

PN-436-986
60740

PARTNERS IN ACTION:

A Guide to International Action Projects

by Patricia Sinnott Harrell
and Ellen Hayes Wright



Partners in Action was produced with the assistance of a Biden Pell grant from the U.S. Agency for International Development.

This guide may be copied if it is not resold for profit. We ask only that you credit INSA. If you adapt it in any manner that might be of interest to us, we request that you send us a copy.



The International Service Association for Health

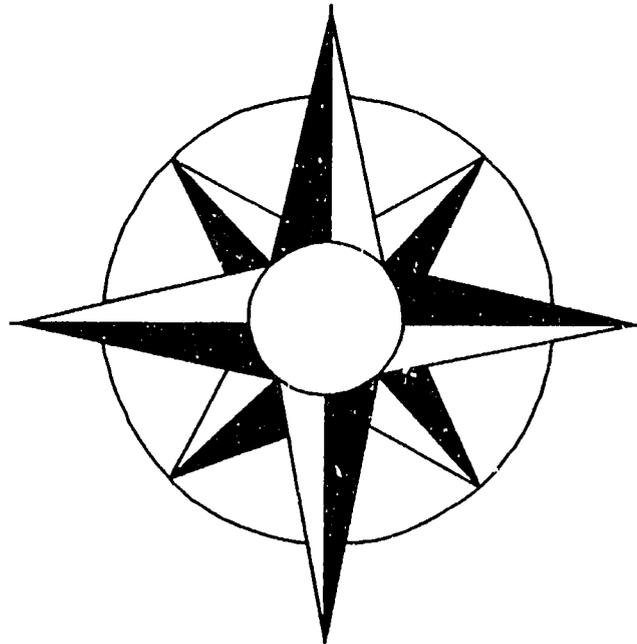
The International Service Association for Health, Inc.
Street Address: 1712 Clifton Rd., NE, Atlanta, GA 30329
P.O. Box 15086, Atlanta, Georgia, 30333, 404/634-5748

PN.ABG-986

**PARTNERS IN ACTION:
A Guide to International
Action Projects**

**by Patricia Sinnott Harrell
and Ellen Hayes Wright**

Illustrated with Drawings by James Evans



**Copyright © 1990 by INSA
The International Service Association for Health, Inc.**

Acknowledgments

This guide is funded by a Biden Pell grant from the U.S. Agency for International Development and produced under the auspices of INSA, The International Service Association for Health, Inc., of Atlanta, Georgia.

First, we would like to express our appreciation to the INSA staff for their contributions to the final product. Special thanks to Patty Sprinkle for her article on the workteam experience; to the INSA Health Management Course participants for their remarks in the "Message Returns" section; to our Technical Advisory Board, especially Anand Gupta and Kathy Miner, for their support and encouragement; to Joan Cioffi for design expertise; to Ian Gary, Luyanda ka Msumze, and Rebecca Baer of the Overseas Development Network; to Marilyn Grist and Rina Rosenberg of CARE for the information on the Bolivian greenhouse project and manuscript review; to all the reviewers who read and responded to drafts of the guide--Pat Harrington, Susan Hancock, Jane Trowbridge, Sally Davenport and particularly Martha Keehn; and to WordPerfect Support for assisting us with format, graphics and computer (operator) overload.

We are especially appreciative of an exceptional working relationship between the two of us that has demonstrated what a true partnership can produce.

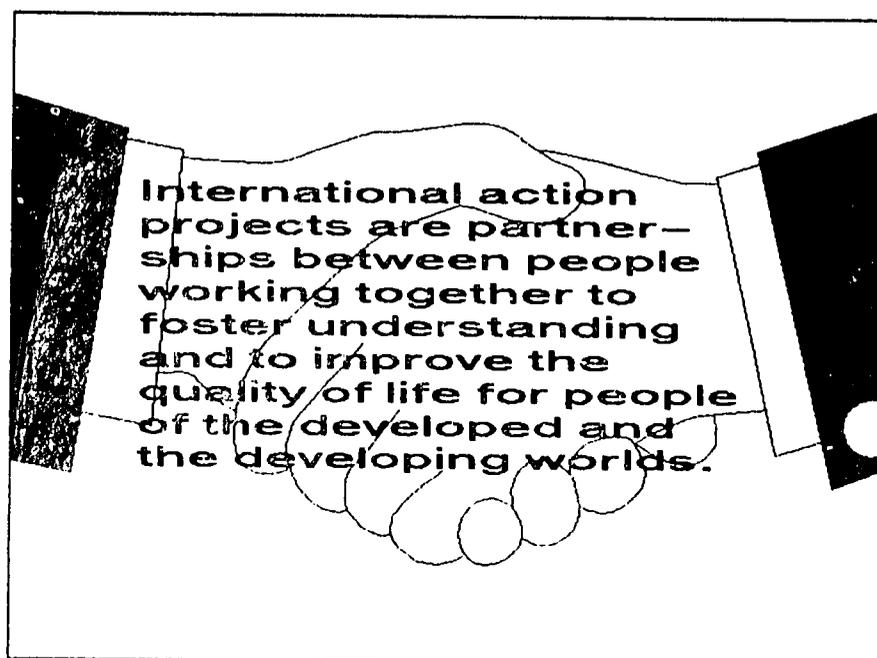
This guide is dedicated to Bill, Will, Pat and Rick



to our co-pioneers in the field of development education.

Our first official professional development education gathering was a meeting at Harper's Ferry, West Virginia, in the summer of 1983. Representatives from formal education and the new field of development education met to determine our common ground and to define our future. At the time, INSA was one of thirteen original Biden Pell grantee organizations with the initial promise of a year of funding, a proposal, and two desks and a file cabinet in a remodeled garage. Many of those original participants in the West Virginia meeting have played key roles in the remarkable growth of development education in the United States. There are now development education newsletters, journals, a clearinghouse, books, pamphlets, videos, conferences and development educators. We are pleased to have played our small part in enlarging the field of development education. However, the most satisfying aspect has been the relationships we've established with those development educators who have blazed trails along with us. We can't mention everyone, but we feel special thanks are in order to **Tom McKay, Beth Hogan, and David Watson** of A.I.D.

ai



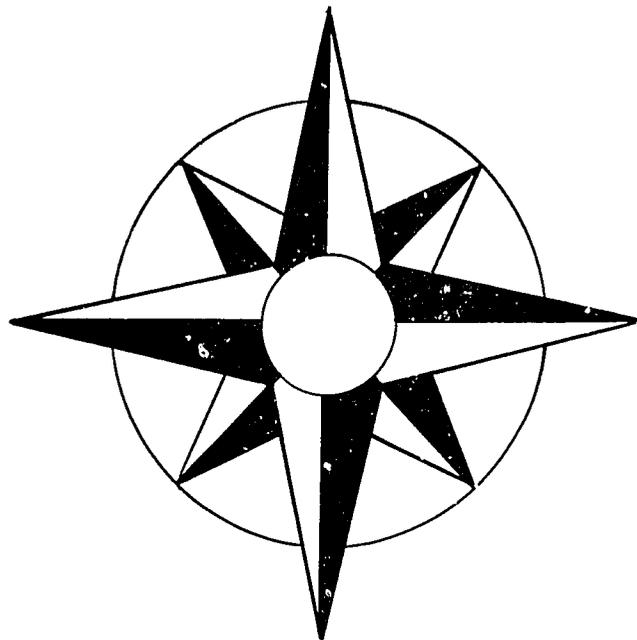
About the authors and the artist:

Partners in Action is James Evans's first venture at illustrating a full length book. He's comfortable with international themes because family members have participated in mission work in developing countries. James found the challenge of illustrating the guide to be "exciting, challenging, and frustrating." He is the staff artist for Craftsmen Printing of Atlanta, Georgia.

Patricia Harrell has been a member of INSA's development education team since the project began in August, 1982. In addition to writing the guide, she designed the layout, format, and graphics, and produced them using WordPerfect 5.1. She has traveled extensively for INSA in the U.S. and in Haiti, conducting workshops and involving others in INSA's international action projects.

Ellen Wright has become computer literate as a result of writing this guide. As Manager of Training and Development for the Development Education Project since 1982, she has traveled to Haiti, India, and Burkina Faso to establish some highly creative international action projects--Buy a Brick/Buy a Book, Earn a Patch/Share a Patch for U.S. Girl Scouts and Girl Guides in Burkina Faso, the Indian hand puppet project, and the Haitian Goat Improvement Project. She is regarded as INSA's resident goat expert.

Point 1:
RESPONSE



Point 2:
EDUCATION
AND
RESPONSE

Point 4:
INITIATING
INTERNATIONAL
ACTION
PROJECTS

Point 3:
DIRECT PERSONAL INVOLVEMENT

Table of Contents

Introduction	1
Why Was this Guide Written?	3
Who Should Use this Guide?	5
How to Use this Guide	6
A Continuum for Involvement	7
The Checklist for Involvement	9
Arrangement of the Guide	12

Point 1, Response

Overview	13
Case Study: Sponsoring a Walker for CARE	14
Characteristics of Response	15
From Experience: Giving Hunger Money Wisely	16
Responding Appropriately	18
U.S./Third World Involvement	20
The View From the Other Side	21
The Message Returns	23

Point 2, Education and Response

Overview	27
Case Study: Club Presentation	29
Characteristics of Education and Response	31
From Experience: Learning About People in Developing Countries	33
Choosing an Organization	34
Educating Your Members	37
Responding Appropriately	40
The Message Returns	43

h-

Point 3, Direct Personal Involvement

Overview, A	47
Case Study: Internship in Zimbabwe	49
Characteristics of Direct Personal Involvement	53
From Experience: Observations by Interns	54
Other Opportunities for Personal Involvement	56
The Message Returns	58

Overview, B	61
Case Studies: Workteam Experiences	62
Characteristics of Direct Personal Involvement	65
From Experience: Lessons Learned by Workteam Members	66
Preparing for a Workteam Experience	68
From INSA's Experience--Workteams	70
The Message Returns	72

Point 4, Initiating International Action Projects

Overview	75
Case Study: Sister Cities Relationship	77
Characteristics of Initiating International Action Projects	85
From Experience: Successful U.S. Relationships	88
Successful International Relationships	92
From INSA's Experience--Haitian Community Health Worker Training Project	98
The Message Returns	101
Action Project Planner	107

Resource Section

Glossary	111
Organizations	115
Print and Non Print Materials	125
Index	135

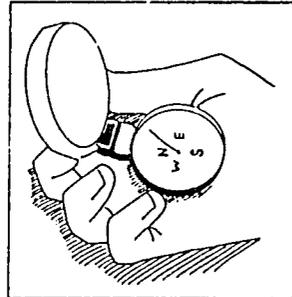


INTRODUCTION

Personal experiences or personal approaches are most likely to motivate Americans to become actively involved in efforts to promote development or to alleviate poverty in developing countries. *What Americans Think: Views on Development and U.S.--Third World Relations.*

Getting Oriented

Several years ago, Americans were stunned by images of starving African children, refugees and families torn apart by famine. The response was generous and from the heart. People attended Live Aid concerts, wrote checks for food aid, mailed letters to elected representatives and studied about the causes of the famine. Some were concerned about the long term effects of the drought and the future of Africa beyond immediate food assistance. Most importantly of all, U.S. citizens were directly confronted with the reality of the global village. We realized that "We are the World."

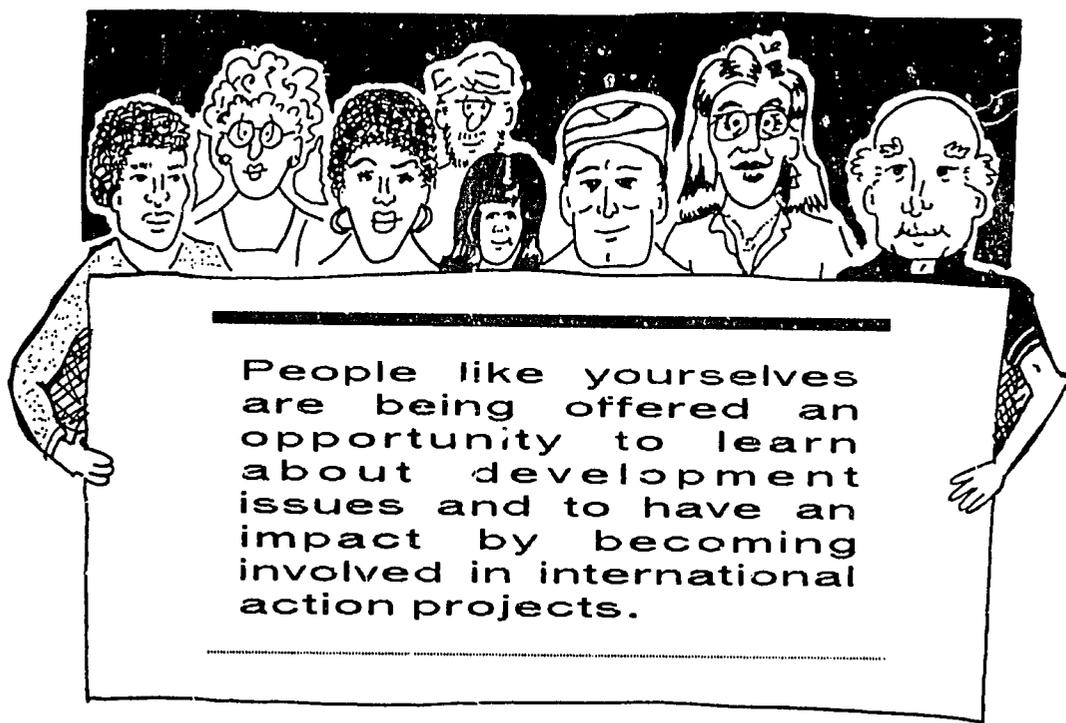


The haunting images of the famine are no longer regular features on the evening news, but the problems of hunger, war, refugees, misuse of the environment, and the lack of basic services in developing countries that caused the crisis are still with us. Today's most critical worldwide problems concern the environment, the spread of AIDS, the distribution of food and resources to meet basic needs, and the debt problems of many nations. These and other complex problems require long term solutions.

- / -

Many concerned people feel helpless to effect any real change when confronted by these problems and tend to leave the responsibility up to large organizations like the government or the United Nations. However, INSA, The International Service Association for Health, Inc., and other groups are offering people like yourselves an opportunity to learn about development issues and to have an impact by becoming involved in international action projects. These small scale personal links can range from making bandages and arm slings for the kits of Haitian health workers, to living and working in Zimbabwe, to establishing a Sister Cities relationship between your home town and one in a developing country. Currently, many believe that grassroots efforts assisted by private nonprofit organizations are the key to successful development because activities are done on a people-to-people basis and are less affected by national political changes.

International action projects are partnerships between people working together to foster understanding and to improve the quality of life for people of the developed and the developing worlds.



Why was this guide written?



The purpose of this guide is to show how individuals or organizations can participate in already existing international action projects or how they can initiate new international action projects. Participation in such projects leads to better understanding of people in the developing world and helps people form relationships that benefit partners on both sides.

Learning about conditions in the developing world often leads to a desire to do something about those conditions. This concept of education, motivation and action is known as development education.

International action projects are an integral part of development education because they give people a chance to actually take part in a project that has a positive impact.

Learning about conditions in the developing world often leads to a desire to do something about those conditions. This concept of education, motivation and action is known as development education.

In addition to this active participation, Americans become better U.S. and world citizens. Opportunities for travelling, hosting international visitors, and learning about another part of the world make people more attuned to international events and the interconnectedness of the world. Finally, working to improve conditions in other parts of the world inevitably results in improved conditions here at home through more peace and stability, increased markets for U.S. products, and greater understanding of global issues.

This guide was written by staff members of INSA, an international health and development organization that has worked with the people of developing nations since 1973. Beginning in 1982, INSA increased the involvement of U.S. citizens in our projects through our *development education* efforts.

INSA has developed several international action projects and has become acquainted with similar projects undertaken by other organizations. The lessons we have learned as development educators can help you determine the best way for your group to participate in meaningful action projects. These lessons are presented as part of each Point on the continuum in the section entitled "From Experience."

Development education aims to open a window on the world--not in the sense of conquest, but rather to develop a greater sense of sharing. It goes beyond learning to understanding and appreciation of the events and realities of the modern world. No one can remain indifferent to what is happening on this planet; development education is therefore education about respect for differences, about dialogue of cultures and civilizations, in short, education about humanity. CIDA, Canadian International Development Agency, in *A Developing World Teacher's Guide*, 1988.

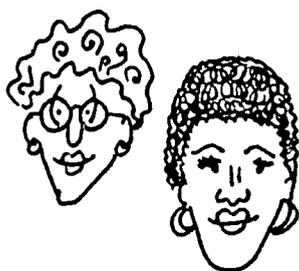


Who should use this guide ?



Over the years INSA has been successful at developing collaborative, sustainable international development projects. INSA and other non profit and service organizations have recognized the need to better educate our donors, volunteers, and future leaders with regard to responsible and appropriate responses to requests for assistance with these health and development projects.

INSA has been particularly successful in educating and then involving individuals and groups in our international action projects. The Development Education Project, funded in part by the U.S. Agency for International Development, has worked closely with the Girl Scouts of the U.S.A., the Girl Guide Associations of Haiti, India and Burkina Faso, the National 4-H Council, the National Extension Homemakers Council, Sister Cities International and various church and educational organizations. This guide answers a need expressed by these groups and others to assist them in participating in or initiating successful international action projects.



■ *This guide is primarily intended for people in leadership positions of civic or service groups.* These ideas can be used with adults or young people. *Partners in Action* will enable leaders to guide their members in a productive way to initiate or become involved in international action projects.

The guide can also be used by others:

- individuals who have an interest in international development issues but who may not belong to an appropriate organization in their area, or who may choose to work alone
- individuals who are interested in international internship or travel programs
- development educators
- other educators
- classroom teachers
- Sunday school teachers
- church or synagogue youth coordinators
- church or synagogue adult education coordinators
- church mission chairpersons

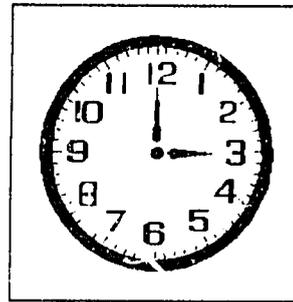


How to use this guide: a continuum for involvement



This guide presents a **continuum of ideas for involvement in international action projects**. Using a continuum allows group leaders or members to evaluate their needs, capabilities, resources and interests with regard to participating in a project, and to determine at which point they should enter the continuum. The continuum does not presuppose that one point is superior to another; the points describe different **types of involvement**. The time, energy and resources that an individual or a group commits to a project will determine the ultimate degree of involvement at any of the points on the continuum.

For example, some groups may have **limited amounts of time** to spend and may choose to donate a specified amount from their treasury in a one-time contribution to an international development agency. This would be **Response**, Point 1 on the continuum. Another group might want to spend several meetings studying about international development issues before deciding what kind of international action project they would like to undertake. They would be entering the continuum at **Education and Response**, Point 2.



Each organization will choose its means of response based on the group's financial assets, time constraints, sense of commitment, and knowledge and skills.

A Continuum for Involvement



Make a thoughtful one-time contribution--**RESPONSE, Point 1**



Learn about an organization and the countries in which it works and then become involved in some manner--**EDUCATION AND RESPONSE, Point 2**

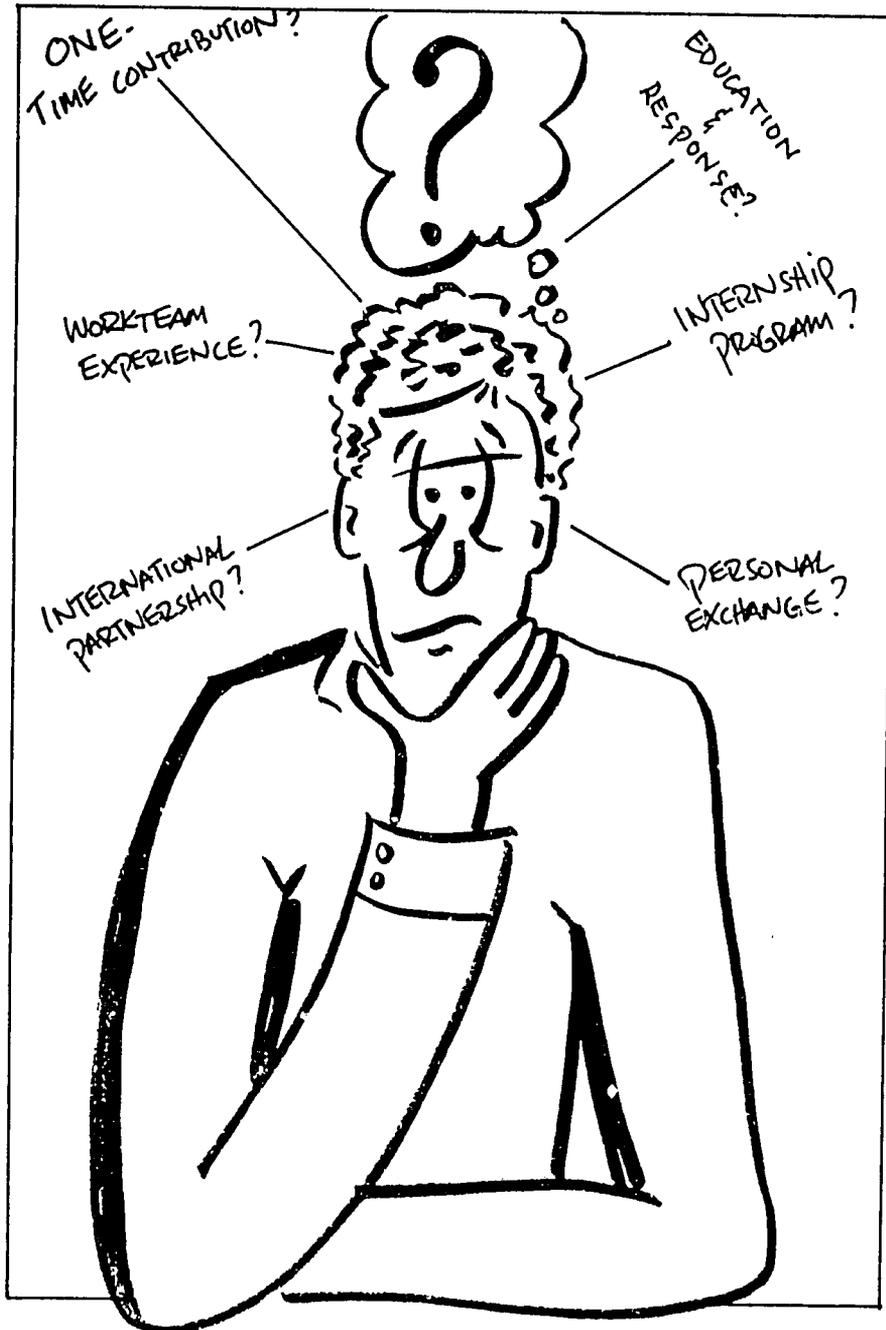


Determine whether a workteam experience, a personal exchange, or an internship program is appropriate for you or your membership--**DIRECT PERSONAL INVOLVEMENT, Point 3**



Initiate an international partnership in which you work together with people of a developing nation--**INITIATING INTERNATIONAL ACTION PROJECTS, Point 4**

The Checklist for Involvement
will help you choose the most appropriate response.

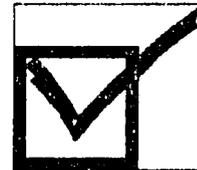


The Checklist for Involvement



The **Checklist for Involvement** that follows on the next two pages will assist you and your organization in choosing your most appropriate response, and will help you decide where your group best fits on the continuum. It will assist you in determining your method of response, and in defining what type of contribution you want to make—a donation of time, utilization of knowledge and skills, or financial involvement. You may be able to determine where to begin just by reading through the checklist. However, a more precise approach involves completing the following steps:

1. Read through the entire checklist.
2. Then go back and circle or check each of the black boxes across the row from the statements that are most important to you and best describe your individual or group situation.



3. Now look down the checklist under each of the four points to find where you have the most matches between what you or your group wants to do and the statements that you have circled or checked. This is likely to be the response that is most appropriate for you or your group.

4. The checklist is intended as a starting point only.

It is best to read the guide in its entirety before determining an appropriate international action project.

5. You will probably discover that you do not meet all the criteria under a particular point. Don't let that deter you. Begin with the **best match** and proceed from there on your search for a suitable international action project.

For example, if you are able to contribute only small amounts of time and want to make a one-time contribution of funds, you could participate at either Point 1, **Response**, or Point 2, **Education and Response**.

Groups or individuals interested in working personally with international counterparts and in employing current foreign language skills could participate at Point 3, **Direct Personal Involvement**, or Point 4, **Initiating International Action Projects**.

Checklist for Involvement

<i>Before starting or participating in an international action project as an individual or as a member of a group, I choose to respond in the following manner:</i>	Response	Education and Response	Direct Personal Involvement	Initiating International Action Projects
	POINT 1	POINT 2	POINT 3	POINT 4
METHOD OF RESPONSE				
Respond as an individual	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Respond through an existing organization	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Respond to established projects	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Learn about causes/issues to support		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Have several options for response		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Participate in long-term development projects		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Commit significant personal time			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
International travel for work/study/internship			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Host international visitor or student			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work personally with int'l counterparts			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Collaborate with several groups			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Initiate a new development project				<input checked="" type="checkbox"/>
Participate in activities of existing groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Respond as a member of a group	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>The following sections on the checklist indicate various types of contributions including: Time, Knowledge and Skills, and Financial Involvement. In considering these factors as an individual or as a member of a group, I choose to:</i></p>				
TIME				
Participate on a one-time, short-term basis	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Donate large blocks of time or participate on a long-term basis		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Checklist for Involvement, page 2				
<i>The following sections on the checklist indicate various types of contributions including: Knowledge and Skills and Financial Involvement. In considering these factors as an individual or as a member of a group, I choose to:</i>	Response	Education and Response	Direct Personal Involvement	Initiating International Action Projects
	POINT 1	POINT 2	POINT 3	POINT 4
KNOWLEDGE AND SKILLS				
Educate myself about development issues and organizations		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Investigate issues and organizations with members of a group		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilize my current skills in action projects		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acquire new skills and training for use in action projects		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employ current foreign language skills			<input type="checkbox"/>	<input type="checkbox"/>
Acquire new language skills			<input type="checkbox"/>	<input type="checkbox"/>
Contribute my expertise in a significant manner		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receive feedback regarding my response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FINANCIAL INVOLVEMENT				
Trust recommendations of friends, etc.	<input type="checkbox"/>			
Donate after learning about group		<input type="checkbox"/>		
Make a one-time contribution of funds	<input type="checkbox"/>	<input type="checkbox"/>		
Make a one-time contribution of goods	<input type="checkbox"/>	<input type="checkbox"/>		
Donate funds, not personal time	<input type="checkbox"/>	<input type="checkbox"/>		
Serve on fundraising committees			<input type="checkbox"/>	<input type="checkbox"/>
Donate start-up funds for new programs				<input type="checkbox"/>
Contribute significant amounts of money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Donate to established, proven causes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Arrangement of the Guide

SECTION 1, CONTINUUM



Each of the four points on the continuum described above in Section 5 contains:

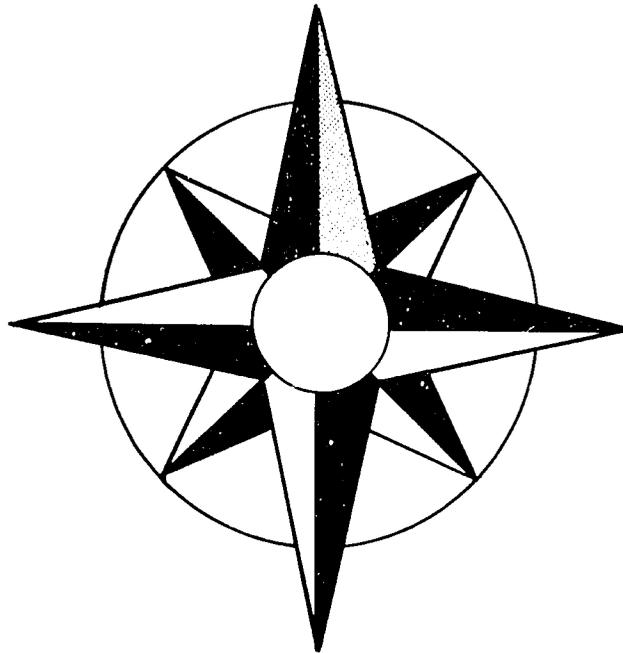
- **Overview of this Point.** One page overview of this Point on the continuum for involvement
- **Case Study for this Point.** Narrative descriptions of how the partnership process has worked for INSA and other groups. All case studies are based on true events. In some instances the names of participants have been changed.
- **Characteristics of this Point.** Generalizations that can be made from the case study and that can be applied to similar responses
- **From Experience.** Lessons INSA and others have learned about this Point including practical suggestions learned from experience that can help you and your organization
- **The Message Returns.** Quotes from international partners in development projects that let you know their thoughts and feelings regarding international action projects. All the quotes are factual and are attributed to actual speakers.

SECTION 2, RESOURCE SECTION



- **Glossary.** A list of terms used in this guide
- **Organizations.** List of organizations that will be useful to you if you need more information on the development process itself or on the field of development education
- **Print and Non Print Materials.** A selective list of those materials that we consider to be most useful to our primary audience--people in leadership positions of civic or service groups.
- **The Index.**

Point 1:
RESPONSE





Overview

POINT 1 RESPONSE

Overview:	A narration of the <i>Response</i> process--how an individual or group makes a thoughtful one-time contribution of funds for charitable purposes
Case Study	■ Description of how one person reached a decision to sponsor a young neighbor in a walk
Characteristics of Response	■ Three common characteristics of a simple RESPONSE to a request for a donation of goods or funds.
From Experience	Lessons learned by INISA and others: ■ Giving hunger money wisely ■ Responding appropriately ■ U.S./Third World involvement ■ The view from the other side ■ Chart: where the money comes from ■ Chart: where the money goes
The Message Returns	■ Comments made by international development workers and by international partners in action projects. This point on the continuum includes messages from the country director for CARE in Bolivia and a Bolivian Indian woman who has profited from an innovative greenhouse project sponsored by CARE.

Case Study



Point 1

Sponsoring a Walker for CARE

Rose Fowler had just arrived home from grocery shopping and was unpacking brimming bags of food when there was a knock at the kitchen door. It was Anna, the young girl from next door, asking Rose to sponsor her in the upcoming **Walk for CARE**. Anna explained that the walk would be held in two weeks time in order to commemorate World Food Day, and to raise money for CARE's international relief work. Anna had chosen to help raise funds for CARE as part of a service club project that was helping some Indian families in Bolivia. She was going to complete a ten-kilometer walk through the city, and she wanted Rose to pledge a certain amount for each kilometer she walked.

Feeling neighborly, Rose told her that she would be delighted to sponsor her at \$1 per kilometer. Although she didn't know much about the **Walk for CARE**, it sounded like a worthy cause, and if Anna was willing to spend a Saturday morning walking for CARE, she wanted to encourage her efforts. It was a neighborhood practice to support the fundraising efforts of the local children. Rose recalled the times when Anna's parents had bought Girl Scout cookies or wrapping paper and ribbon from her own children.

Rose has just completed Point 1 of the action project continuum--**Response**. Let's examine the steps she took to reach her decision to make a contribution.



Characteristics of Response



Point 1

1. The response was on a very personal level. Rose might also have invited the entire family to participate as sponsors, increasing the total number of donors and the amount contributed.

Individuals and families are not the only contributors at the *Response* point of the continuum. A club or an organization might decide to make a one-time contribution based solely on the recommendation of a member and the availability of funds for such a purpose.

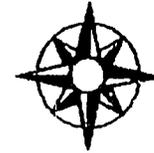
DONOR	AMOUNT
ROSE FOWLER	\$1/KILOMETER
JEAN GARCIA	\$20.00 ONE TIME
ARTHUR KEMP	\$6/KILOMETER
BETTY KEMP	\$3/KILOMETER
CHUCK KEMP	\$.50/KILOMETER
DAVE KEMP	\$.50/KILOMETER
STEVE & ANNE GREEN	\$50.00 ONE TIME
JUDITH KING	\$2/KILOMETER

2. The response could have been a donation of goods or the purchase of a product instead of the donation of funds. Individuals and groups often respond to a one-time request for donations of clothing, canned goods or other material goods. UNICEF has raised funds for its international efforts on behalf of children through its annual sale of greeting cards.

3. It was necessary to respond through a cooperating group. In this case the money went to CARE, an international relief and development organization. Rose was familiar with CARE and considered it to be a reputable agency. If she had wanted to check further, Anna would have provided her with some literature or a phone number to call to request further information.

4. The response was a one-time action that did not require much research or follow-up. The decision to contribute was made within a limited amount of time, was a solitary action and did not involve a large sum of money. The response did not require an investment of personal time.

NOTE: Contributors who donate funds or goods more than once are usually placed on a mailing list to receive newsletters and updates regarding the activities of the organization. We consider this Point 2 on the continuum, *Education and Response*.



Giving Hunger Money Wisely

The example given above in which Rose Fowler donated money to sponsor Anna in the CARE Walk describes an individual contribution made for personal reasons on a one-time basis. But what should you do if you are asked to contribute much larger amounts of money? The following information was written by Louis Knowles for SEEDS magazine to advise readers about "Giving Hunger Money Wisely: How to Analyze a Hunger Organization to see if Your Money is Doing What You Want." It is reprinted with permission from SEEDS, February 1984. The information it contains is pertinent to any requests for donations--not just giving to a hunger organization.

The wise donor will not contribute to an organization without checking the latest annual report and audited financial statement, which can be obtained from most organizations on request. If an organization is advertising on television, these documents can be obtained by calling the toll-free number and requesting them. A careful reading of the annual report and financial statement will answer most of the important questions. Responsible donors should search out the answers to the following questions:

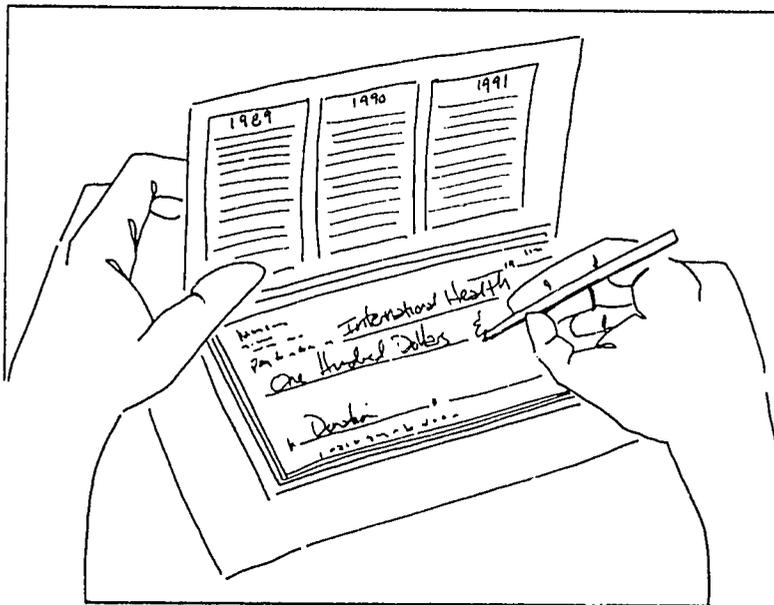
1. What is the stated purpose of the organization?
2. What type of action does the organization engage in?
3. Who is in charge?
4. How does the organization maintain ties with people in the Third World?
5. Where does the money come from?
6. Where does the money go?
7. Who decides what projects to pursue?
8. Is there an evaluation process?

Two organizations that can provide essential information for donors regarding an organization are:

■ National Information Bureau, 419 Park Avenue South, New York, NY 10016, Phone: 212/532-8595

■ Philanthropic Advisory Service Division, Council of Better Business Bureaus, 1515 Wilson Blvd., Arlington, VA 22209, Phone: 703/276-0133

NOTE: This organization charges a fee to list a group in its material. Some groups do not participate due to cost.





Responding Appropriately

When there is an international disaster or a worldwide call for relief assistance, citizens of the United States are quick to recognize the need and to respond. The response to the African famine resulted in cash contributions, donations of food, clothing, trucks, visits by medical teams and donations of medical supplies. However, hasty, careless responses can actually add to the chaos of a disaster situation.

At the *Response* level, it is always necessary to work through an international development organization or a similar group. Your response should be thoughtful and appropriate. When responding to an international appeal for disaster relief or to a one-time request for long term development assistance, consider the following:

1. Donating Funds

Many times a donation of cash is the most appropriate response you can make. Agencies are equipped to quickly convert cash to needed goods and services either in the U.S. or overseas.

2. Ascertaining the Value of Donated Supplies

Will the supplies be of value to the people receiving them? Examples include:

- **clothing:** in good repair, practical, and clean
- **food products:** usually purchased by the relief agency and shipped in large quantities
- **drugs and medications:** a special situation that must be handled by knowledgeable health professionals. (See Responding Appropriately in *Education and Response*, Point 2.)

3. Determining an Appropriate Response

Contact the relief organization directly to determine what is an appropriate response. Examples include:

- **suitable items;** warm clothing is usually inappropriate in a tropical climate

- **requested items:** Tents may be more useful than household goods, but only the relief agency can tell you that. Do not add unsolicited supplies to your donations.

Unsolicited supplies generate unnecessary work for relief agencies and can cause discord at the distribution point if some recipients receive items that others do not.



- **timely items:** Initial response may supply enough emergency items while supplies for long term rebuilding projects may be in short supply.

- **correct number of items:** For example, classroom kits for a Haitian school all contain similar items in order to treat all classrooms alike.

4. Packing, Shipping and Distributing Supplies

Donations of materials must be packaged as requested by the relief organization. Consider the cost of customs duties, postage and transportation from you to the distribution point, and the additional costs for sorting and distributing the shipment when it is received. Perhaps a donation of funds would be more appropriate and cost effective.

NOTE: There are times when individuals or groups will be asked to make a one-time donation of money, materials or supplies to a requesting organization. If your response involves the skills of other people, international shipment of materials, or the collection of equipment etc., you have moved beyond a simple response. You are probably functioning at *Education and Response*, Point 2 or *Initiating International Action Projects*, Point 4.

From Experience



Point 1

The following information is adapted from a survey sponsored in 1986 by InterAction and the Overseas Development Council. It reflects U.S. public opinion on international development issues. The central message of the survey is that there is broad public support for international development based on feelings of humanitarian concern, but that the public remains uninformed on foreign policy issues in general, and Third World issues in particular. The following question is one of many that participants answered:

U.S./Third World Involvement

What motivates Americans to become actively involved in efforts to promote development or to alleviate poverty in Third World countries?

■ Personal experiences, first-hand evidence that needs were being met through assistance, or a sense of personal connection--such as a friend or relative living in the Third World--are most likely to motivate Americans to become actively involved in efforts to promote development or to alleviate poverty in developing countries.

In response to a separate question, a majority of activists [people who considered themselves to be aware of development issues] also said they might become involved if:

- asked by someone they knew
- presented with an opportunity to work with other people with similar interests
- introduced to someone from a developing country or someone doing work in the Third World
- motivated by a television program on development efforts

Responses indicated that, generally, other approaches--such as direct mail, print advertising, or telephone solicitations--may be useful in reaching those already interested, but are not likely to be effective in stimulating initial concern.

SOURCE: What Americans Think: Views on Development and U.S.--Third World Relations, InterAction, 1987. (See Resource Section.)



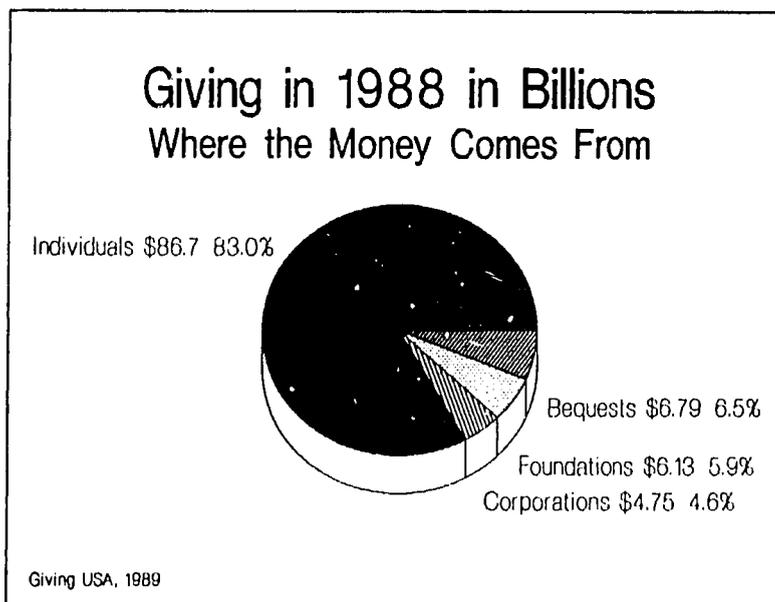
The View from the Other Side--A Fundraiser Looks at Responsible Giving

By Michael Sears, Director of Development, INSA

Thinking globally may not come naturally to many people. So for those involved in fundraising for international causes, the task of educating the potential donor is of considerable importance. People need to understand that their interests as citizens of a global community transcend and sometimes conflict with their interests as individuals or as members of a group.

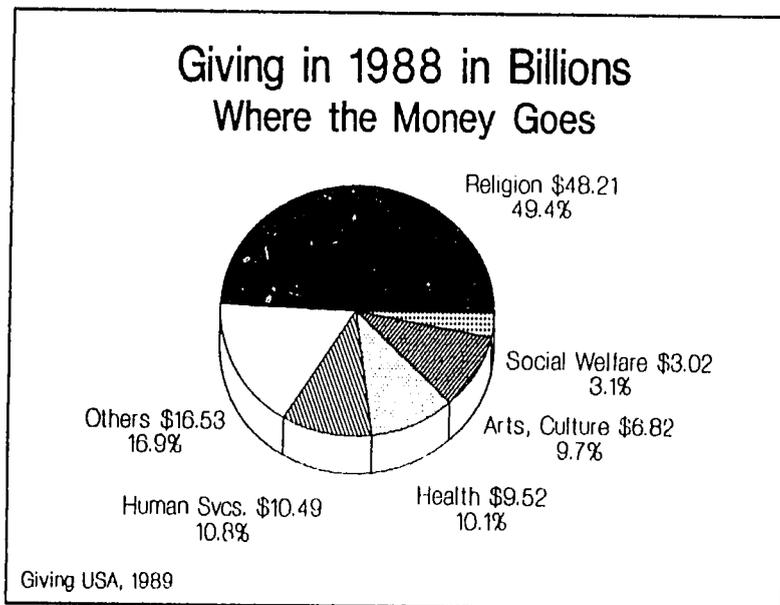
This is the challenge facing all those hoping to raise money for non profit organizations with an international outreach. The following ingredients are necessary for success in fundraising:

1. A legally established tax-exempt institution, organization or agency. The IRS gives initial 501(c)(3) status based on what an organization says it is going to do. There is an expiration date after which an organization must refile for a ruling letter from the IRS. Registration within the state of incorporation is then submitted and reviewed annually.
2. A mission statement to explain its purpose or reason for existence.
3. A voluntary Board of Directors responsible for policy and executive management plus financial stability.
4. Daily activities supervised and directed by a professional staff.



Identifying prospective donors begins with the questions, Who do I/we know, and are their interests or values related to our cause? As an example, there were 130,000,000 donors in the U.S. in 1987/88 and over 93 billion dollars were given away. The two most visible recipients of charitable giving, the United Way and television evangelists, received only 2 percent each of this total amount.

The average American gives away 2 percent of his or her income each year. The relationship between the donor and fundraiser may be the determining factor in the size of the gift. The ideal way to ask is to give the donor several opportunities...the more often you ask, the better your chances of success. Don't ask for the same thing all the time. Promote different needs. Give people a chance to live out their values. Appeal to them in ways they can see, feel and experience. People give to people.



The Message Returns



Point 1

In most instances, donors do not designate a specific project when they donate to an international relief organization like CARE. When donors specify, however, most large organizations make a special effort to target the funds to a chosen project. Donors should understand that this can create more paperwork and thereby increase administrative costs.

For the purposes of illustration, let's assume that Anna had designated her CARE Walks funds to a special project that is helping Indians in Bolivia grow tomatoes, spinach and even grapes in their frost-plagued region known as the "altiplano."

Indians of the Andes Try Farming Indoors

The Ayamara Indians of the altiplano live and work more than two and a half miles above sea level. Their diet consists mainly of cold-resistant potatoes and the children often suffer from childhood blindness due to lack of vitamin A in their diets. An inexpensive greenhouse project is helping save lives.

At the request of the people themselves, CARE is assisting with the provision of building materials like wooden beams and clear plastic sheets that enable the people to construct small greenhouses. Innovations like do-it-yourself greenhouses, no matter how dramatic their food production, must be inexpensive and specifically requested by the people themselves, or they will quickly fail. And on the altiplano, change comes slowly. Frank Sullivan, the country director for CARE has observed that "just because the altiplano, with its frequent sunshine is the perfect environment for greenhouses, doesn't mean they will fit in with the local lifestyle. Plus every new idea needs someone with a pioneering spirit to make it happen."

Two farmers living near Lake Titicaca have such a spirit. Mery Quispe de Nao, a 24-year-old mother of one, and her husband Walter donated some of their land to build the first greenhouse in their village of Llamacachi. "With the help of some of the people in our village, we built the walls with adobe bricks," says Mery Quispe de Nao. "CARE helped us get some wooden beams and about 40 square feet of clear plastic. It all cost us about \$30, and plenty of people thought we were crazy."

**Mery says her daughter, Evelyn, will learn that
the greenhouse is more than a place for fun.**



Many of the villagers who doubted the value of the greenhouse are now buying Quispe de Nao's vegetables rather than getting them in La Paz, which is a six-hour round trip from Llamacachi. "Outdoors it takes seven months to grow a small carrot," Mery says. "But now I grow big ones in three months. We keep what we need and sell the rest, which helped us pay off the cost of the greenhouse in less than a year."

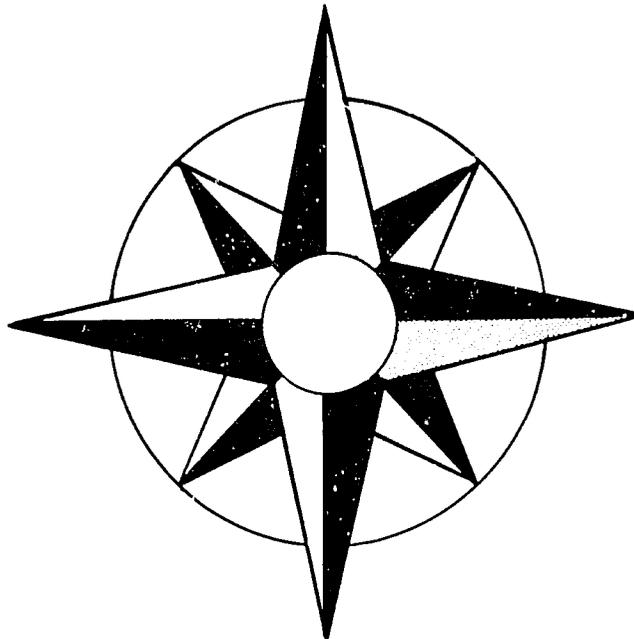
"Inside the greenhouse it's always sunny and quiet and warm," says Mery. "Neighbors drop by and end up staying for hours. They are most impressed with the fat red tomatoes which never survived on the altiplano before--one frost and they were ruined. Mine are always beautiful."

But perhaps now no one enjoys the greenhouse more than Mery's daughter, Evelyn. The bubbly two-year-old shows the effects of her well-balanced diet. She's chubby and energetic enough to get in her mother's way indoors and out.

"Evelyn thinks the greenhouse is her personal property," says her mother. "She plays with my tools, and every time I squat down to pull out a weed, she assumes I'm getting down on her level to start playing a game. When she grows up, she'll learn that the greenhouse was more than a place for fun."

NOTE: Information for this article was supplied by the Southeastern Office of CARE.





Point 2:
EDUCATION
AND
RESPONSE

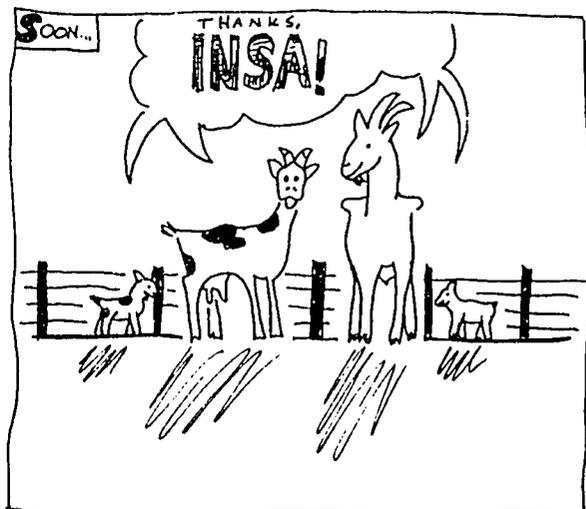
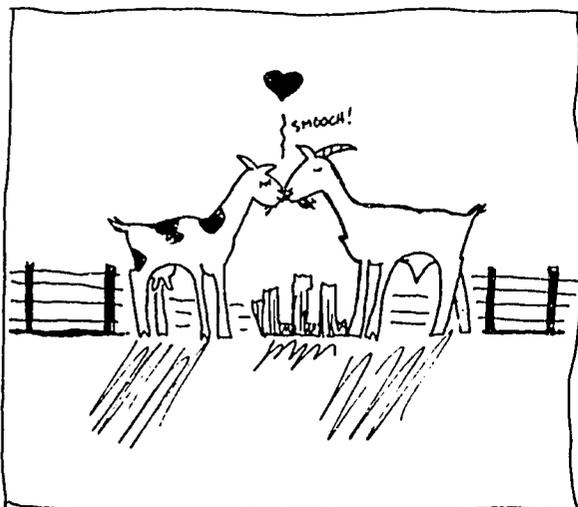
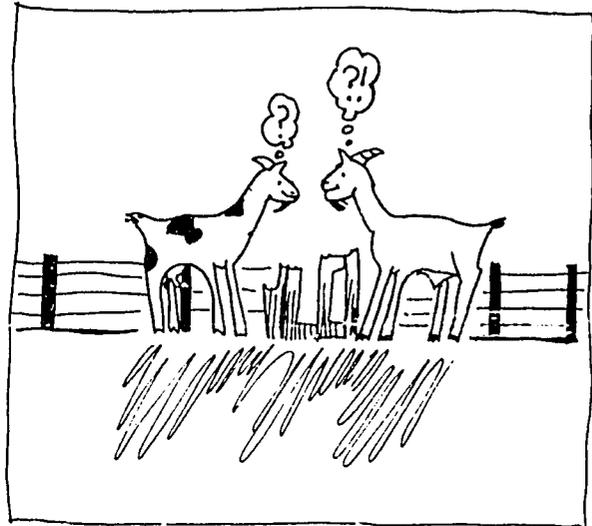
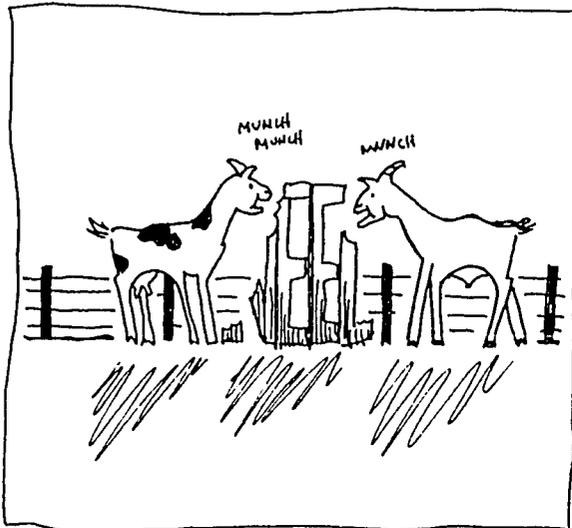
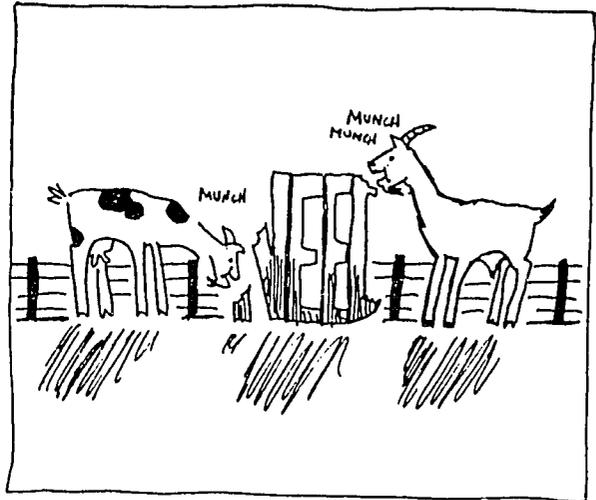
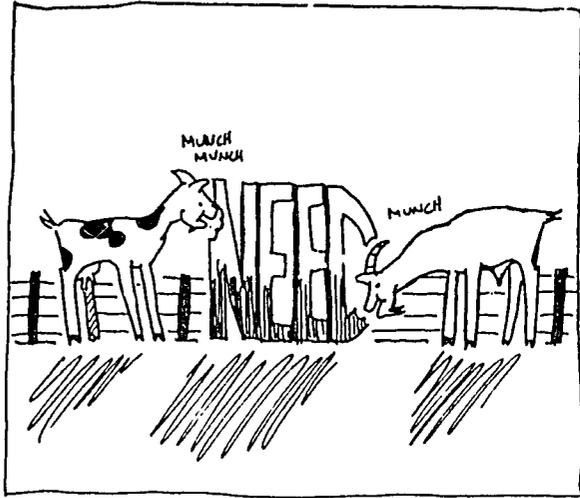


Overview

POINT 2 EDUCATION AND RESPONSE

Overview	An explanation of how an individual or group can learn about an organization and the countries in which it works and then become involved in some manner
Case Study	■ Description of how a woman's club learned about INSA's Haitian Goat Improvement Project and chose to adopt a goat
Characteristics of Education and Response	■ Six common characteristics of Education and Response
From Experience	Lessons learned by INSA and others: ■ Learning About People in Developing Countries ■ Learning and Doing: Choosing an Organization Educating Your Members Responding Appropriately
The Message Returns	■ Comments made by international development workers and by our international partners in action projects. This point on the continuum includes messages from the Director of INSA's Haitian Goat Improvement Project, farmer participants and a consultant.

The Haitian Goat Improvement Project



Case Study



Point 2

Club Presentation INSA Goat Improvement Project

Sally Rice hung up the telephone and a smile crossed her face. She had just made the final arrangements for an international program for the next Woman's Club meeting. Sally had accepted the chairmanship of the international committee because she had always been interested in international travel.

This program promised to be a good one. Pam Wood, representing INSA, an international health and development organization, had volunteered to bring a slide presentation, a display and some handouts for the members. There would also be a question-and-answer period following the slides. Pam had explained that her presentation would demonstrate how INSA was promoting long term development for a Haitian community through a goat improvement project.

Education

Sally and the women in her club did not know much about developing nations or long term development. She had learned about INSA through an international program planning kit provided by her state chairman. Each year her local club needed an international project to qualify as an outstanding club.

When Pam visited the club meeting she showed slides about Haiti. This helped the club members understand what is meant by a developing nation. Then Pam used the Haitian Goat Improvement Project to explain the importance of supporting activities that can be sustained by the Haitians themselves over a long period of time. Designed by both Haitians and Americans, the goat project is maintained by donations from U.S. citizens and the activities of the Haitian farmers.



The new Haitian goat owners attend a two-day class in Darbonne, Haiti to receive training on goat care, nutrition, milk production, land management and income generation. At the end of their training class, farmers receive a pregnant Haitian doe, cross-bred with a larger Nubian buck for greater size and milk production. They repay the project with their firstborn female goat.

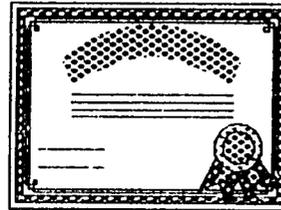
Follow-up visits from the INSA extensionist help them care for their goats. Income generated from goat sales help to improve diets, educate young people and generally enhance the quality of life for the INSA participants and their families. Pam was particularly pleased to report that over half of all new goat owners were women. They had proved to be good managers and are very competent at raising their does. Over a period of time, the INSA cross-bred goats help all farmers of the region upgrade the local goat herds.

Response

Following the presentation and the speaker's departure, the club voted to donate funds to the goat project. Their contribution would provide for more than just the purchase of a goat. It would contribute to the education of the owner and would result in long term gains to the owner, his or her family, and to the community by supplying:

- two days of farmer training including meals, lodging, and educational supplies
- a pregnant doe
- follow-up veterinary care if necessary
- routine immunizations, spraying for parasites, and worming medication

The club received a certificate of adoption in recognition of their contribution, and was placed on the mailing list for periodic goat newsletters from INSA to update them on the progress of the goat project. Their club was now a partner in a development project and they were delighted!



The Woman's Club has just completed Point 2 of the action project continuum--EDUCATION AND RESPONSE. Although a club is used as the example to represent Point 2, an *individual* can also participate in the development continuum at this point. If an individual reads an article, hears a news broadcast, receives information through the mail, or attends a meeting and then decides to follow up with a commitment to a development project, that person is becoming EDUCATED in order to make an informed RESPONSE. Let's examine the steps the Woman's Club took when they learned about the goat project and responded by adopting a goat.

Characteristics of Education and Response

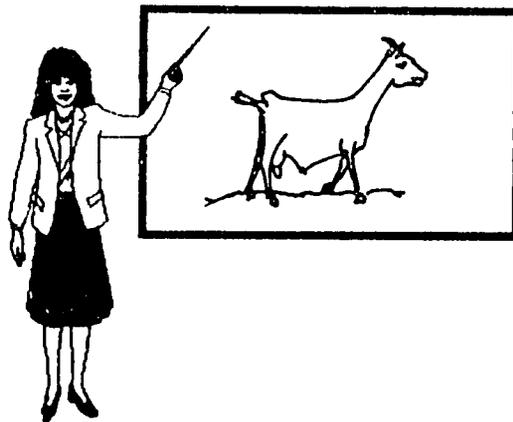


Point 2

1. The participating individual or organization is dependent on an international development organization to administer and sustain the development project. This point on the continuum is still primarily a method of response. Groups or individuals are usually involved in learning about the selected project and collecting funds or donating items. They are not involved in the day to day operation of the international project itself.

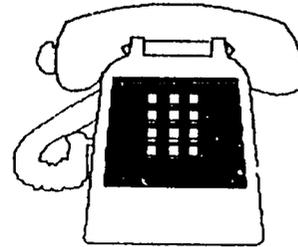
2. Individuals and groups receive some instruction before they respond and participate in a development project. Ideally, participants will become interested in learning more about their donor organization, the overseas project and the country and people who are their partners in the international development program.

3. Education can be self-generated or more formal. Individuals or groups can research and learn about issues on their own, or can participate in organized educational programs. The education can take many forms: reading, attending lectures or religious meetings, programs, films and other educational events. They may use free or inexpensive materials distributed by nonprofit organizations, or may avail themselves of the services of a speakers' bureau.



Education can be self-generated or more formal.

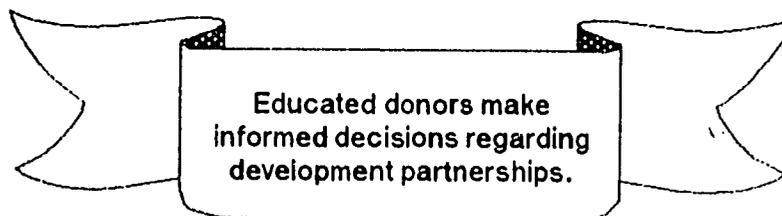
4. Responses come in many forms beyond monetary contributions. They can come in the form of telephone calls and letters to elected officials; participation in a walk, run or bike race for world hunger; rolling bandages for community health workers or collecting eyeglasses for use in developing countries. Many nonprofit organizations welcome donation of volunteers' time for assistance with ongoing or one-time projects.



Response can be a phone call to an elected official.

5. Commitment time is usually brief. National organizations will often screen and approve collaborating organizations and development projects for one year or more. However, local chapters, troops, etc. usually devote only one organizational year to a project. For example, a club may train one community health worker by sending \$75.00 per month for one year.

6. Educated donors make committed/informed decisions concerning their participation in development partnerships. People participate with more dedication and understanding when they have taken time to learn about development issues and programs before making a personal or group response. Well-informed people are more apt to repeat their international involvement and may take part in long-term projects.

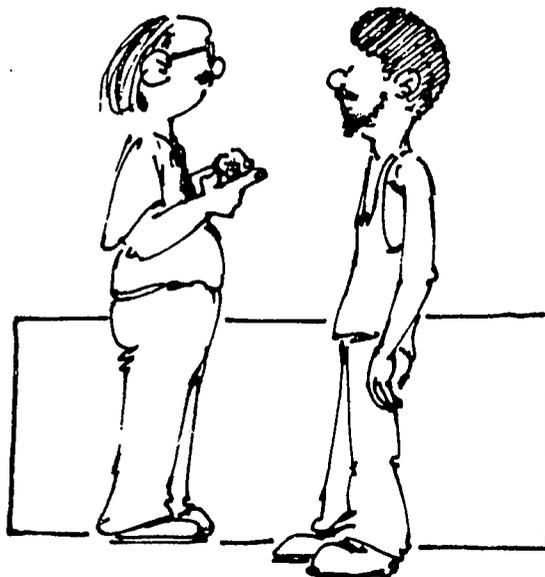




Learning About People in Developing Countries

1. **Recognize that one's own personal or cultural beliefs, values, and perceptions are not the only way of viewing the world.**
2. **Develop a non-judgmental attitude--to know and to understand the people of a country without evaluating.**
3. **Display empathy, the ability to put oneself in another's shoes.**
4. **Note ethnocentric expressions of superiority.**
5. **Recognize stereotypes of people of other countries.**
6. **Acknowledge the similarities of people in developing countries and in the United States.**
7. **Study a country for its intrinsic worth. Recognize the beauty of the traditions, the arts, and the cultural institutions.**

Source: Kister, Joanna and Wanda Montgomery, "Teacher's Guide: Development Education for the American Teenager Through Home Economics Global Connections," AHEA, 1988. p.9.





Choosing an Organization

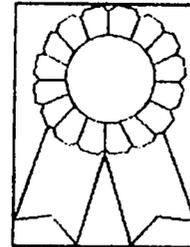
1. Choosing an Appropriate Development Organization

Consider the following points when choosing to work with an organization:

- Select a group which has the support of your national organization or one of its local affiliates. For example, when Girl Scout troops in Atlanta, Georgia began their Global Understanding Project, the Northwest Georgia Council recommended INSA as one of several organizations and agencies to contact as good sources of information and potential action projects.

- Evaluate the local reputation of the development group seeking your support or cooperation.

- Solicit recommendations from other groups or organizations which have been involved with the development organization and its projects.



- Examine the long-term program goals of the outside organization or project being considered.

- Study the alignment of the basic philosophies and objectives of both participating groups.

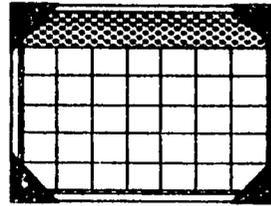
2. Sharing Interests and Goals

To work together effectively, your local affiliate, your national organization and the development organization must have mutual interests and goals. Are there past experiences to tie your membership to international development projects such as foreign travel, military service, international business relationships or international friendships?

Many service organizations, churches, and other groups have specific guidelines for projects and project involvement. For example INSA, the International Service Association for Health, Inc. and the National Extension Homemakers Council, (NEHC) share the common goal of improving the quality of life for families in other parts of the world. As a result, local NEHC clubs and the NEHC national board have been active in INSA'S Haitian Goat Improvement project. They are compatible because the two groups share similar goals and interests, project guidelines, and organizational structures.

3. Establishing Time Requirements

The amount of time your membership will spend on a project is a major consideration. It is very important for the time frame of a participating group to match the needs of the development project. Many school groups that sponsor a foster child find that once the school year ends, the teacher becomes responsible for maintaining the financial support of the child. Before undertaking a project, make certain that it will:



Time is a major consideration.

- appeal to your group for the amount of time required to complete the project
- be supported by enough people to fulfill your commitment to the project

4. Determining Direct Personal Contact

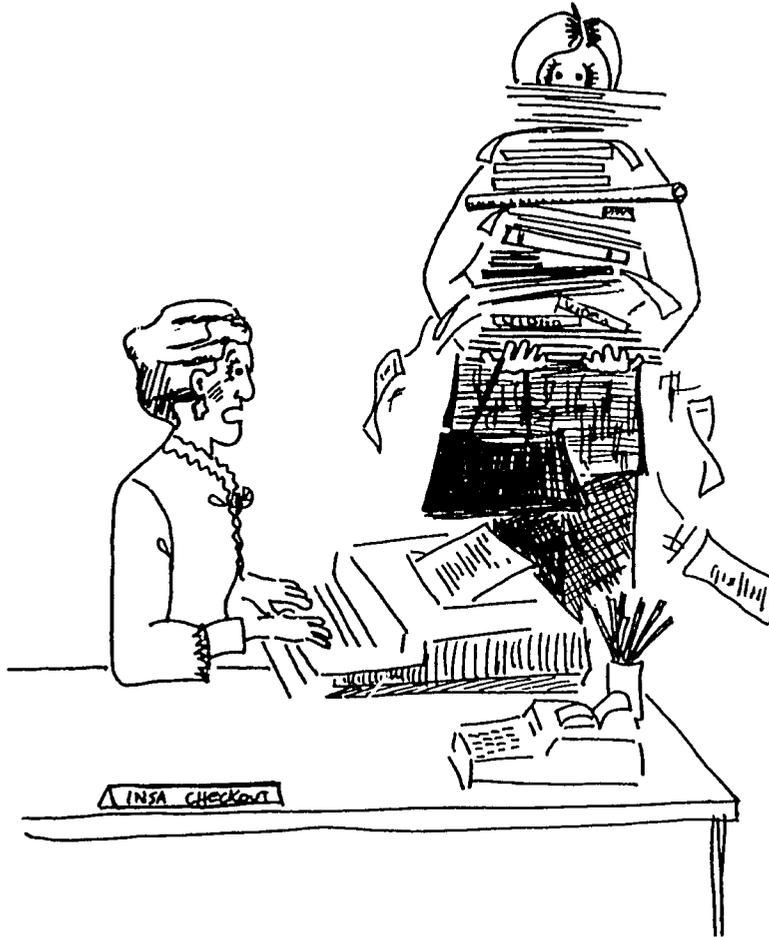
The question of direct personal contact is a major issue for many groups. Some organizations sponsor work/study visits to developing countries and trips to project sites. Other groups guarantee letters, pictures, etc. from overseas recipients. Still other groups offer no personal contacts, applying the cost of such contact to the development work itself. Many of the best development projects are located in remote areas and work with groups who do not speak, read or write English. The financial costs of such personal contact must be weighed with the desire to receive personal responses from partners. Your group may want to consider whether it desires to have:

- firsthand personal contact with the overseas counterpart group
- connection by letters, telephone, radio, etc.
- opportunities for your membership to travel internationally as a result of their participation in the project



Supplemental information can enhance and sustain the group's interest in and commitment to a project.

EXCUSE ME... I HAVE BOOKS,
MAGAZINES, FACT SHEETS,
BROCHURES, SCHEDULES, CASE
HISTORIES, PHOTOS, REPORTS,
POSTERS, CASSETTE TAPES,
MAPS, VIDEO TAPES, CROSS-
CULTURAL STUDIES, AND
EVALUATION FORMS - IS THIS
ALL THAT I CAN CHECK
OUT ?!





Educating Your Members

1. Obtaining Free and Inexpensive Materials

Non-profit organizations that are seeking support for international action projects often provide free or inexpensive educational materials. Some organizations cannot afford to send you multiple copies of materials. However, most will provide you with reproducible copies and will give you permission to recopy them. For example, INSA provides the following materials:

- free loan of videotapes and slide presentations
- country booklets and fact sheets
- self-instructional puppet manual and video
- periodic updates on the Goat Project
- goat adoption certificates
- goat project coloring books and posters for children
- periodic newsletters
- project information reports
- program brochures

A greater understanding of the current political and economic conditions of a country, and the U.S. posture toward that country make interesting topics for inquiry and study. You might also obtain other educational materials that will complement the project information distributed by the non-profit organization. Supplemental information can enhance and sustain the group's interest in and commitment to a project.

2. Locating an Appropriate Speaker

Speakers' bureaus provide excellent resources for club programs. The National Association of Returned Peace Corps Volunteers provides speakers and programs on development issues. Returned missionaries, military personnel who have been stationed overseas, international students and other international travelers can be invited to address your group. Many nonprofit organizations supply speakers for club programs. For example, INSA has a speakers' bureau of trained volunteers who can talk on a variety of subjects.

Use audio visual materials for a specific purpose



3. Working with Speakers

- Invite speakers well in advance (4–6 weeks).
- Provide detailed, written directions and the name, address and phone number of a contact person in your organization.
- Inform speaker of the exact topic you wish him/her to cover.
- Let speaker know the type of audience and how many people you will have in attendance.
- Arrange for audiovisual equipment needs or other requirements.
- Familiarize speaker with facilities including location of water fountain and restroom.
- Allow time for questions and follow-up discussion.
- Although many speakers do not expect an honorarium, the club should pay for any meals, parking or transportation costs. And all nonprofit organizations appreciate receiving donations for their ongoing projects.
- Evaluate the program and share the results with your guest speaker.

4. Using Audio Visuals

- Learn how to use all equipment in advance and test it to make sure it is working properly. Provide a back-up bulb for projectors and an extension cord.
- Use audio visual materials for a specific purpose--not just as fillers or for entertainment purposes.
- Preview materials and prepare audience by telling them why you want them to see the presentation. If you want them to consider participating in an international action project that is described in the show, tell the audience what to watch for.
- Follow the presentation with a discussion that reinforces what you have seen. Organize the major points of the presentation for the audience and ask them to participate in the discussion.
- Return materials promptly to the lending organization. If slides are out of order, include a note to that effect.
- Treat videotapes with care. Extremes of heat and cold can damage them. Do not place them near a magnetic source because it can erase videotape.



Responding Appropriately

1. Determining an Appropriate Response

In order to determine an appropriate manner of response, begin by assessing the interests and desires of your members. Then work with your membership to make their experience personally meaningful and valuable for the success of the total project. For example, several Homemakers clubs in Ohio used directions supplied by INSA to make 25 sets of hand puppets and props for use by health workers in India. The women met their national organization's guidelines to complete an international project; used their sewing skills; learned about India; enjoyed themselves; and provided a valuable service.

2. Responding Appropriately--Materials

When people are educated about development issues, they choose to respond to international action projects in an assortment of ways. Some individuals or groups respond with sizable cash donations. Other individuals and groups prefer to perform services or collect supplies or materials for distribution.

■ **A WORD OF CAUTION:** If your group chooses to donate supplies, follow the directions you receive from the sponsoring organization. Send only the items requested--do not include additional items. (See also, Point 1, *Response*, Responding Appropriately.)

■ **INCLUDE POSTAGE IF REQUESTED.** If the project requires postage, be certain your members understand that funds for postage must be included when they collect items for shipment. Checks are preferable to cash, and one check for the total amount is preferable to many small ones from various clubs or chapters. At one time, INSA had a backlog of eight thousand 35 mm film canisters used for medicine containers without adequate postage to send them to Haiti.

■ Consider costs for handling, packaging, shipping, customs duties, and in-country distribution of materials. Some recipients cannot afford even minimal costs for distribution of donated materials.

■ **When collecting and shipping equipment make sure that:**

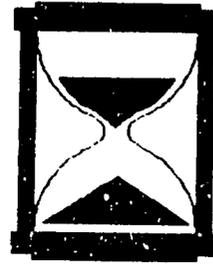
- ▶ Machinery and equipment are in working order.
- ▶ Local residents have specifically requested the item.
- ▶ Equipment is appropriate for the location and setting in which it will be used.
- ▶ Electrical voltage is compatible in country of destination.
- ▶ Costs for customs fees, distribution, maintenance and operation are affordable to the recipients.
- ▶ Local people are trained in maintenance and operation procedures.
- ▶ Spare parts and/or fuel can be easily obtained.



**Electrical voltage should be compatible
in country of destination.**

3. Establishing a Suitable Time Frame

The amount of time your group chooses to donate is a major factor in the choice of an appropriate response. Will your response involve an ongoing project requiring the time and talents of many of your members; or will the group make a quick one-time response which can be managed by a few select members? Programs which require all the members to make a commitment for a full year or longer should be considered very carefully.



4. Utilizing the Abilities of your Members

What are the talents and expertise of your members when deciding on a response? If your members do not speak, read, and write in foreign languages, they may want to choose only English speaking countries. If members are bilingual, you may want to consider countries where English is not the first language. Also members' expertise in agriculture, health or education may influence the choice of an appropriate response.

5. Gathering Local Resources

Determine what local resources are available to the organization for use in their responses. Are local mills, industries or businesses known for their contributions of money or manufactured goods? Can you rely on single contributions or ongoing support?

6. Establishing Need for Involvement

Contact the development organization to establish that the need still exists for the response and that the response is still appropriate. Often organizations will request the assistance of other groups to work on their projects. However, it is impossible to notify all participants and potential participants that the activity is completed.

7. Determining Desired Level of Response from Overseas Partners

If your organization desires to receive feedback from your overseas partners, investigate whether or not this is possible. Then state what your expectations are before committing to the project. For example, sponsors of INSA's goat project receive periodic updates about the general progress of the project but cannot communicate directly with a specific goat owner. However, sponsors for INSA's Atlanta-based Health Management Course can personally meet and interact with participants from developing nations.

The Message Returns



Point 2

The INSA Haitian Goat Improvement Project, like many other international projects maintained by development organizations, seeks to educate donors. However, this program differs because it provides educational materials which seek to educate all participants. Both the U.S. donors and the Haitian goat owners receive information and training during their participation in the project.

In the U.S., Sally and her group learned about the country of Haiti, its people, and probably a good bit about goats before the presentation ended. They had viewed slides which clearly defined their role as contributors in the project. Also, they received hand-outs to read later.

In Haiti, participants in the goat project complete their training with new skills and an opportunity to raise their standard of living. Through ongoing participation in the Haitian Goat Improvement Project, Haitians continue to profit from INSA programs which help people to help themselves.

Haitian Farmers Raise Improved Goats

The community of Lazille is located high in the mountains of Haiti southwest of the capital city of Port-au-Prince. The average annual income is under \$200. Most of its people own no livestock and earn their living on small garden farms. Their diets fail to provide them with enough calories and protein to maintain good nutrition and health. The INSA Haitian Goat Improvement Project is helping these people to help themselves to happier, healthier, and more productive lives.

Lazille consists of a church and a few small houses scattered along winding trails that angle steeply up and down the mountains. It doesn't take long to realize that everything is either made locally or has been hand carried or brought up the mountain by pack animal--every piece of glass, every iron tool.

Rose Marie Philozene is typical of many of the people who live in Lazille. She is also representative of the participants in INSA's Haitian Goat Improvement Project. Rose is 16 years old and lives with her family on the land her father has lived on and farmed all his life. When her father dies the land will be inherited by her two younger brothers.



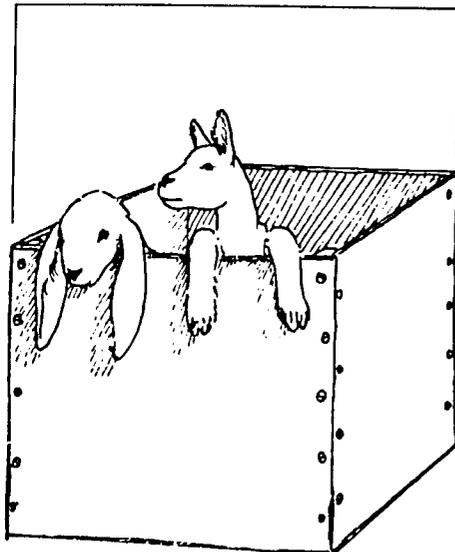
"The local community health worker recommended Rose Marie for participation in the goat project. He told me she was a serious young person, bright, and eager to learn," said Franck Toussaint, coordinator of the project. Rose was a good candidate for the goat project because she had already completed her education and was living with her family. "Of course she was excited to be chosen for the training. To receive a goat would offer her more income than she could generate in several years of labor at Lazille." Her father realized this would mean financial independence for her; and her mother was pleased that she would have an opportunity to "learn more".

Rose and her mother sold plantains in the local marketplace to earn the money for her trip to Darbonne for the training. Her little brothers were excited that she would be bringing home a goat and were up before dawn to see her off.

"At the training in Darbonne I learned goat health care, responsible management of my animal and ways the goat could improve the nutrition of our family," said Rose Marie. "We studied in a classroom, like school, and worked inside the pens with the goats. I really picked out a little grey goat I hoped I would receive; however, in the lottery I acquired a brown and white goat named Daisy. I have renamed the goat Lucky because I am so lucky to have her."

Lucky's first female kid was raised by Rose Marie and returned to the INSA program to fulfill her contract with INSA. These crossbred goats make it possible for other farmers to participate in the training program.

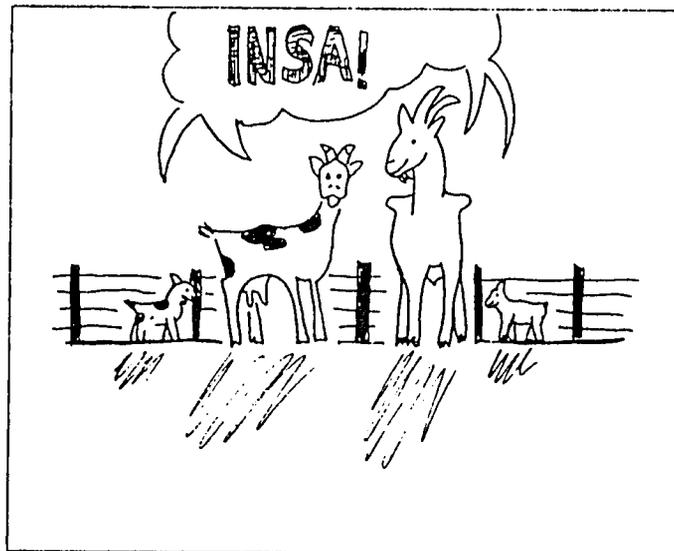
The second time Lucky was bred at Darbonne she had two kids--a male and a female.

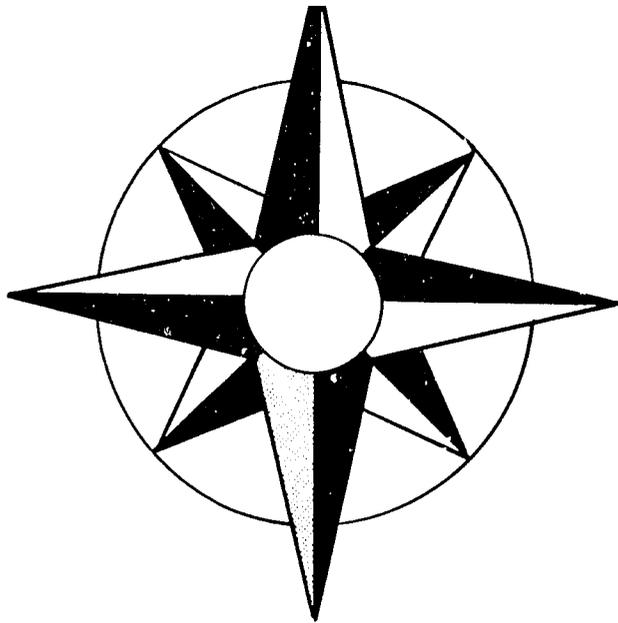


"We still have the female kid and we milk her now. But last October we sold the buck kid. My youngest brother needed money for his school supplies. Because the kid was so healthy and big for his age I earned enough money to pay for my brother's school tuition and his books. Now I know that we can sell a kid each year to pay for my brother's schooling. I plan to breed my goats as often as I can. Someday, I would like to have a small goat herd. They are like money in the bank. Also I want to be a woman of property when I marry," added Rose Marie.

Ed Geers, a U.S. citizen living in Haiti, works with the INSA farmers as a consultant to the goat project. "I questioned whether this one animal [a goat from the INSA project] really makes a difference in their livelihood. They [the participants] respond with such enthusiasm that it is overwhelming. It is sometimes difficult to understand how something so small can make such a big difference."

When other farmers in Lazille talk with Rose Marie about participating in the INSA Goat Project, she always encourages them to apply. "Helping people to help themselves is what INSA does best."





Point 3:
DIRECT PERSONAL INVOLVEMENT

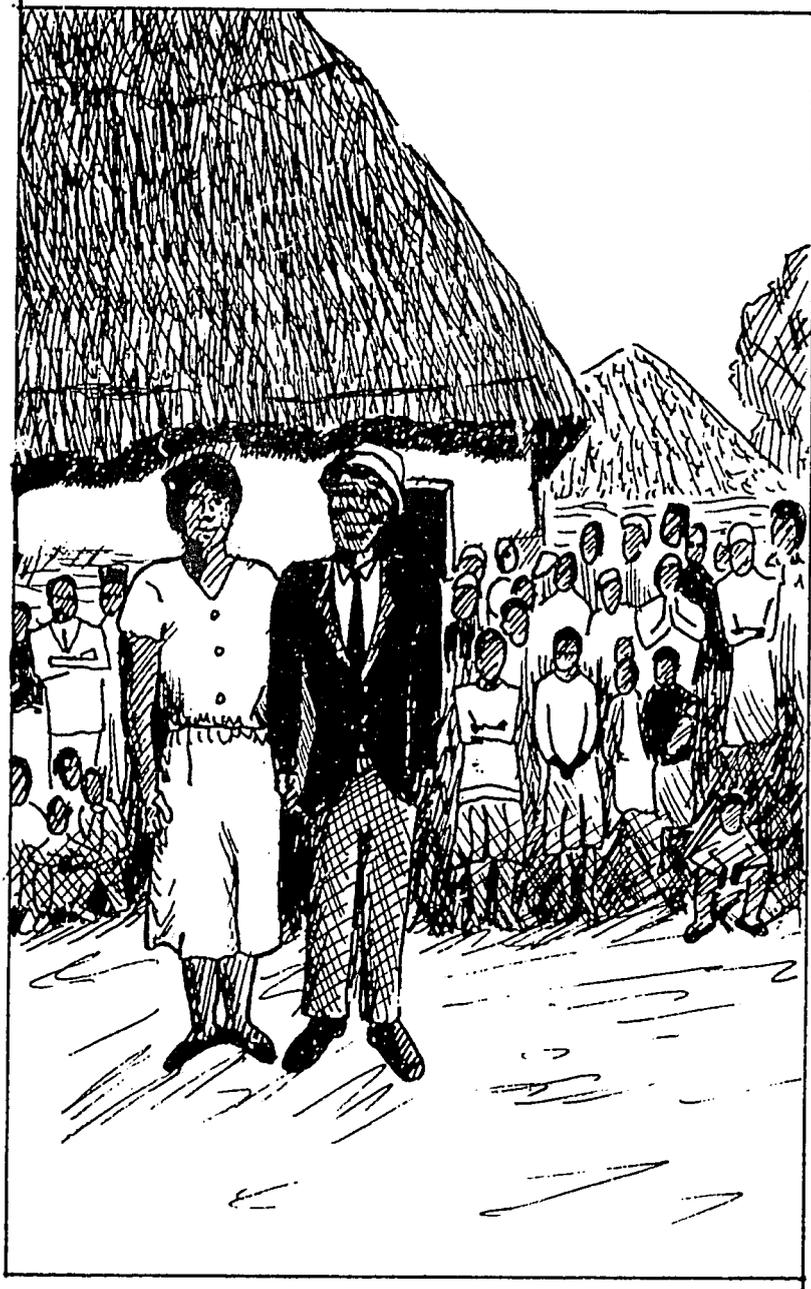
Overview, A



POINT 3* DIRECT PERSONAL INVOLVEMENT SECTION A, INDIVIDUAL INTERNSHIP

Overview	Information to help you determine whether individual international internship programs are appropriate for you or your membership
Case Study	■ Description of an internship in Zimbabwe under the auspices of ODN, the Overseas Development Network
Characteristics of Direct Personal Involvement	■ Four common characteristics of an individual internship program in a developing country
From Experience	Lessons learned by INSA and others: ■ Observations by interns ■ Other opportunities for personal involvement
The Message Returns	■ Comments made by international development workers and by international partners in action projects. This point on the continuum includes messages from the ODN country director, the head of a Zimbabwe youth project, and personal friends of the intern.

* NOTE: Point 3 contains two sections
(Section B is a Workteam Experience)



Case Study



Point 3, A

Internship in Zimbabwe

"A mind that is stretched by a new experience can never go back to its old dimensions."

Oliver Wendell Holmes

The reggae music blared out of the phonograph as the ten men and women dancers gathered in the midday sun of Zimbabwe to dance for the newly married couple. It was an honor to have been invited to be one of the dancers and Ian Gary was pleased that he had packed a suit when he left San Diego several months before. He had never dreamed that he would be wearing it to participate in an African wedding dance. The dancers had been practicing daily for two months and Ian felt that he was doing a good job keeping up with and even outdoing some of the Zimbabweans who were dancing alongside him.

The celebration would last for two days as the wedding party and dancers traveled from the bride's village to the groom's for feasting, gift giving, drinking and dancing. Albert Gwatiringa and his bride, Norberta, had saved for the wedding celebration for over four years. They had already been married in a traditional ceremony four years earlier when Albert's parents had exchanged the agreed-upon bride's price with Norberta's family. On their recent wedding day in the local mission church, their three-year-old son was part of the ceremony.

Ian and Albert had become close friends during Ian's stay in a small Zimbabwean village about four hours outside the capital of Harare. They had met while working together as volunteers with the Takawira Unemployment Benefit (TUB) project. The project prepared young men and women to support themselves through agricultural skills gained while they were trained at TUB.

Ian, a recent journalism graduate of the University of Missouri at Columbia, was spending six months as an intern in Zimbabwe through the sponsorship of ODN, the Overseas Development Network. The young man from San Diego had traveled more than 9,000 miles at his own expense to reach this isolated village and it had been an interesting journey.

An interest in African and reggae music and a culturally sensitive family background contributed to his decision to become an intern in Africa with ODN. Knowing of his interest in Africa, his African history teacher had given him an article that described ODN and a new internship program in Zimbabwe.

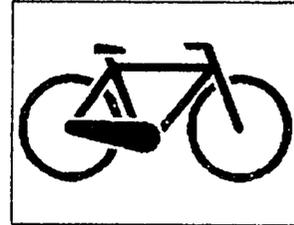
The Overseas Development Network

The Overseas Development Network, Inc. was founded in 1983 by a group of students to promote discussion of development issues on college campuses around the country, and in so doing, to involve students in constructive responses to the problems of world hunger, poverty, and underdevelopment. ODN believes that "action and education are inseparable." Today it is a national, **student-run** consortium of campus groups (currently numbering about 65) that offers opportunities for involvement at several levels. ODN programs tie in with three points on the development education continuum:

■ **Response** to requests for assistance from ODN might involve simple contributions of time or money. The response, however, can lead to further involvement at various points on the development education continuum.

■ **Education and Response** to what has been learned can mean linking with a development project in a developing country sponsored by ODN or others. Educational programs on college campuses through conferences, speakers' series, discussion groups, films, fairs, and publications enable students to learn about conditions in their partner country. U.S. students raise funds for their overseas partners and communicate with them directly.

Bike-Aid, an annual, cross-country cycling trip, is a good example of education followed by action. Young men and women generate support for their overseas linkage programs by biking across the U.S. and gathering pledges. Riders educate their host communities in cities and small towns across the country about international development issues. They talk with local residents and the media; perform community service; and learn about outreach programs in the local communities like night shelters, food banks, farmer alliances and youth programs. The pledges they receive provide matching funds for the development linkage projects of campus ODN chapters.



■ The first two points lead naturally for some to the next point on the development education action continuum-- **Direct Personal Involvement, Point 3**. Ian Gary was participating in such a program as an ODN intern in Zimbabwe. The internship program enables students with an interest in international development to involve themselves as service learners with local development organizations on the grassroots level.

ODN states that the internship is "an opportunity for interns to amass their own impressions, grapple with their own prejudices, and come to their own conclusions regarding the possibilities and challenges of development work." It is important to note that ODN views its internship programs as partnerships built on mutual learning and a sense of equality--they are not service projects.

ODN internships are partnerships built on mutual learning and a sense of equality--they are not service projects.

TUB, The Takawira Unemployment Benefit

The project Ian participated in, the Takawira Unemployment Benefit, is located in southeastern Zimbabwe. Severe unemployment in the Takawira district prompted a group of 20 teachers to ask ODN to provide start-up funds for a youth training project. Their idea is to teach young people how to begin their own agriculturally based income-generating projects such as gardening and chicken raising. The young people learn to manage these projects themselves in a live-in training center.

The initial funds were raised by the Zimbabweans themselves--about \$1000 U.S., a substantial amount for rural people. ODN was able to supply \$6000 after reviewing a detailed proposal from the Takawira committee. Because the amount exceeded the usual request, ODN linked the funding with not one but two college campus chapters. They raised half the funds and ODN supplied the remainder through Bike Aid funds. The money was sent through an ODN contact at the American Friends Service Committee in Harare, Zimbabwe.

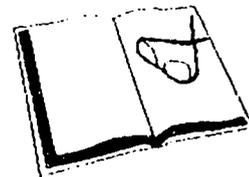


The two U.S. partnering chapters are located at the University of Pennsylvania and at Whitman College in Walla Walla, Washington. They raised funds on their campuses through fasts, hunger clean-ups and other service projects. They educated fellow students about Zimbabwe and the work at Takawira. Godfrey Mureriwa, one of the leaders of the Takawira project, spent several weeks in the U.S. visiting the sponsoring college campuses and talking about the work in Zimbabwe. He was also afforded the opportunity to learn about similar U.S. youth employment projects.

Preparation

Ian Gary was one of six students and graduates who worked as ODN interns at health and development sites in Zimbabwe. Prior to departure, Ian attended a one-week orientation at Cambridge, Massachusetts, where he received an overview of the region's history and culture in order to be prepared to deal with cultural differences. Upon arrival in Zimbabwe, a two-week orientation in Harare introduced them to the local language--Shona, and enabled them to visit the coordinating offices and project sites of a variety of organizations located in Zimbabwe. The interns spent six hours per day for two weeks becoming acquainted with Shona; however, most of them worked in situations where their co-workers spoke English.

The bulk of an intern's time was spent at the site, "experiencing the day-to-day frustrations and triumphs of that particular development initiative." Interns lived as much as possible in the manner of the host community, participating in local events and customs when invited to do so. In addition to their project work, interns provided feedback to ODN, keeping a journal of thoughts and reflections, continued language training and worked on a development education project for the U.S. upon their return.



Midway through the internship, the interns participated in a study tour that provided them with a comparative context in which to place their individual site experience. At the end of the Zimbabwe component of the program interns gathered for a final retreat to share, reflect and attempt to synthesize what they had seen, learned, felt and lived over the course of the previous six months.

Development Education

Development education efforts in the U.S. are a particularly important part of the ODN program. Each intern is asked to design a specific development education project during the internship for use upon return to the U.S. Ian Gary's efforts included periodic updates to the national ODN headquarters and to his local ODN club in Missouri. Through these projects, interns are expanding the educational benefits of the internship program to others beyond just the participants. *This is one of the most beneficial aspects of direct personal involvement.*

Characteristics of Direct Personal Involvement



Point 3, A

Ian Gary has participated in three levels of the action project continuum--*Response, Education and Response and DIRECT PERSONAL INVOLVEMENT*. Let's examine the commonalities of this particular program and others that offer direct personal involvement.

1. Ian made a **significant commitment** of his time, energy and money in order to make his overseas experience a reality. Most often, this is an individual decision and is **undertaken for a specific period of time**. Ian was also a volunteer who was **responsible for his own expenses**. ODN provides interns with a detailed guide to fundraising and provides some financial aid through Bike-Aid.

2. Ian had to tie into an **already existing structure** in order to undergo his internship. ODN provided the necessary arrangements for his successful experience. It is **especially important** to fully investigate any organization that sponsors such programs in order to discover if their programs are suitable for an individual's purposes in undertaking an overseas internship program. For example, ODN works with students and recent graduates while the Peace Corps sponsors people at all ages of life and expects them to commit to longer terms of service.

3. **Training, orientation and follow up** were especially critical to the success of Ian's internship program.

- He was briefed in the U.S. before going to Zimbabwe;
- spent two weeks in Harare learning the language and becoming familiar with the country;
- experienced a two week midpoint briefing; and
- underwent debriefing before returning to the U.S.

Groups that send people overseas for longer periods of time will spend even more time in preparation and follow up.



4. The internship was expanded to include others through Ian's **development education efforts**. For those who cannot personally experience direct personal involvement, hearing about the experiences of others can be especially meaningful. Returned missionaries, interns, Peace Corps Volunteers and others are usually willing to speak to groups about their experiences. Ian kept a journal and wrote several articles for the ODN newsletter during his internship and has made presentations about his experience since his return to the U.S.

From Experience



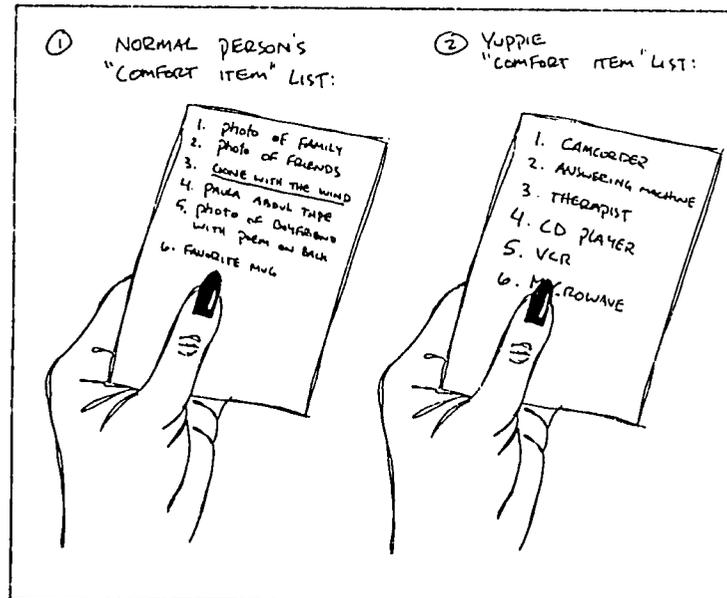
Point 3, A

An internship in a developing country is an unforgettable experience. Here are some observations made by Ian and others who have participated in internship or exchange programs:

Observations by Interns

1. Be willing to try new things. Daily life in another culture presents many new possibilities from foods, to friendships to music to learning to get along in a new language. "New friendships were made slowly due to lack of shared experiences, but once they were formed they were strong." Ian says that the staple food (sadza-- ground corn meal boiled into a thick paste and then dipped in a tomato sauce) became boring.

2. Prepare yourself both physically and mentally for the experience. Culture shock, loneliness and physical discomfort are to be expected. Ian was unprepared for the extreme heat and homesickness that lead him to experience a feeling of listlessness during his first months in Zimbabwe. Others suggest that you take along familiar comfort items like books, tapes, photos and small sentimental objects. If you are in a rural area, visit a city occasionally and seek out others who are in similar situations. ODN built in time for such reunions at the midpoint and end of the internship. **Most importantly of all, be yourself and expect highs and lows.**



3. Internship programs lead to a heightened sense of self-reliance and confidence. Living and working alongside people from another culture can help you become more independent. Ian was the only American within miles and was quickly immersed in the local culture. He lived alone in one room that was adjacent to a bottle store and took his meals with a family who lived about a ten-minute walk away. He says that it was "difficult and lonely for the first few months, not because of language, but more because of cultural barriers." He has noticed a greater sense of confidence since his return. "Job interviews are nothing compared to my experiences in Zimbabwe."

4. People who have been on internships are far better prepared than most people to accept the role of global citizens.

International experiences promote a larger view of the world made up of real people with various points of view. The American Field Service (AFS), an intercultural exchange program, says that students who participate in this kind of experience have a "far greater awareness and understanding of another country and another culture, a greater awareness of opportunities in general and a heightened sense of independence and self-reliance."



5. The experience changes your life forever. High school students who participate in exchange programs increase their opportunities to gain admission to selective colleges. Cross cultural experiences can help in the fields of international business or development work. And friendships are formed that enrich your life forever. AFS research has found that the "learning and growth brought about by the exchange experience do not disappear after the person returns to his or her home country; rather, they enable the person to approach life with more confidence and competence, with more accumulated knowledge, and with an increased capacity to learn in the future." (AFS brochure, 1988)



6. Allow yourself ample time to readjust to life in the U.S. Ian felt that his experience in Zimbabwe was "a real high point" in his life and it was difficult to readjust to life in the U.S. He figures that it took him about three to four months to really feel that he was totally "back." Sharing your experiences with others who have lived overseas can sometimes help.

Don't expect others who have not lived and worked in developing countries to empathize with all your viewpoints. Frequently, people returning from developing countries are tempted to impose their newfound perspectives on others only to discover that most people have no basis for understanding. Use this experience to become sensitive to the needs and thoughts of the people you are with-- both in another country and at home. Then work together to influence positive changes.

From Experience



Point 3, A

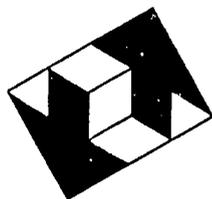
Other Opportunities for Personal Involvement

■ **Hosting an international exchange student or visitor** in your home for either extended or brief periods of time is another form of **direct personal involvement** that you might consider. Sponsoring agencies stress that host families should be flexible, open to new experiences, have a good sense of humor and a basic curiosity about the world and its people.

The National Association for Foreign Student Affairs (NAFSA) publishes a pamphlet entitled "Friendship with a Foreign Student" that gives detailed information on how to contact and establish ties with a foreign student attending classes in the U.S. Hosting such a student offers a unique opportunity for friendship and learning. **Contact:** NAFSA, 1860 19th St., NW, Washington, DC 20009, Phone: (202) 462-4811.

The following organizations sponsor two-way exchanges. They have local chapters throughout the U.S. Contact them directly to investigate hosting international visitors or participating in international exchange trips. Please note that this is an introductory list. There are many more groups like these:

- Partners of the Americas, 1414 K St., NW, Washington, DC 20005, Phone: (1-800-322-7844)
- Sister Cities International, 120 S. Payne St, Alexandria, VA 22314, Phone: (703) 836-3535
- National Council for International Visitors, 1420 K St., NW, Washington, DC 20005
- Friendship Force International, 575 South Tower, 1 CNN Center, Atlanta, GA 30303, Phone: (404) 522-9490



**PARTNERS
OF THE AMERICAS**

■ **Travel in a developing country** can be a rewarding experience, especially if undertaken as part of a work/study tour. Traditional adult and youth exchange organizations offer opportunities for exchanges in the developing world. A few examples follow:

- National 4-H Council offers international homestay opportunities for 4-H members and other young adults. They are currently placing U.S. youngsters in over 82 countries. **Contact:** National 4-H Council, 7100 Connecticut Ave., Chevy Chase, MD 20815, Phone: (310) 961-2869.
- Habitat for Humanity needs volunteers for international or U.S. house construction projects. **Contact:** Habitat for Humanity, Habitat and Church Sts., Americus, GA 31709, Phone: (912) 924-6935
- Operation Crossroads, Inc. offers participation in short-term community development projects in Africa and the Caribbean working with country counterparts. **Contact:** Operation Crossroads, Inc., 150 Fifth Avenue, Suite 310, New York, NY 10011, Phone: 1-800-422-3742.

■ **Alternative Tourism** or socially responsible tourism is a new kind of travel. "Rather than an unending source of sun, sand and sex, this new tourism sees the Third World as struggling societies that need the understanding and support of people from industrialized countries."



(SEEDS, Feb., 1988) It can consist of study tours, work experiences or a combination of both. Alternative tourism has gained in popularity during the 1980s with more than 100 groups in the U.S. alone sponsoring alternative travel tours.

Alternative tourism is discussed in detail in *Bridging the Global Gap: A Handbook to Linking Citizens of the First and Third Worlds* by Medea Benjamin and Andrea Freedman. It is a guide to resource organizations with advice from the organizations themselves on how to bring about a new internationalism through lobbying, tour groups, sister cities and other methods. Global Exchange also offers work/study tours and other international experiences in developing countries. **Contact:** Global Exchange, 2940 16th St., #307, San Francisco, CA 94103, Phone: (415) 255-7296.

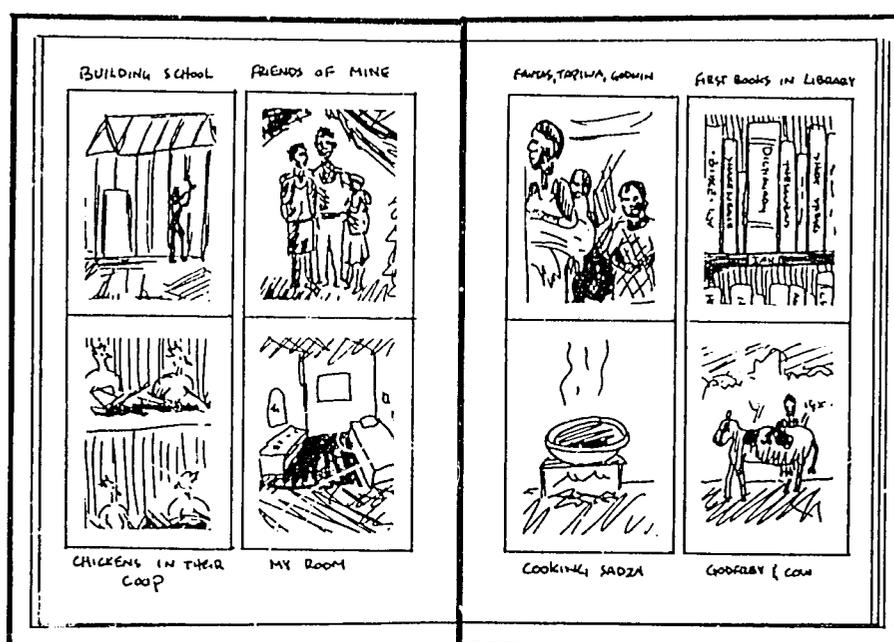
NOTE: SEEDS Magazine publishes an annual list of **Volunteer Opportunities**. To obtain the most recent information, contact SEEDS at 222 East Lake Dr., Decatur, GA 30333, Phone: (404) 371-1000.

The Message Returns



Point 3, A

We seldom have the opportunity to look at international internship experiences from the point of view of the host country contacts. Ian Gary returned from Zimbabwe in the fall of 1989 and is working for ODN in San Francisco. His personal correspondence, reports from the directors of the Takawira Unemployment Benefit (TUB), and correspondence from Rebecca Zeigler, ODN's former Africa coordinator and current teacher in Zimbabwe, provide us with a look at how he is remembered.



On the Effects of Ian's Work on Various Projects:

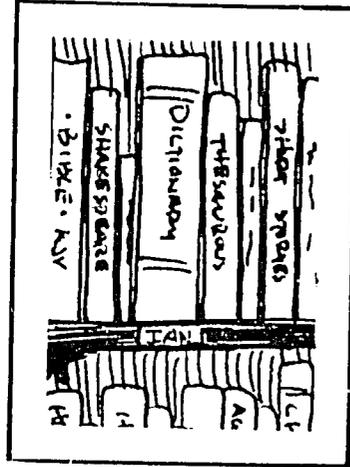
"It seems everyone at Hama [the village where Ian lived] is already missing you. You were such a great Murungu [white person] that everyone liked you. Thanks for the good relationship you managed to create with the Takawira community--this will go a long way to help TUB's efforts.

"TUB is growing from strength to strength. We now have a building brigade. They now are working at Debwe Secondary School, a job worth \$4,000. Rebecca and I are planning to start a rabbit project."

Letter to Ian Gary from Godfrey Mureriwa
Chairman of TUB

"We really enjoyed the photos you sent us with great appreciation. Really, everyone enjoyed them and they will enable us to give light to the history of our school illustrating the efforts made by the staff and ODN members, especially you in the school development projects undertaken. We hope to be in touch with you all the time as you have proved to be our closest relative or rather our linkman with ODN as you actually witnessed our situation.

"Thank you once more for the books you also sent us. They are contributing a lot towards the day to day development of our library. We wish to name one of our shelves in remembrance of you because you really did a lot in our struggle for development. We hope you will keep on doing your best to serve your fellow friends."

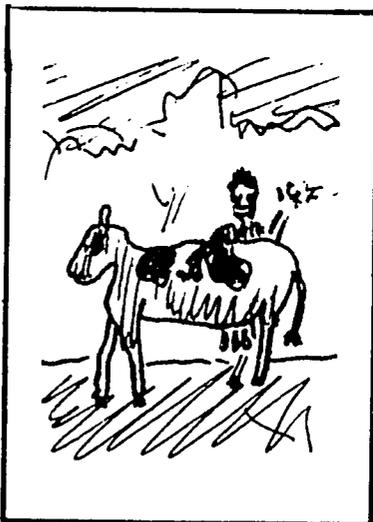


Letter from Ms. Shuro,
Headmistress of
Primary School

"The situation at TUB seems stable and surprisingly rosy. The broilers and layers are doing well and the youths got quite a bit of profits from the tomatoes and maize during the last few months."

Letter to Ian Gary from Rebecca Zeigler
Former Africa Coordinator, ODN
Currently teaching in Zimbabwe

Personal Anecdotes:



"Ian, did you know that there is a cow named after you in the Mureriwa herd at Muwani? One evening I was helping Godwin and David herd the cows into the kraal and they were telling me all of their names. When they said 'Ian', I laughed and Godwin told me he had named it after you a few months ago. Do we consider this an honor?"

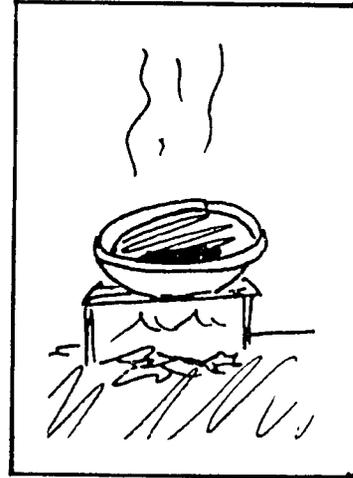
Letter from Rebecca Zeigler
Former Africa Coordinator,
ODN
Currently teaching in
Zimbabwe

"I have written this document to express my deepest sympathy on your tragic loss [Ian's return to the U.S.]. Surely to say, without you I seem to be out lost in a jungle and my English subject seems to be evaporating without you but I will try to pull up my socks through reading since books are sources of all knowledge. Truly I cannot fully write how I enjoy without you. I love you Ian. To me you now seem to be the star of the place under the sun."

Letter from Oliver Mutori, unemployed youth at TUB
and one of Ian's best friends in Zimbabwe

"How do you like pizza after five months of sadza? How much time are you spending in or watching the one thing you were missing in Zimbabwe-- the ocean? I have never been to an ocean or a beach. I hope I will afford the experience soon. We are missing you very much. You had become one of us in so many ways that we feel a gap.

"Your visit indicated love and international unity. Our separation or departure must not symbolize that we are totally to forget about each other."



Letter from Albert Gwatiringa, Vice Chairman of TUB
(His wedding is described in the case study)

On the Successes of TUB

"TUB is all about training youth to survive. We train youths not to give them jobs but for them to create employment. One of the youths, Cleophas, is today the head of a very successful builders' brigade which is presently working at Bebwe Secondary School. The project has created employment for over a dozen other youths. Tondai Madladla is working now with Ngani Chipandza and four other youths in Chengwena want to start a small-scale bakery. Silvesta Muwari has teamed up with other youths who are working flat out to start a rural motor garage at Muwari Township. Youths who have graduated from the TUB center do not only have leadership skills. They also have skills of self-reliance, originality and purpose. These have been our successes."

From a speech delivered by Mr. Godfrey Mureriwa,
chairman of TUB, on March 24, 1990

Overview, B



POINT 3* DIRECT PERSONAL INVOLVEMENT SECTION B, WORKTEAM EXPERIENCE

Overview	Information to help you determine whether international workteam experiences are appropriate for you or your membership
Case Studies	■ Workteam members from seven different projects tell about their own experiences and what serving on a workteam has meant to them and the villagers they worked with
Characteristics of Direct Personal Involvement	■ Five common characteristics of workteam experience
From Experience	Lessons learned by INSA and others: ■ Five lessons learned by workteam members ■ Preparing for a Workteam Experience ■ From INSA's Experience
The Message Returns	■ Comments made by international development workers and by our international partners in action projects. This point on the continuum includes comments made by staff of two organizations in Mexico and Jamaica who oversee workteams.

* NOTE: Point 3 contains 2 sections
(Section A is an Individual Internship Experience)

Case Study

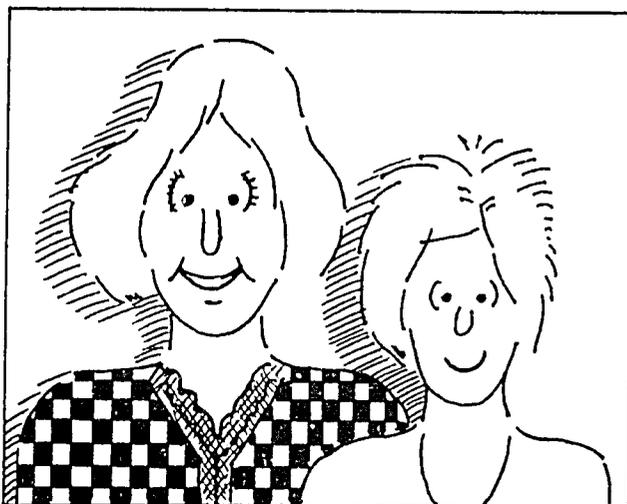


Point 3, B

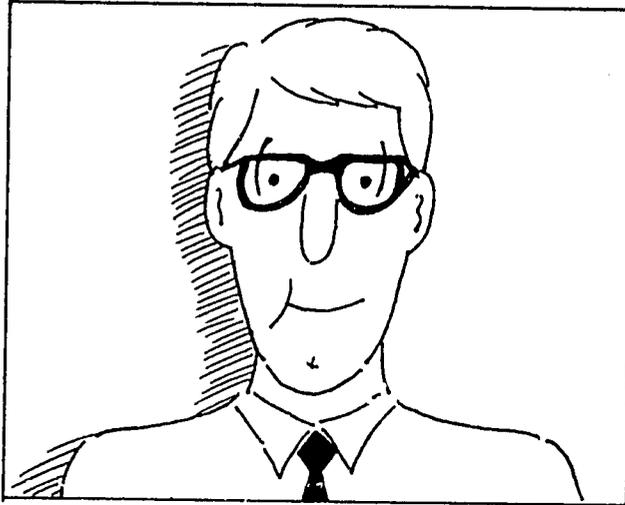
This section of the guide was written by Patricia Sprinkle. She has long been involved in hunger activities and has worked for the Board of Global Ministries of the United Methodist Church and the Presbyterian Church, U.S.A. Although she has an avid interest in international development issues, she has not personally participated in a workteam experience. Her research for this article convinced her of the benefits of such experiences to both participants and partners in developing countries. Patti is currently completing work on her third novel.

Because workteam experiences are so varied, this section draws on the experiences of seven team members in seven different situations.

NANCY is a dental hygienist from California who has gone twice to Haiti through the Evangelical Covenant "Health Volunteers for Haiti" program. She was so enthusiastic after her first trip that the second time she took her niece, also a dental hygienist, with her. They spent twelve days cleaning teeth, teaching dental hygiene, and training a Haitian dental hygienist.



DOUG is a seminary president who went with a Presbyterian team to Haiti to help villagers build a canal that now brings fresh water to remote areas. Digging the canal, which could have been done in a few months with technology and "experts," took seven years. The presbytery chose to support the longer-term project in order to use the skills and labor of local people who would benefit from the canal. A Haitian bishop declared that as a result of working on the canal, people developed hope in themselves. They had worked together to make something happen which they never dreamed could happen. Since the completion of the canal, the community has worked together to establish literacy programs, clinics and community garden projects.



JEFF is Youth Pastor in a Georgia congregation. Through Project Build, he led a youth team from his Christian and Missionary Alliance congregation to a Guatemalan village high in the mountains.

Working under Guatemalan supervisors for two weeks, the team poured a sidewalk between the high school and a road filled with traffic and military vehicles. "Before the sidewalk was built, kids were walking in the road. When we got it poured, they were walking on it before it was dry. They just couldn't wait!"

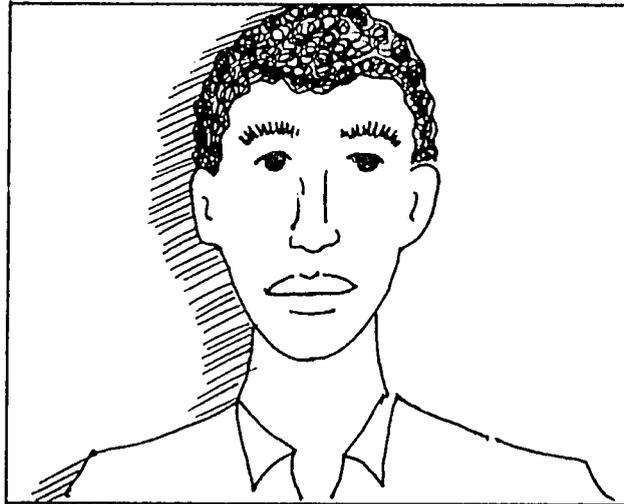
MAXINE is a hospital laboratory technician in North Carolina. She went for three weeks to Bolivia as part of a United Methodist team to work in a medical laboratory. While there, she was asked to study parasite infestations in a remote village. "I sat on my campstool at the edge of the jungle while people brought me stool specimens in matchboxes." This project was used to improve the health of villagers and also to train Bolivians in lab processes. Today, Bolivians are in charge of that work.

FRANCES is a North Carolina housewife who has passed middle age and wasn't certain what skills she had to offer a team. She volunteered, however, with a United Methodist project to help build a lunchroom and kitchen for a school in Costa Rica. "I figured I



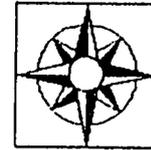
could carry for the builders," she laughs. "Instead, I wound up cooking for the whole crew!" Would she do it again? She's planning to return when they build the kindergarten.

LAUREL directs the Third World Opportunities Project, sponsored by the San Diego Council of Churches. This project conducts one-day "exposure" tours to nearby Mexican border towns and also provides longer workteam experiences. Most recently teams have worked through Habitat for Humanity and Esperanza to build houses. In both cases, families who would live in the houses worked alongside the teams, providing sweat equity, and will pay back a no-interest loan over a period of years.



BOB is a former drug addict who now runs a drug and alcohol rehabilitation program in Florida. He took another staff member and two clients from his drug after-care program to Jamaica. Working through Jamaica Mutual Mission--a partnership between Jamaican and U.S. churches--they helped re-roof a youth center damaged by hurricanes, and got to know many community people in the process.

Characteristics of Direct Personal Involvement



Point 3, B

- 1. Participants contribute time and money to serve on the teams.**
While some team members were assisted by congregations and/or other groups in raising money for their trip, in each case the team member was responsible for finding the money.
- 2. Participants work very hard.** Each person interviewed remembers long hours and hard work as part of the experience. They had been warned before leaving home that this was not a vacation, and they would have little time for sightseeing. "How true that was!" several agreed.
- 3. Local persons work with the teams and usually determine what project is most needed in their own community.** Sometimes what outsiders perceive they need is not what people most want. One community turned down new drains, for instance, and asked for a wall around their school to protect children on the playground. "We are not here to do for others," Doug reminds us, "but to work with them in ways that care for them and respond to the dignity of their personhood. We want to communicate that we care."
- 4. Workteams fill a real need in a community.** "There are no trained dental hygienists in Haiti," Nancy reports. She trained one while she was there. Maxine's team trained medical lab technicians. Laurel's teams work to build homes for the poor at prices they can afford. When asked whether local people resent people coming from other countries to do jobs that local people might be hired to do, a Jamaican church leader replies, "Workteams do not do jobs that people have money to pay for. They do jobs that people cannot pay for. We are very grateful."
- 5. Participants may use professional skills or learn new skills.** Almost any skill is needed somewhere in the world. Medical personnel, skilled builders and engineers, teachers and farmers are in high demand by workteams. On the other hand, Frances's cooking skills and Jeff's ability to carry buckets of concrete were also important. Bob's clients actually learned a skill--roofing--as part of their workteam experience.

From Experience



Lessons Learned by Workteam Members

Point 3, B

Being a part of a workteam is a learning experience that participants never forget. Here is what they say:

1. **"We learned how to work with others."** Building a team to actually accomplish something in a short time takes patience, faith, and a sense of humor. We learned that people who don't know one another can come together under trying circumstances and do a great deal," Jeff reports.

**You get so much
more than you
ever give.**

2. **"You get so much more than you ever give."** Maxine found it enlightening to live with persons from a different culture. "I learned to appreciate and enjoy the people."

"It is so rewarding to help people who ordinarily would not get help," Nancy adds. She tells of Nadia, a twenty-year-old who is severely physically handicapped as well as desperately poor. Unable to brush her teeth or chew well, Nadia was brought by her sister to Nancy for her first dental work ever. "She was in the chair for over an hour, and never complained. She was just so excited and grateful that someone would take care of her. I will never forget her smile."

"What impressed me," says Jeff, "was the joy of these people who live in abject poverty. I learned a lot about loving and caring from them."

3. **"You learn more about a country and its people than you could learn as a tourist."** Working with and getting to know persons from a different culture is one of the strongest reasons for joining a workteam. Maxine's medical workteam served dinner to the rural health center's board of directors. As they ate, they shared common interests and struggles. Jeff's youth got to know Guatemalan youth as they sweated and worked together. Frances enjoyed shopping for foodstuffs in local markets and worshipping in a local church. "They are so devout," she recalls. "They take their faith so seriously."

Bob and his crew enjoyed "getting to dialogue with blacks from another country on their own turf."

4. "A workteam experience takes the provincialism out of us."

"Anytime you send an American to a Third World Country, you come back with a new view of America," says Jeff.

"My clients got a new awakening," Bob adds. "They, who are usually on the receiving end, discovered they had something to give. Now they want to strive forward and remain on the giving end. We really learned that it is 'more blessed to give than to receive.' We also found we had a lot in common with people who don't have much in Jamaica. If you don't have much, cultural differences make no difference at all."

"Some people need to be immersed in a culture in order to reach a real compassion level," Laurel has found. "They need the impact of seeing first-hand how other people live and of living with them. A workteam experience lets people see what poverty really looks and feels like."

5. Participants share the story and continue to care when they return. Nancy's story appeared in her denomination's magazine. Maxine has spoken nearly fifty times to promote missions. Nine out of twelve of Jeff's youth group have committed themselves to full-time career ministry since their Guatemalan experience. Frances has showed her slides to several groups. Doug appears in a mission video about his experiences.

"Those who have been on a workteam are not overwhelmed with world problems, because they have seen progress made," Laurel declares. "They have seen people doing for themselves, have worked side by side with them. Their giving to development programs increases dramatically, and their involvement with others concerned for development also increases."

"The main difference," concludes Doug, "is what has happened within us."

**"The main
difference is
what has
happened within
us."**

From Experience



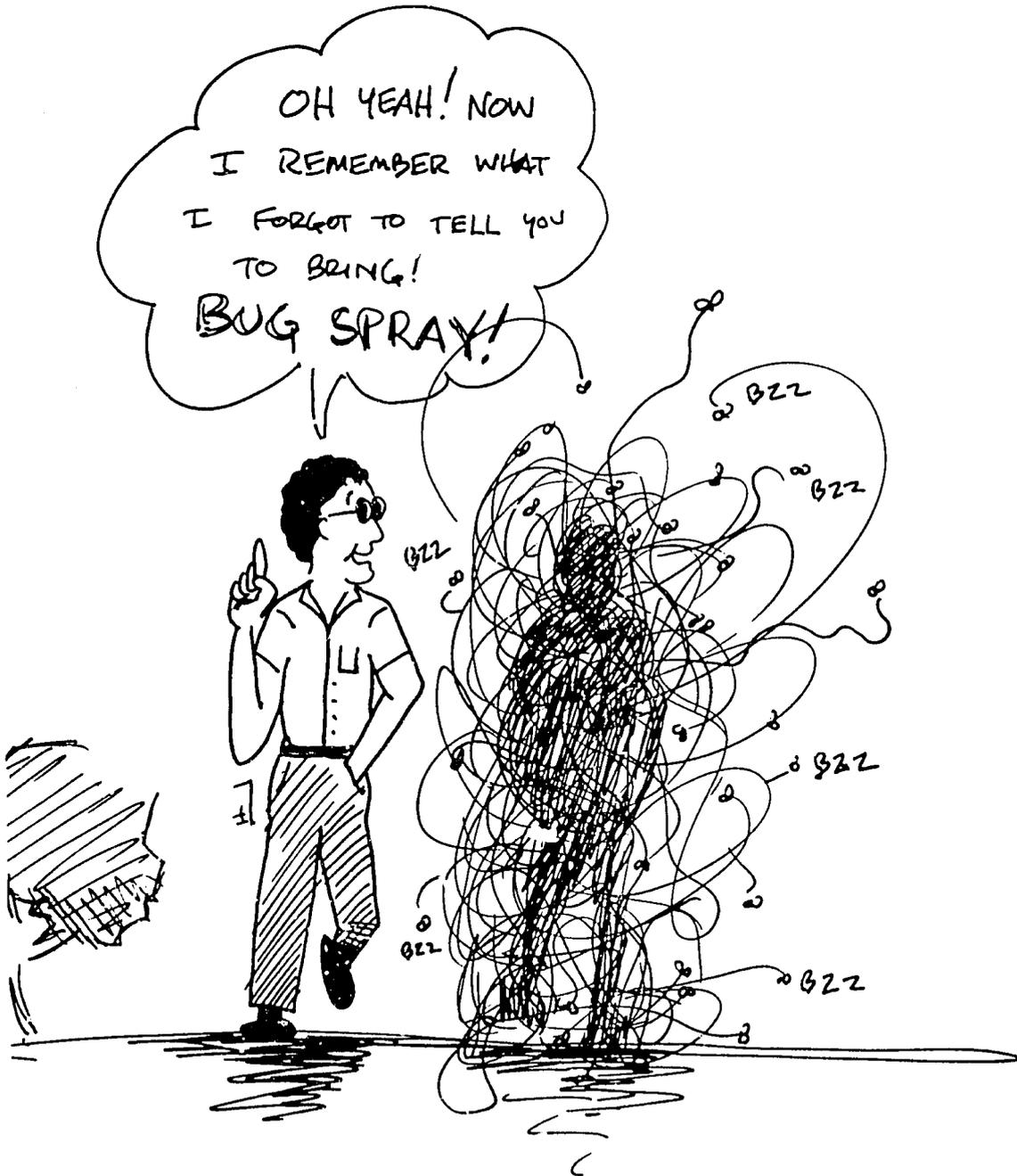
Point 3, B

Preparing for a Workteam Experience

The following tips come from workteam participants, from SEDEPAC (a Mexico City-based peace and development organization that oversees workteams for the American Friends Service Committee), and from the Orientation Notebook for Overseas Volunteers published by the Southern Baptist Foreign Mission Board. In addition, most sponsoring organizations will provide workteam members with a preparation manual. Read it carefully long before you plan to leave!

- 1. Know the culture and political/social situation of the country you are visiting.** "We insist on Spanish, too," says SEDEPAC. "We feel it is important to be able to speak to the people in their language." Other groups provide interpreters.
- 2. Remember that you go not to do charity, but to work with the people.** Laurel feels that "The work a team does is not as important as the two-way learnings that take place."
- 3. Plan carefully beforehand.** Keep a checklist, learn temperatures in cities you will visit, work to avoid jet lag, learn about local currency and currency exchange rates, start early to get passport, visa and medical examinations/shots. "Cover all your bases," is how Jeff puts it. "Eliminate as many surprises as possible." Read preparation manuals carefully and take everything you are told to take. "It is better to have too much than to run out of a vital item six hours from the nearest store," Frances reminds us.
- 4. Keep an open mind.** "Relax your grip on your own culture," the Baptist manual suggests. Nancy adds, "Be flexible. Smells, foods, roads, housing--none of these will be what you are used to." Workteams are urged to put "what they are used to" out of mind and accept new situations and customs with respect rather than criticism. For instance, in Africa, Malaysia and the Middle East it is bad manners to pass an object with the left hand. In Brazil, thumbs up means "OK" but the U.S. "OK" sign is vulgar. "Cultural exchange is good for all of us," Bob declares. "We need to know the world is different and that's okay!"

Plan carefully beforehand.



From Experience



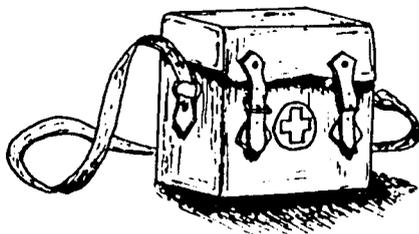
Point 3, B

From INSA's Experience--Workteams

As the Executive Director of INSA, Robin C. Davis has more than ten years of experience working with counterparts in developing countries. Together they plan, coordinate, and implement international health and development projects. Particularly in Haiti, local collaborating groups and counterparts have had experience with workteams from the U.S.

Haitian church and health leaders have asked INSA to convey the following requests to future workteam organizers and members:

- If your group is building a clinic or dispensary to be initially staffed by U.S. volunteers or missionaries, have the plan and funding in place to train local health personnel to run and maintain the clinic. It is not unusual for U.S. personnel to be sent home during times of political crisis in a developing country, or to be reassigned to another location without sending a replacement.
- If your group is building a clinic or dispensary, make sure that there is a plan to provide funds for ongoing maintenance costs.
- If your workteam is involved in providing medical and surgical treatments during their short-term stay, train and equip local health personnel to handle any resulting post-operative complications or subsequent medical concerns or complications after the team has departed.
- If your workteam is involved in providing health/medical advice and treatments, include local certified health/medical personnel as a part of the team. Otherwise, people attribute the provision of special skills and services only to the U.S. teams and they will sometimes delay getting much-needed medical attention until the next U.S. team arrives (often six months to a year later).



- If you are delivering equipment as a part of your workteam experience, train a local person to operate and maintain it. Before you deliver or ship equipment, determine that it is really needed and wanted, that it is compatible with the available electrical current, that spare parts are obtainable, and that funds are available to cover any customs duty. (See also Point 1, Responding Appropriately; Point 2, Responding Appropriately; and Point 4, Successful International Relationships.)

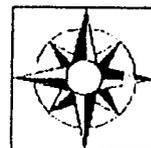


**Train local personnel to
operate and maintain equipment.**

- If your workteam is going to use and pay local labor, pay them using the local wage scale to stay in balance with the ability of locals to pay for the same services.

With the above requests in mind, the workteam experience can be enjoyable and beneficial to everyone involved.

The Message Returns



Point 3, B

How do persons in other countries feel about teams of persons coming into their communities to work with them on projects?

Couldn't we accomplish more by sending the money that we spend on plane fares and expenses for workteams?

Those are the usual questions about workteams. Persons on the recipient end were interviewed and asked what they feel. Their responses follow:

SEDEPAC: It is important that villagers themselves determine what they need, even if it is not what the team thinks they need. But it is important, too, that workteams come. The impact of workteams is incredible, because they give villagers an opportunity to see others who give themselves. That is an inspiration for our people.

Also, we are not used to community organization. Seeing an organized group, and working with them, we are forced to organize, too. This carries over even when the brigade goes.

[NOTE: In many countries, communities are well organized at the grassroots level.]

The community gets attached to foreigners, and the foreigners get attached to them. Our people get very fond of their work brigades.

Some people fear outsiders--that they will come and try to change the village and its people. Last year a community decided it did not want a work brigade, because they feared the brigade would try to change their faith. They came to us and said, "Do not send them." We worked with the mayor and the bishop in the area, and they talked to the people. Finally they agreed to let the brigade come, but three or four were still very upset. By the end of the time, one of those people planned a celebration for the work brigade, and wrote a little song to tell the story of their coming! They asked for another brigade next year.

Jamaica Mutual Missions:

Workteams not only contribute to our development, but also give our own people a sense of belonging. We know that there are those who care.

Furthermore, seeing people give their own time and money to come work with us has provided our people a sense that we can make

sacrifices, too. Recently a group of local people formed their own workteam to build a home for a blind man who lost everything in a hurricane. That does not usually happen here. People are so busy trying to make a living. But now they see that they can give, too.

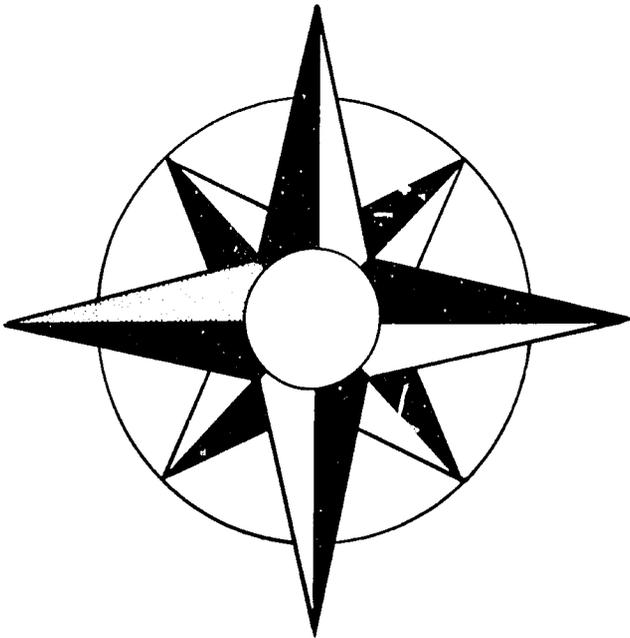
Is there resentment? Oh, no. People ask me, "Can you get a team for our village?" "Can we have another team?" as if I kept teams in my closet! Presently we are planning to send a team to a remote part of Jamaica up in the hills to replace a roof that was blown off a church. They are so excited!

Does this take work from local laborers? Oh, no. The jobs done by workteams are jobs for which there is no money. If you sent us money, we would probably use it for something else. But when you come to work with us, we do that job. And there is something that develops when people come that does not happen when money only is sent. Our people see others sacrificing for their sakes. That is very precious to us.

Workteams not only contribute to our development, but also give our own people a sense of belonging.



Point 4:
INITIATING
INTERNATIONAL
ACTION
PROJECTS





Overview

POINT 4 INITIATING INTERNATIONAL ACTION PROJECTS

Overview	Information that will help your organization initiate an international partnership in which you work with people in a developing nation.
Case Study	■ Description of a Sister Cities relationship between the people of Decatur, Georgia, and Boussé, Burkina Faso.
Characteristics of Initiating International Action Projects	■ Seven common characteristics of initiating international action projects.
From Experience	■ Successful U.S. Relationships ■ Successful International Relationships ■ From INSA's Experience: Haitian Community Health Worker Training Program
The Message Returns	■ Comments made by international development workers and by international partners in action projects.
Action Project Planner	■ Development Education Action Project Planner for groups seeking to initiate international action projects.



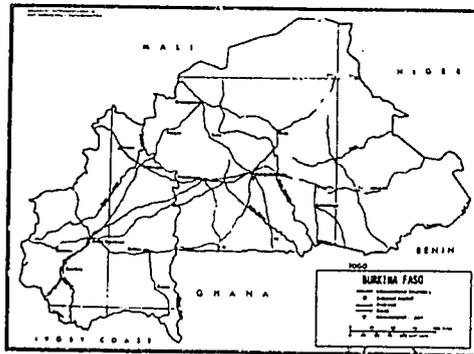
Case Study



Sister Cities Relationship

Point 4

Stephen Blake looked out the airplane window just in time to see the shoreline of the continent of Africa below. He still felt a sense of wonder when he realized he was about to visit one of the developing nations of West Africa--Burkina Faso. Stephen and nine other members of his Sister Cities Committee from Decatur, Georgia, were on a ten-day trip to visit their sister cities of Boussé (Boo SAY) and Ouahigouya (Why uh GOO ya). This country had not existed



Burkina Faso

when he was born; it received independence when he was in college; and changed its name from Upper Volta to Burkina Faso several years ago without his knowledge or that of most of the rest of the world. When Stephen mentioned its name people still looked blank, and the really curious mustered a "Wher's that?"

The wheels of the big L-1011 touched down and soon the group experienced a blast of hot air as they walked across the tarmac and entered the sweltering confines of the airport customs area. Inside, two delegations of smiling men from Boussé and Ouahigouya awaited the group from their sister city in the United States. Vans were waiting to transport the visitors and their hosts to a nearby hotel where official greetings would be exchanged and the members of both groups would have an opportunity to speak with each other, face to face, for the first time.

A Year Earlier

Stephen's wife, Sue, saw a documentary on television about a young African student who recently graduated from the local university and then returned home to help his nation fight a war against hunger, drought and the advancing Sahara Desert. The local television station had sent a documentary crew to Burkina Faso to film the ongoing struggle of the people against the prolonged drought. The documentary also highlighted the efforts of the University of Georgia's work with the University of Ouagadougou to develop an agricultural station and a law school in Burkina Faso. Sue was impressed with the young student's spirit and that of his people.

Later that same summer, a photographer in Stephen's church visited Burkina Faso with Dr. Darl Snyder, Director of International Programs for the University of Georgia. Dr. Snyder was responsible for many of the collaborative programs of the two universities. When Stephen viewed the photographer's slides following a church supper, he was very touched by the efforts the Burkinabe (Bur KEE na bay) were making to improve the quality of life for themselves and their children. That evening Stephen learned that "Burkina Faso" meant "Land of Upright People" when translated into English.



Following the presentation, Stephen and a small group of people met briefly to declare their interest in knowing more about the country and people of Burkina Faso. Perhaps there would be some way this group could establish a lasting relationship with a group of people in Burkina Faso.

Sister Cities

One of the women in the group suggested they contact Sister Cities International in Washington, D.C. Perhaps that organization could help this group organize in some effective way. She explained that Sister Cities International is a non-profit organization founded for the purpose of fostering international cooperation and understanding. The national association was created to coordinate the activities of participating U.S. cities who seek to establish friendship and cultural links with overseas cities.

A call to Sister Cities International resulted in the receipt of a packet of materials containing information explaining how to organize and participate in the



program on a city to city basis. Next, Stephen and several other people telephoned anyone they knew in their community who might be interested in forming a Sister Cities relationship with a community in Burkina Faso. Contacts were made with organizations in Decatur involved in programs in developing nations. Calls were also made to individuals, civic and service clubs, local colleges and universities, the school board, churches, and businessmen and community professionals. Everyone was asked to attend a meeting to consider organizing a Sister Cities affiliate to link with people in Burkina Faso. Some of those individuals and group representatives who attended that first meeting were on the trip with Stephen.

Overseas Connections

While Stephen's group was organizing in his home town of Decatur, Georgia, Sister Cities International had been in contact with Ouahigouya, a city in the northern part of Burkina Faso, that had expressed an interest in forming a relationship with a U.S. city. The Mayor of Decatur arranged to visit Ouahigouya.



While the mayor was in Burkina Faso, a delegation from the village of Bousse had presented its formal request to him to link their village with the group in Decatur. Thus, both Ouahigouya and Bousse had become official Sister Cities of Decatur, Georgia.

Since that time Stephen's group realized the Sister Cities Committee was most successful when they worked with other established organizations. Actually, the major function of the Decatur Sister Cities Committee was providing a communications channel to link interested groups in Decatur with the community leadership in Bousse and Ouahigouya.

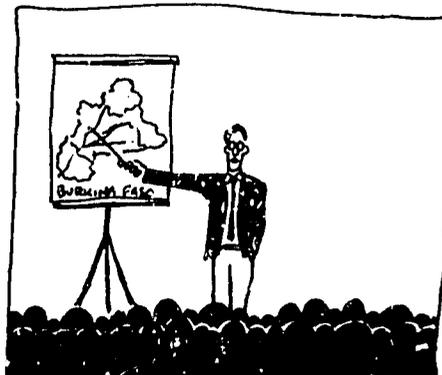
Through participation with other groups, the Decatur Sister Cities Committee established several projects in Burkina Faso. Although most of the projects undertaken were successful, the committee has learned some important lessons:

A water tower and eight community latrines were built in Boussé. The Sister Cities group in Boussé originally requested funds to drill deep bore wells and to build community latrines. The request came to INSA, an international development agency that applied for a grant to fund the project through UMCOR--the United Methodist Committee on Relief. During the period of time in which the grant request was being processed, the Boussé committee changed its request to a water tower and latrines because the wells were drilled by another agency. The following factors contributed to the success of the project:

- The development and funding agencies were flexible with their funding guidelines in response to the need.
- The Boussé Committee had a clear list of needs in priority order.
- The Boussé Committee had done all of the ground work--land acquisition, water surveys and inventory of needed materials, before they made their request.
- The people of Boussé donated all labor to match the financial grant for materials.
- The project design included planning for ongoing maintenance and staffing of the water tower facility by charging a nominal fee for the water used by the community.

The Decatur Arts Alliance agreed to display children's artwork from Boussé at their local Spring Arts Festival. Next they collected artwork in Decatur schools to send to Burkina Faso. Shipment of the artwork to Burkina Faso was delayed because:

- The Decatur schools were happy to donate student artwork; but no one remembered to collect funds for shipping.
- It took a separate event six months later to collect the necessary funds for shipping.



Special events programs such as Burkina Faso Week in the city schools, were planned and implemented by the Sister Cities Committee. Despite promises from school and community leaders, the majority of the work fell upon two or three committee members based on the following realities:

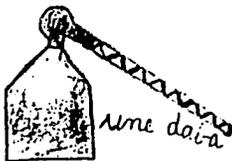
- Educators were willing to have classroom speakers and exhibits, but wanted to devote little or no personal time to outside activities beyond their basic curricular responsibilities.
- School administrators approved the activity but could not devote administrative time to the effort.
- City officials lent their names and attended the publicity and photo sessions, but were too busy to devote working time to the school week and other committee activities.

The Decatur Sister Cities Committee worked with INSA, USAID, the Ministry of Health in Burkina Faso, and Sister Cities International to secure funding for health management training of a nurse from Bousse and a pharmacist from Ouahigouya. The benefits of their training to the people of Bousse and Ouahigouya were short lived because:

- The nurse from Bousse was sent to Cuba by his government for additional training before relocation.
- The government reassigned the pharmacist to the capitol city.
- Although their skills will be used elsewhere, these two professionals did not have sufficient time to share their health management training with their replacements. **NOTE: It is advisable to train two participants for the same major project to ensure continuity and collaboration.**

Working through the Decatur Sister Cities contacts at the Universities of Georgia and Ouagadougou, the Study Abroad Program at Decatur's local college sent a group of summer students to the University of Ouagadougou for a special cross cultural experience. The benefits to the Sister Cities relationship are minimal at this point because:

- To date the local college has planned no reciprocal projects such as inviting Burkinabe students to attend degree or special programs. Such students could enrich local Sister City efforts.
- Although enthusiasm for the trip was high, only one returning student joined the Sister Cities Committee.
- All of the Study Abroad students graduated and left the community of Decatur within one year of their trip.



In support of their local Burkina Faso Week, Sister Cities Committee members thought that an exchange of friendship letters between students in Decatur and Boussé would be a wonderful activity. The response to this request created frustrations for the following reasons:

- Students in Boussé were approached first and literally hundreds of letters written in French arrived in Decatur.
 - Less than one hundred students in Decatur wrote letters in return, thus burdening the committee with finding respondents for the remaining unanswered letters.
 - The language barriers between French and English diminished the Decatur students' willingness to respond.
 - With few recreational and educational opportunities in Boussé, the letter exchange presented an exciting experience for the students of Boussé. In Decatur, the letter exchange competed with movies, little league, video games and other local activities.
- NOTE: In retrospect, the committee should have first assessed the French language abilities and interests of the students in Decatur before introducing the idea in Boussé.**



The above projects and other activities have taught the Sister Cities Committee some very valuable lessons:

- Many local people went to Burkina Faso on group trips, but upon return, few went beyond initial presentations about their trip to become active members of ongoing committees.
- The committee as a whole endorsed many activities and projects, but many members were slow as individuals to make specific firm commitments of time to accomplish the activities.
- A Sister Cities Committee that wants to be involved in technical assistance programs needs members who have direct ties to development organizations with the skills, experience and time to devote to such projects.
- The Sister Cities Committee needs to include members who are informal leaders in the community and who have a network of local contacts.
- When a delegation travels overseas, they convey a message of hope and affluence by their very presence. They must choose their words carefully, A MAYBE is often heard as a YES by people in developing countries.

- **Delegations must not commit to projects on the spur of the moment. A small delegation cannot speak for the total committee back in the United States.**
- **The great value of a formal Sister Cities Committee is that it provides an official communication channel and a credible forum for interested individuals and organizations from both cities. This enables these individuals and groups to initiate and expand cultural and technical assistance activities in keeping with their purposes.**

Decatur's Sister Cities relationships with Boussé and Ouahigouya are at two very different levels. The Decatur/Boussé relationship includes an active exchange of communications, ideas, and activities. The Decatur/Ouahigouya relationship has not really progressed beyond the level of infrequent communication by letter on the part of Ouahigouya. It is important to allow the relationship to grow at its own pace, without comparing it to other Sister Cities relationships.

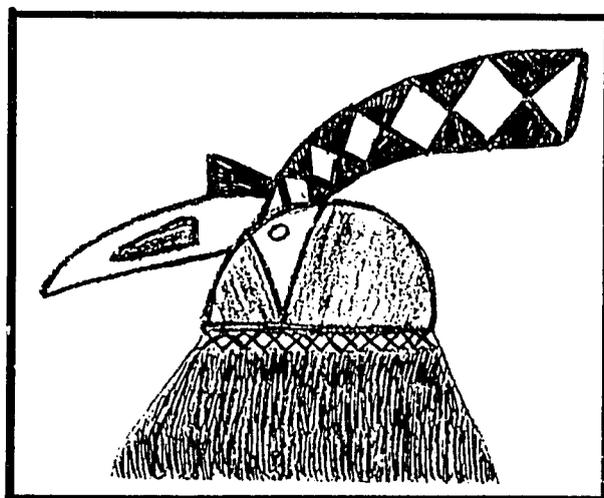
Sister Cities and the Development Education Continuum

- ***Response*** to requests for assistance from the committee include simple contributions of time, materials, or money from the citizens of Decatur. The group sold batik artwork from Burkina Faso at a local Christmas bazaar to raise money for the partnership. The purchase of these batiks offered people an opportunity for a one-time contribution.

- ***Education Followed by Response*** was demonstrated during Burkina Faso Week in the Decatur City School system. Students and teachers studied the geography, history and culture of Burkina Faso. They responded by raising money for the Buy a Brick/Buy a Book project which supplies funds for the purchase of textbooks and the completion of a secondary school for Boussé.

■ ***Direct Personal Involvement*** Members of the Sister Cities Committee have traveled to Burkina Faso on several occasions in order to establish and maintain the partnership. Under the auspices of INSA, two health workers from Burkina Faso were able to attend a three-month health management course in Atlanta. INSA provided scholarship funds, the U.S. Agency for International Development supplied airfare through the Ministry of Health in Burkina Faso, and Sister Cities International provided the living expenses for the two participants. Visiting dignitaries from Burkina Faso include Decatur on their itinerary when they visit the United States.

Decatur residents Nancy and Alan Harris and their 12-year-old daughter, Rose, spent a year in Burkina Faso at their own expense. They served as unofficial ambassadors for the city of Decatur. They recorded their experiences in photographs and on videotape and now present educational programs for residents of Decatur. As a lasting legacy, they donated personal funds to establish a child nutrition center in the village of Boussé. Their participation on the Decatur Sister Cities Committee was the catalyst for their decision to spend a year in Burkina Faso.



Characteristics of Initiating International Action Projects



Point 4

Stephen and his fellow travelers on the trip to Burkina Faso have gone beyond simple *Response* or *Education and Response*. Their trip to Burkina Faso represents Point 3, *Direct Personal Involvement*. By beginning an official Sister Cities relationship, they have become actively involved at Point 4: *Initiating an International Action Project*. In doing so they are working closely with many different groups and individuals that share similar development interests or programs. The case study about the Sister Cities relationship gives you a birds-eye view of Point 4 on the development education continuum, *Initiating International Action Projects*.

This is one example of how partnerships can be established. Let's look at some common characteristics of *Initiating International Action Projects*.

1. A core leadership group, of people willing to donate their personal time for an extended period of involvement, in both of the participating organizations is essential for initiating and sustaining the partnership. Long before the trip to Burkina Faso, dedicated individuals and organizations in Decatur and Burkina Faso had pursued the dream of establishing a Sister City relationship through study and hard work. Working through Sister Cities International expedited the establishment of the partnership.

2. A long-term commitment to the partnership is necessary for the success of the project. Technical assistance projects such as building schools, wells or health clinics necessitate years of continued support and dedication on the part of the partners. For example, experts suggest that ten years is a minimum time period for most development projects to show positive results and to have an impact on their local communi-

ties. Robin Davis, Executive Director of INSA, the International Service Association for Health states, "Long-term development projects require an active partnership that begins and ends with the local group or community where the project is based. A successful long-term development project enhances the productivity and self-reliance of the local participants."

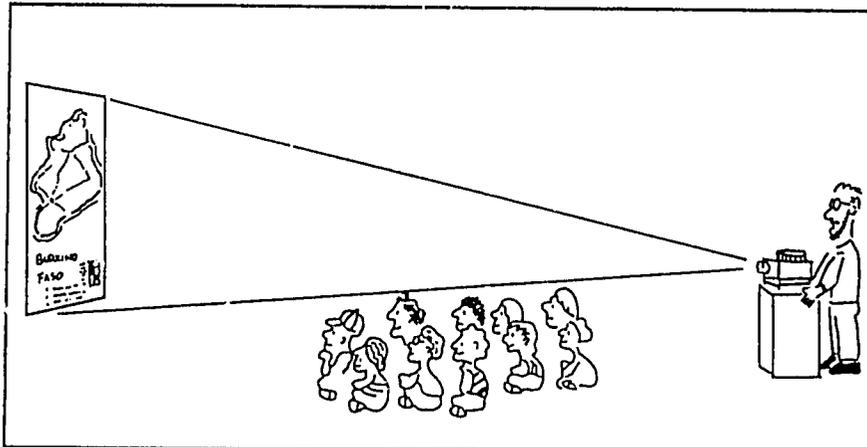
Long-term development projects require an active partnership that begins and ends with the local group or community where the project is based. A successful long-term development project enhances the productivity and self-reliance of the local participants.

3. Successful partnerships require mutual decision making for all aspects of the relationship. It is always best for program suggestions to originate from the international partner. Often the U.S. group will have the funding or the modern technology for assistance, but they will not have the knowledge of local customs or priorities. The Decatur Sister Cities organization learned to respond to requests rather than to initiate suggestions themselves. For example, the U.S. group observed a severe lack of medical supplies and trained health workers in Burkina Faso. However, the most immediate need stated by the Burkinabe themselves was for a well that would provide clean water. Only when this critical need was met did they ask for assistance with health care.

The U.S. partner group needs to always be aware of the benefits gained from the shared human experiences of friendship and cultural understanding.

4. Mutual trust and respect are of special importance. The structure of the Sister Cities International program provides both groups with a plan for initiating their alliance. Trust and respect are manifested over time as the relationship develops.

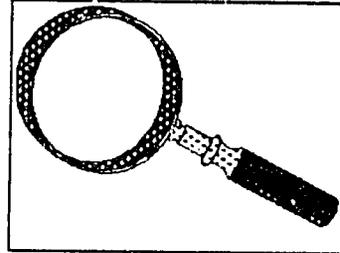
5. Education is important in order to involve members of both communities. Groups in Decatur and Burkina Faso have spread the word through newspaper articles, official observances during exchange visits, presentations to community groups, and programs in the local schools.



The Decatur Sister Cities Committee sponsored Burkina Faso Week in the Decatur schools for the past three years and provides brochures, slide presentations and programs for the citizens of Decatur. The residents of Boussé sent artwork and letters to Decatur, and communicate frequently by mail with the leadership of the Decatur Sister Cities committee.

6. Long term sustainable development projects are more far reaching at this level than emergency relief responses. Participants are more dedicated and sensitive when they study and take time to learn about development issues from their overseas partners. Programs that emphasize self-help and rely on resources that are readily available in a community are more permanent than "quick-fix" reactions.

7. Evaluation is an essential part of a successful international action project. By evaluating the relationship from the point of view of each participating group throughout the life of the partnership, the alliance will be most productive.



Groups must begin their investigation into the establishment of an international partnership with an honest appraisal of their strengths and weaknesses. For example, Stephen and his group in Decatur are actively involved with the Sister Cities relationship, but it is not the highest priority in their busy lives. However, for their counterparts in Africa, this partnership represents the most significant opportunity for the people of Bousse to improve the quality of life for their community. Periodic evaluation and review by both partners will serve to strengthen the relationship.

From Experience



Point 4

Successful U.S. Relationships

Initiating an international action project is a major task and it can be made easier by contacting existing organizations for assistance. They can provide suggestions for international linkages, expertise and support for establishing new relationships. It is important to include representatives from groups like these on your organizational committee.

- Churches are excellent sources for establishing international linkages. Most major denominations have international mission programs such as UMCOR, The United Methodist Committee on Relief, and the Catholic Relief Service, and they have a sense of mission that will induce them to become involved in new international partnerships.
- Adult service organizations such as Pilot Club International and Rotary International have made major commitments to international development projects. Rotary recently raised over two million dollars to assist with childhood immunization in the developing countries. Look for a chapter of an international service organization in your community or state.
- Youth service organizations make excellent participants in international action projects. One example is WAGGGS, the World Association of Girl Guides and Girl Scouts. The Girl Scouts of the U.S.A. is one of the 104 member organizations worldwide. WAGGGS maintains four world friendship centers in Mexico, England, Switzerland and India. U.S. Girl Scouts are interested in establishing ties with Girl Guides in other parts of the world.
- Organizations such as Sister Cities International, Friendship Force and Partners of the Americas can provide linkages and funding for overseas relationships and technical assistance programs. For example Sister Cities International sponsors projects such as well installations, health care training workshops, and educational or agricultural projects. They also provide packets of information on organizing an affiliate in your local community. (See Resource Section for addresses.)

The following information provides some typical situations you may encounter as you begin working with a group here in the United States.

1. Be aware that people bring their own agendas when they join your group.

- Many people become interested in international partnerships because they are interested in international travel. Some may participate in a trip but fail to provide contributions of time, energy or money to the project as a whole. The local group can determine what is expected of travelers upon their return and make that clear to participants.
- Environmental supporters, hunger advocates, and political activists, to name a few, all lobby for their interests to be served. Your greatest challenge will be to weave all concerns into a whole cloth which will respond to the needs of your overseas linkage group.



2. A core group of dedicated individuals is essential to sustain the project.

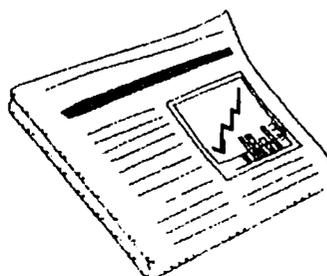
- Your challenge from this group will be to reward them with the praise they deserve while not allowing or expecting them to do all the work.
- Expanding your membership and channeling membership talents to their fullest potential will always be your greatest challenge.
- Members who are willing to work on a continuing basis are needed to sustain the project. People who have finite time requirements and are event-oriented are also necessary for special programs that occur periodically.

3. The membership of your group must seek to make the partnership more than a one-way transfer of resources.

- Establish goals that reach beyond traditional charitable work, and involve your members in exchanges of people, cultures, ideas and new world views.
- Avoid a give-away mentality by involving your members and your partners in joint fundraising campaigns for a project. When partners work together, they have a greater sense of ownership of the project. For example, a full scholarship might be available for a health professional to attend the INSA Health Management Course. However, the participant must raise funds to pay for the roundtrip air fare to and from Atlanta, and possibly cover some course costs. Thus, both partners have an investment in the project.

4. Educate your membership to look beyond the single project to see the broader reaching implications of your project.

- When the Decatur Sister Cities relationship began several years ago, the local newspapers rarely mentioned Burkina Faso, and the local community never hosted visitors from that country. Now most visitors to the U.S. from Burkina Faso visit Decatur. The local newspapers print many more articles about Burkina Faso and Africa.

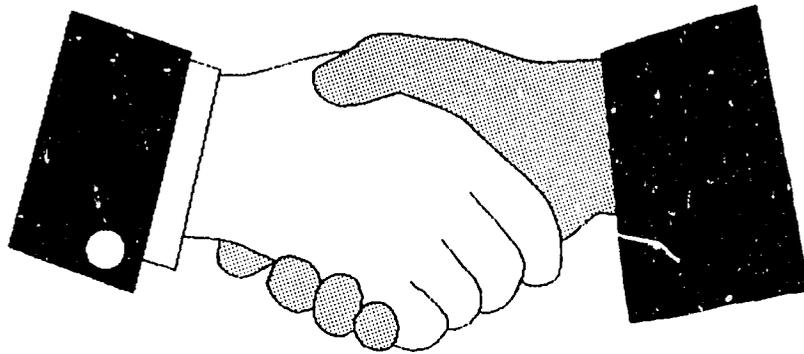


5. Organize your development programs and your membership into a force for positive change in the overseas community and in your own community.

- Remember that most national governments and many local communities overseas have organized plans for their future growth and development. Your organization's efforts must complement the local plans for growth and change. Ask the local community members about their needs and plans for the future.
- If your project is in conflict with local and national efforts in the partner country, it can jeopardize the well-being of the overseas community and spell disaster for your project and the relationship.
- Move slowly and investigate as thoroughly as possible. One organization collected thousands of dollars worth of day care supplies for a developing country only to learn later the country did not have a national day care program, and had no means for distributing the items to the many villages throughout the country. Another group of well-meaning U.S. college women had to be discouraged from collecting cosmetics for women in Burkina Faso because the women had not requested these items, there were no funds to transport them to Burkina Faso, and there was no distribution plan for the cosmetics when they arrived.

In *Bridging the Global Gap*, Gary Gunderson, former Executive Director of SEEDS magazine, and a member of the Decatur Sister Cities Committee, writes:

The activities that transpire between partners will ebb and flow depending on the groups and individuals involved. Like all human relationships, these go in cycles: just when you think everything is going right, some other issue will emerge and challenge the relationship anew...a partnership is like a marriage--it takes a lot of nurturing, a lot of compromise, a lot of commitment. But when it works, the rewards are phenomenal.



When a partnership works, the rewards are phenomenal.

From Experience



Successful International Relationships

Point 4

When working with your overseas counterpart group, it is important to remember that their collaboration with your organization can represent their foremost opportunity for improving the quality of life for themselves, their families and their communities. Therefore, your overseas counterparts are going to have high expectations for this partnership.

According to Gary Gunderson writing in *Bridging the Global Gap*, "We need to be aware that every time we relate outside the borders of the United States as American citizens, we're not just making a cultural or humanitarian connection, but a political one as well."

The following suggestions are made in an effort to help you as you initiate an international action project:

1. Communicate Effectively

Poor communication or lack of communication between the partner groups can cause more difficulties than language barriers.

- Write or telephone your overseas counterparts often.
- Always answer your mail promptly.
- If you rely on letters it is wise to follow your original letter with a copy of that letter eight to ten days later. Always state that the copy is a duplicate of the original, and the date on which it was mailed. Use a copy stamp, or a designated paper color for copies. (International mail is often sporadic in its delivery.)

<p>SISTER CITY GROUP DECATUR, GA, USA</p> 
<p>OVERSEAS COUNTERPART GROUP BOUSÉ, BURKINA FASO</p>

FOLLOW YOUR ORIGINAL LETTER WITH A COPY LETTER 8 TO 10 DAYS LATER

<p>SISTER CITY GROUP DECATUR, GA, USA</p> 
<p>OVERSEAS COUNTERPART GROUP BOUSÉ, BURKINA FASO</p>

NOTE:
DUPLICATE LETTER

- When communicating with two or more people about a project, copy all correspondence to each of the major participants and encourage them to do the same.
- Follow up telephone calls with a written summary of your conversation.
- Fax machines are usually unavailable in developing countries.

2. Honor your commitments to your overseas counterparts.

- Let your counterpart group suggest ways you can be of service and work with them rather than going into a relationship stating what you have "brought to the table." Be certain that you can actually provide assistance, services, or donations before offering to provide them. Remember a maybe is interpreted as a yes in most developing nations.

3. Shipping Goods

- Be very careful about items you commit to ship to your overseas partners. One group pledged to purchase and send examining tables to a clinic; the tables were donated to the U.S. group, but they never raised the money to ship the tables to Africa.
- The impact of imported goods and services on the local economy should also be considered before "donations" are sent abroad.
- Provide specific information about donated goods. A good general rule of thumb states--"If you wouldn't use it yourself, don't ship it to someone else." The days of the missionary barrels with their coats with permanent stains' and pants with broken zippers' are over.
- See Responding Appropriately in Points 1 and 2.

If you wouldn't
 use it yourself,
 don't ship it to
 someone else.

4. Learn from your overseas counterpart.

- Look for innovative ideas and new ways of doing things within your counterpart group that can be incorporated into your relationship. Often U.S. groups overlook the contributions their counterparts can make to the relationship.
- Americans often think in terms of what we have to offer and fail to recognize the friendship, knowledge and creativity that can be returned to us and our culture. For example, the director of a rural clinic in North Carolina learned about some creative methods for preventing teenage pregnancy from a rural health physician from India.

5. Plan and implement the project with the full involvement of the overseas counterpart.

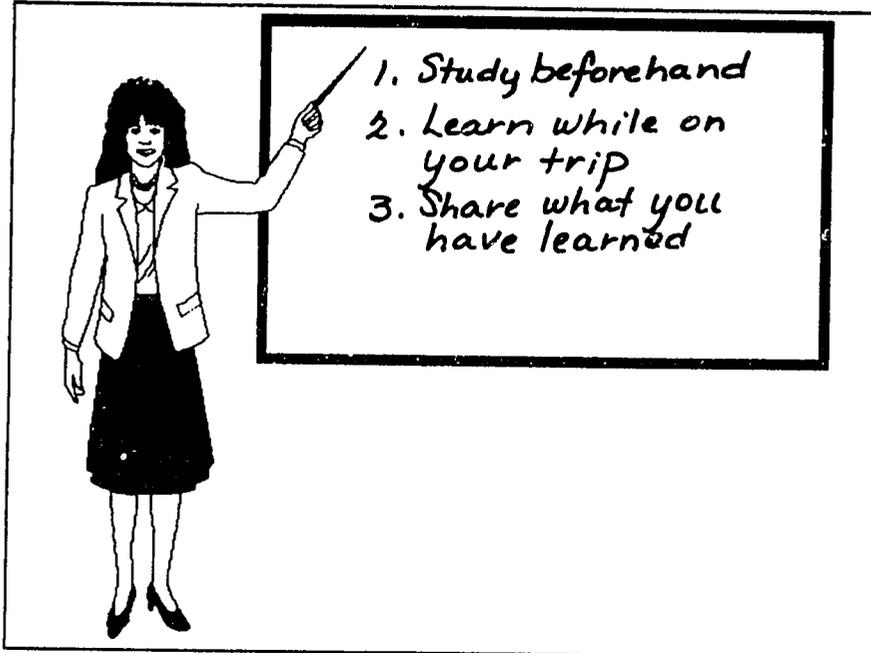
- Always design development projects with the full cooperation and commitment of the partner group. Never design the project in advance and then go shopping for a group to receive the project and its benefits.
- For any development project to work, there must be input from ALL PARTICIPANTS in the project. Sponsors, donors, recipients, staff, community leaders and involved groups must share in the **needs assessment, design, implementation and evaluation of the project** if it is to be successful.
- A feeling of ownership of the project by the overseas counterpart is vitally important if it is going to succeed.

6. Be flexible in your thinking and also be courteous and congenial in your relationships.

- Use good common sense, courtesy and a touch of humor when dealing with overseas counterparts and linkage groups.
- Be flexible and willing to learn new ways and ideas. If you lose these important assets your program is doomed to failure.



7. Prepare for trips to the host country by studying beforehand. Learn while on your trip, and share what you have learned upon your return.



- Education from a personal point of view is an effective way to bring your experiences home to others in your community who did not have the opportunity to travel to the host country. You may want to keep a journal, take photographs or slides, or write an article for your hometown newspaper.
- Cultivate a genuine desire to learn more about the people in your partner country.
- Observe and listen while traveling instead of merely sightseeing or hurrying from place to place.

- 8. When traveling abroad, leave tourist dollars in the host country.**
- Use local hotels, restaurants and other services whenever possible to support the local economy.
 - Purchase locally made handicrafts and other objects.

9. Be prepared for culture shock upon travel to the host country and upon return home.

- If you are traveling with a group, allow daily time for reflection, sharing experiences and feelings about your trip. This can deepen your understanding and enrich your overall experience. Upon return home, meet to debrief.
- Many groups remark on the grinding poverty they observe when traveling to some developing countries. It is good to remember this poverty also exists in the United States.
- Don't be judgmental about different ways of thinking, acting and doing things. Concepts of time in other countries are often very different from our own in the U.S.
- Upon return home, share your new global perspectives with others.



Be prepared for culture shock

10. Become familiar with local customs, food, and drinks.

- Ask a local person for advice on acceptable cultural practices.
- Check with your sponsoring group about what is safe to eat and drink before leaving home. Use common sense when trying new foods and beverages.



Become familiar with local customs, food, and drinks

11. Include women in every phase of your international action project.

- Women play a significant role in the success of most development projects. Even in cultures where women cannot provide high profile leadership, their involvement is often crucial to the success of development projects.

12. Encourage your international partners to visit your community.

- Your local organization may need to assist with airfare and provide local accommodations.
- Contact your partner country's ambassador or consul in Washington or at a regional office to inform him that your community is interested in hosting visitors from your partner country. He can often suggest a funding source.

From Experience



Point 4

Glenice Johnson is the Director of Program Development for INSA. She describes the initiation and direction of a successful international action project and demonstrates how groups and individuals can become involved in such a project at all four points of the development education continuum.

From INSA's Experience: Haitian Community Health Worker Training Project

The pastors gathered under the mango trees to talk about the needs of the people they serve. Representing 40 mountain communities in Haiti, they explained that they were the ones who were called upon to provide health care in their communities which are located miles away from the nearest clinic. In Haiti, however, one measures distance in hours walked rather than in miles. Frequently, people walk 8–12 hours to the nearest doctor or nurse. Recognizing that there will never be enough doctors and nurses within short walking distances of their homes, these community leaders said, "We are not asking for more nurses and doctors; just train us to take care of ourselves and our neighbors."

In 1980, this challenge was placed before Robin Davis of INSA by Father Octave LaFontant, a Haitian Episcopal priest, serving as President of the Pastors' Association representing 40 Haitian communities. He expressed the Haitian communities' desires that they would someday be able to care for themselves. This vision is now a reality.

The INSA Community Health Worker (CHW) Training Program began in 1982 when 25 communities selected one man and one woman from each community to be trained to provide basic health care and education. The project organizers spent more than 18 months preparing for the program. There were meetings with community leaders, visits by INSA to Haiti, and by Rev. Lafontant to the U.S., and fundraising activities by INSA. The program, first taught by French-speaking health consultants provided by INSA, is now coordinated and taught by a Haitian nurse with an all-Haitian staff.

Now, in 1990, the 429 Community Health Workers who were graduated from the program serve communities varying in size from 750 to 1,000 people (to total over 350,000 people). The INSA training is accomplished in collaboration with the Episcopal Church of Haiti with personnel support from United Methodist Churches and the Presbyterian Church (USA). The program is financially supported by individuals and group donations as well as by a grant from a European funding agency.

At the time Glenice Johnson first met Father LaFontant when she was an instructor for the CHW training class in 1982, he quietly stated:

You do understand the importance of what you are doing, don't you? These people are the potential "boat people." They know they can have a better life and they are determined to stay here and make life better for themselves and their communities. By teaching them basic health care, you provide them with the wealth of information they need so they can stay here and help themselves.

Father LaFontant retired officially in 1988. He now is starting several new development projects in another area of Haiti. When Glenice Johnson recently met him on Highway One, the only major paved highway in Haiti, he talked about the people from his new area who would be attending the CHW training program. "We can't let the vision die," he said, "We must continue to work together and learn together so we can provide adequate health and development for ourselves and others."



Characteristics of Involvement

Begun as the result of a vision and at the request of Haitian community members who identified a method for meeting their needs, the CHW program is an example of Partners in Action. People are working together, teaching others, thus providing a domino effect as the emphasis is always on teaching people how to help themselves.

You can become personally involved in a project such as the CHW Training Program at any of the four points on the continuum. Your involvement is based on an assessment of your available resources: time, talents, money and commitment.

The characteristics of involvement at each point are:

■ ***Response***, Point 1. Donors can provide scholarships, training money or health bags for individual Community Health Workers.

■ ***Education and Response***, Point 2. You can learn about the need for community level health promotion and development work. In addition to financial or material contributions, you can volunteer small amounts of your time to help promote programs like the CHW Program by serving on a speaker's bureau, or acting as a committee member or Board member of a group like INSA.

■ ***Direct Personal Involvement***, Point 3. A desire to commit significant amounts of time, energy, talent, and/or resources may lead you to become personally involved with a group already in partnership with others around the world. If you are proficient in a foreign language and have the skills necessary to teach others to help themselves, you may act as a consultant to help with a specific project. Since the Haiti CHW Program is coordinated by Haitian staff, INSA's need for consultants at this time is for French-speaking international health consultants/educators to help with periodic independent evaluations of the program. Other programs may need international consultants during the beginning stages of development.

■ ***Initiating International Action Projects***, Point 4. This project was initiated as a result of collaborative efforts between INSA and the leaders of the local community organizations in Haiti. The key ingredient to establishing a successful program was listening to the expressed needs of the people at the local level. After listening, questioning, discussing and planning, these groups were able to establish an active partnership.

If you wish to initiate new projects:

- Listen to others involved in such work.
- Ask appropriate questions.
- Discuss solutions which are mutually feasible and acceptable.
- Plan collaboratively with mutual goals.
- Establish evaluation checkpoints to allow self-examination and redirection if necessary.
- Work together to assure that the goals are met.
- Enjoy a meaningful partnership!



- Listen to others
- Ask appropriate questions
- Discuss solutions and plan collaboratively

The Message Returns



Point 4

How do counterparts in the developing countries react to partnerships between U.S. citizens and their countrymen and women? People involved with the Sister Cities relationship give us some answers.

■ The Decatur, Georgia/Burkina Faso Sister Cities Relationship

"The Burkinabe are among the nicest people in the world...As you may know, Decatur, Georgia has two Sister Cities relationships in Burkina Faso. One is with Boussé, and the other with the provincial capital of Ouahigouya. This has been a very productive relationship between the people of Decatur and the people of those two cities in Burkina Faso.

"Sometimes at the governmental level we have problems in our relationship, but at the same time there are always those personal contacts between peoples of the two countries that go on uninterrupted and undisturbed. They are very important and very useful in strengthening relationships between our two countries. I strongly encourage the Sister Cities concept because it is an excellent program--one that I fully support and one that moves forward in spite of problems that may arise at other levels.

David Shin
U.S. Ambassador to Burkina Faso

■ Benefits of International Partnerships

"Your group is exposed to a different set of values.. You're given friendships, you learn new ways to approach your own problems.

Gary Gunderson
Bridging the Global Gap

"The projects with our friends from Decatur (Georgia) are doing very well...We have completed the first water storage unit based on a pre-existing well. It serves the entire town of Boussé and is sufficient for the time being. This project has assisted the people of Boussé incredibly.

"Before, the people got their water from a pond. This year during this very dry, hot period, there is an epidemic of guinea worm, unprecedented in the history of Burkina Faso. This is worthy of a television program. Even babies and animals have been stricken. I do not know whether you know about this worm. It is a germ found in the stagnant pools or ponds. In the body it is transformed into worms which are 40 to 50 centimeters long and which result in localized running sores... It is extremely painful. No one was spared in Boussé since they were all drinking pond water.

"When the water storage unit was completed, it was promptly put into operation and it was a great relief. We do not have the means to record this in Boussé to bear witness to our profound gratitude to the people who made this project possible."

**Lambert Ouedraogo, President,
Association for the Development of
Boussé**

"The placement of the deep bore wells and the water tower in the village of Boussé has greatly reduced the incidents of guinea worm in that community. Women have expressed their willingness to spend the few pennies per bucket of water required to help maintain the facility to ensure safe drinking water for their families. Many women acquire their drinking water from the water tower twelve months a year. Others purchase the water only during the period of time when guinea worm is most susceptible to the population.

"This project, [a water tower], fulfills the number one priority of the people of Boussé. It is most important for the women. During the dry season, women were enslaved by the daily six-to-eight hour routine of locating and carrying water for their family."

**Dr. Louis H. Ouedraogo,
Assistant Director
Ministry of Health, Burkina Faso**

"The [grain] mill is installed and began functioning in August 1988. All is working to the great satisfaction of the villagers, because not only has it helped the women of the village, but it has improved daily nutrition by furnishing a finely milled flour.

The village women have organized themselves to take care of the mill. Thus a fee is charged for grinding. A small sum is charged for each measure of grain to be milled. Thus the money earned by the women serves to buy the fuel and lubrication as well as pay for maintenance and possible repairs."



Lambert Ouedraogo, President
Association for the Development of
Boussé

■ The Development Process

Many of the following observations were made by participants in INSA's Health Management Course (HMC), a three-month continuing education course for health professionals who hold leadership positions in developing countries. It is held in Atlanta, Georgia. Additional comments are from other internationals involved in the Development Process.

"When you develop a project, remember the following principles:

- Be willing to give and take.
- Use competent, local advisors.
- Build on local solutions to problems.
- Training must be comprehensive with clear objectives.
- Delegate to the lowest level to problem solve.
- Be flexible."

Dan Ole Shani, Kenya
MAP International Conference, 1990



"When beginning a project, start with a local leader who can work directly with the community so that it is their project. They must be helped to make decisions. They cannot receive without giving something to help. Projects will work

only when people have respect for each other. You must focus on helping a community, not on helping individual persons only."

**Bishop Luc Garnier
Episcopal Church of Haiti, 1990**

"Developing countries are not able to get development suddenly; they have to go through the process of development step by step.

"American people have to listen to the needs of the developing people and not provide them with what they think to be their needs. Listen America!"

**Pascal Butoyi, Burundi
INSA HMC 1988**

"Developing countries should show first initiatives in development; they are the ones who know their priorities.

"The most important factor to the success of any development project is for the people to know the project is theirs; to show the need of a project and initiate it themselves, not to be dictated by somebody outside."

**Michael Kijazi, Tanzania
INSA HMC 1989**

"It is necessary that both groups have the same vision about the problems and the ways you achieve the goals."

**Sergio Parente Costa, Brazil
INSA HMC 1989**

"Don't give us money--we spend it straight away. Give us ideas, for they enable us to create our own means."

**Pierre Pradervand
*Listening to Africa***

"Rather than looking at Africa as a place of human deficits--by that I mean the representation that somehow these people are lacking in something--that's why they aren't achieving very well, people should start to think just the opposite. That in these places in Africa or other places in the Third World there have been a humanity living there for thousands of years. And therefore, may have accumulated some wisdom on how to be human in a way that is different from the western way of thinking and perhaps long tested by history."

**Mutombo Mpanya
Zaire
University of Michigan**

■ Development and Youth

"Beyond the superficial barriers of different countries, distance, language, culture, customs and belief, the basic need for everyone in this world is a state of better living and health. Irrespective of being a developed or developing country, everywhere today the major concern is focused on the younger generation--the leaders and citizens of tomorrow. The youth have inherited a culture of substance abuse, irresponsibility, fast music and cars, sex and besides the other ailments the biggest curse--AIDS."

**Nan Changkija, Nagaland, India
INSA HMC 1988**

■ The Role of Women

"The role of women [in development projects] is the same as the men. They can do everything in development projects. [They] should be involved in the planning process of the project as well as this will help in the implementation of the project."

**Sergio Parente Costa,
Brazil
INSA HMC 1989**



"Women's role in development projects should be active participation for their children to learn by their example. [They will] also participate in such projects in the future when they become adults."

**Devina Haizel, Ghana
INSA HMC 1989**

"Women should have equal development roles, depending on their ability and desire. Ability and competence and not their sex should determine their role [in development]. What should the role of men be in development projects? The same as women."

**Motilal Rattan, Trinidad/Tobago
INSA HMC 1989**

■ Evaluation of Development Projects

"Follow-up or close supervision by both the donor and the project development workers are important factors for success in development projects."

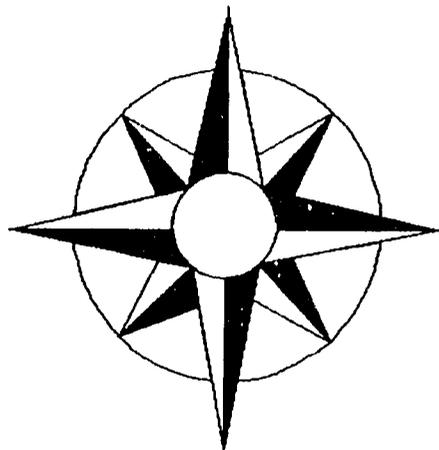
**Devina Haizel, Ghana
INSA HMC 1989**

"Development projects fail if the community is not involved or well prepared for the project, and if the project goes against the customs and belief of the people to benefit."

**Ester Rugambwa, Tanzania
INSA HMC 1989**

"Projects fail when there are unattainable goals: poorly defined programs; wrong prioritizing of needs; poor/lack of community participation; lack of group motivation; poor health status of group members; [and a] lack of resources, human expertise and materials."

**Margaret Nkrumah, Ghana
INSA HMC 1989**



Action Project Planner



Point 4

When an organization or group of people decides to initiate a new international action project, there are many factors which need extensive consideration. The Action Project Planner is designed to help you determine your capacity for initiating an action project. You and your group need to discuss these points at great length before entering into any type of development project. Use the planner during all stages of planning for an international action project.

1. How will this project relate to your organization's international interests, philosophy, and long-term goals?

- Review the philosophy, objectives, long-term program goals and desired outcomes of your present group or organization. The group's strengths such as knowledge, attitudes, and skills and its limitations and potential problems must also be considered.
- Resources--artistic, financial, technical should also be clearly defined.
- Once you begin considering a project be sure it relates to your group's concerns and international interests.

2. How will you select your international counterpart?

- First, examine the organizational background of a potential partner organization just as you would your own.
- Consider the credibility, government approval, accessibility, past program experience, reputation, existing strengths and linkages of the group under consideration. You may want to consider several groups.
- List other groups with similar goals that could share resources, materials, expenses.

3. How will this project relate to the overseas counterpart's interests, philosophy and long-term program goals?

- Integrate projects with the philosophy, needs, and program goals of the counterpart group. This is most easily accomplished when projects are initiated by the overseas group.

4. Is this project really needed?

- How will it enhance the relationship between people here and overseas?
- If your overseas partners initiate the project, they will establish/determine the need for the project.
- The leadership and participation of the overseas partner in the project will strengthen connections as you work together.

5. Who will actually work on the project on a day to day basis?

- Establish a core group or team who will ultimately assume responsibility for the successful management of the project here in the U.S.
- Your partner group should do the same thing.
- Look realistically at the question of additional staffing needed to support this project (e.g., people, funds, work space).
- It is VERY important to establish a broad base of community support for your project.

6. What are the time requirements of the project?

- Establish realistic time estimates. Remember that time is viewed differently in other parts of the world.
- Calculate exactly how much time the project will require from your group.
- Determine the duration of the project. Never commit to beginning a new project if your organization is not willing to commit sufficient time to the effort. Most agricultural, educational, and health projects take several years to establish and operate.

7. Where will you secure funding and what amount of funding will this project require? Both your organization and your overseas counterparts should:

- Calculate how much money will be required.
- Determine where the money will be obtained.
- Designate which group is responsible for funding various portions of the project.
- Specify who will obtain funds and where and how the funds will be administered.
- Determine how the donation of in-kind goods, time, and services will be utilized, before the project begins.

8. Will this project foster long-term sustainable development, or is it an emergency aid program?

- Sustainable development projects are labor productive, income generating, participant empowering, culturally compatible, and tailored to the needs of the local community.

9. Who will be your overseas contact? How will you communicate?

- Establish a specific person to serve as your link to the overseas organization.
- Institute several methods for communicating with your overseas contact. Consider mail, telephone, telex, fax, and short-wave communications.

10. How will your groups transport any project materials and personnel? If the project will require international travel and/or shipment of goods or materials, carefully:

- Explore a variety of methods of transportation.
- Insure the security of shipments.
- Plan for the cost of mailing or shipping items to include staff time for handling and packaging, as well as the actual shipping costs. Transportation is expensive.

11. How will you determine accountability for the project?

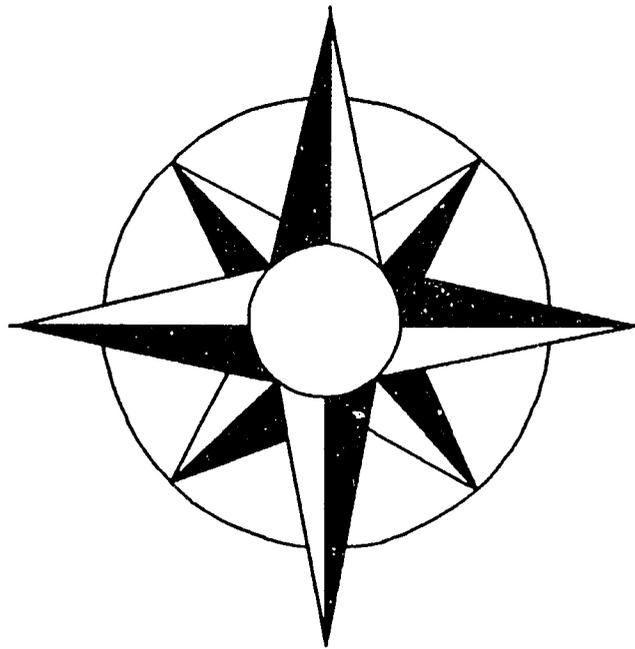
- Establish who will ultimately be responsible for making the decisions. Who has the final authority?
- Appoint someone to speak on behalf of each partner group.

12. How will you evaluate the effectiveness of your project?

- Recognize that evaluation of the project will be your most difficult task.
- Work with a professional evaluator to determine the project's effectiveness.
- Evaluate the results of the project at several times during the duration of the project.
- Don't overlook gains in knowledge, attitudes, and skills of both groups when you do your evaluation.
- Don't wait until you finish the project to evaluate its effectiveness.

The Action Project Planner will help you determine your most effective entry point into the international action project process. While the action planner does not answer all of your questions, or tell you everything you need to know to guarantee success, it does help you in designing, implementing, and completing a project. May your international partnerships be successful and rewarding to you and your overseas partners.

Resource Section



Glossary

Organizations

Print and Non Print Materials

Index

GLOSSARY

alternative tourism To visit a developing nation as a socially responsible traveler. This new tourist sees the developing world with a cultural sensitivity which allows him/her to interact with people of the other nation in a mutually supportive way.

Bolivia A country located in west central South America with a population of approximately 6 million. La Paz is the capital city.

Boussé A village of 10,000 people located north west of the capital city of Ouagadougou, Burkina Faso. The City of Decatur, Georgia has a Sister City relationship with this village.

Burkina Faso A land-locked nation located in west Africa, about the size of Colorado, (bordered by Ivory Coast, Ghana, Togo, Benin, Niger and Mali) with over 8.2 million people. Independence was gained from France in 1960. Formerly known as French West Africa and Upper Volta, this country is ranked ninth poorest in the world.

CARE One of the largest U. S. private voluntary organizations engaged in relief and development in the Third World. Founded in 1946 as a cooperative to transfer surplus U.S. Army rations to a hungry and distressed Europe, its current efforts respond to the most pressing international development problems of today.

community health worker (CHW) The community health worker helps educate the community to work together to improve local health and development efforts. The CHW is chosen by community members in Haiti.

continuum The uninterrupted, ordered sequence of participating in development--from a simple one-time response such as purchasing greeting cards, to the complex, committed position of founding a new development action project such as providing on-going training in agriculture, health, or technical fields in a developing country.

contribution A donation of time, money, skills, or material goods--given to a charitable or service organization.

culture shock To experience dismay--feelings such as not belonging, alienation, unworthiness, inadequacy or losing touch with one's own feelings when visiting a culture different from your own for longer than one month and when returning to your own after some time away.

Darbonne A small Haitian town located southwest of the capital city of Port-au-Prince. Site of the INSA Haitian Goat Improvement Project and the INSA Community Health Worker Training Program.

design To conceptualize and organize a work plan for an intended program or project.

developing countries The countries of Africa, Asia, the Middle East, Central and South America that have relatively low standards of living. Since these countries generally have not yet developed modern industrial economies, the term "developing" is applied. The terms Third World, emerging nations, and South are also sometimes used.

developing world That section of the world primarily located in the southern hemisphere (Africa, Asia, the Middle East, Central and South America) which contains the majority of the world's people and fewer financial resources.

development A process of improvement, growth or advancement. All countries are developing in some way.

development education Education about the priorities and problems of people in developing countries. Usually involves education, motivation and action.

development education project A program/activity designed to teach U.S. citizens about a developing nation(s).

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.

direct personal involvement As an individual, to become actively involved in a development action project.

doe A female goat. Pregnant does are distributed to INSA farmers through the Haitian Goat Improvement Project.

education and response To study or learn about a specific project or program before making an individual or group reaction to a request for assistance or personal involvement.

evaluation To study/examine a program or project to determine its effectiveness. Evaluation can be done throughout the life/working period of the project (formative--for restructuring and project adjustments) or at the conclusion of the project (summative--to evaluate impact, outcomes, and future recommendations).

exchanges The interchange of people, goods and services.

extensionist A person who provides educational information and training to people at a grassroots level.

Girl Guides An international organization for girls and young women. In the United States our equivalent organization is the Girl Scouts of the United States.

global village The concept that our earth and everyone and everything on it are interdependent upon the other. We must all live together in a way which reflects this mutual interdependency.

grassroots Functioning at the most basic community level; usually at the local village level.

hunger A craving or urgent need for food or a specific nutrient. A weakened condition brought about by prolonged lack of food resulting in damage to the body.

implementation To put into operation or to start up a plan, project, or program.

individual international internship A program which allows participants to gain supervised, practical field experience outside the United States. This is usually undertaken with a development organization which has a clearly defined intern program.

intern A person who devotes a period of time in his/her life to volunteer service. When working with private volunteer agencies, this is usually pro bono work.

international action project An activity designed to allow U.S. citizens and overseas counterpart groups to work together on a development project which will improve the quality of life for people in developing nations and will educate U.S. participants about the culture, and challenges of the developing world.

INSA The International Service Association for Health, Inc. is located in Atlanta, Georgia. This nonprofit organization trains health and development professionals from developing nations around the world. Emphasis is placed on health care planning, communication, education, and management skills.

initiating an international action project Working together with people in a developing nation to organize, found and operate a new action program.

linkage An association or bond formed between a U.S. group and an organization in a developing country for the purposes of friendship and working together on international action projects.

long term project An activity which requires more than a one time short term response/endeavor such as building a grain bank and grain mill in a west African village.

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 for people in a self sustaining manner.

method of response The way an individual or group decides to participate in a development action project--writing a letter to a congressman, mailing a contribution, or hosting a visitor from a developing nation.

National 4-H Council A national organization which sponsors a variety of youth programs for young people of all ages. Their international programs include World Focus, a week in our nation's capital, and a wide range of exchange programs.

needs assessment A plan to determine the requirements of a particular situation--such as after a hurricane, or in a specific location--such as an urban slum. This assessment is made to help determine appropriate responses to stated needs.

nonprofit organizations Groups which function to fulfill their goals but do not seek to produce a profit from their operations.

nutrition How your body uses food. The sum of the process in which one takes on and utilizes food substances.

ODN Overseas Development Network, a national, student-run consortium of campus groups. The ODN membership offers opportunities for direct personal involvement at several levels. ODN believes that "action and education are inseparable."

ownership To participate in a program or project with a commitment and responsibility for its success and progress.

partnership Working together as a team to accomplish a common project or goal.

personal exchanges Individuals traveling from their home countries to another country; or people directly talking, writing and communicating with people in a developing country.

poverty The state of one who lacks a usual or socially acceptable amount of money or material possessions. A lack of adequate food, housing, clothing, medical care and other necessities.

project A mutually designed program or activity which aims to improve the living conditions and quality of life for participants. Well-designed international projects can also offer opportunities for education, understanding, and friendship.

proven causes Nonprofit organizations and charitable campaigns which have been established for a long period of time, with a reputation for performing responsible, long term development activities.

reggae music A form of music native to and played in West Africa and the Caribbean.

relief agency A private or governmental organization which provides aid, help, or services to those in need.

relief assistance Aid, materials, help, or services provided to those in need.

SEEDS A magazine printed in Decatur, Georgia, committed to educating its readers about the issues of hunger and poverty throughout the world.

self-reliance The ability to care for one's self. To maintain a quality of life that does not depend on outside help.

Sister Cities International An international organization with a membership of over 2000 cities in 87 countries around the world. The main purpose of the organization is to forge links with distant communities, fostering learning, development and mutual understanding.

technical assistance program To work in partnership with another group (usually in a developing country) to help the people help themselves.

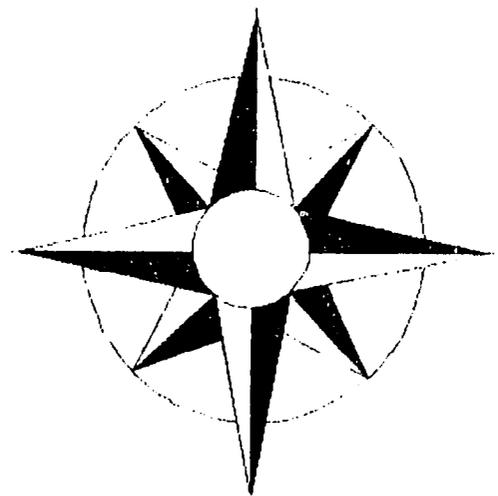
TUB Takawira Unemployment Benefit project located in Zimbabwe. This project prepares young men and women to support themselves through agricultural skills they gain through TUB training.

WAGGGS The World Association of Girl Guides and Girl Scouts is an international organization of eight million girls and young women ages 4 through their mid 20's. Members represent more than 112 nations worldwide. WAGGGS was founded to promote unity of purpose and common understanding in the fundamental principles of the Girl Guide/Girl Scout Movement; and to encourage friendship among girls of all nations within frontiers and beyond.

work/study tour To travel to a developing country where you live, work and study with the people of that country. The primary purpose of the tour is not recreational; it is to gain a clearer understanding of the host nation.

workteam Members of a group who donate their time, skills and finances to travel to a developing country where they perform services such as constructing buildings, schools, churches, health clinics, and homes. Other workteams donate medical, educational and agricultural skills to the countries they visit. Workteams usually spend 2 to 4 weeks in the developing countries.

Zimbabwe A landlocked African nation located in the southern part of the continent with a population of over 8 million people. Harare is the capital and largest city in the country.





Organizations

The following organizations are currently involved in the development education field. Many of them support international action projects, produce periodic newsletters or other educational materials, or sponsor workshops in the development education field.

Contact them directly for an in-depth description of their products and services. This listing highlights the development education activities of the organization.

ACCION International
1385 Cambridge Street
Cambridge, MA 02139
617/492-4930

Educates the U.S. business media about the importance of the informal sector to the development and integration of the economies of the Americas. Provides press releases and press kits on Third World enterprise development themes.

Africare
440 R Street, NW
Washington, DC 20001
202/462-3614

Works to improve the quality of life in rural Africa. Conducts self-help programs to cultivate the land's full potential, develop water resources, provide health care, teach literacy and deliver emergency assistance to refugees. Currently operates more than 40 programs in Africa.

Agricultural Cooperative Development International (ACDI)
50 F Street, N.W., Suite 900
Washington, DC 20001
202/626-8740

Seeks to increase understanding and support of agricultural assistance to the developing world by increasing awareness of how hunger and development issues affect farmers. Targeted at university teachers and adult

leaders of youth groups. Conducts seminars, provides incentive programs and contests to motivate volunteers and groups reached by this project.

American Association for International Aging
1511 K Street, N.W., Suite 443
Washington, D.C. 20005
202/638-6815

Provides public education, research, training and technical assistance, and field project support to the aging at home and abroad. Development project emphasizes role of older Americans working in development and the impact they can have in helping to solve the problems of hunger.

American Association for World Health
2001 S Street NW, Suite 530
Washington, D. C. 20009
202/265-0286

Provides handbook, posters and other materials for the observance of World Health Day, April 7th. Publishes curricula, periodicals and other information on health.

American Association of School Administrators
1801 N Moore St
Arlington, VA 22209
703/875-0720

Aims to integrate the teaching of development issues into the formal education sector, K-12th grade through the 18,000 school superintendents and teachers of 140 U.S. school districts.

The American Forum for Global Education
45 John Street, Suite 1200
New York, NY 10028
212/732-8606

Provides 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. The American Forum publishes ACCESS, a newsletter, a dev ed research annual, and provides a telephone information service.

American Friends Service Committee
Peace Education Division
1501 Cherry Street
Philadelphia, PA 19102
215/241-7000

Active in countries in the Middle East and Africa. Seeks to create peaceful dialogue between people and promote development projects which involve all sectors of the community. Works in the areas of refugee assistance, legal advocacy, agricultural development, nutrition and health. A nationwide network of community based groups educates people on non-violent action for global survival and justice.

American Youth Work Center
1751 N St NW, Suite 302
Washington, DC 20036
202/785-0764

Pairs U.S. and Third World youth service agencies and encourages teenage reporters to research and write newspaper stories on

Third World hunger, poverty and unemployment. Works with Children's Express and Youth Communication. Has prepared a "Development Education Guide for the Student Press".

Bread for the World
802 Rhode Island Ave., NE
Washington, DC 20018
202/269-0200

Citizens lobby movement that works through over 1,000 local groups to influence U.S. government policies on immediate and long range hunger issues.

Brother to Brother International, Inc.
19 W. Alameda #102
P.O. Box 3115
Tempe, Arizona 85280-3115
602/967-7871

Electronic clearinghouse of information matching the needs of charities with donors who can fill those needs. In addition to medical supplies and other surplus goods, BBI matches requests for technical assistance or information on "How To's". Used eyeglasses are computer-read, catalogued and shipped to the countries where volunteer groups of Optometric doctors from the U.S. professionally fit the glasses for those in need.

CARE
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. CARE provides for the world's needy with the means to work to improve the quality of life and to become self-supporting. CARE also has an extensive development education program. "CARE BRIEFS" is a series on development issues.

Catholic Relief Services
Global Education Office
209 W. Fayette St.
Baltimore, MD 21201
301/625-2220

Supports self-help projects at village and community level 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. A recently initiated global education program educates the U.S. Catholic constituency on development, peace and other social issues, particularly as they relate to Catholic social teachings. Extensive audiovisual library. Contact them for latest catalog of print and nonprint materials.

Center for Teaching International Relations
University of Denver
University Park
Denver, Colorado, 80208
303/871-3106

Publishes a variety of excellent materials on global issues for use in schools. Offers graduate courses in education; conducts teacher in-service workshops.

Church World Service
Office of Global Education
2115 North Charles Street
Baltimore, MD 21218
301/727-6106

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. CROP walks 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
1616 H St NW, Suite 200
Washington, DC 20006
202/639-8889

A bipartisan, public education 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. Produces materials that articulate the relationships between American agriculture, trade and finance, and international development.

Communications for Development
P.O. Box 1134
Washington, D.C. 20013-1134
703/752-2710

Produces a variety of print and nonprint materials on development issues, and helps other organizations with similar efforts.

Food and Agriculture Organization
Headquarters: Via delle Terme di Caracalla
00100 Rome, Italy

Liaison Office for North America
1776 F Street, NW
Washington, DC 20437
202/376-2306

A United Nations agency that encourages superior standards of nutrition and eradication of malnutrition and hunger. Worldwide programs cover a whole range of agriculturally significant activities; growth of crops, animal husbandry, fishing, forestry, etc. FAO provides an educational program and information service, including the collection and collation of agricultural statistics. Provides technical assistance and materials aid. Promotes policies to encourage food production to ensure food supplies.

Foreign Policy Assoc
729 7th Avenue
New York, NY 10019
212/764-4050

A national, nonprofit, nonpartisan, nongovernmental organization devoted to world affairs education that takes no stands on political issues. Produces a series of educational materials that promotes study and discussion of foreign policy issues called "Great Decisions".

Foster Parents Plan
155 Plan Way
Warwick, Rhode Island 02886
401/738-5600

An international child sponsorship organization. Distributes an exhibit, **See Me, Share My World** that combines children's art, photos, and supporting material that presents a comprehensive visual portrait of daily life, hunger and poverty in the developing world. Support materials include teacher's guide, student workbooks, workshops, slide presentation.

Global Exchange
2940 16th St., #307
San Francisco, CA 94103
415/255-7296

Dedicated to the new internationalism, Global Exchange organizes monthly tours to Third World countries, brings up Third World speakers to address American audiences, and provides material aid to grassroots groups. Provides resources and referrals to students, activists, community organizations and others who want to work for positive change in the Third World and at home.

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

Works with New Jersey educators to develop, field test and implement a development curriculum framework for NJ social studies courses that can be used in other parts of the US.

Global Tomorrow Coalition
1325 G St, NW, Suite 915
Washington, DC 20005
201/628-4016

GTC has over 100 member groups that are active in the fields of environment, conservation, resources, population, development, public health, education, food and agriculture and biological diversity. Sponsors forums on sustainable development, has produced a Citizen's Guide to Sustainable Development and has a model resource center in Portland, Oregon. Newsletter features, a video on "Making the Connections", a visual display on local and global themes, and community forum models for replication are available.

Habitat for Humanity
International Headquarters
419 West Church St
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. More than 50 projects in 25 developing countries.

Heifer Project International
PO Box 808
Little Rock, AR 72203
501/376-6836

Assists small farmers in production of protein food and income in various countries throughout the world. Has produced various dev ed curriculum materials and informs HPI volunteers about issues of international development.

Helen Keller International
15 West 16th Street
New York, NY 10011
212/620-2100

HKI provides technical assistance to governments and organizations determined to make prevention and treatment of eye disease part of their basic health care. Seeks to educate the American public on the enormous problems posed by eye disease and blindness in developing countries, and what can be done about it.

The Hunger Project
One Madison Avenue
New York, NY 10010
212/532-4255

Produces a variety of videos, newsletters, books on the problem of world hunger.

Independent Broadcasting Assoc.
111 King St
Littleton MA 01460
508/486-9180

A non-profit radio production company that specializes in international and cross-cultural issues. Produces a series of radio documentaries and news modules that examine the symptoms, causes and potential solutions to problems of hunger, poverty, and chronic underdevelopment. Materials are suitable for student or with adult learners and contain firsthand accounts of the lives of families in the developing world.

Institute for Food and Development Policy
145 Ninth Street
San Francisco, CA 94103
415/864-8555

A research, documentation and education center that focuses on food and agriculture. Produces a variety of materials on food and hunger issues.

Institute for International Research
6715 Whittier Ave.
McLean, VA 22101
202/783-2040

Provides workshops and seminars about current development topics for PVOs and educators involved in development education activities. Information is provided on the key economic, social and political issues influencing development decisions.

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

A broadly based association of US PVOs working in international development, relief and reconstruction, migration and refugee assistance, public policy and federal relations, and education on Third World development issues. Provides expertise in project evaluation through workshops, consultations and publications. Development Education emphasis.

INSA, The International Service Association for Health, Inc.
P.O. Box 15086
Atlanta, GA 30333
404/634-5748

Produces dev ed materials and develops overseas action projects that emphasize partnership activities as a critical part of the dev ed process. Promotes and conducts health and development training programs for health professionals and community leaders from developing countries. Extensive print and non print materials available.

InterFaith Hunger Appeal
475 Riverside Dr, Rm. 635
New York, NY 10015
212/870-2035

Promotes greater understanding of hunger and its relation to other key development issues through a college curriculum on hunger; workshops; a newsletter; and mini grants.

International Fund for Agricultural Research
1611 N. Kent St., Suite 600
Arlington, VA 22209
703/276-1611

Promotes awareness of the benefits of international agricultural research to U.S. and developing world.

Lasting Links
6231 Leesburg Pike, Suite 612
Falls Church, VA 22044
703/241-3700

Maintains a database of Third World development projects, and makes the list available to U.S. groups that wish to develop partnerships to help fund the projects.

MAP International (Medical Assistance Program)
2200 Glynco Parkway
Brunswick, GA 31521-0050
912/265-6010; 1-800-225-8550

Christian global health organization that provides Christian missions and churches with services and supplies to promote total basic health care for needy people in developing countries. Has information resource service for health workers in the field. Resource center is a special collection on health and development in the developing world.

National Association of Partners of the Americas
1414 K Street, NW, Suite 700
Washington, DC 20005
202/628-3300, or 1-800-322-7844

Links the citizens of 46 U.S. states with those

of 26 Latin American and Caribbean countries. Program areas include agriculture, sports, culture, community education, health, and appropriate technology for the handicapped. There are local offices in each of the 46 participating U.S. states. Partners educates U.S. citizens about the cultural, economic and social factors that must be taken into account when partners address environmental conservation issues in their respective countries.

National Association of Social Workers
7981 Eastern Ave.
Silver Spring, MD 20910
301/565-0333

Aims to mobilize social workers in the US in support of child survival and family well-being in the developing world. Pairs NASW chapters in the U.S. with affiliated social worker organizations in the developing world in order to undertake collaborative education and exchange projects.

National Committee for World Food Day
1001 22nd St, NW, Suite 666
Washington, DC 20437
202/653-2404

Provides educational kits on food and hunger issues related to the observance of World Food Day. Organizes a national teleconference for World Food Day on October 16.

National Council for International Health (NCIH)
1701 K Street, NW
Suite 600
Washington, DC 20006
202/833-5900

Deals with many aspects of world health issues and professional development of doctors, nurses and other health professionals. Serves as an information source and channel for monetary and human resources from the United States to other countries in need of improved medical care. 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

Furtheres the third goal of the Peace Corps, "promoting a better understanding of other peoples on the part of Americans." Former Peace Corps volunteers promote dev ed activities in their local communities with the assistance of the National Council. Returned Peace Corps volunteers make excellent resource people for clubs, classroom presentations, etc.

National 4-H Council

7100 Connecticut Ave.
Chevy Chase, MD 20815
310/961-2800

Largest U.S. voluntary youth education and development program, involving over 4.7 million boys and girls. Currently directing a three-year effort entitled Global Connections Program to help youth develop the knowledge, skills and attitudes that will enable them to better understand and personally connect with youth in developing countries.

National Governors' Association

Hall of States
444 North Capitol Street, Suite 250
Washington, D.C., 20001
202/624-5300

Program increases state policy makers' and business leaders' awareness of the interdependence between our national and state economies and the developing world.

Non-Governmental Liaison Service (NGLS)

Two UN Plaza, Room DC2-1103
United Nations
New York, NY 10017
212/963-3124

Links nongovernmental organizations throughout the world with UN agencies. Publishes lists of groups involved in development education in the U.S. and

maintains library of dev ed materials. Coordinates development education activities among member organizations. Provides a guide to over 290 development education programs in the U.S. "Who's Doing What in Development Education,"

OEF International

1815 H Street, N.W., 11th floor
Washington, DC 20006
202/466-3430

Delivers training and technical assistance programs which address the economic and social needs of low-income women in developing countries. Currently producing videotapes of dialogues between women in 14 pairs of U.S. and Third World communities. Encourages linkages between groups in U.S. and developing countries through exchange of videos, photos and other materials.

Oxfam America

115 Broadway
Boston, MA 02116
617/482-1211

Sponsors a variety of support efforts for poor and oppressed sectors in many countries. A major source of information concerning development efforts and situations world wide. Produces and distributes educational materials on issues of development and hunger.

Overseas Development Network

2940 16th St., Suite 100
San Francisco, CA 94103
415/431-4204

Works with high school and college students to involve students directly in development work. Provides local chapters with ideas and background materials on various linkage programs overseas. Peace Corps and AFS field workers help find worthy projects that are then funded by ODN on a 50/50 basis. The U.S. chapter raises half the money and ODN gives the other half, usually grants of from \$1000--3000. Bike Aid is the main source of money for ODN. ODN also sends interns overseas who are project contacts.

Panos Institute
1409 King Street
Alexandria, VA 22314
703/836-1302

International information and policy studies organization concerned with promoting increased attention to sustainable development issues in both developed and developing countries.

Peace Corps Partnership Program
1990 K Street NW
Washington, DC 20526
1-800-424-8580, ext. 277

Provides financial assistance to Peace Corps projects in the developing world. Many are short term projects that allow a transfer of material aid and allow former Peace Corps volunteers to maintain their ties with the communities in which they worked while overseas.

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

Develops annual bulletins and publications dealing with population and demography as they relate to international concerns. Examines the impact of current demographic trends on public policy, covering topics such as life expectancy, migration, emigration and economic growth.

Project Concern International
3550 Afton Road
P.O. Box 85323
San Diego, CA 92138
619/279-9690

Trains community health workers in all areas of primary health care. Fosters self-reliant health care projects. Programs include health education, midwife training, nutrition education, sanitation and hygiene and dental care. Operates chapters and youth committees throughout the U.S. Has expertise in volunteer and curriculum development.

Public Interest Video Network
Urban Scientific and Educational Research, Inc.
1642 R St., NW
Washington, DC 20009
202/797-8997

Produces documentaries on development for distribution to high school and college teachers and uses satellites, television and radio to expand audiences for information generated by the public interest community. Will train pvo correspondents in media techniques.

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

A research, training, and development organization committed to sustainable agro-ecological development. Provides a variety of educational materials.

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

Born in the bleak depression days of 1932 to help the children of southern Appalachia, this agency has grown into a world-wide organization which provides technical and financial assistance to impoverished communities around the world. Today, the agency has programs in 33 countries in Africa, Asia, Latin America, the Middle East and the Pacific. In the United States, Save the Children is active on American Indian reservations and in Appalachian, Chicano, inner city and southern communities.

SEEDS
222 East Lake Drive
Decatur, GA 30030
404/371-1000

A non-profit magazine created to strengthen the efforts of those working to alleviate hunger immediately, and for those working for long term self-reliance.

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

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.

**Society for International Development,
Washington Chapter**
1401 New York Avenue, NW, Suite 1100
Washington, DC 20005
202/638-6222, ext. 297

The world's largest and most geographically widespread association for people with an interest in international economic, political and social development. Conducts training workshops on dev ed for selected member chapters, produces dev ed resource materials,

promotes the interchange of ideas and experiences among chapters about successful approaches to development education

The Stanley Foundation
430 East Third Street
Muscatine, IA 52761
319/265-1500

Assists local schools and community groups with a wide range of global education services. Publishes World Press Review, a radio program, Common Ground and a series called "Teachable Moments."

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

Links people with one another to raise the level of dialogue and the practice of alternative and innovative ideas between people of the world. Sponsors provide mini library collections of 100 technical publications that promote self-reliance among recipients. Cost of library is \$800 and can be delivered to any Third World village. Communication between donor and recipients is encouraged.

Trickle Up Program
54 Riverside Dr, PHE
New York, NY 10024
202/362-7958

Provides small loans to low income populations to enable them to create new opportunities for self employment and economic and social well-being.

U.S. Agency for Int'l Development
Development Education Office
AID/PVC, Room 5316-NS, Room 102
Washington, DC 20037
202/647-0268

U.S. agency that provides international development assistance throughout the world. Administers the Biden Pell Project that provides funding for development education activities in the U.S.

U.S. Committee for UNICEF
331 East 38th St.
New York, NY 10016
212/686-5522, fax 779-1679

The basic services provided by UNICEF are: water supply and sanitation, maternal and child health care, child nutrition, training and education, social services and emergency relief and rehabilitation. The Information Center on Children's Cultures, is the definitive collection of primary source materials on the cultures of children in developing countries.

Women Historians of the Midwest
6300 Walker St
St. Louis Park, MN 55416
612/925-3632

Encourages the integration of scholarship on women in the kindergarten through adult curriculum. "Women and Development Issues in Three World Areas", a curriculum, includes filmstrips, teacher's guide, suggestions for student projects and exercises and additional resources.

World Bank
Development Education Program
1818 H Street NW, J 2203
Washington, DC 20433
202/473-7529

Produces a variety of development education materials for use in the classroom and with adults.

World Hunger Education Service
P.O. Box 29056
Washington, DC 20017
202/269-1075

National information and networking center helping to inform concerned Americans about world hunger and connect them with the means to end hunger. Publishes material and sponsors leadership development seminary nationwide.

World Neighbors
5116 North Portland Ave.
Oklahoma City, OK 73112-2098
404/946-3333

Supports food production project in developing countries through research, material aid, and technical support. Provides useful resource materials for use in developing countries.

YMCA, Young Men's Christian Association
101 N. Wacker Dr
Chicago, IL 60606-7386
312/977-0031

Provides information, training and educational resources for promotion of dev ed activities as an integral part of YMCA programs. Offers challenge grants to local YMCA's to initiate dev ed programs.

Young Women's Christian Association of the U.S.
726 Broadway
New York, NY 10003
212/614-2874

The YWCA is currently developing, testing and implementing a development education program within the YWCA constituency of more than 2.5 million women in more than 4,000 locations.



Print and Non Print Materials

The following list of print and non print materials and newsletters is compiled from several sources including Ideas and Information, ACCESS, Make a World of Difference, and International Connections: A Resource for Extension and Community Education Programs. Most of the materials have been examined firsthand or have been recommended in one of the previous sources. It is by no means a complete listing since the field of development education is growing at a fast pace. We have tried to select those materials that we consider to be most useful to our primary audience--people in leadership positions of civic or service groups.

AID Highlights - Information about current Agency for International Development projects in developing countries. Available free from: AID Highlights, Managing Editor, Bureau for External Affairs, AID, Washington, DC 20523.

Alternatives to the Peace Corps:
Gaining Third World Experience.

Examines motivations for working abroad, options, financing and ideology of various PVOs. Includes listings of church affiliated service organizations, mechanical service organizations, work brigades and study tours, as well as sources of information on working and traveling abroad. Order from: Food First Institute, 145 9th Street, San Francisco, CA 94103. 415/864-8555 \$3.00.



American Forum Publications:
American Forum, 45 John Street, Suite 1200, New York, NY 10038, 212/732-8606

■ ACCESS Latest information on global education and development education. Excellent resource section. \$25.00/year for eight issues.

■ Development Education Annual is published every Fall. Theme for 1989 is lessons learned from seven years of education about development. \$5 per copy.

■ Development Education: World of Connections. This 17-minute videotape 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. *We recommend this as a companion piece to Partners in Action.* \$20 + \$2 postage.

American Forum Publications, cont'd

■ Exploring the Third World: Development in Africa, Asia, and Latin America. Del Franz, 1987. This curriculum unit examines the linkages between U.S. and Third World communities and provides the basis for student investigations into the problems of less developed nations. Contains data in the form of readings, photos, graphs, maps, charts, and simulations. For students, grades 7 - 12, in courses in current events, world history, area studies, and economics. Can also be used for programs with adults. Package includes a teacher's guide and 10 student booklets. Cost \$35.00 for the basic set; \$10.00 for each additional set of 10 student booklets plus postage and handling.

■ Global Education and International Exchange - Intercom 106, 1985. Examines the potential role of internationally experienced students as resources in the classroom. Articles examine the role of exchange students in the classroom. Several complete classroom activities utilize exchange students within standard social studies classes. For grades 7 - 12. \$7.00.

...And My World. Four age-graded sets of materials for volunteers to use with youth in out-of-school programs for global awareness. National 4-H Council, 7100 Connecticut Avenue, Chevy Chase, MD 20815. 301/961-2800 \$10.

Audiovisual Techniques Handbook by Darrel Hess for the National Council of Returned Peace Corps Volunteers. Well-written manual of instruction for presentations, script writing and av equipment information. Useful for teachers, speakers, club leaders. NCRPCV, Development Education Program, 1319 F Street, NW, Suite 900, Washington, DC 20004, free, 1988. 202/393-5501.

Basics and Tools: A Collection of Popular Education Resources and Activities. Handbook provides basic models and principles of experiential adult learning as well as a compilation of popular education exercises, role plays, simulation games, and activities for development education. Produced and Published by: CUSO Education Department, 135 Rideau St., Ottawa, Ontario, Canada K1N9K7, 1985.

Beyond Familiar Borders. The newsletter of Catholic Relief Services. Useful information and affirming inspiration with a resource or action review in each issue. Includes legislative updates and Global Ed office projects, materials and personnel. Catholic Relief Services, Global Education Office, 209 W. Fayette St., Baltimore, MD 21201, 301/625-2220.

Big World, Small World, My World. Instructional kit contains poster and four spirit masters with lesson plans. Suggestions for discussions and activities included. Independent reading level is 4 - 6 grades. UNICEF circulates a variety of slide kits on children in various countries and awareness material appropriate for the very young. U. S. Committee for UNICEF, 331 East 38th Street, New York, NY 10016 212/686-5522 \$2.50 for kit. Write for free catalog.

Bridges to International Understanding: A Handbook For American Teachers and For International Guests In Their Classrooms. Dorothy Ross Rall. This is a "how to" handbook designed to make the international guest an integral part of any K-12 classroom-- regardless of the subject matter. Community Volunteers for International Program, 205 International Center, Michigan State University, East Lansing, MI 48224 \$3.00 plus \$1.25 postage and handling.

Bridging the Global Gap: A Handbook to Linking Citizens of the First and Third Worlds. Medea Benjamin and Andrea Freedman, 1990. A compendium of ideas, proposals and testimonies about how to bring about a new internationalism through lobbying, tour groups, sister cities and work brigades. The book promotes *Global Exchange*, a new organization founded by the authors and dedicated to what they call a new internationalism. Excellent resource guide. Available from Global Exchange, 2940 16th St., #307, San Francisco, CA 94103, 415/255-7296, \$12.95.

CARE Briefs CARE World Headquarters, 660 First Ave., New York, NY 10016 (212/686-3110) or the Overseas Development Council, 1717 Massachusetts Ave., NW., Washington, DC 20036. CARE Briefs on Development Issues are produced by the CARE Development Education Program in cooperation with the Overseas Development Council. They cover current development topics such as women and development, Africa's struggle for sustained development and world hunger.

Church World Service Publications:
Church World Service, P. O. Box 968,
Elkhart, IN 46515

■ **Fact Sheets** -- Basic information, facts and resources on various topics. Topics available include: Environment at Risk; Children at Risk; Security at Risk; Hunger/Myths and Realities; Rural Crisis; Water; and Women at Risk. Limit of 1 free copy of each with duplication permission granted.

■ **World Food Day Curriculum**
One-hour session on world hunger for entry level learners. Available in 3 versions: K-3, 4-7 & 8-12; one copy free.

Citizen's Guide to Sustainable Development. Walter H. Carson, 1989. Contains nearly 400 pages of valuable ideas of what citizens can do preceded by an enormous amount of background data. It's a tremendous resource. Global Tomorrow Coalition, 1325 G Street, NW, Suite 915, Washington, D.C. 20005. \$5.

A Developing World. A large wall map in color showing various indicators of development; French on one side, English on the other side. CIDA produces excellent materials on development. Request a listing from: Canadian International Development Agency, 200 Promenade du Portage, Hull, Quebec, Canada K1A0G4, map is free.

Development Education Exchange -- Of special interest to returned Peace Corps Volunteers but also informative for anyone involved in development education. Available free from: National Council of Returned Peace Corps Volunteers/Development Education, 1319 F Street, NW, Suite 900, Washington, DC 20004. 202/393-5501.

Development Education: Making it Work in and for Your Organization.

Beth Rosenthal. CARE, 1988. This manual is intended to help organizations add a dev ed program to their existing structure. It deals mostly with strategies for introducing a new program rather than the content of the education program itself. It has five sections outlining a step-by-step process for integrating the development education program into the larger organizational structure, and a checklist for evaluating progress. Order from: CARE, 660 First Avenue, New York, NY 10016, free.

Development Forum - This United Nations publication presents a variety of information on economic and social development. It describes the state of current development projects and presents commentaries by development leaders. Issued ten times per year at no cost. Write: United Nations, Division of Economic and Social Development, Room DC 1-559, New York, NY 10017.

Development Is: An Introductory Study Kit on Development.

Kit contains four separate activities related to development. It attempts to challenge commonly accepted concepts of development and to suggest alternatives. Designed to be used with a group of 8 to 15 adults who have contracted together for the time necessary to complete the experiences. Each of the four experiences contains a session outline and leader's notes; worksheets, case studies, etc. for use in the session; follow up readings to be handed out at the end of the session. CUSO Education Department, 135 Rideau St., Ottawa, Ont K1N 9K7.

The Development Kit. Prepared for World Food Day but useful all year. Contains fact sheets on key aspects of development, suggested prayers for religious services, lists of readings and audiovisuals. Catholic Relief Services, 209 W. Fayette St., Baltimore MD 21201. 301/625-2220.

Directory of Third World Studies in the U. S.

Jacobs Duffy. Lists over 300 programs at U. S. Colleges and universities with faculty and course names at over 1,000 schools. Crossroads Press, Epstein Service Building, Brandeis University, Waltham, MA 02154.

Entangling Alliances: How the Third World Shapes Our Lives

by John Maxwell Hamilton, 1990. Explores in vivid terms the ties that bind everyday people in the U.S. with those in seemingly distant developing lands. \$12.95 paper. *Seminar Guide* available for use in formal academic settings--generally at the college level, although senior high school classes could also profit from it--and for adult groups whose members are conditioned to advance preparation before serious discussion sessions. \$4.95 paper. Both available from Seven Locks Press, P.O. Box 27, Cabin John, MD 20818. 1-800-537-9359.

Evaluation for Development Education: An Introduction

1985. Roland Case, Walter Werner, Eba Onno, LeRoi Daniels, Centre for the Study of Curriculum and Instruction, University of British Columbia, Vancouver, British Columbia, Canada V6T1Z5.

Facts for Action - Focuses on explaining the conditions that exist in a particular part of the Third World, the problems that surround the issue and the present projects that are in progress. Ideas for individual or group action are included. Reprints available on: world hunger facts, the arms race and world hunger, hunger and population, food exports and the Third World, and Ethiopia - beyond the famine. Oxfam America, 115 Broadway, Boston, MA 02116. \$.25 each for orders over ten; subscriptions are \$4.00 per year.

Focus: The Developing World. Vol. IX, No. 2, Oct. 1985. Graphic representation of the developing world in maps and other materials. Social Studies Resources published monthly. \$19.95/year World Eagle, Inc., 64 Washburn Ave., Wellesley, MA 02181, 1-800-634-3805.

Guide to Careers in World Affairs. Foreign Policy Association, 1987. This comprehensive guide presents a diversity of employment opportunities in the international field. The paperback edition includes over 250 listings of career options in international business, non-profit and non-governmental organizations, the U. S. government, the United Nations, and other international organizations. It also cites many internship opportunities. FPA, 729 Seventh Ave., New York, NY 10019. \$10.95.

A Guide To World Hunger Organizations: Who They Are And What You Should Know About Them by Louis L. Knowles. 1984. Addresses the questions of why and how we should fight world hunger and examines about 20 church and secular organizations that actively raise funds in the name of ending world hunger. Critical financial data and organizational information are given for each organization. This is followed (in most cases) by a description of the group's purpose, relationships with Third World people, project selection procedures, and evaluation mechanisms. SEEDS, 222 East Lake Drive, Decatur, GA 30030. \$5.00

How to Do It: A Program Planning Guide for Development Education. CUSO Education Department. This step by step planning guide helps groups analyze their community, identify issues and partner groups, and deals with the logistics of involving the public in dev ed programs. Written in a simple, easy-to-use style. This guide is essential for a group interested in starting a dev ed project but unsure about how to proceed. It is also useful for experienced groups as a tool for evaluating and improving planning. CUSO Education Department, 135 Rideau St., Ottawa, Ont K1N 9K7, 1987.

INSA Publications: INSA, P.O. Box 15086, Atlanta, GA 30333. All videos available by free loan by mail.

■ **INSA Hand Puppet Training Manual and Video.** Complete patterns and directions for a set of hand puppets and props that can be easily made for shipment to health workers in India. Manual contains information on puppetry, India, oral rehydration therapy. Optional half-inch video cassette complements the manual by demonstrating puppet-making techniques. Manual is \$6.

■ **Country Kits: Haiti, India and Burkina Faso.** Kit contains slides or video cassette presentation on the country with an accompanying booklet filled with facts about the country, games, recipes and craft suggestions. Suitable for club activities. One copy of each booklet is free.

■ **Haitian Goat Project Materials.** Brochure and video available. Coloring book with simple line drawings explains the benefits of goats and encourages young people to "adopt" a goat to place with a Haitian family. One copy free.

■ **Teaching About Developing Nations: The Role of Food and Hunger** by Ellen Wright and Patricia Harrell. Curriculum guide uses a factual approach to understanding global implications of hunger and poverty in developing nations. Includes units on nutrition, hunger, a developing country's profile, water, follow-up, resources and evaluation. Grades 6 and up. 1985. \$6.00.

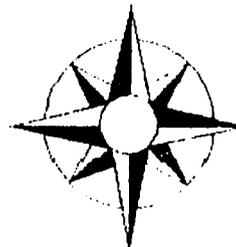
InterAction Publications: 200 Park Avenue, South, New York, NY 10003; 212/777-8210

■ **Education about Development: Implications of a Public Opinion Study by InterAction and the Overseas Development Council** by Carrol Joy. Given the results of the InterAction/Overseas Development Council public opinion study of Americans' attitudes towards Third World development, this publication reviews what kinds of things we should take into account in efforts to educate about development. (1987) \$5.00.

■ **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. free.

■ **How Are We Doing? A Framework For Evaluating Development Education Programs**, 1987. Roland Case, Martha Keehn, and Walter Werner. \$8.50

■ **How Can We Do It? An Evaluation Training Package for Development Educators**, 1988. Roland Case, Mary Andrews, and Walter Werner. \$30.



■ **Ideas and Information about Development Education** is intended for persons involved in education about economic and social development in Africa, Asia, and Latin America and its importance to Americans. Published quarterly, the newsletter contains information regarding conferences, publications, funding sources, local projects, audiovisual materials, etc., as well as interviews and feature articles related to development education. The newsletter is sponsored by the International Development Conference and by InterAction. There is a \$10 year charge for a subscription. Items for publication should be submitted to the editor, Andrew E. Rice, IDC, 1401 New York Avenue, NW, Washington, DC 20005; subscriptions and payments to InterAction.

■ **So You Want to Evaluate? Building Evaluation into Program Planning For Development Education**, 1987. Martha Keehn and Willard Kniep.

■ **What Americans Think: Views on Development and U.S. - Third World Relations**, InterAction Christine E. Contee. The results of the 1987 public opinion study conducted to assess North Americans' views of development and the Third World. This study was conducted jointly by InterAction and the Overseas Development Council. \$8.95.

Interconnections - Issues That Affect Local Communities and The World - A guide for assisting individuals or groups in analyzing their global connections. The packet is designed to help leaders work with people in a systematic process of analyzing public policy issues. Possible goals, instructional processes, and content for assisting individuals and groups to learn more about an international issue are included. The packet includes an issue analysis guide, workshop suggestions and concept papers. Available from: International Extension Training Program, Cooperative Extension Service, Michigan State University, 48 Agriculture Hall, East Lansing, MI 48824-1039.

International Connections: Resources for Extension and Community Education Programs by Mary Andrews and others. A comprehensive, far-reaching resource collection of ideas and materials for development educators. Contains 50 activities, 25 concept sheets and 40 prepared handouts ready to duplicate. International Extension Training Program, 48 Agriculture Hall, MSU, East Lansing, MI 48824-1039 \$5.00.

International Youth Exchange Guide - 1985-86 & updates. A pamphlet describing hosting and outbound opportunities offered by more than 15 international exchange organizations. Local contacts are given to the organizations, each of which has been in operation for at least six years. Exchange Network of Northern California, 312 Sutter Street, Suite 610, San Francisco, CA 94108. Free.

Just Listen Awhile – Voices From A Developing Country. Office of International Agriculture Programs, University of Minnesota, 1986. Intended to help researchers, consultants and volunteers become more aware of the cultural, attitudinal and logistical considerations that are essential in undertaking a project in a developing country. It discusses personal qualities of consultants that lead to the success of cross cultural efforts, recommendations for procedures, relevance of problems addressed. Office of International Agricultural Programs, University of Minnesota, 293 Coffey Hall, 1420 Eckles Avenue, St. Paul, MN 55108. 612/624-3221.

Knowing, Caring, Sharing: Children, Hunger and Poverty. Paula Cummins and Cheryl Pagan, 1989. Illustrates problems of hunger and poverty while maintaining respect for the various cultures and dignity of the people. Instructional package with five lesson plans, each 30-45 minutes long. Grades 4-6. Heifer Project International, P.O. Box 808, Little Rock, AR 72203. 501/376-6836. \$11.

Main Street America and The Third World by John Maxwell Hamilton, ed. 1986. Describes the generally unacknowledged linkages between the U.S. and developing countries. News stories from 20 communities in the U.S. describe a variety of connections – educational, health, migration and others – between the U.S. and the Third World. Addresses issues that Americans must confront in learning to live in an interdependent world. Sources of information include advice on "Bringing the Third World into the Classroom," and an appendix on public attitudes toward Third World events in the news. Seven Locks Press, P.O. Box 27, Cabin John, MD 20818. 202/320-2130. \$8.95.

Make a World of Difference: Creative Activities for Global Learning. Office on Global Learning, NCCC. Handbook of engaging introductory exercises for strengthening a global perspective. Clear step-by-step instruction: guiding group work, referencing the facts, linking the local and global, emphasizing the arts, and researching next steps. For all ages in school, community and church. Highly recommended. Order from: Friendship Press, Distribution Office, P.O. Box 37844, Cincinnati OH, 45222-0844. \$16.95 plus \$1.70 postage and handling, 1989.

Media Basics for Development Educators. Catherine Beckley. Information on print, radio and video/television techniques for helping people with something to say about international development gain expertise in the skills and knowledge necessary to say it effectively. Development Education Program, Centre for International Programs, University of Guelph, Guelph, Ontario, N1G 2W1, 1985.

ODN Opportunities Catalog: A Selected Guide To Internships, Employment and Research Opportunities. Published by the Overseas Development Network (See Point 3 A). Provides detailed information on over 50 organizations that regularly hire students and recent graduates for internships and full-time positions. The entries on these pre-screened organizations provide comprehensive information on their activities, areas of expertise, the types of opportunities they usually offer, and the skills they look for in prospective interns and employees. Overseas Development Network, 2940 16th St., Suite 100, San Francisco, CA 94103, 415/431-4204. \$15.00 – institutions, \$8 – individuals, \$6 – currently registered students.

One Earth: Why Care? Red Cross Youth International Development Resource Package. A curriculum designed for middle schools that emphasizes world interdependence. It is designed to facilitate students' understanding, develop empathy, and motivate them to action. Canadian Red Cross Society, 95 Wellesley St. East, Toronto, Ontario M4Y 1H6. 1986.

The Overseas List: Opportunities for Living And Working In Developing Countries by David M. Beckman and Elizabeth Anne Donnelly. Guide to employment and voluntary service opportunities in developing countries for students and professionals in the field of development assistance. It lists opportunities offered by church missions, private development agencies, international organizations, the U.S. government, and corporations. Augsburg Publishing House, 426 South Fifth Street, Minneapolis, MN 55415. \$7.50 plus \$1. postage and handling.

SEEDS - Is a magazine, an educational ministry, and a network of Christians concerned about hunger. It seeks an understanding of the political and economic realities that lie at the root of hunger and encourages action to change those realities. An excellent resource. Published 12 times per year. SEEDS, 222 East Lake Drive, Decatur, GA 30030. \$10.00 subscription per year.

State of the World by Lester R. Brown. Annual publication that highlights trends in population, health, the environment and other global issues. Worldwatch Institute, 1776 Massachusetts Ave., N.W., Washington, D.C. 20036. \$9.95.

State of the World's Children. UNICEF's annual publication that summarizes the state of health and trends for the future for the world's children. Available through UNICEF, Division of Information and Public Affairs, UNICEF House, 3 U.N. Plaza, New York, NY 10017.

Survival Kit for Overseas Living by L. Robert Kohls, 1984. Written for Americans planning to live and work abroad, the book explores the mysteries of cultures, the influence of values, the way stereotyping occurs, strategies for entering a country to live, what questions to ask about a host culture, developing communication skills and managing culture shock. Intercultural Press, P.O. Box 700, Yarmouth, ME 04096, 207/846-5168. \$7.95 + \$1.50 shipping.

Teachable Moments is a brief thought-provoking classroom activity sheet that addresses a global theme. It is published twice monthly for use at elementary and secondary levels and can be ordered from the Stanley Foundation, 420 East Third St., Muscatine, IA 52761, 319/264-1500.

Third World Women: Family, Work and Empowerment by Susan Hill Gross and Mary Hill Rojas, 1988. Instructional package with teacher's manual, student handouts, two slide presentations and a video on contemporary concerns of women in the Third World and their contributions to the welfare of their families and their countries' development. Glenhurst Publications, St. Louis Park, MN, 55416. 612/925-3632. \$75 for package; \$25 for manual only.

Tomorrow's World. Curriculum has a series of classroom activities for secondary students designed to highlight international development issues. The program emphasizes participation and experiential learning in combination with discussion and research. Canadian Red Cross Society, 1982, 95 Wellesley Street East, Toronto, Ontario M4Y 1H6.

United Nations Development Education Directory. Published every two years. Lists all the UN agencies with addresses that can be contacted for information. The subject areas covered and services available are listed for each agency. Available from: United Nations Publications, Sales Office, Room DC2-0870, New York, NY 10017.

Who's Doing What in Development Education A guide to organizations involved with dev ed in the U. S. Emphasizes publications, audio visual materials and curriculum guides. United Nations Non-Governmental Liaison Service. NGLS/NY, DC2-1103, Two U.N. Plaza, New York, NY 10017, 1989. \$10.00.

Who's Involved With Hunger: An Organization Guide for Education and Advocacy. Patricia Kuzner and Nickola Lagoudakis, eds. 1985. This guide lists nearly 400 organizations and agencies in the U.S. working on hunger. Included are federal agencies, United Nations offices, and private organizations working in the areas of global and/or domestic hunger, development education, appropriate technology, and self-reliance. Listing of regional organizations and church-related agencies and hunger programs. World Hunger Education Service, P.O. Box 29056, Washington, DC 20017. 202/269-1075. \$5.00.

Women in The World: An International Atlas by Joni Seager and Ann Olson. A collection of 96 vivid, full color maps and charts illustrating what is happening with women around the world - politically, economically, and socially. The graphic, annotated maps reflect women's progress (or status) in such areas as marriage, motherhood, work, resources, welfare, and authority. 1986. Available from: Simon and Schuster, Simon and Schuster Building, Rockefeller Center, 1230 Avenue of the Americas, New York, NY 10020.

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 Teacher's Guide. Classroom set of Data Books (10) and Teacher's Guide - \$10. Grades 10-12. World Bank Publications, P.O. Box 7247-8615, Philadelphia, PA 19170. 215/225-2165. \$5.

The World's Women. An instructional packet containing maps, charts, concept sheets, lesson plans and background reading materials on women in world development. Available from: The Population Reference Bureau, 777 1 th Street, NW, Washington, DC 20005.



INDEX

A

Action Project Planner	75, 107, 109
adopt a goat	27
advertising	16, 20
Africa	1, 49, 57-59, 68, 77, 87, 90, 93, 104, 105
African famine	18
alternative tourism	57
American Field Service	55
American Friends Service Committee	51, 68
Andes	23
appropriate response	8, 9, 18, 19, 40, 42
arm slings	2
Arrangement of the Guide	12
article	25, 30, 49, 62, 95
arts	33, 80
attitude	33
audience	12, 39
audiovisual equipment	39

B

bandages	2, 32
beliefs	33
bike race	32
Bike-Aid	50, 53
Board of Directors	13, 14, 21, 23, 63, 66
Boussé, Burkina Faso	75, 77, 79-84, 86, 87, 101-103
Bridging the Global Gap	57, 91, 92, 101
Burkina Faso	5, 75, 77-86, 90, 101, 102
business	6, 17, 34, 55

C

CARE	13-16, 23, 25
case study	12-14, 27, 29, 47, 49, 60, 62, 75, 77, 85
cash	18, 40
certificate of adoption	30
characteristics of response	13, 15
checklist for involvement	8-11
choosing an organization	27, 34
Christian and Missionary Alliance	63

church	5, 43, 49, 57, 62, 65, 66, 70, 73, 78, 98
church mission chairpersons	5
CIDA	4
classroom teachers	5
clothing	15, 18, 19
club	14, 15, 27, 29, 30, 32, 37, 39, 52, 88
Club Presentation	29
coloring books	37
commitment	6, 30, 32, 35-37, 42, 53, 85, 91, 94, 99
continuum	4, 6, 7, 9, 12-15, 27, 30, 31, 47, 50, 53, 61, 83, 85, 98, 99
contribute	9, 11, 15, 16, 30, 65, 73
contribution	6, 7, 9, 11, 13-16, 30, 83
correspondence	58, 93
cultural differences	52, 67
culture	52, 54, 55, 66-68, 83, 93, 96, 105
culture shock	54, 96
curiosity	56
customs	19, 29, 40, 41, 44, 52, 68, 71, 77, 86, 97, 105, 106

D

Decatur Sister Cities Committee	79-81, 84, 86, 91
Decatur, Georgia	75, 77, 79, 101
dental hygienist	19, 40, 62
Determining Desired Level of Response from Overseas Partners	42
Determining Direct Personal Contact	35
developing nation	7, 29, 75
developing world	3, 4, 57
development education	3-5, 12, 33, 50, 52, 53, 75, 83, 85, 98
development educators	4, 5
development project	10, 30, 31, 35, 50, 85, 94, 104, 107
diet	23, 25
direct personal involvement	9-11, 47, 50, 52, 53, 56, 61, 65, 84, 85, 100
disaster	18, 90
display	29, 33, 80
doe	29, 30
donations	15, 16, 18, 19, 29, 39, 40, 93, 98
donor(s)	5, 15-17, 21, 22, 23, 31, 32, 43, 94, 100, 106
drought	1, 77
drugs	18

E

educating your members	27, 37
education	3-7, 9-12, 15, 18, 19, 27, 29-31, 33, 42, 44, 50, 52, 53, 75, 83, 85, 86, 95, 98, 100, 103

education and response,	6, 7, 9-11, 15, 18, 19, 27, 30, 31, 50, 53, 85, 100
educational materials	37, 43
educational programs	31, 50, 84
elected officials	32
electrical voltage	41
empathy	33
environment	1, 23
equipment	19, 39, 41, 71
Esperanza	64
Establishing a Suitable Time Frame	42
Establishing Time Requirements	35
evaluation	16, 87, 94, 100, 106, 109
Evangelical Covenant	62
exchanges	56, 57, 90
extensionist	30

F

facilities	39
famine	1, 18
farmer(s)	23, 27, 29, 30, 43-45, 50, 65
films	31, 50
financial assets	6
financial involvement	9-11
follow-up	15, 30, 39, 106
food	1, 14, 18, 23, 50, 54, 97
food aid	1
free or inexpensive materials	31
friendship	56, 78, 82, 86, 88, 93
Friendship Force International	56
From Experience	4, 12, 13, 16, 18, 20, 21, 27, 33, 34 40, 47, 54, 56, 61, 66, 68, 70, 75, 88, 92, 98
fundraising	11, 14, 21, 53, 90, 98
garden	43, 62

G

Gary, Ian	49, 50, 52, 53, 58, 59
Gathering Local Resources	42
Geers, Ed	45
Girl Guides	88
Girl Scouts	5, 88
Giving hunger money wisely	13, 16
global citizens	55
Global Exchange	57
global issues	3
Global Understanding Project	34
Glossary	12, 111-114
goals	34, 90, 100, 104, 106, 107

goat	27-30, 34, 37, 42-45
goat improvement project	27-29, 34, 43
goat project	29, 30, 37, 42-45
goods	11, 13, 15, 18, 19, 42, 93, 108, 109
grass:roots	2, 50, 72
greenhouse	13, 23-25
guidelines	34, 40, 80
Gunderson, Gary	91, 92, 101

H

Habitat for Humanity	57, 64
Haiti	5, 29, 40, 43, 45, 62, 65, 70, 98-100, 104
Haitian Community Health Worker Training Program	75
Haitian Goat Improvement Project	27-29, 34, 43
Harare, Zimbabwe	49, 51-53
homestay	57
honorarium	39
hosting	3, 56, 97
hosting an international exchange student or visitor	56
hosting international visitors	3, 56
household goods	19
How to use this guide	6
hunger	1, 13, 16, 32, 50, 51, 62, 77, 89

I

independence	44, 55, 77
Indians	23
individual	6, 9-11, 13, 16, 27, 30, 31, 47, 52, 53, 61, 100, 104
individuals	3, 5, 9, 15, 19, 21, 31, 40, 79, 82, 83, 85, 89, 91, 98
INSA	2, 4, 5, 12, 13, 21, 27, 29, 30, 34, 37, 40, 42-45, 47, 61, 70, 75, 80, 81, 84, 85, 90, 98, 100, 103-106
instruction	31
interest	5, 36, 37, 49, 50, 62, 64, 78, 79
interests	6, 20-22, 34, 40, 66, 82, 85, 89, 107
intern	47, 49, 50, 52
international action project	6, 9, 10, 39, 85, 87, 88, 92, 97, 98, 107, 109
International Service Association for Health, Inc.	2, 34
internship	5, 7, 10, 47, 49-55, 58, 61
Internship in a Developing Country	54
Internship in Zimbabwe	47, 49
introduction	1
IRS	21

J

Jamaica 61, 64, 67, 73
Jamaica Mutual Missions 73
journal 52, 53, 95

K

knowledge 6, 9-11, 55, 60, 77, 86, 93, 107, 109
knowledge and skills 6, 9-11

L

land management 29
language 9, 11, 42, 52-55, 68, 82, 92, 100, 105
Lazille, Haiti 43-45
leaders 5, 6, 51, 70, 81, 82, 94, 98, 100, 105
leadership 5, 12, 60, 79, 85, 86, 97, 103, 108
Learning About People in Developing Countries 33
learning experience 66
lessons learned 13, 27, 47, 61
letters 1, 32, 35, 82, 86, 92
library 59
linkage 50, 89, 94
Live Aid 1
Locating an Appropriate Speaker 37
loneliness 54

M

machinery 41
mail 20, 30, 86, 92, 109
maintenance 41, 70, 80, 103
markets for U.S. products 3
medical supplies 18, 86
medical teams 18
medications 18
meeting 29, 30, 79, 99
Message Returns 12, 13, 23, 27, 43, 47, 58, 61, 72, 75, 101
method of response 9, 10, 31
Mexico 61, 68, 88
military personnel 37
milk production 29
mission 5, 21, 49, 64, 67, 68, 88

mission statement	21
missionaries	37, 53, 70
money	11, 13-16, 19, 21, 42, 44, 45, 50, 51, 53, 65, 72, 73, 83, 89, 93, 99, 100, 103, 104, 108
Mureriwa, Godfrey	51, 58-60
music	49, 54, 105

N

National 4-H Council	5, 57
National Association for Foreign Student Affairs	56
National Association of Returned Peace Corps Volunteers	37
National Council for International Visitors	56
National Extension Homemakers Council	5, 34
National Information Bureau	17
needs	1, 6, 20, 22, 23, 35, 39, 55, 57, 80, 82, 86, 89, 90, 94, 98-100, 104, 106-108
news broadcast	30
newsletter	53
nonprofit organizations	2, 31, 32, 37, 39
Nubian goats	29
nutrition	29, 43, 44, 84, 103

O

Obtaining Free and Inexpensive Materials	37
ODN	47, 49-54, 58, 59
one-time contribution	6, 7, 9, 11, 13, 15, 83
operation	31, 41, 57, 102
Operation Crossroads	57
Organizations	2-5, 11, 12, 16, 17, 21, 23, 31, 32, 34, 35, 37, 39, 42, 43, 50, 52, 56, 57, 61, 68, 79, 82, 83, 85, 88, 100
Organizations, listing of	115-124
organized educational programs	31
orientation	52, 53, 68
Other Opportunities for Personal Involvement	56
Ouahigouya, Burkina Faso	77, 79, 81, 83, 101
Overseas Development Network	47, 49, 50
overview	12, 13, 27, 47, 52, 61, 75

P

packaging 40, 109
Partners of the Americas 56, 88
partnership 7, 12, 64, 75, 83-85, 87, 90-92, 100
partnerships 2, 32, 51, 85, 86, 88, 89, 101, 109
peace 3, 37, 53, 68
Peace Corps 37, 53
perceptions 33
personal exchange 7
Philanthropic Advisory Service Division 17
Pilot Club International 88
Point 1 6, 7, 9-11, 13-16, 18, 20, 21, 23, 40, 71, 100
Point 2 6, 7, 9-11, 15, 18, 19, 27, 29-31, 33, 34, 37, 40, 43, 71, 100
Point 3 7, 9-11, 47, 48, 50, 53, 54, 56, 58, 61, 62, 65, 66, 68, 70, 72,
85, 100
Point 4 7, 9-11, 19, 71, 75, 77, 85, 88, 92, 98, 100, 101, 107
Port-au-Prince, Haiti 43
postage 19, 40
posters 37
poverty 1, 20, 50, 66, 67, 96
Preparing for a Workteam Experience 68
Presbyterian 62, 98
preview 39
Print and Non Print Materials 12, 125-134
program 7, 20, 29, 31, 34, 37, 39, 43, 44, 47, 49, 50, 52, 53, 55, 62, 64,
75, 79, 81, 86, 90, 94, 98-102, 107, 108
programs 5, 11, 31, 32, 37, 42, 43, 47, 50, 51, 53-55, 62, 67, 78, 79, 81,
82, 84-90, 100, 106
Project Build 63
projectors 39

Q

quality of life 2, 30, 34, 78, 87, 92
questions 16, 22, 39, 72, 100, 109

R

reading 9, 16, 31, 60
relief agency 18, 19
relief assistance 18
religious meetings 31
responding appropriately 13, 18, 27, 40, 71, 93
Responding Appropriately--Materials 40
response 1, 6-11, 13-15, 18-20, 27, 30-32, 40, 42, 50, 53, 80, 82,
83, 85, 100
Rotary International 88

S

San Diego Council of Churches 64
 SEDEPAC 68, 72
 SEEDS 16, 57, 91
 self-reliance 55, 60, 85
 sense of humor 56, 66
 services 1, 18, 31, 40, 70, 71, 93, 95, 108
 Sharing Interests and Goals 34
 shipping 19, 40, 41, 80, 93, 109
 Shona 52
 sister cities 2, 5, 56, 57, 75, 77-88, 90, 91, 101
 Sister Cities International 5, 56, 78, 79, 81, 84-86, 88
 skills 6, 9-11, 19, 40, 43, 49, 60, 62, 63, 65, 70, 81, 82, 100, 107, 109
 slide presentations 29, 37, 86
 speaker 30, 37, 39, 100
 sponsoring 14, 40, 51, 56, 57, 68, 97
 stability 3, 21
 staff 4, 21, 59, 61, 64, 94, 98, 100, 109
 stereotypes 33
 Successful International Relationships 71, 75, 92
 Successful U.S. Relationships 75, 88
 Sunday school 5
 sustainable development 87, 108

T

Takawira Unemployment Benefit 49, 51, 53
 teachers 5, 51, 65, 83
 telephone 20, 29, 32, 35, 92, 93, 109
 television 16, 20, 22, 77, 102
 tents 19
 time 6, 7, 9-11, 13-16, 18, 19, 22, 25, 29, 30, 32, 35, 39, 40, 42, 44, 50, 52-56, 59, 60, 62, 65-67, 72, 73, 77, 79-83, 85-87, 89, 92, 96, 99-102, 108, 109
 tourism 57
 tourist 66, 95
 Toussaint, Franck 44
 traditions 33
 transportation 19, 39, 109
 travel 3, 5, 10, 29, 34, 35, 57, 89, 95, 96, 109
 travel in a developing country 57
 travel programs 5
 trucks 18
 TUB 49, 51, 58-60

U

U.S./Third World Involvement	13, 20
understanding	2-4, 32, 34, 37, 55, 57, 78, 86, 96
United Methodist	62, 63, 80, 88, 98
United Way	22
unsolicited supplies	19
Using Audio Visuals	39
Utilizing the Abilities of your Members	42

V

values	22, 33, 101
veterinary care	30
videotapes	37, 39
View From the Other Side	13, 21
volunteer	53, 57, 100

W

walk	13, 14, 16, 32, 55, 98
Who should use this guide	5
Why was this guide written?	3
Woman's Club	27, 29, 30
women:	29, 30, 40, 49, 50, 78, 90, 97, 101-103, 105, 106
work/study tour	57
Working with Speakers	39
workteam	7, 47, 61, 62, 64-68, 70, 71, 73
workteam experience	7, 47, 61, 62, 64, 65, 67, 68, 71
World Food Day	14

XYZ

Zeigler, Rebecca	58, 59
Zimbabwe	2, 47, 49-55, 58-60