordinary life of the people, join in festivities and dance, and have ample opportunity to sit and talk with the local people. The model has been replicated in countries such as Benin, Mali and Niger.
- **Plowshares** leads seminars to developing countries and requires participants to agree to live simply but safely at the level of the hosts...eating local food and using local transportation in order to experience the richness and diversity of the culture as visitors.

Many programs have objectives and follow-up activities to encourage action following the tour.

- **The Center for Global Education** sends people follow-up packets free for two years after the trip, has a newsletter to keep people informed, gives information about activities of other groups, and holds reunions and conferences for alumni.
- **Plowshares** requires participants to agree to a "covenant of interpretation" to share learnings with colleagues upon the return. During the trip, participants choose a covenant partner who helps them decide on actions to take and who holds them accountable. Some people on a China trip saw the excellent child care and realized how important it was and three from the group pledged to work on child care when they returned home.
- **Global Exchange** participants are encouraged to share their experiences with others in their communities upon returning home, to volunteer in Global Exchange's headquarters office in California, and/or to do outreach for Global Exchange in their own communities.

Some programs are organized specifically for retired Americans. An example is included on the Chapter V Information Page at the end of the chapter.

Senior Volunteerism

Participation in volunteer activities might be called the "contribution of choice" for many retired Americans who do not want or need to work for pay. Community-based volunteer and age-based senior volunteer organizations throughout the country recruit, train and place seniors in the interest of community service. Some of the most common avenues for seniors to volunteer include church-sponsored efforts, corporate initiatives, educational institutions, leisure and athletic programs, membership organizations, advocacy organizations, consumer programs, government-sponsored activities, senior volunteer organizations, and international groups.

Not only is the social contribution of senior volunteers tremendous, but so is the financial contribution. According to recent studies (which estimate that approximately 40% of the 50.6 million people aged 55 years and over volunteer an average of 15 hours per month at a per hour worth of \$10), the economic value of these contributions is **more than \$36 billion per year**. The value of the volunteer contribution goes beyond the recipient, however, for much like alternative tourism, senior volunteerism can increase the sense of involvement and esteem of participants. Because of its emphasis on action and contribution, it leads directly to empowerment.

Most coordinators of older adult education programs are infinitely familiar with senior volunteer participation. Senior volunteers are the keystone of many formal and informal programs. In many instances, volunteers plan the curriculum, recruit the speakers (or act as speakers themselves), and organize the program. The program coordinator may even be a volunteer.

Most international charitable and development organizations are also familiar with senior volunteers. When the many requests were received for information about how to be involved in a developing country, a decision was made to provide an informational book about avenues for volunteer action. The purpose of the book was to respond to participants' questions about volunteering, such as:

- What do senior volunteers do?
- What kind of training is needed?
- What amount of time is involved?
- What kind of skills are required?
- What are local opportunities for involvement?
- What opportunities are available through organizations with international ties?
- What will a senior get out of it?

The book, *65 Ways to Be Involved in International Development: A Retired American's Guide to Participation in Local, National and International Activities*, provides a sampling of the countless opportunities available for retired Americans who wish to volunteer their time and energy in promoting global development efforts. Each description includes contact information, a brief summary of the organization's purpose and goals, the location of its development efforts and the opportunities available for senior volunteers. (A description of the book can be found in Section 3 of the Resource Guide.)

Opportunities for senior involvement in international volunteer activities include initiatives for awareness raising, educational programs and/or fund raising; domestic and international programs which provide volunteer opportunities both at home and abroad; organizations with country-specific programs which focus their activities in only one country; organizations offering short-term volunteer commitments which generally range from one week to three months; organizations offering long-term volunteer commitments which generally range from one year to three years and beyond; fraternal organizations or churches which offer opportunities for exchange and/or service; and organizations which place specialized volunteers, generally emphasizing medical or health care, agricultural assistance, business development, education and training, etc.

The following examples illustrate the variety of opportunities available and the types of organizations involved. (Contact information can be found in Section 6 of the Resource Guide.)

- **Awareness raising.** **Sister Cities International** fosters international communication and exchanges of persons, things and ideas through cultural, educational, technical, professional, municipal, youth/student, and sports activities. Programs are planned at the local community level by Sister Cities committees of city officials and citizen volunteers. SCI chapters, located in over 800 U.S. cities, are matched with 1,400 cities in over 95 countries.
- **Domestic and international programs.** **Habitat for Humanity** works in partnership with people who live in inadequate shelter to help them provide a decent home for themselves and their families. Current projects are located in nearly 600 cities across the U.S. and around the world. Volunteers work on local construction teams and solicit money and building materials from individuals, churches and businesses.
- **Country-specific programs.** **Los Niños** is an organization committed to long-term development along the United States/Mexico border. Los Niños staff and volunteers work to foster community development and independence by working with Mexican families and children on nutrition, health, housing and education programs which emphasize local needs and the importance of transferring skills to residents.
- **Short-term commitments.** **Global Volunteers** is a nonprofit, nonsectarian and apolitical organization whose program centers around 2-3 week volunteer work experiences in remote villages in Africa, Asia, the Caribbean, Eastern Europe, North, South or Central America or the South Pacific. Volunteer teams live in rural communities and work side-by-side with local people on human and economic development projects.
- **Long-term commitments.** **The U.S. Peace Corps** was created in 1961 to promote world peace and friendship. Approximately 10 percent of the current 6,000 Peace Corps volunteers are 50 years and older. Many host country governments want more older volunteers because of their experience, maturity and demonstrated ability. New efforts are underway by the Peace Corps to increase the number of senior volunteers by addressing their special concerns.
- **Fraternal organizations or churches.** **The International Liaison of Lay Volunteers in Mission** is an umbrella organization for over 145 mission groups to recruit lay volunteers in mission in the United States and abroad. A very wide range of service opportunities are available, ranging from helping in a local soup kitchen to long-term, international assignments in teaching, health care, etc.
- **Specialized Volunteers.** **The International Executive Service Corps** is a global network of people representing all areas of business expertise working to upgrade management skills, improve basic business technologies, and promote better trade relations around the world. Through short-term assignments of volunteer executives (mainly retired business people and technologists) IESC provides managerial and technical assistance to all types of industries and services.

Communication with these and countless other organizations has confirmed the belief that senior volunteers can and do make important contributions to development and that for many organizations, they are the mainstay of humanitarian and development programs because of their dependability, ability, enthusiasm and availability. Seniors are equally enthusiastic about their experiences as international volunteers. In literally hundreds of letters to AAIA they have provided glowing descriptions of their work and have expressed hope that other seniors might learn about the wonderful opportunities which are available so that they, too, might contribute and learn.

Summary

Older adult education is criticized by some as instilling a sense of passivity and powerlessness because so often it does not create a sense of involvement or action. As we have seen in this chapter, it is possible to provide education and encourage action, even if the subject is as global as international development.

This chapter — in fact, this guide — establishes the reciprocal relationship between education and action. The educational experience can lead to action, the action experience can lead to education, and the process can be a cyclical education/action/education experience. The older adult learner, the peer educator, the alternative traveler, the senior volunteer...all play a role in what might be called ACTION EDUCATION.

Whatever the motivation and process, the outcome of action education can be extremely positive...for the older adult, for the organizations involved, for the development agenda and for the people who are helped by it.

SENIOR EARTH SAVERS

One excellent example of a program organized specifically for retired Americans is **Senior Earth Savers**, an older adult education and environmental action group in Florida. The group was organized in 1989 after the Elders Institute, a unit of the Southeast Florida Center on Aging of Florida in Miami, offered a lecture series, "The Environment at Risk." The series provided the incentive for 25 of the participants to organize as "Senior Earth Savers." The members undertake a variety of recycling projects and have recently become interested in global environmental concerns as well.

Ten of the Senior Earth Savers have planned an alternative travel program to Costa Rica. The program includes travel to attend the University of Costa Rica's Third Age Program to learn about Costa Rica's history, culture and especially its conservation efforts. Meetings with counterpart students are planned, presentations will be given, and possible exchange activities with members of the University of the Third Age will be discussed. The program also includes visits to the Selva Verde Rainforest, Braulio Carrillo National Park, the Lankaster Garden Experimental Station, Irazu Volcano and the Palo Verde Reserve.

When they return from their trip, the Senior Earth Savers will share what they have learned with their peers and other interested individuals and organizations. Lessons learned also will be incorporated into the environmental activities of the members of Senior Earth Savers.

Chapter V Worksheet

PROVIDING AVENUES FOR NEXT-STEP INVOLVEMENT

1. Review Avenues for Involvement

- give to charitable causes
- raise awareness through community action
- participate in global exchange projects
- communicate with policy and decision makers
- provide housing for international exchange students
- connect local action to international issues
- initiate an alternative tourism program
- help link seniors with international volunteer opportunities

2. Identify One or Two Possible Programs for Next-Step Involvement

Program #1 _____

Program #2 _____

3. Contact Resource Organizations for Additional Information

Organization _____

Organization _____

Organization _____

Organization _____

4. Plan Next-Step Involvement/Action Education Program

RESOURCE GUIDE

- #1 Answers to True and False Questions
- #2 Educational Content and Short Course
(Content, Supplementary Content and a
Single-Subject Course on Development)
- #3 Description of AAIA Publications
- #4 Informational Materials (Print materials,
charts, maps, videos, slides, etc.)
- #5 Resource Organizations
- #6 Contacts for Alternative Tourism and
Senior Volunteer Activities
- #7 Introduction to AAIA
- #8 Glossary and Acronyms

Section #1

ANSWERS TO QUESTIONS ABOUT INTERNATIONAL DEVELOPMENT

ANSWERS TO QUESTIONS ABOUT INTERNATIONAL DEVELOPMENT

1. **True.** The World Bank classifies 79 countries as “developing economies.” Another 42 countries are generally identified as “developed” or “industrialized” countries.
2. **False.** Life expectancy at birth in developing countries is expected to increase from 46 years in 1960 to 70 years by 2020.
3. **False.** English is the first language of about 420 million people, while Mandarin Chinese is spoken by about 788 million people.
4. **True.** Except for those living in food emergency areas, most of the hungry people in the world are hungry because they are poor people living in areas where they have little opportunity to improve their incomes.
5. **False.** The World Bank estimates that about 20% — 1 billion of the world’s 5 billion people — suffer from chronic undernourishment. 75% of the hungry live in India, Southeast Asia and Sub-Saharan Africa.
6. **False.** Two-fifths of U.S. exports are purchased by developing countries, and 10 of the 20 U.S. trade partners in 1983 were developing countries. The debt crisis and drought that developing countries have experienced have made it difficult for them to import U.S. goods at an expanding rate.
7. **True.** In 1980, 74% of the world’s 4.5 billion people lived in developing countries. By the year 2000, when the world’s population is expected to reach 6.1 billion, 79% will live in developing countries. The population is expected to reach 10 billion in 50 years.
8. **True.** Asia is the largest region with the most population and is most diverse in geography and climate. About 25% of the people live in cities. There is only one-half arable acre for each person. Life expectancy at birth is only 58 years. Population on the continent is expected to double in 40 years.
9. **False.** The World Health Organization has estimated that 80% of all sickness and disease in the world is attributable to impure water or lack of sanitation. This includes the effects of drinking contaminated water, water acting as a breeding ground for carriers of disease, and disease caused by lack of washing.
10. **False.** According to the National Council on International Health, more than 80% of all blind people live in developing nations, and fully two-thirds of all blindness is preventable, surgically-reversible or surgically arrestable.
11. **False.** Agriculture accounts for 70% of the world’s fresh global water use.
12. **False.** In 1980 it was estimated that 53% of the age 60+ population lived in developing countries; that percentage is expected to increase to 69% by 2020.
13. **False.** Mexico, a developing country, is the third largest market for U.S. goods, behind Canada and Japan. Additionally, Mexico is the U.S.’s fourth largest market for agricultural products.

14. **True.** Countries now classified as developing are projected to grow from 3.32 billion people in 1980 to 4.86 billion in the year 2000 — a growth of 1.5 billion. This will account for 92% of the world's projected growth. During that same period, developed countries are projected to grow from 1.14 billion people to 1.28 billion — a growth of only 139.7 million.
15. **False.** Official Development Assistance accounts for less than 1% of the U.S. GNP, which puts the United States 17th among the 18 industrialized countries in aid-giving.
16. **True.** U.S. foreign aid expenditures are currently about 1% of federal outlays compared to 15% during the Marshall Plan.
17. **False.** The U.S. Agency for International Development is the primary U.S. agency responsible for providing development assistance to developing countries. The International Monetary Fund and the World Bank are multilateral development organizations supported by more than 150 countries, including the U.S.
18. **True.** Individuals 15 years or younger constitute about 35% of the population in developing countries. By contrast, only 21% of the population of the United States and Canada is 15 or younger. The world's pool of potential child workers has nearly doubled since 1950. In 1987 it was estimated that 88 million children between the ages of 11 and 15 worked for a living.
19. **False.** The U.S. has recently been replaced by Japan as the largest donor of Official Development Assistance — in dollars; but, as a percentage of GNP contributed, it is seventeenth behind Norway, the Netherlands, Denmark, Sweden, France, Finland, Belgium, Canada, Germany, Italy, Australia, Japan, Switzerland, the United Kingdom, New Zealand, and Ireland.
20. **True.** It is estimated that more than half of U.S. foreign aid dollars are spent in the United States on goods and services provided to developing countries.

Section #2

EDUCATIONAL CONTENT AND SHORT COURSE CONTENT, SUPPLEMENTARY CONTENT AND A SINGLE-SUBJECT COURSE ON DEVELOPMENT

INDEX OF CORE AND SUPPLEMENTARY CONTENT

Core Content

- introductory demographic information about the developing world (population projections, life expectancy data, etc.)
- definitions of terms (i.e., development, developing countries, Third World, etc.)
- economic and social differences in industrialized and developing countries
- the importance of the developing world to the United States
- critical problems of the developing world such as poverty, hunger, health, population nutrition, illiteracy, environment, debt
- definitions and causes of a problem such as poverty
- relationships of problems such as poverty and hunger
- ways in which rich countries can “help” poor countries
- differences in humanitarian and development responses to problems
- examples of successful development programs
- U.S. economic contributions and technical support for international development
- reasons why the U.S. government provides assistance to developing countries and amounts and types of assistance it provides

Supplementary Content

- discussion of terminology and changes in terminology associated with international development (i.e., Third World, MDCs/LDCs and North/South)
- indicators of social and economic development and their use in illustrating the “levels of development” of both industrialized and developing countries
- economic development programs (such as agriculture and micro-enterprise) which are central to the alleviation of poverty and hunger
- successful community-based development initiatives which we can look to as examples of how development can work
- reasons why development assistance and collaboration efforts are important to the economic, health, environmental and political security of the developing world

- the roles which developing countries play in solving their own economic and social problems
- the roles international organizations and other industrialized countries play in international development
- the role of the private sector in international development assistance and cooperation
- ways in which the United States, communities within the U.S., and retired Americans and their families benefit from involvement in international development
- special topics such as debt, population, health, nutrition, literacy, peace and environment

SINGLE-SUBJECT COURSE

International Issues in the News A Current Events Course Focusing on Hunger

Description: The purpose of this activity is to build awareness of current events in the world related to hunger (issues such as environment, shelter, debt, nutrition, literacy, peace and geography could be addressed as well)

Objective: The objective of the activity is to introduce participants to world news about hunger and discuss how it affects their lives.

Materials: Newspaper and magazine articles on current international events and events related to hunger can be collected for 4 - 6 weeks. (They should be from a variety of sources reflecting a wide range of views. Some suggestions are: *Christian Science Monitor*, *Newsweek*, local papers, a paper from another country (often available from libraries.)

Other materials include one pad of newsprint, magic markers, glue, tape.

Process: Collected clippings of articles can be grouped into the single or special subject and into sub-topics. In this case, three sub-topics might be: global hunger, hunger in developing countries, and hunger in a specific country...say Somalia.

Write, on index cards, information (i.e., where, who, what, when, why). Example: one index card might read: (1) Somalia, (2) poor people and children, (3) undernutrition and civil conflict, (4) 1989-90, (5) civil conflict, famine and poor distribution

Give index cards to each participant, one card per person.

Form the class into groups by sub-topic (global, developing countries, a specific country). Each group should have at least five people.

Provide the collected articles, newsprint, glue and markers to each group.

Allow time for each group to discuss the issue and research it further from the articles and to make a collage of the articles to present later to the whole audience. (The groups should have about 30 minutes for discussion and preparation of the collage.)

Bring the groups together to present their collages and give a brief explanation of the topic and issues that were discussed.

Discussion: The moderator leads the discussion. The following questions can be used as the basis for the discussion.

- Did you read or hear about hunger and the related issues in your home newspaper, radio or T.V. stations? If not, why not?

- News organizations often "censor" international news because they feel it is not important enough for their audience. How do you feel about that?
- Why is an understanding of international news and issues important?
- Are there any connections between the different events in the world we just discussed? ...Between those events and events in your county/state?

Application: Provide the audience with a printed series of questions for personal reflection or audience discussion.

- How does hunger affect our country and our citizens?
- Does hunger affect your life and in what way?
- How does world hunger affect farmers in the United States?
- How do U.S. food programs help alleviate hunger?
- What can you do about the problem?
- What should the U.S. do?

Help the audience decide next steps for action such as:

- Write to Congressional representatives concerning food aid.
- Become an active member of an organization such as the U.S. National Committee for World Food Day.
- Become more aware of U.S. connections with the issue by reading in the literature on hunger.
- Host or invite a student/visitor from a selected country to learn more about the issue (i.e., hunger) and the country.
- Support a private development organization working in the selected country.

Summary: Ask the group to respond to two final questions:

1. "Do you understand the problem of hunger better because of this activity?"
2. "Has this activity changed the way you feel about other people and cultures?"

Section #3

DESCRIPTION OF AAIA PUBLICATIONS

FIVE EDUCATIONAL PUBLICATIONS OF THE AMERICAN ASSOCIATION FOR INTERNATIONAL AGING

The audience and the staff of AAIA's Development Education for Retired Americans Program suggested four books to promote education and action in development: (1) an introduction to international development; (2) an informational guide to volunteer opportunities in international development; (3) an organizing guide for facilitating community-based educational programs; and, (4) a "how-to" guide for adapting the focus group method for education design and delivery. A fifth book of information about development has also been prepared for a general audience.

Retired Americans Look At International Development

This informational book introduces topics including: global demographics; problems and issues including population, health environment, agriculture, and aging; and ways in which the U.S. government and non-government sectors are involved in foreign cooperation. The educational content responds to the following questions:

- Is There a Third World?
- What Is Development?
- What Are the Problems in the Developing World and How Do They Affect Us?
- How Are Poverty and Hunger Related to Development?
- Why Is Population Growth Such an Important Concern?
- How Is Aging a Factor in Development Efforts and in Population Growth?
- How Does the United States Participate in International Development?
- Who Are the Beneficiaries of Foreign Assistance?
- Are There Solutions to the Problems of the Developing World?

In addition to charts, graphs and maps, each chapter begins with a description of the opinions of retired Americans on a relevant topic. The opinion information was developed in focus groups of selected retired Americans from throughout the United States. The book is introduced with true/false questions and concludes with the answers to the questions.

65 Ways To Be Involved in International Development: A Retired American's Guide to Participation in Local, National and International Activities

In response to many participants' request for information about how they could actively participate in international development activities, *65 Ways to Be Involved* was published as a companion to *Retired Americans Look at International Development*. It describes five methods for participation in development; includes profiles and contact information for

sixty international development organizations, and highlights development experiences of numerous retired Americans.

Examples of the types of organizations included in the book include: The American Red Cross, Citizen Democracy Corps, Florida International Volunteer Corps, Global Volunteers, Habitat for Humanity, Heifer Project International, International Executive Service Corps, Los Niños, Partners of the Americas, Trees for the Future, Trickle Up, United Nations Volunteers, U.S. Peace Corps and World Relief.

The book also contains a resource listing of organizations providing education about development and other informational publications and resources.

An Organizing Guide for Community-Based Education and International Action

This "how-to" book is directed toward the audience of program chairpersons and educational coordinators of older adult education programs in universities, community colleges, retirement communities and membership organizations such as the American Association of Retired Persons (AARP), the National Retired Teachers Association (NRTA) and the Older Adult Service and Information System (OASIS).

The book includes a brief overview of the subject of international development; detailed information on how to organize a single-session program; descriptions of multi-session programs; a case example of a 10-session program; and a discussion of how action-education programs can be developed by knowing about and providing information on avenues for involvement.

Also included is contact information about national and community-based development organizations and other resources and materials which can assist in facilitating formal and non-formal educational programs.

Focus Groups: Three Organizing Steps for Education Design and Delivery

When the Development Education for Retired Americans Program was initiated, there was almost no information available on target audience interests, concerns and preferences for information about international development. This, combined with confusion about how to address the topic of aging in development, led to the decision to use a focus group method.

This book describes the way in which the focus group method was incorporated into an education program — as a method for gathering information and as a process which can be used in both the educational design and delivery processes. It introduces what is essentially a common sense approach for tapping into the wisdom, energy, experience and interests of the target audience for enhancing the design and delivery of an education program and for creating a sense of involvement and ownership on the part of the target audience.

It provides guidance in: how to use the focus group for gathering opinion information; how to turn opinion information into education content; and, how to modify the focus group process for interactive education.

The information about opinions and the descriptions of the process resulted from a two-year pilot effort which included the participation of 500 retired Americans from urban and rural settings from throughout the United States.

A Primer on International Development

This primer responds to the question, "Why, when we have so many problems at home, are we sending money to developing countries," by introducing many issues relevant to development and the ways in which developing countries and the United States benefit from development assistance.

It begins with true/false questions and concludes with the answers to the questions. It includes information about global demographics and economic development; problems and issues in development including population, health environment, agriculture, and aging; and the roles and activities of the U.S. government and non-governmental organizations in foreign assistance and cooperation. It provides charts, graphs and maps and a variety of examples of successful programs in developing countries.

The book includes much of the same information about development as *Retired Americans Look at International Development*.

Section #4

INFORMATIONAL MATERIALS

Books, Magazines and Directories

**Films, Filmstrips, Slides,
Videos and Film Libraries**

Maps and Other Visual Aids

RESOURCE MATERIALS

The following section identifies selected materials available for education programs and for information about alternative tourism and volunteer opportunities. We have included numerous resources on hunger since that was the topic used in the example of a course outline. Resources listed include books, magazines and directories; films, filmstrips, slides, videos and film libraries; and maps and other visual aids. Some materials will be available in local libraries; others will have to be ordered directly from their publisher.

BOOKS, MAGAZINES AND DIRECTORIES

ACCESS. Latest information on global education and development education. Eight issues per year. Available from: American Forum Publications, 45 John Street, Suite 1200, New York, NY 10038; phone: 212/732-8606.

Alternatives to the Peace Corps: A Directory of Third World and U.S. Volunteer Opportunities. 1990. Published in response to inquiries received from individuals seeking opportunities to gain Third World experience but who were not interested in working with a government agency. It brings together resources and information that will help prospective volunteers find an appropriate placement. Available from: Food First, 145 Ninth Street, San Francisco, CA 94103.

Beyond Charity: U.S. Voluntary Aid for A Changing Third World. Sommer, John G., 1977. Assesses the role of U.S. private voluntary organizations in contributing to both emergency relief and human resource development. Gives concrete recommendations for how private voluntary organizations can be more effective overseas and in the United States. Available from: the Overseas Development Council, 1717 Massachusetts Avenue, NW, Washington, DC 20036.

Bridging the Global Gap: A Handbook to Linking Citizens of the First and Third Worlds. A project of Global Exchange, 1989. This handbook examines hundreds of U.S. groups involved in fostering U.S.-Third World partnerships and explains who's doing what, what's working, and why. It explores alternative travel options and partnership activities; introduces organizations which provide material and technical assistance to Third World grassroots groups as well as opportunities for voluntary service; and it discusses organized tours of Third World speakers, publications and other available media resources. Available from: Global Exchange, 2141 Mission Street #202, San Francisco, CA 94110.

Citizen's Guide to Sustainable Development. Global Tomorrow Coalition, 1990. This book is organized by development issues, such as population growth, development and the environment, food and agriculture, biological diversity, fresh water, etc. Each chapter includes an examination of the major points of the issue and a section on "what you can do," i.e., join with others, review your habits and lifestyle, work with your elected officials, publicize your views, etc. Each chapter also has an extensive section of resources available on the topic. Available from: Global Tomorrow Coalition, 1325 G Street, NW Suite 915, Washington, DC 20005.

Development Data Book. A compilation of basic social and economic statistics of all nations available. Available from: Development Educator Program, Room J, 2203, World Bank, Washington, DC 20433; phone: 202/473-7529.

The Development Directory, 1988/89: A Guide to the U.S. International Development Community. Editorial PKG, 1988. A directory listing 560 organizations involved in international development. It includes the purpose, sectors, geographic areas, stated goals, and publications as reported by the organizations themselves. Organizations are cross-referenced by type, sector, and geographic area. Available from: Editorial PKG, 108 Neck Road, Madison, CT 06443.

Development Education Annual. Published every Fall. Highlights different development education theme each year. Available from: American Forum Publications, 45 John Street, Suite 1200, New York, NY 10038; phone: 212/732-8606.

Ending Hunger: An Idea Whose Time Has Come. The Hunger Project, 1985. A rich source of information on the global food situation. It focuses on five major issues: population, food, foreign aid, national security and the New International Economic Order. Available from: The Hunger Project, P.O. Box 2000, Sparks, NY 89432; phone: 800/227-1817.

Entangling Alliances: How the Third World Shapes Our Lives. John Maxwell Hamilton, 1990. Explores the ties that bind everyday people in the U.S. with those in seemingly distant developing lands. Available from: Seven Locks Press, P.O. Box 27, Cabin John, MD 20818; phone: 800/537-9359.

Food for Beginners. Susan George and Nigel Paige, 1982. A cold, clear look at the facts and myths of food production. A documentary comic book-style done with wit, sheer logic and force, pointing beyond despair to justice. Available from: Writers & Readers Publishing Cooperative Society, Limited. W.W. Norton & Company, Inc., 500 Fifth Avenue, New York, NY 10110.

A Framework for Development Education in the United States. This guidebook, prepared by InterAction, presents a statement on the rationale, goals and methods for development education in the United States. Available from: InterAction, 200 Park Avenue, South, New York, NY 10003; phone: 212/777-8210.

Friendship with a Foreign Student. Pamphlet published by the National Association for Foreign Student Affairs which gives detailed information on how to contact and establish ties with a foreign student attending classes in the U.S. Available from: NAFSA, 1860 19th Street, NW, Washington, DC 20009; phone: 202/462-4811.

Fund Raising Projects with a World Hunger Emphasis. 21 activities superbly chosen that help raise funds for groups wishing to do their part, while teaching the group a lesson in lifestyle assessment. Available from: Herald Press, Scottsdale, PA 15683.

A Guide to Careers in World Affairs. Foreign Policy Association, 1982. This comprehensive guide presents a diversity of employment opportunities in the international field. Available from: Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016.

How the Other Half Dies: The Real Reasons for World Hunger. Susan George, 1977. A powerful and well written explanation of the real causes of hunger; i.e., poverty and powerlessness. The author carefully examines the groups who possess a vested interest in keeping the majority of the world poor. Available from: Allanheld, Osmun & Company, Inc., 19 Brunswick Road, Montclair, NJ 07042.

Ideas and Information about Development Education. A quarterly newsletter of the InterAction Development Education Committee, the International Development Conference, and the National Clearinghouse on Development Education (NCoDE) of the American Forum for Global Education. It contains articles on current development and education issues; a calendar of forthcoming events; reports of development education activities from across the nation; national and international news; and a detailed resource review. Subscriptions are available from: InterAction, 200 Park Avenue South, New York, NY 10003; phone: 212/777-8210.

Ill Fares the Land: Essays on Food, Hunger and Power. Susan George, 1984. In this collection of seven essays on the use and abuse of political and economic power to control the production of food, Dr. George offers statistics, conclusions and recommendations which are constructive, well-reasoned and quite likely attainable. Available from: Institute for Policy Studies, 1901 Q Street, NW, Washington, DC 20009.

International Connections: Resources for Extension and Community Education Programs. Published in 1989 by the Michigan Cooperative Extension Service and the Consortium for International Cooperation in Higher Education. This is a wonderful resource which was developed to help Cooperative Extension Service staff and community educators in designing programs that improve the public's understanding of our global interdependence. It introduces select development issues, identifies resources that may be useful for community education programs, and presents programming ideas and formats through which educational messages can be communicated. Available from: the Consortium for International Cooperation in Higher Education, 1 Dupont Circle, NW Suite 710, Washington, DC 20036; phone: 202/778-0818.

Main Street America and the Third World. John Maxwell Hamilton, Editor, 1986. This guidebook presents news stories for 20 communities in the U.S. that describe a variety of connections — educational, health, migration and others — between the U.S. and the Third World. Produced by the Society of Professional Journalists. Available from: Seven Locks Press, P.O. Box 27, Cabin John, MD 20818; phone: 202/320-2130.

Monday Developments. A bi-weekly publication of the American Council for Voluntary International Action (InterAction). Published for anyone interested in international development, refugee assistance, disaster relief and preparedness, public policy or educating Americans about the developing world. It tracks action in Congress; reviews new videos, films and publications; contains an extensive listing of international employment opportunities; and offers the most complete and up-to-date listings of meetings, conferences, workshops and seminars in the field. Available from: InterAction, 1815 H Street NW, Washington, DC 20006.

The New Global Yellow Pages. Global Perspectives in Education, 1986. This resource directory lists over 150 organizations and projects in the U.S. with global and international education activities and includes information on each group's activities and services, publications and contact persons. A looseleaf format facilitates revisions and additions periodically offered by GPE. Available from: Global Perspectives in Education Publications, 131 Varick Street, 2nd floor, New York, NY 10013.

The Overseas List: Opportunities for Living and Working in Developing Countries. 1985. A comprehensive review of many ways that U.S. citizens come to live or travel in developing countries. It will be useful to those looking for a job, a scholarship or a volunteer opportunity that would take them to the Third World, and it may provide insight and information to others who want to understand U.S. relations with the developing countries in more detail. The book is written especially for Christians who are

looking for opportunities for service. Available from: Augsburg Publishing House, 426 S. 5th Street, Minneapolis, MN 55415.

Partners in Action: A Guide to International Action Projects. A project of INSA, the International Service Association for Health, 1990. The purpose of this guide, written for people in leadership positions of civic or service groups, is to show how individuals or organizations can participate in already existing international action projects or how they can initiate new international action projects. It offers suggestions for involvement at all levels. The guide contains a glossary of international development terms, a listing and description of development education organizations, and a section describing various print and non-print development education materials. Available from: INSA, P.O. Box 15086, Atlanta, GA 30333.

The Peace Corps and More: 114 Ways to Work, Study and Travel in the Third World. Global Exchange, 1991. Briefly describes organizations with opportunities available for working, studying and traveling in the Third World. It provides resource lists and advice on exploring the options available to individuals and practical tips for traveling/working in the Third World. Available from: Global Exchange, 2141 Mission Street #202, San Francisco, CA 94110.

The Response: Lay Volunteer Mission Opportunities Directory — 1992. International Liaison of Lay Volunteers in Mission, 1991. An annual directory of information on lay volunteer missionary opportunities in the United States and overseas. The directory lists a wide variety of programs available for participation by lay volunteers and is cross-referenced for foreign placement; age, marital status and dependency restrictions; and short-term and summer opportunities. It contains a section with helpful questions for prospective volunteers to ask themselves and the directors of programs they're investigating to assist in their selection process. Available from: International Liaison of Lay Volunteers in Mission, 4121 Harewood Road NE, Washington, DC 20017; phone: 800/543-5046 or 202/529-1100.

The State of the World. Brown, Lester. An annual publication of the Worldwatch Institute which analyzes major trends and development in world resources and the way they relate to each other. Available from: Worldwatch Institute, 1776 Massachusetts Avenue, NW, Washington, DC. 20036.

Survival Kit for Overseas Living. L. Robert Kohls, 1984. Written for Americans planning to live and work abroad, the book explores the mysteries of cultures, the influence of values, strategies for entering a country to live, and managing culture shock. Available from: Intercultural Press, P.O. Box 700, Yarmouth, ME 04096; phone: 207/846-5168.

Tourism in the Third World: Christian Reflections. Ron O'Grady, 1981. A discussion of how rich world tourists are perceived in Third World countries and how tourism tends to exploit local people and undermine their cultures. Suggests ways tourism can be reformed to become supportive of human development. Available from: Alternatives, P.O. Box 429, Ellenwood, GA 30049; phone: 404/961-0102.

Transitions Abroad: The Guide to Learning, Living and Working Overseas. Published six times a year. Emphasizes practical, usable information in timely and informative articles and first-hand reports. It also contains a helpful resource listing, travel bargains, and directories on specialty travel, studying, working and living abroad. Transitions Abroad also publishes International Resource Guides on a wide variety of topics, such as: *Teaching Overseas; Citizen Diplomacy; Organizations and Resources; Third World Service/Learning; The Major Resources; Volunteer Work in Central America;*

and Volunteer Programs for Peace in Israel. Available from: Transitions Abroad, Box 3000, Denville, NJ 07834.

United Nations Development Education Directory. Published every two years. Lists all the U.N. Agencies that can be contacted for information. Available from: United Nations Publications, Sales Office, Room DC2-0870, New York, NY 10017.

Volunteer! The Comprehensive Guide to Voluntary Service in the U.S. and Abroad, 1990-1991 edition. Council on International Educational Exchange (CIEE) and the Commission on Voluntary Service and Action (CVSA), 1990. Lists 173 voluntary service organizations, grouped either as short-, medium- or long-term service projects. It also includes a description of voluntary service and a helpful cross-reference of organizations by skills needed and location of projects. Available from: the Commission on Voluntary Service, 475 Riverside Drive Room 1126, New York, NY 10115.

Volunteer Vacations: A Directory of Short-Term Adventures That Will Benefit You...and Others (Third Edition) Chicago Review Press, 1991. *Volunteer Vacations* provides a detailed account of almost 200 organizations that collectively sponsor more than 2,000 projects throughout the year, ranging from one to six weeks, at a wide variety of costs. Included are anecdotes of people who have taken many kinds of volunteer vacations, offering a glimpse of the challenges, personal growth, and fun that are possible on a volunteer vacation. Available from: Chicago Review Press, 814 N. Franklin Street, Chicago, IL 60610; phone: 312/337-0747.

What Americans Think: Views on Development and U.S.-Third World Relations. A publication which describes the results of a public opinion project of InterAction and the Overseas Development Council. Available from: InterAction, 200 Park Avenue, South, New York, NY 10003.

What Can We Do? A Food, Land, Hunger Action Guide. William Valentine and Francis Moore Lappe. Published by the Institute for Food and Development Policy, 1980. Information on how individuals can make a difference. Available from: Food First Institute, 145 9th Street, San Francisco, CA 94103; phone: 415/864-8555.

The World Almanac and Book of Facts. Newspaper Enterprises, Inc. Check local libraries and bookstores for the current edition.

The World Bank Development Data Book and Teaching Guide. Compilation of basic social and economic statistics of all nations. Contains activities, discussion questions, and reproducible tests in a Teacher's Guide. Available from: World Bank Publications, P.O. Box 7247-8615, Philadelphia, PA 19170.

World Hunger: Twelve Myths. Frances Moore Lappe and Joseph Collins, 1986. This book exposes the fallacies of 12 of the most commonly held myths about world hunger, using concise, concrete examples from around the world. Available from: Food First Institute, 145 9th Street, San Francisco, CA 94103; phone: 415/864-8555.

FILMS, FILMSTRIPS, SLIDES, VIDEOS, FILM LIBRARIES

The Business of Hunger. This video examines the practices of export cropping and agribusiness in Latin America, Asia, Africa and the U.S. as one of the major causes of world hunger. 28 minutes, color, VHS and 16 MM. Available from: Church World Service, P.O. Box 968, Elkhart, IN 46515; phone: 219/264-3102.

Development Education: World of Connections. Describes development education and why it is important. Explores U.S. connections with the developing world, the nature and purpose of development education and the need for people in the U.S. to participate in development education. Available from: American Forum Publications, 45 John Street, Suite 1200, New York, NY 10038; phone: 212/732-8606.

The Fragile Mountain. Excellent Nova program on soil erosion in the mountains of Nepal. Good for discussion of energy issues, women's roles and rural poverty. 55 minutes, color, 1982. Available from: Church World Service, P.O. Box 968, Elkhart, IN 46515; phone: 219/264-3102.

From Sun-Up. Shows the traditional way of life for both rural and urban women in Tanzania with a strong focus on women as providers. The film is composed of a series of interviews entirely in Swahili with English subtitles. 28 minutes, color, VHS. Produced in 1987 by Maryknoll. Available from: American Friends Service Committee, 2161 Massachusetts Avenue, Cambridge, MA 02140; phone: 617/497-5273.

Global Neighbors: The U.S. and the Third World. A slide/tape set with accompanying study guide to help adult audiences better understand global interdependence, especially in social, economic, political, cultural and environmental areas. 16 minutes, color, 1984. Available from: Communications for Development, P.O. Box 1134, Washington, DC 20013; phone: 202/752-2710.

International Development: Sowing the Seeds and Reaping the Harvest. Slide/tape presentation and display, plus leader's guide with references and discussion questions, covering the benefits to the citizens of Missouri from international development activities. Available from: Home Economics Extension, 162 Stanley Hall, University of Missouri, Columbia, MO 65211; phone: 314/822-4071.

Man-made Famine. This two-part video shows that lack of support for women, the forgotten farmers, is a major reason for famine in Africa. 52 minutes, 1/2" VHS. (Part one runs for 33 minutes and can easily stand on its own if a shorter program is needed.) Available from: Oxfam America, 115 Broadway, Boston, MA 02116; phone: 617/574-8801.

People: A Matter of Balance. This Vision Habitat film describes the global inequalities between rich and poor countries. It illustrates how development in one area is too often gained at the cost of underdevelopment in another. 28 minutes, color, 1979. Available from: United Nations, United Nations Radio and Visual Services, United Nations Building, New York, NY 10017.

Roots of Hunger. Examines the problem of hunger in Senegal, its historical causes and their impact today. It is effective in presenting concrete images of complex problems. 30 minutes, color, available in 16 mm, VHS, Beta and 3/4" video. Available from: Church World Service, P.O. Box 968, Elkhart, IN 46515; phone: 219/264-3102.

Sharing Global Harvests. Discusses social and economic development in the Third World and the special role agriculture plays in that process. Accompanied by a study packet with background material. 10 minute slide/tape set. Available from: CARE, 660 First Avenue, New York, NY 10016.

Solving World Hunger: The U.S. Stake. Each segment is approximately 15 minutes long and includes 80 slides, a cassette tape with audible and inaudible cues, a

script, worksheets, sample agendas and study guides. The units can be used individually or within a multi-session program. The six units are: (1) Overview: Solving World Hunger — the U.S. Stake; (2) The World Food Problem; (3) U.S. Foreign Assistance; (4) The U.S. and the Developing Countries — Partners in Trade; (5) U.S. Benefits from International Agriculture; (6) Political Instability, the World Food Problem and U.S. Interests. Available from: Consortium for International Cooperation in Higher Education, P.O. Box 27, Cabin John, MD 20818.

What is a Developing Country? A slide/tape set with accompanying study guide to help adult audiences better understand and appreciate international development. Two main themes are development as a process and development assistance efforts. 16 minutes, color, 1984. Available from: Communications for Development, P.O. Box 1134, Washington, DC 20013; phone: 202/752-2710.

Women in Touch. Slide/tape program and study guide focusing on providing U.S. audiences with an introduction to basic issues facing women in Third World countries. 12 minutes. Available from: Church World Service Film Library, P.O. Box 968, Elkhart, IN 46515; phone: 219/264-3102.

Film Libraries:

American Friends Service Committee, Film Library, 2161 Massachusetts Avenue, Cambridge, MA 02140.

Catholic Relief Services, Global Education Office, 1011 1st Avenue, New York, NY 10022; phone: 212/838-4700.

Church World Service, Film Library, P.O. Box 968, Elkhart, IN 46515; phone: 219/264-3102.

Maryknoll World, Video and Film Library, Maryknoll, NY 10454; phone: 914/941-7590.

Overseas Development Council, American Freedom from Hunger Foundation, 1717 Massachusetts Avenue, NW Room 501, Washington, DC 20036.

Oxfam America, 115 Broadway, Boston, MA 02116; phone: 617/482-1211.

Population Reference Bureau, Film Library, 2213 M Street, NW, Washington, DC 20037.

Society for International Development, 1346 Connecticut Avenue, NW, Washington, DC 20036.

Turner Program Services, 100 International Boulevard, P.O. Box 105366, Atlanta, GA 30348-5366.

The World Bank, 1818 H Street, NW Room D-949, Washington, DC 20009; phone: 202/477-2365.

MAPS/VISUAL AIDS

A Developing World. A large wall map in color showing various indicators of development. Available from: Canadian International Development Agency, 200 Promenade du Portage, Hull, Quebec, Canada K1A 0G4.

A Global Calendar. Large (10 1/2" x 24") full-color calendar with prize winning photos of life in developing countries. Published as a cooperative project of aid organizations of six nations with a month-by-month wealth of facts, charts and insights into food, hunger and development problems. Available from: Heifer Project International, P.O. Box 808, Little Rock, AK 72203.

Global Village Data Sheet. Black and white poster depicting the population of the world as a village of 100 people. Numerous analogies are made as to the number of undernourished living in a particular land area. Available from: Church World Service, P.O. Box 968, Elkhart, IN 46515.

The Map Catalog. Every kind of map and chart on earth — and even some above it. Joel Mahowe, Editor; Laura Bergheim, Associate Editor, 1986. Available from: Tilden Press, Inc., a division of Random House, New York.

National Geographic Society. Write or call them for a description of the wide assortment of maps and globes available, as well as books and magazines. Available from: National Geographic Society, 17th & M Streets, NW, Washington, DC 20036; phone: 301/921-1200.

PC GLOBE. A software program which gives a profile of 177 countries around the world, including maps, graphs and statistics on health, population, age, GDP trends and more. Available from: Comwell Systems, Inc.; phone: 1-800/255-2789, or contact your local dealer.

Peters Projection World Map. Developed by Arno Peters of the University of Bremen, Germany, which shows more accurately the proportions of the land surface area than does the familiar Mercator Projection. Size is 50" x 35" in color. Available from: Friendship Press, P.O. Box 37844, Cincinnati, OH 45237.

Third World Greeting Cards. Feature the same photos used in the Global Calendar. Sets of 10 cards (two each of five photos) in full color (3" x 8") with blank insides and envelopes included. Available from: Heifer Project International, P.O. Box 808, Little Rock, AR 72203.

World Hunger Map. Black and white poster-size map of the world food distribution. Various shadings indicate adequate to seriously inadequate food areas. Available from: Church World Service, P.O. Box 968, Elkhart, IN 46515.

SOURCES: AAIA, INSA, NASW, and the Michigan Cooperative Extension Service

Section #5

RESOURCE ORGANIZATIONS

**Organizations with Educational Programs and/or
Development Education Materials**

AID Development Program Grant Recipients

Foreign Embassies

RESOURCE ORGANIZATIONS

This section includes organizations that provide education programs and/or materials that can be of use in organizing programs about international development. To order materials or request information about speakers programs, please contact the organizations directly.

Also included in this section is contact information for selected AID Development Education Program grant recipients (as described in Chapter 1) and for selected foreign embassies.

Agricultural Cooperative Development International (ACDI)

c/o National Council of Farmer Cooperatives
50 F Street, NW Suite 900
Washington, DC 20001
202/626-8740

ACDI, a program of the National Council of Farmer Cooperatives, seeks to increase understanding and support of agricultural assistance to the developing world by increasing awareness of how hunger and development issues affect farmers. It conducts seminars and provides incentive programs and contests to motivate volunteers and groups reached by this project.

American Association for World Health

2001 S Street, NW Suite 530
Washington, DC 20009
202/265-0286

The American Association for World Health provides handbooks, posters and other materials for the observance of World Health Day, April 7th. It also publishes curricula, periodicals and other information on health.

The American Forum for Global Education

45 John Street Suite 1200
New York, NY 10038
212/732-8606

The American Forum is a non-partisan, nonprofit organization that has been working for over 20 years to "infuse education with global perspectives and to foster greater knowledge about the world, its peoples and common issues." It offers technical assistance and consultations to school districts and educational organizations, conducts research, publishes curriculum and information materials, and supports a clearinghouse for the dissemination of information, materials and services to global educators. Its programs include the Education 2000 Project, the National Clearinghouse on Development Education (NCoDE), the Moorhead Kennedy Institute and Access.

American Home Economics Association

1555 King Street
Alexandria, VA 22314
703/706-4600

The American Home Economics Association provides a curriculum for use in high school classrooms called "Global Connections."

Bread for the World

802 Rhode Island Avenue, NE
Washington, DC 20018
202/269-0200

Bread for the World is a citizens lobby movement that works through over 1,000 local groups to influence U.S. government policies on immediate and long-range hunger issues.

CARE World Headquarters

660 First Avenue
New York, NY 10016
212/686-3110

In 1945, CARE was incorporated to help World War II victims in Europe. Today, CARE has aid and development programs in 37 developing countries in Africa, Asia, Latin America and the Middle East. The purpose of CARE is to provide for the world's needy the means to work to improve the quality of life and to become self-supporting. It also has an extensive development education program. CARE's project, Sharing Global Harvest, proposes to educate farm-related organizations on world-wide hunger and poverty. It also provide a series of "CARE BRIEFS" on development issues.

Catholic Relief Services

1011 First Avenue
New York, NY 10022
212/838-4700

Catholic Relief Services supports self-help projects at the village and community levels in the areas of food production, health, child care, nutrition, training and safe water supply. It is also involved with disaster, famine and refugee aid. CRS has been providing services for over 40 years. The purpose of a recently initiated global education program is to educate the U.S. Catholic constituency on development, peace and other social issues, particularly as they relate to Catholic social teachings.

Church World Service

Office of Global Education
2115 North Charles Street
Baltimore, MD 21218

Church World Service is the shared ministry of 30 Protestant and Orthodox denominations and the service arm of the Division of Overseas Ministries of the National Council of Churches of Christ in the U.S.A. In the past 37 years, Church World Service has provided emergency assistance in more than 70 countries. Crop projects are part of CWS activities. The Office of Global Education seeks to inform and sensitize U.S. citizens about the causes of hunger, the limits of global resources and the interdependence of all people.

Citizens Network for Foreign Affairs

1634 I Street NW Suite 702
Washington, D.C. 20006
202/639-8889

This bipartisan, public education organization is committed to building a broader understanding that the continued economic well-being of the U.S. is increasingly affected by its international relations. It produces materials that articulate the relationships between American agriculture, trade and finance and international development.

Foreign Policy Association

729 7th Avenue
New York, NY 10019
212/764-4050.

This national, nonprofit, nonpartisan, nongovernmental organization is devoted to world affairs education that takes no stands on political issues. Its objective is to stimulate an informed, thoughtful and articulate public opinion on foreign policy issues facing the U.S. It produces a series of educational materials that promote study and discussion of foreign policy issues called "Great Decisions."

Global Exchange

2141 Mission Street #202
San Francisco, CA 94110
415/255-7296

Global Exchange is a nonprofit research, education and action center which was formed in 1988 to advance internationalism. It organizes Reality Tours throughout the Third World and in the U.S., publishes books, promotes alternative trade to benefit Third World artisans, fosters partnership programs between First and Third World groups, conducts human rights and public policy campaigns, and encourages its participants to share their experiences with others in their local communities.

Global Tomorrow Coalition

1325 G Street, NW
Washington, DC 20005
202/628-4016

Global Tomorrow Coalition is an alliance of more than 100 U.S. organizations representing a major initiative by non-governmental organizations to become involved in seeking cooperative solutions to problems of population, resources and the environment. It sponsors development education activities such as the cooperative alliance forums and global town meetings.

Habitat for Humanity

International Headquarters
121 Habitat Street
Americus, GA 31709
912/924-6935

A nonprofit Christian housing ministry that works with people in the U.S. and overseas to eliminate poverty housing from the world and to make decent shelter a matter of conscience. Projects are currently located in nearly 600 cities across the U.S. and around the world.

Heifer Project International

International Learning and Livestock Center
Route 2 Box 33
Perryville, AK 72126
501/889-5124

HPI is a private, nonprofit, self-help organization that assists small farmers around the world to achieve a better living through more efficient use of human and natural resources. This is done by introducing genetic improvement in livestock and demonstrating and teaching proper management. HPI projects are designed to be self-supporting and perpetuating. Its current programs are in 32 countries and 14 states in the U.S. About 25 percent of its work is domestic and includes public education at the livestock center.

The Hunger Project

2015 Steiner Street
San Francisco, CA 94115
415/346-6100

The Hunger Project works in North America and in 24 countries abroad to inform people about world hunger and encourage them to make a conscious commitment to end hunger. It has an extensive educational program on ending hunger and publishes information about world hunger at various levels of sophistication. The Hunger Project does not do relief or development work abroad; it encourages people to commit themselves to ending hunger, helps them to become informed, and then urges them to decide for themselves how they can best contribute — as individuals and through other organizations — to actually ending hunger.

InterAction

200 Park Avenue South
New York, NY 10003
212/777-8210

InterAction (the American Council for Voluntary International Action) is an association of over 100 private relief, refugee service and development agencies. It has published "A Framework for Development Education in the U.S."

International Service Association for Health (INSA)

P.O. Box 15086
Atlanta, GA 30333
404/634-5748

INSA (formerly International Nursing Services Association) produces development education materials and develops overseas action projects that emphasize partnership activities as a critical part of the development education process. It has extensive print and non-print materials available and can provide speakers to interested individuals and groups.

National Association of Social Workers

750 1st Street, NE
Washington, DC 20002
202/408-8600

NASW aims to mobilize social workers in the U.S. in support of child survival and family well-being in the developing world. NASW has prepared an *Activities Manual on How to Conduct Development Education Activities at the Chapter Level* which may be useful to other program organizers.

National Clearinghouse on Development Education (NCoDE)

c/o The American Forum for Global Education
45 John Street Suite 1200
New York, NY 10038
212/732-8606

A project of the American Forum for Global Education, NCoDE is a central clearinghouse of resources and information to enable those involved in development education to identify, access and network with the individuals, organizations and resources they need to conduct their own development education projects.

National Council for International Health

1701 K Street, NW Suite 600
Washington, DC 20006
202/833-5900

NCIH is a nonprofit professional organization that works to strengthen participation in international health activities, especially in developing countries. It offers a wide range of development education activities and services related to health.

National Council of Returned Peace Corps Volunteers

1319 F Street NW Suite 900
Washington, DC 20004
202/393-5501

The National Council furthers the third goal of the Peace Corps, "promoting a better understanding of other peoples on the part of Americans." It also provides resources such as audio-visual lists, information on working with PVOs and a development education newsletter. Returned Peace Corps Volunteers make excellent resource people for club and classroom presentations in their local communities.

Overseas Development Council
1717 Massachusetts Avenue NW Suite 501
Washington, DC 20036.
202/234-8701

The Overseas Development Council offers publications on various global development and U.S. policy issues.

Partners of the Americas
1424 K Street, NW 7th Floor
Washington, DC 20005
202/628-3300

Working through 60 partnerships in the Western Hemisphere pairing U.S. states with sections of Latin America and the Caribbean, Partners of the Americas works: (1) to promote a closer relationship through partnerships that involved private citizens directly and personally in long-range programs of technical and cultural exchange and (2) to provide training and service opportunities for professionals through institutional resources available in their partner areas.

People to People International
501 E. Armour Blvd.
Kansas City, MO 64109
816/531-4701

People to People International is a nonprofit, cultural exchange organization which promotes international understanding, peace and friendship.

Population Reference Bureau
777 14th Street, NW Suite 800
Washington, DC 20005
202/639-8040

The Population Reference Bureau develops annual bulletins and publications dealing with population and demography as they relate to international concerns. It examines the impact of current demographic trends on public policy, covering topics such as life expectancy, migration, emigration and economic growth.

Project Concern International
P.O. Box 85323
San Diego, CA 92138
619/279-9690

PCI helps to train community health workers in all areas of primary health care. Its goal is to foster self-reliant health care projects through programs which include health education, midwife training, nutrition education, sanitation and hygiene and dental care. It operates chapters and youth committees throughout the U.S. and has expertise in volunteer and curriculum development.

Rodale International

222 Main Street
Emmaus, PA 18098
215/967-5171

Rodale International is a research, training and development organization committed to sustainable agri-ecological development. It provides a variety of educational materials.

Save the Children

54 Wilton Road
Westport, CT 06880
203/226-7271

This world-wide agency provides technical and financial assistance to impoverished communities in 33 countries around the world.

Sister Cities International

120 S. Payne Street
Alexandria, VA 22314
703/836-3535

SCI is dedicated to the goal of furthering global understanding by encouraging and assisting sister city relationships between U.S. communities and their citizens throughout the world. It fosters international communication and exchanges of persons, things and ideas through cultural, educational, technical, professional, municipal, youth/student, and sports activities. Programs are planned at the local community level by Sister Cities committees of city officials and citizen volunteers.

Society for International Development

1401 New York Avenue, NW Suite 1100
Washington, D.C. 20005
202/544-3655

SID is a membership organization for development professionals, students and communities interested in international economic, political and social development. It provides opportunities for networking, information exchange and development education. SID has over 90 chapters around the world, with more than 20 located in the United States.

United Nations Association of the U.S.A.

485 Fifth Avenue
New York, NY 10017
212/697-3232

The United Nations Association of the USA is a nonprofit, nonpartisan, national organization dedicated to strengthening the U.N. system and to enhancing U.S. participation in international institutions. It carries out its action agenda through a unique combination of public outreach, policy analysis and international dialogue.

U.S. Committee for UNICEF

333 East 38th Street
New York, NY 10016
212/686-5522

The U.S. Committee for UNICEF was created in 1947 for educational and charitable purposes to increase Americans' awareness of the needs of children and to raise funds for UNICEF-assisted projects. UNICEF's programs include immunization, oral rehydration therapy, treatment or prevention of some common childhood illnesses, growth monitoring and birth spacing, and health care during pregnancy and delivery. The Information Center on Children's Cultures is the definitive collection of primary source materials on the cultures of children in developing countries.

U.S. National Committee for World Food Day

1001 22nd Street, NW
Washington, DC 20437
202/653-2404

World Food Day, held annually on October 16, is a globally observed event which focuses on food and development concerns. It was established by members of the United Nations to promote public discussion of world food issues.

World Bank

Development Education Program
1818 H Street, NW J2203
Washington, DC 20433
202/473-7529

The World Bank produces a variety of development education materials for use in the classroom and with adults.

World Hunger Education Service

1317 G Street, NW
Washington, DC 20005
202/347-4441

WHES is a private, nonprofit organization that serves as a national information and networking center helping to inform concerned Americans about world hunger and connect them with the means to end hunger. WHES publishes material and sponsors leadership development seminars nationwide.

World Vision Relief Organization International

818 Huntington Drive
Monrovia, CA 91016
818/357-7979

World Vision Relief conducts hunger education activities designed for involvement by church and civic groups. It produces printed and AV materials, and provides speakers who can discuss a wide variety of issues.

SELECTED AID DEVELOPMENT EDUCATION PROGRAM GRANT RECIPIENTS 1991 - 1992

The following contact information is provided for the AID Development Education Program Grant recipient organizations that were described in Chapter 1.

American Forestry Association
P.O. Box 2000
Washington, DC 20013
202/667-3300

American Forum for Global Education
45 John Street Suite 908
New York, NY 10028
202/732-8606

Citizen's Network for Foreign Affairs
1534 I Street, NW Suite 700
Washington, DC 20006
202/639-8889

Global Learning
1018 Stuyvesant Avenue
Union, NJ 07083
201/964-1114

Institute for International Research
1815 Ft. Meyer Drive Suite 915
Arlington, VA 22209
703/527-5546

League of Women Voters
Education Fund
1730 M Street, NW
Washington, DC 20036
202/429-1965

Natl Assn of Partners of the Americas
1424 K Street, NW Suite 700
Washington, DC 20005
202/628-3300

National Association of Social Workers
750 1st Street, NE
Washington, DC 20002
202/408-8600

The Panos Institute
1717 Massachusetts Avenue, NW #301
Washington, DC 20036
202/483-0044

Volunteers in Overseas Cooperative
Assistance
50 F Street, NW Suite 1075
Washington, DC 20001
202/626-8750

YMCA of the U.S.A.
101 N. Wacker Drive
Chicago, IL 60606
312/977-0031

YWCA of the U.S.A.
726 Broadway
New York, NY 10003
212/614-2874

FOREIGN EMBASSIES

Afghanistan

2133 Wyoming Avenue, NW
Washington, DC 20008
202/265-2800

Algeria

2137 Wyoming Avenue, NW
Washington, DC 20008
202/265-2800

Argentina

1600 New Hampshire Avenue, NW
Washington, DC 20009
202/939-6400

Australia

1601 Massachusetts Avenue, NW
Washington, DC 20036
202/797-3000

Austria

2343 Massachusetts Avenue, NW
Washington, DC 20008
202/797-3000

Bahamas

2200 Massachusetts Avenue, NW
Washington, DC 20008
202/319-2660

Bahrain

3502 International Drive, NW
Washington, DC 20008
202/342-0741

Bangladesh

22201 Wisconsin Avenue, NW
Washington, DC 20007
202/342-8372

Barbados

2144 Wyoming Avenue, NW
Washington, DC 20008
202/939-9200

Belgium

3330 Garfield Street, NW
Washington, DC 20008
202/333-6900

Belize

2535 Massachusetts Avenue, NW
Washington, DC 20008
202/333-6900

Benin

2737 Cathedral Avenue, NW
Washington, DC 20008
202/232-6656

Bolivia

3014 Massachusetts Avenue, NW
Washington, DC 20008
202/483-4410

Botswana

3400 International Drive, NW
Washington, DC 20008
202/244-4990

Brazil

3006 Massachusetts Avenue, NW
Washington, DC 20008
202/745-2700

Bulgaria

1621 22nd Street, NW
Washington, DC 20008
202/387-7969

Burkina Faso

2340 Massachusetts Avenue, NW
Washington, DC 20008
202/332-5577

Burma

2300 S Street, NW
Washington, DC 20008
202/332-9044

Burundi

2600 Virginia Avenue, NW #300
Washington, DC 20037
202/342-0159

Cameroon

2349 Massachusetts Avenue, NW
Washington, DC 20008
202/265-8790

Canada

501 Pennsylvania Avenue, NW
Washington, DC 20001
202/682-1740

Cape Verde

3415 Massachusetts Avenue, NW
Washington, DC 20007
202/965-6820

Central African Republic

1618 22nd Street, NW
Washington, DC 20008
202/483-7800

Chad

2002 R Street, NW
Washington, DC 20009
202/462-4009

Chile

1732 Massachusetts Avenue, NW
Washington, DC 20036
202/785-1746

China (People's Republic of China)

2300 Connecticut Avenue, NW
Washington, DC 20008
202/328-2500

Colombia

2118 Leroy Place, NW
Washington, DC 20008
202/387-8338

Costa Rica

1825 Connecticut Avenue, NW
Washington, DC 20008
202/234-2945

Cyprus

2211 R Street, NW
Washington, DC 20008
202/462-5772

Czechoslovakia

3900 Linnean Avenue, NW
Washington, DC 20008
202/363-6315

Denmark

3200 Whitehaven Street, NW
Washington, DC 20008
202/234-4300

Djibouti

1156 15th Street, NW #515
Washington, DC 20005
202/331-0270

Dominican Republic

1715 22nd Street, NW
Washington, DC 20008
202/332-6280

Ecuador

2535 15th Street, NW
Washington, DC 20009
202/234-7200

Egypt

2310 Decatur Place, NW
Washington, DC 20008
202/232-5400

El Salvador

2308 California Street, NW
Washington, DC 20008
202/265-9671

Ethiopia

2134 Kalorama Road, NW
Washington, DC 20008
202/234-2281

Fiji

2233 Wisconsin Avenue, NW
Washington, DC 20007
202/337-8320

Finland

3216 New Mexico Avenue, NW
Washington, DC 20016
202/353-2430

France

4101 Reservoir Road
Washington, DC 20007
202/944-6000

Gabon

2034 20th Street, NW
Washington, DC 20009
202/79701999

The Gambia

1030 15th Street, NW
Washington, DC 20005
202/785-1399

Germany

4645 Reservoir Road, NW
Washington, DC 20007
202/298-4000

Ghana

3512 International Drive
Washington, DC 20008
202/6860-4520

Great Britain

3100 Massachusetts Avenue, NW
Washington, DC 20008
202/462-1340

Greece

2221 Massachusetts Avenue, NW
Washington, DC 20008
202/667-3168

Grenada

1701 New Hampshire Avenue, NW
Washington, DC 20009
202/265-2561

Guatemala

2220 R Street, NW
Washington, DC 20008
202/745-4952

Guinea

2112 Leroy Place, NW
Washington, DC 20008
202/483-9420

Guyana

2490 Tracy Place, NW
Washington, DC 20008
202/265-6900

Haiti

2311 Massachusetts Avenue, NW
Washington, DC 20008
202/332-4090

Honduras

3007 Tilden Street
Washington, DC 20008
202/966-7702

Hungary

3910 Shoemaker Street, NW
Washington, DC 20008
202/362-6730

Iceland

2022 Connecticut Avenue, NW
Washington, DC 20008
202/265-6653

India

2107 Massachusetts Avenue, NW
Washington, DC 20008
202/939-7000

Indonesia

2020 Massachusetts Avenue, NW
Washington, DC 20036
202/775-5200

Ireland

2234 Massachusetts Avenue, NW
Washington, DC 20008
202/462-3939

Israel

3514 International Drive
Washington, DC 20008
202/364-5500

Italy

1601 Fuller Street, NW
Washington, DC 20009
202/328-5500

Ivory Coast

2424 Massachusetts Avenue, NW
Washington, DC 20008
202/483-2400

Jamaica

1850 K Street, NW Suite 355
Washington, DC 20006
202/452-0660

Japan

2520 Massachusetts Avenue, NW
Washington, DC 20008
202/939-6700

Jordan

3504 International Drive
Washington, DC 20008
202/966-2644

Kenya

2249 R Street, NW
Washington, DC 20008
202/387-6101

Korea
2307 Massachusetts Avenue, NW
Washington, DC 20008
202/939-5600

Kuwait
3500 International Drive
Washington, DC 20008
202/364-2200

Laos
2222 S Street, NW
Washington, DC 20008
202/332-6416

Latvia
4325 17th Street, NW
Washington, DC 20011
202/726-8213

Lebanon
2560 28th Street, NW
Washington, DC 20008
202/939-6300

Lesotho
2511 Massachusetts Avenue, NW
Washington, DC 20008
202/797-5530

Liberia
5303 Colorado Avenue, NW
Washington, DC 20011
202/723-0437

Lithuania
2622 16th Street, NW
Washington, DC 20009
202/234-5860

Luxembourg
2200 Massachusetts Avenue, NW
Washington, DC 20008
202/265-4171

Madagascar
2374 Massachusetts Avenue, NW
Washington, DC 20008
202/265-5525

Malawi
2408 Massachusetts Avenue
Washington, DC 20036
202/797-1007

Malaysia
2401 Massachusetts Avenue, NW
Washington, DC 20008
202/328-2700

Mali
2130 R Street, NW
Washington, DC 20008
202/332-2249

Malta
2017 Connecticut Avenue, NW
Washington, DC 20008
202/462-3611

Mauritius
4301 Connecticut Avenue, NW
Washington, DC 20008
202/244-1491

Mauritania
2129 Leroy Place, NW
Washington, DC 20008
202/232-5700

Mexico
1019 19th Street, NW
Washington, DC 20036
202/736-1000

Micronesia
1725 N Street, NW
Washington, DC 20036
202/223-4383

Morocco
1601 21st Street, NW
Washington, DC 20009
202/462-7979

Mozambique
1990 M Street, NW
Washington, DC 20036
202/293-7146

Nepal
2131 Leroy Place, NW
Washington, DC 20008
202/667-4550

Netherlands
4200 Linnean Avenue, NW
Washington, DC 20008
202/244-5300

New Zealand

37 Observatory Circle, NW
Washington, DC 20008
202/328-4800

Namibia

1413 K Street, NW
Washington, DC 20005
202/289-3892

Nicaragua

1627 New Hampshire Avenue, NW
Washington, DC 20009
202/939-6570

Niger

2204 R Street, NW
Washington, DC 20008
202/483-4224

Nigeria

2201 M Street, NW
Washington, DC 20037
202/822-1500

Norway

2720 34th Street, NW
Washington DC 20008
202/333-6000

Oman

1717 Massachusetts Avenue, NW
Washington, DC 20036
202/387-2014

Pakistan

2315 Massachusetts Avenue, NW
Washington, DC 20008
202/939-6200

Panama

2862 McGill Terrace, NW
Washington, DC 20008
202/483-1407

Papua New Guinea

1615 New Hampshire Avenue 3rd Floor
Washington, DC 20009
202/745-3680

Paraguay

2400 Massachusetts Avenue, NW
Washington, DC 20008
202/483-6960

Peru

1700 Massachusetts Avenue, NW
Washington, DC 20036
202/833-9860

Philippines

1617 Massachusetts Avenue, NW
Washington, DC 20036
202/483-1414

Poland

2640 16th Street, NW
Washington, DC 20009
202/234-3800

Portugal

2125 Kalorama Road, NW
Washington, DC 20008
202/328-8610

Qatar

600 New Hampshire Avenue, NW
Washington, DC 20037
202/338-0111

Romania

1607 23rd Street, NW
Washington, DC 20008
202/232-4747

Rwanda

1714 New Hampshire Avenue, NW
Washington, DC 20009
202/232-2882

Saudi Arabia

601 New Hampshire Avenue, NW
Washington, DC 20037
202/342-3800

Senegal

2112 Wyoming Avenue, NW
Washington, DC 20008
202/234-0540

Singapore

1824 R Street, NW
Washington, DC 20009
202/667-7555

Sierra Leone

1701 19th Street, NW
Washington, DC 20009
202/939-9261

Somalia

600 New Hampshire Avenue, NW #710
Washington, DC 20037
202/342-1575

South Africa

3051 Massachusetts Avenue, NW
Washington, DC 20008
202/232-4400

Spain

2700 15th Street, NW
Washington, DC 20009
202/265-0190

Sri Lanka

2148 Wyoming Avenue, NW
Washington, DC 20008
202/483-4025

St. Kitts & Nevis

2100 M Street, NW #608
Washington, DC 20037
202/833-3550

Sudan

2210 Massachusetts Avenue, NW
Washington, DC 20037
202/466-6280

Surinam

4301 Connecticut Avenue, NW
Washington, DC 20008
202/244-7488

Swaziland

3400 International Drive, NW
Washington, DC 20008
202/362-6683

Sweden

600 New Hampshire Avenue, NW
Washington, DC 20037
202/944-5600

Switzerland

2900 Cathedral Avenue, NW
Washington, DC 20008
202/745-7900

St. Lucia

2100 M Street, NW #309
Washington, DC 20037
202/463-7378

Syria

2215 Wyoming Avenue, NW
Washington, DC 20008
202/232-6313

Tanzania

2139 R Street, NW
Washington, DC 20008
202/939-6125

Thailand

2300 Kalorama Road, NW
Washington, DC 20008
202/483-7200

Togo

2208 Massachusetts Avenue, NW
Washington, DC 20008
202/234-4212

Trinidad & Tobago

1708 Massachusetts Avenue, NW
Washington, DC 20036
202/467-6490

Tunisia

1515 Massachusetts Avenue, NW
Washington, DC 20005
202/862-1850

Turkey

1714 Massachusetts Avenue, NW
Washington, DC 20036
202/659-8200

Uganda

5909 16th Street, NW
Washington, DC 20011
202/726-7100

Union of Soviet Socialist Republics

1125 16th Street, NW
Washington, DC 20005
202/628-7551

United Arab Emirates

600 New Hampshire Avenue, NW Suite 740
Washington, DC 20037
202/338-6500

Uruguay

1918 F Street, NW
Washington, DC 20006
202/331-1313

Venezuela
1099 30th Street, NW
Washington, DC 20007
202/342-2214

Western Samoa
1155 15th Street, NW
Washington, DC 20005
202/833-1743

Yugoslavia
2410 California Street, NW
Washington, DC 20008
202/462-6566

Zaire
1800 New Hampshire Avenue, NW
Washington, DC 20009
202/234-7690

Zambia
2419 Massachusetts Avenue, NW
Washington, DC 20008
202/265-9717

Zimbabwe
1608 New Hampshire Avenue, NW
Washington, DC 20009
202/332-7100

Section #6

CONTACTS FOR ALTERNATIVE TOURISM AND SENIOR VOLUNTEER ACTIVITIES

ALTERNATIVE TOURISM

The following is a contact list of selected alternative tour options. A more complete list can be obtained (cost: \$7.00) from Global Exchange (address shown below)

Center for Global Education
c/o Augsburg College
731 21st Avenue South
Minneapolis, MN 55454
612/330-1159

Center for Responsible Tourism
2 Kensington Road
San Anselmo, CA 94960
415/453-2280

Earthwatch
P.O. Box 403
Watertown, MA 02272
617/926-8200

Ecotour Expeditions
P.O. Box 1066
Cambridge, MA 02238
800/688-1822

Food First Information & Action Network
International Secretariat
Postfach 10 22 43
D-6900 Heidelberg GERMANY
Phone: 06222-5 01 08

Global Exchange
2141 Mission Street, #202
San Francisco, CA 94110
415/255-7296

Global Volunteers
375 E. Little Canada Road
St. Paul, MN 55117
800/487-1074

Institute for Food & Development
Policy/Food First
145 9th Street
San Francisco, CA 94103
415/864-8555

International Bicycle Fund
4247 135th Place S.E.
Bellevue, WA 98006-1319
206/746-1028

MADRE
121 W. 27th Street, Room 301
New York, NY 10001
212/627-0444

Marazul Tours, Inc.
250 W. 57th Street, Suite 1311
New York, NY 10107
212/582-9570

National Council of Churches
Travel Seminar Office
475 Riverside Drive, Room 851
New York, NY 10115
212/870-2044

Our Developing World
13004 Paseo Presada
Saratoga, CA 95070
408/379-4431

Oxfam (America)
115 Broadway
Boston, MA 02116
617/482-1211

Plowshares Institute
P.O. Box 243
Simsbury, CT 06070
203/651-9675

Servas International
11 John Street, Suite 706
New York, NY 10038
212/267-0252

The Travelers Society
P.O. Box 2846 Loop Station
Minneapolis, MN 55402
800/342-2788

Tropical Tours
2330 West Third Street Suite 4
Los Angeles, CA 90057
800/421-5040

Venceremos Brigade
P.O. Box 673
New York, NY 10035
212/349-6292

Volunteers for Peace Intl Workcamps
Tiffany Road
Belmont, VT 05730
802/259-2759

Wilderness Expeditions
310 Washington Avenue SW
Roanoke, VA 24016
703/342-5630

World Neighbors
5116 North Portland Avenue
Oklahoma City, OK 73112
405/946-3333

**ORGANIZATIONS WITH INTERNATIONAL DEVELOPMENT
OPPORTUNITIES FOR SENIOR VOLUNTEERS**

American Red Cross
431 18th Street, NW
Washington, DC 20006
202/737-8300

American Refugee Committee
2344 Nicollet Avenue #350
Minneapolis, MN 55404
612/872-7060

Amigos de las Americas
5618 Star Lane
Houston, TX 77057
800/231-7796

Brethren Volunteer Service
1451 Dundee Avenue
Elgin, IL 60120
708/742-5100

Catholic Medical Mission Board
10 West 17th Street
New York, NY 10011
212/242-7757

Citizens Democracy Corps
2021 K Street, NW Suite 215
Washington, DC 20006
800/394-1945

Concern/America
P.O. Box 1790
Santa Ana, CA 92702
714/953-8575

Dental Health International
847 Milledge Avenue
Athens, GA 30605
404/546-1715

Direct Relief International
P.O. Box 30820
Santa Barbara, CA 93130-0820
805/965-4771

Educational Concerns for Hunger
17430 Durrance Road
North Ft. Myers, FL 33917
813/543-3246

Evangelical Lutheran Church in America
8765 W. Higgins Road
Chicago, IL 60631-4192
312/380-2650

Florida International Volunteer Corps
1311 Executive Center Drive Suite 202
Tallahassee, FL 32301
904/877-4705

Food for the Hungry
7729 East Greenway Road
Scottsdale, AZ 85260
602/998-3100

Foundation for Field Research
P.O. Box 2010
Alpine, CA 91903-2010
619/445-9264

Foundation for Intl Community Assistance
901 King Street Suite 400
Alexandria, VA 22314
703/836-5516

Global Exchange
2141 Mission Street #202
San Francisco, CA 94110
415/255-7296

Global Volunteers
375 E. Little Canada Road
St. Paul, MN 55117
800/487-1074

Habitat for Humanity International
121 Habitat Street
Americus, GA 31709
912/924-6935

Health Volunteers Overseas
Washington Station P.O. Box 65157
Washington, DC 20035-5157
202/296-0928

Heifer Project International
Intl Learning and Livestock Center Rt. 2, Box 33
Perryville, AR 72126-9695
800/422-0474

Institute for Intl Cooperation & Development
P.O. Box 103
Williamstown, MA 01267
413/458-9828

Intl Cultural & Educational Programs
Senior Teaching Corps
P.O. Box 706
Puyallup, WA 98371
206/964-6591

International Development Exchange
827 Valencia Street
San Francisco, CA 94110
415/824-8384

International Executive Service Corps
P.O. Box 10005
Stamford, CT 06904-2005
203/967-6000

International Liaison of Lay Volunteers in Mission
4121 Harewood Road, NE
Washington, DC 20017
202/259-1100

International Voluntary Services
1424 16th Street, NW Suite 204
Washington, DC 20036
202/387-5533

Lasting Links
6165 Leesburg Pike
Falls Church, VA 22044
703/241-3700

Los Niños
8765 Marconi Drive Suite 105
San Ysidro, CA 92173
619/661-6912

MADRE
121 West 27th Street Room 301
New York, NY 10001
212/627-0444

Maranatha Volunteers International
5240 Garfield Avenue
Sacramento, CA 95841
916/344-4300

Mennonite Central Committee
P.O. Box 500
Akron, PA 17501-0500
717/859-1151

National Assn of Social Workers
750 1st Street, NE
Washington, DC 20002
202/408-8600

Our Developing World
13004 Paseo Presada
Saratoga, CA 95070
408/379-4431

Overseas Development Network
333 Valencia Street Suite 330
San Francisco, CA 94103
415/431-4204

Partners of the Americas
1424 K Street, NW 7th Floor
Washington, DC 20005
202/628-3300

PLAN International USA
155 Plan Way
Warwick, RI 02886-1099
800/556-7918

Plenty USA
P.O. Box 2306
Davis, CA 95617
916/753-0731

Project Concern International
P.O. Box 85323
San Diego, CA 92186
619/279-9690

Project HOPE
Health Sciences Education Center
Millwood, VA 22646
800/544-HOPE

Project Mercy, Inc.
7011 Ardmore Avenue
Fort Wayne, IN 46809
219/747-2559

Rotary International
1560 Sherman Avenue
Evanston, IL 60201
708/866-3294

Servas International
11 John Street Suite 706
New York, NY 10038
212/267-0252

Service Civil International
Route 2 Box 506
Crozet, VA 22932
804/823-1826

Sister Cities International
120 S. Payne Street
Alexandria, VA 22314
703/836-3535

TRANET
P.O. Box 567
Rangeley, ME 04970
207/864-2252

Trees for the Future
P.O. Box 1786
Silver Spring, MD 20915
301/929-0238

Trickle Up
54 Riverside Drive
New York, NY 10024
212/362-7958

United Methodist Volunteers in Mission
159 Ralph McGill Blvd, NE Suite 305
Atlanta, GA 30308
404/659-5060

United Nations Assn of the USA
485 Fifth Avenue
New York, NY 10017
212/697-3232

United Nations Volunteers
c/o U.S. Peace Corps
1990 K Street, NW
Washington, DC 20526
800/424-8580

United States Committee for UNICEF
333 East 38th Street
New York, NY 10016
212/686-5522

U.S. Natl Committee for World Food Day
1001 22nd Street, NW
Washington, DC 20437
202/653-2404

United States Peace Corps
1990 K Street, NW Suite 8500
Washington, DC 20526
800/424-8580

Volunteer Missionary Movement
5980 West Loomis Road
Greendale, WI 53129
414/423-8660

Volunteers in Overseas Cooperative Assistance
50 F Street, NW Suite 1075
Washington, DC 20001
202/626-8750

Volunteers in Technical Assistance
1815 North Lynn Street Suite 200
Arlington, VA 22209
703/276-1800

World Concern
19303 Fremont Avenue N
Seattle, WA 98133
206/546-7201

World Neighbors
5116 North Portland Avenue
Oklahoma City, OK 73112
405/946-3333

World Relief
National Association of Evangelicals
P.O. Box WRC
Wheaton, IL 60187
708/665-0235

WorldTeach
Harvard Institute for International Development
1 Eliot Street
Cambridge, MA 02138-5705
617/495-5527

Section #7

A BRIEF INTRODUCTION TO THE AMERICAN ASSOCIATION FOR INTERNATIONAL AGING (AAIA)

THE AMERICAN ASSOCIATION FOR INTERNATIONAL AGING (AAIA)

The American Association for International Aging was organized in 1983 as a U.S. response to the U.N.-sponsored World Assembly on Aging. AAIA works both in the United States and abroad and emphasizes "social" productive aging and information exchange. AAIA is located in Washington, D.C., and is the only U.S. government-registered, private voluntary organization (PVO) that plans and organizes practical productive aging and educational programs and projects for the target audience of older people, and organizations and professionals who work with and serve them. AAIA's mission is to develop and support efforts which enable older people to contribute to and participate in the economic, social and cultural life of their communities. Senior enterprise, senior volunteer program exchange and older adult education are three of AAIA's most important programs.

Internationally, AAIA is a member of the International Federation on Ageing and HelpAge International, as well as various international development organizations. AAIA's work in developing countries is undertaken, for the most part, through relationships with other affiliate members of HelpAge International, a worldwide network of 25 non-governmental country-based organizations working on behalf of the aging in industrialized and developing countries. Financial and technical support emphasizes self-help assistance in the form of sponsored senior enterprises which generate income for older people and organizations which serve them. AAIA has provided technical, financial and educational assistance to organizations and projects in India, Sri Lanka, Thailand, Kenya, Zimbabwe, Ghana, Sierra Leone, Colombia, Peru, Ecuador, Jamaica, Dominican Republic, Dominica, Barbados, Hong Kong, Mexico, Japan and Korea.

Domestically, AAIA is a member of the U.S. Leadership Council on Aging which is based in Washington, D.C., an association of leading service and professional organizations which provide assistance, support and education to older Americans. AAIA's domestic agenda emphasizes the dissemination of information about aging and development to older Americans and organizations and professionals in the field of aging. AAIA publishes and disseminates a quarterly newsletter, organizational directories, and periodicals on issues related to social, economic and cultural issues in international aging.

Section #8
GLOSSARY AND ACRONYMS

BASIC TERMS USED IN DEVELOPMENT

Aid. Government assistance, usually on a large scale, from a great power to a war-devastated or underdeveloped nation, consisting of economic, technical or military aid. It is usually given in the form of monetary or material grants or financial loans, for purposes of relief and rehabilitation, for economic stabilization or for mutual defense.

AID or USAID. United States Agency for International Development.

Developed Country. An industrialized country with relatively high per capita income. Also MDC or More Developed Country.

Developing Country. A country with little industrial development and relatively low per capita income. Other characteristics often include high birth rates, high illiteracy rates, subsistence-level agriculture, and limited communication, transportation and educational facilities. Also LDC or Less Developed Country.

Development. Development is a process by which human communities strive to achieve a basic level of material goods, social services, and human dignity for each individual.

Development Education. Education about the priorities and problems of people in developing countries. It usually involves education, motivation and action.

Development Issues. Situations, questions and problems for discussion and education which relate to the developing nations of the world.

Development Project. An activity or enterprise undertaken to provide a needed service or material in a developing nation.

GDP. Gross Domestic Product

GNP. Gross National Product

LDC. Less Developed Country

Long-term Sustainable Development. A program designed for an extended period of time which will use local labor and resources to improve the quality of life in a self-sustaining manner.

MDC. More Developed Country

ODA. Official Development Assistance

Program Assistance. A form of donor assistance for development which gives broad, generalized financial support to the government of a developing country. For example, the U.S. gives program assistance so that developing countries can import needed goods from the U.S.

PVO. Private Voluntary Organization

Sources: Michigan Cooperative Extension Service; INSA; AAIA

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