

**A FRAMEWORK
for
DEVELOPMENT EDUCATION
In
THE UNITED STATES**

Prepared by

The Joint Working Group on Development Education

**PAID:
Private Agencies
in International
Development**

and

**ACVA:
American Council
of Voluntary
Agencies**

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A FRAMEWORK FOR DEVELOPMENT EDUCATION IN THE UNITED STATES

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PREFACE

AN HISTORIC TURNING POINT

Most private and voluntary organizations (PVOs) in the United States concerned with helping poor people in other countries have focused on providing material and technical resources to needy communities in those countries. Beginning with relief and welfare aid in the immediate aftermath of World War II (even earlier in some cases), and continuing through the recent emphasis on development assistance, the assumption has been that the surest way to alleviate poverty is to help those most in need to help themselves -- to achieve self-reliance.

Recognition of a Need. In recent years we have seen increasing frustration among Americans with the limitations and contradictions of foreign aid in this process. Building self-reliance at the grass roots is difficult and complex, particularly given the often negative effects of outside policies and events over which the poor -- and those who work with them -- have no control. Examples of these include the introduction of government trade barriers, promotion of consumer products injurious to health, foreign aid cutoffs for purely political reasons, the use of food as a political and economic weapon, and emphasis on military build-ups over economic development. Consequently, the central role of larger economic and political policies has come to the fore, and with it the need for an informed U.S. public that understands development concerns and can influence the enactment of policies favorable to development.

We have come to believe that PVOs can and should play an important role in assisting our constituencies and the American public at large to understand and act on issues related to development and global interdependence. Several factors combined to make this the strategic time for PVOs to take such initiatives:

- * PVOs themselves are increasingly aware of the causes of world poverty and the appropriate responses to it;
- * the impact of global interdependence on both our own and the Third World peoples' daily lives has become more evident;

- * European and Canadian development education efforts have shown us by example that PVOs can be an effective force.

Organizational Initiatives. A sign of the new importance attached by our private and voluntary organizations to development education was the decision in 1980 of PAID (Private Agencies in International Development) to make development education one of its three major areas of organizational concern, along with federal relations and private funding. The PAID concern parallels that of the American Council of Voluntary Agencies (ACVA) which had already formed a sub-committee on development education.

Initially, the separate and collective activities of the two focused largely on sharing information about approaches to development education, and on differentiating between development education and the quite different kinds of information that are propagated through fundraising and public relations activities.

In an attempt to reach a clear common understanding of the purposes and action potential of development education, the PAID Task Force on Development Education sponsored a retreat in June 1983 at The Experiment in International Living in Brattleboro, Vermont. Participants included twenty U.S. and Canadian specialists in this field. The retreat followed an earlier workshop on media and communications techniques for development education which brought together members of the PVO community and public information and media experts. In August 1983 the PAID Task Force and the ACVA Sub-committee came together to form a Joint Working Group on Development Education.

The document that follows, while in no way able to convey all the depth and nuance of the thinking, summarizes major conclusions of the Vermont retreat and the Joint Working Group. It presents a framework for planning and implementation of development education by the U.S. PVO community in the months and years ahead.

A Critical Prerequisite. No one pretends that the task is small. But if the goal of private and voluntary organizations is to help eliminate poverty and achieve justice and equity, then development education is a critical prerequisite to achieving the quality and scale of response required to meet that goal. Notwithstanding the human tendency to elevate the importance of one's concern of the moment by declaring it the subject of an "historic turning point," many of us believe that we are indeed at such a point. In both the United States and

around the world, there is a growing feeling that public policies, and understanding of policy implications, are as essential in eliminating poverty as development assistance programs themselves. There is an increasing willingness of private and voluntary agencies to come together as a community and to cooperate in broader ways. And there seems to be an emerging interest in establishing partnerships with broader affinity groups who share our overall concerns for a better world and who may have important connections going beyond our relatively limited constituencies.

Development Education: A Statement, Program Guidelines, and an Action Plan. What follows is in three major parts. First is a statement of what is meant by development education. The statement is intended to clarify and spur discussion within private and voluntary organizations concerned with development. Second are guidelines on the content and methodology of development education. And third is a program of action in development education for the U.S. PVO community as a whole. The ACVA/PAID Joint Working Group is prepared to take the lead in implementing the program, but the proposal also contains ideas on which individual agencies can draw for their own programs.

Two tactical points that appear in this Framework are sufficiently new and critical to warrant special attention. First is the need in our education efforts to start with the issues on our constituencies' minds, rather than with what we may think they should know. This will mean increasing our effort to link global issues and local concerns. Second, because development specialists represent a relatively small group -- though with millions of potential allies -- we should, if we want to place development issues on the national agenda, make common cause with broader, like-minded groups, especially those that have mastered the techniques of public education and action. As one of the participants in the Vermont retreat noted, we should learn from the nuclear freeze movement. Our cause, it can be argued, is no less important. Ending poverty and achieving equity and justice, like controlling the weapons of nuclear destruction, are critical to human survival.

John G. Sommer
Co-Chair
Joint Working Group

PART I

DEVELOPMENT EDUCATION:

A STATEMENT FOR PRIVATE AND VOLUNTARY ORGANIZATIONS

Development education has as a primary goal the building of a committed constituency for development both at home and abroad. It begins with a recognition of global interdependence and the continuing need for justice and equity in the world. Its programs and processes convey information, promote humanitarian values, and stimulate individual and community action aimed at improving the quality of life and eliminating the root causes of world poverty.

A. INFORMATION

Development education
conveys knowledge:

1. by disseminating analyses of impediments to genuine development, particularly conditions of poverty and hunger in the Third World and their relationship to First World affluence;
2. by reporting on people and nations struggling for a better life, and the social, political, and economic context within which development efforts are being made;
3. by presenting the facts that document the reality of global interdependence, mutual interest, and common threats and concerns; and the inextricable link between local and global problems and their solutions;
4. by familiarizing the public with trans-national inequities and conflicts that inhibit people's capacity to achieve their own goals for a decent quality of life;
5. by making known the wide variety of structures and models through which development, in all its diversity, occurs.

B. VALUES AND ATTITUDES

Development education
promotes a concern
for justice and equity:

1. by instilling respect for women and men of all cultures and their differing traditions, skills, beliefs, and expressed needs;
2. by encouraging a sense of personal responsibility for assisting development;
3. by helping people to clarify the relevance of their values in relation to world hunger and poverty;
4. by promoting an acceptance of global interdependence as an irrefutable fact of life upon which action must be based;
5. by fostering the understanding that sharing and cooperation are not only the most efficient but the most desirable means to improving the prospects for global security.

C. ACTION

Development education stimulates change:

1. by seeking collaboration between rich and poor people at all levels of problem solving;
2. by motivating citizens to address both short-term and long-term development problems;
3. by encouraging the personal and structural changes needed to meet both local and global needs;
4. by developing the competence to influence public policy;
5. by coalition-building among groups that share similar values.

Development education thus provides a framework within which individuals and groups of all ages can become informed about and contribute to the development process on the local, national, and international levels. Development education has the responsibility of bringing about behavioral change as it addresses the critical problems and unique opportunities of our global society. It emphasizes individual and group commitment and action in building personal and political will to eliminate poverty and injustice through social and economic development.

PART II

PROGRAM GUIDELINES FOR DEVELOPMENT EDUCATION

The program guidelines which follow constitute the foundation for the Framework's Action Plan. They are also designed to be used by PVOs that are planning their own development education programs.

A. GOALS AND OBJECTIVES

1. The overall goal of development education is to create a level of public understanding, promote values, and stimulate actions that:
 - * recognize the interdependence of the world's people and particularly the commonality of interests between the United States and the developing world;
 - * contribute concretely to eliminating root causes of world poverty and inequity and to removing obstacles to development.
2. The objectives of development education programs are:
 - * to place development on the national agenda for the general public;
 - * to raise the awareness, commitment, and competence of PVOs in development education.

B. GUIDING PRINCIPLES

1. Development education, like any education, is a learning process and takes into account both the feelings and the knowledge of those who participate in the process. It provides access to information and creates a climate conducive to the following:
 - * identifying a problem, its implication for the person or group, obstacles to the solution, and the elements that can be solved through individual or group initiative;

- * examining a wide range of possible solutions, using available resources and anticipating possible consequences;
 - * deciding to act, or not to act, on the basis of analysis;
 - * organizing to take action;
 - * assessing the results.
2. Development education programs must utilize and build upon the concept of pluralism -- a special experience and strength of the United States. Considering the variety and differences that exist among segments of the public and within the PVO community, a wide spectrum of activities must be encouraged and used.

C. KEY ELEMENTS OF A STRATEGY

1. PVO experience with people who suffer from poverty and hunger confirms that all development-related activities -- including education -- should be based on the principle of equal partnership. This principle emphasizes both what the U.S. can learn from the Third World in relation to our own development problems and what the Third World can learn from the U.S. The sharing of perspectives and mutual learning should pervade every aspect of development education.
2. Effective selection of particular target audiences for development education will depend on the application of such established criteria as the following:
 - * the degree to which the audience is organized, accessible and responsive;
 - * the potential multiplier effect of the audience;
 - * the degree to which the audience is open to consideration of international issues;

- * the degree to which it can influence change.

Based on these criteria, religious leaders, government officials, educators, media-based opinion makers and, of course, prominent members of PVO constituencies, are strategically important target audiences. Others include corporation executives, labor leaders, professional associations, grass roots organizers, special interest groups. These leaders must be reached through the communication channels they regularly use and should be encouraged to educate their constituencies about development.

3. Formulation and selection of clear and powerful themes and messages can reinforce development education programs. They will vary from time to time and from place to place but should be examined in terms of basic components:

- * the significance and timeliness of the issue addressed;
- * the accuracy of the information given;
- * the relevance to the particular audience or group;
- * the values conveyed;
- * the action steps suggested.

Some examples of development education messages:

- * Poverty in a world of plenty is unnecessary and unacceptable. Its causes are multiple and interlinked, and its many symptoms (hunger, malnutrition, illiteracy) cannot be eliminated without addressing these causes (e.g., maldistribution of resources; international and national inequities).
- * America's well-being is dependent on global well-being. National security depends on international security. Resource allocations must take this into account.

- * Individuals can make a difference even where basic societal changes are needed. Individuals working together can make a bigger difference.
- * The world has the resources and the human capability to eliminate poverty. Much has been accomplished already.
- * Many paths lead to development. There is no one model.

Themes and messages must relate to the learners' concerns rather than to the PVO community's special interests. What PVOs believe to be important about development may be remote and have little meaning for others. It is better, therefore, to focus on issues of immediate and local concern (unemployment, for instance, or food prices or immigration), and relate these to development and international issues.

4. Effective development education requires use of appropriate means and media, with attention to the following:
 - * natural settings (where target audiences can be found; e.g., in the halls of Congress, in meetings of special interest groups, in gatherings of religious leaders, in supermarkets and video arcades, in corporate offices);
 - * natural idioms (the language used and understood by these audiences);
 - * appropriate media (the means by which they can be reached).
5. Working in coalition with affinity groups is essential for effective PVO development education activities. The general public often view PVO concerns as precious, even arcane. To reach beyond such barriers and to achieve outreach, impact, and consensus, PVOs should make common cause with related movements: human rights, peace, environment, women's rights, nuclear control. Collaboration on hunger and poverty issues should of course continue. To be effective, coalitions

among affinity groups must be issue-specific and action-oriented. PVOs should seek to piggy-back issues on related movements and to tie PVO concerns to current public problems.

6. In order to assess the effectiveness of development education activities, evaluation tools and strategies should be used by participating agencies. Evaluation will enable the development education community to measure response and to chart future directions wisely.

PART III

ACTION PLAN AND IMPLEMENTATION

The program activities which follow are based upon the preceding parts of this Framework, and have been planned by the PAID/ACVA Joint Working Group on Development Education. Members are listed in Attachment A.

Section A -- Program Activities -- lists the five program areas, groups responsible for implementation with the names of their convenors, and target dates. The names of the participants in each of the five Program Groups can be found in Attachment B.

Section B -- Operational Procedures -- describes the operational procedures for the Action Plan as established by the Joint Working Group.

A. PROGRAM ACTIVITIES

<u>ACTIVITY</u>	<u>RESPONSIBLE</u>	<u>TARGET DATES</u>
1. <u>Plan and Conduct Market Survey.</u>	<u>Market Survey</u> <u>Group: Marty</u> <u>Rogol, Convenor</u>	

Purpose: to determine what perceptions of development exist; what audiences are most strategic; what messages and media work; and what affinity groups are most appropriate for PVO development education programs.

Plan:

- | | |
|---|----------|
| a. Complete "mapping exercises" of PVOs using ACVA and PAID membership files and other appropriate sources. | 9/30/83 |
| b. Review and analyze TAICH/ACVA survey of agencies engaged in development education. | 11/30/83 |

c. Seek pro-bono help from public information analysis firm.

11/30/83

d. Analyze existing resources and program information to determine if there are gaps; fill the gaps; develop themes, messages, targets; test.

1/84-6/84

2. Develop Strategies Around Critical Issues and Work With Coalitions and Affinity Groups.

Coalitions and Critical Issues Group: Martin McLaughlin, Gene Thiemann, and Robert Wilson, Convenors

Purpose: To bring national and international issues critical to development to the forefront of public concern; in this process, to establish common ground for cooperative efforts with coalitions and affinity groups.

Plan:

a. Identify critical issues and formulate appropriate strategies for each. Examples of such issues are:

10/83 on

- * up-coming food shortages in Africa and Latin America
- * Third World connections to U.S. unemployment
- * Central America
- * drought in the Sahel
- * domestic hunger and U.S. agricultural policies
- * impact of U.S. policies (e.g., food aid, export/import, military assistance) on the development of other countries

- b. Collaborate on education and action programs with groups such as: on-going
- * education leaders
 - * citizen exchange programs
 - * labor and corporate leaders
 - * U.S. community-based groups
 - * women's groups
 - * religious groups
 - * environmentalists
 - * nuclear control movement
 - * world affairs organizations
- c. Draft first critical-issue campaign strategy, including coalition-building and local education and action. 11/30/83
- d. Plan for discussion of development issues in national elections. 1/15/84
- e. Plan and participate with coalitions and affinity groups in joint conferences. ongoing

3. Facilitate Communications and Resource Sharing.

Communications and Resource Sharing Group:
Carrol Joy and Helen Seidler, Convenors

Purpose: To design communications vehicles that will assist PVOs in improving their development education skills and in educating the broader public on development issues; and facilitate the sharing of educational resources and experience among PVOs in the United States, and between American PVOs and their counterparts abroad.

Plan:

- a. Initiate communications activities. Under consideration are: on-going
- * newsletter/journal

- * development news service
 - * use of electronic mass media
 - * dissemination of development education materials
 - * media alerts
 - * exchange of articles
 - * "yellow pages" for development educators
 - * development education "how-to" handbook
 - * white paper on development education
- b. Plan computerized data system and other information sharing for exchange of development education information. 1/84
- c. Plan and conduct roundtables on Biden-Pell projects and PVO relationships with educational institutions. 9/26/83
and
12/13/83
- d. Promote and implement programs with elementary and secondary schools and higher education.
- e. Promote and implement international cooperative ventures in development education such as: on-going
- * international meetings under United Nations and other aegis
 - * joint projects with PVOs from other countries
- f. Promote and implement U.S. regional activities sponsored by the International Development Conference, UNICEF, etc. on-going

- g. Set up development education consultant pool. 1/84
- h. plan one-day media workshop for PVO executive directors in early 1984. 12/83
- i. plan training workshop in improving writing and interviewing skills for effective use of the media. Spring 1984
- j. Follow up on Advertizing Council campaign on development. Spring 1984

4. Review and Formulate Evaluation Strategies for Development Education.

Evaluation Group:
Nate VanderWerf,
Convenor

Purpose: To recommend and, where necessary, to design evaluation tools and strategies that will measure effectiveness in carrying out development education programs.

Plan:
To be determined.

1/30/84

5. Develop Organizational and Financial Resources.

Organizational and Financial Resources Group: John Sommer,
Convenor

Purpose: To support the PVO community in its efforts to carry out development education in the United States by helping to mobilize the necessary organizational and financial resources.

Plan:

- a. Consult with other key members in PVO development education movement to gain support for the Framework for Development Education 9/83-11/83
- b. Stimulate the development of resources from within the PVO community:

- | | |
|--|--|
| <ul style="list-style-type: none"> * develop plan whereby ACVA/PAID and PVOs will be encouraged, as a necessary step toward seeking outside funding, to specify their goals for allocating program resources to development education; | <p>on-going</p> |
| <ul style="list-style-type: none"> * complete audit guidelines on development education, in cooperation with PVO Financial Managers Association; | <p>11/15/83</p> |
| <ul style="list-style-type: none"> * provide proposal writing workshops for PVOs. | <p>Spring
1984</p> |
| <p>c. Encourage private sector support:</p> <ul style="list-style-type: none"> * plan and conduct seminar on private philanthropic and corporate support for development education in the next decade, in cooperation with the Committee on International Grantmaking of the Council on Foundations and in consultation with the Advisory Committee on Voluntary and Foreign Aid. | <p>11/83-
3/84</p> |
| <p>d. Review and make recommendations on public support for development education:</p> <ul style="list-style-type: none"> * establish task force to consider structures and level of public support for development education; * meet with AID and leaders on Capital Hill for briefing on PVO development education plans. | <p>9/83-
10/83</p> <p>10/83-
12/83</p> |
| <p>e. Plan retreat #2 to review progress, undertake intensive future planning, and determine new initiatives.</p> | <p>1/83-
3/84</p> |

B. OPERATIONAL PROCEDURES

Implementation of the foregoing Action Plan is guided by the PAID/ACVA Joint Working Group which consists of twenty-two members of the Development Education Committee who are most active in the field. The Committee is made up of approximately 70 individuals associated with PAID and ACVA who have demonstrated an interest in development education, and who advise the joint working group as needed.

The Joint Working Group meets quarterly at which time it reviews, approves and coordinates specific implementation proposals from the five Program Groups appointed by it. The Program Groups are accountable to the Joint Working Group for timely completion and evaluation of their activities.

Each Program Group is made up of the following:

- a. a convenor or convenors appointed by the Joint Working Group;
- b. advisors from the Joint Working Group, the Development Education Committee, or from other appropriate PVO entities;
- c. members from the PVO community;
- d. ACVA/PAID staff support.

Each Program Group determines the most appropriate style for its operations and establishes sub-groups as needed. If funding is required beyond existing resources, these needs are submitted to the Joint Working Group for consideration and action.

PAID and ACVA are committed to implementing this development education initiative in concert with a number of additional groups and networks from within the PVO community. Of special importance are the Federal Relations Joint Working Group, the Financial Managers Association, the Private Funding Task Force, TAICH, and the Information Services Task Force.

So ambitious and comprehensive a program as this requires, in addition to the groups and organizations mentioned, the active participation of all those who consider development education a significant priority for our time.

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- # Individual Participants with Special Expertise

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