

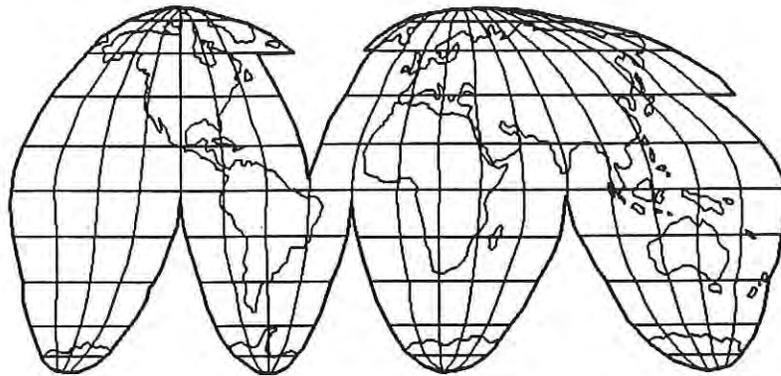
HOW TO GET MEDIA COVERAGE FOR INTERNATIONAL DEVELOPMENT ACTIVITIES

by

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How To Get Media Coverage for International Development Activities

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PREFACE

The National Association of Social Workers (NASW) established the Office of Peace and International Affairs in 1989 to educate U.S. social workers and the general public about global interdependence. Social workers in the United States are active in improving the global human condition by exchanging knowledge, training, and technical assistance with social workers from other countries.

NASW began its development education program in 1988 when it received its first grant from the U.S. Agency for International Development (AID). This grant cofunded the three-year Family and Child Well-Being Development Education Project, which introduced practicing social workers, social work educators, and students to development education. The project resulted in--

- a curriculum guide for schools of social work
- establishment of Twinning Partnerships between NASW chapters and social work organizations in developing countries
- an International Resource Center
- a nationwide network of internationally oriented social workers
- a biannual newsletter.

These activities have continued beyond the grant period.

NASW has also become active in international technology and information exchange and in training and technical assistance. It launched its Strengthening Families through International Innovations Transfer initiative in 1990 to document and disseminate information on innovative family support programs from other countries so that they can be replicated in the United States. This initiative also includes exchanges with social work organizations in both Russia and Hungary. In 1992, NASW hosted World Assembly '92, a series of conferences on the social condition attended by 5,000 social workers from more than 80 countries.

This training manual, "How to Get Media Coverage for International Development Activities," is produced under another NASW development education project entitled Global Family Ties. This two-year effort, begun in September 1991, focuses on educating U.S. social workers and the American public on the common experiences, concerns, and challenges of families around the world. NASW conducted a nationwide public education campaign on Global Family Ties in 1992. Campaign materials were distributed to media outlets across the country. On-site training on how to get the media to cover international development issues was provided to NASW members in five state-based chapters. The final phase of this project is dissemination of this media manual to other NASW chapters with continued assistance from NASW's Office of News and Media to help chapters get media coverage for their development projects.

The Global Family Ties Initiative was made possible through a cost-shared grant from AID's Development Education Program. NASW is deeply appreciative of both the funding and the technical support provided by AID for this effort. We wish to thank David Watson, who has been an exceptionally helpful project officer, and Catherine Coughlin, who has lent important technical support.



INTRODUCTION

Social workers make things happen in real life. We work with real people working to make changes in their lives. Our outlook takes a unique view of individuals as part of a bigger picture. We see a person as a member of a family and a community, as a student or an employee, as a parent or a child or a sibling, as a member of a group of friends, and as a member of a culture. In other words, we see people as a part of systems with which they are interdependent. We invest time looking at root causes of problems and shaping policies that will ultimately help the real people we see every day. In recent years social workers have begun to see something new--a clear connection to the world outside the United States. We see similarities in the problems people face. We recognize that families are the same everywhere, driven by the same needs, regardless of where they live. There is a common need to provide food, shelter, education, and living skills for our children. There is also a drive to protect our children from drugs, disease, and violence.

We have begun to understand how Americans are affected by what happens to people in the rest of the world--we recognize a common fate. There is a worldwide human interdependence that goes beyond environmental and economic issues. Families will continue to emigrate until conditions in their own countries allow them to remain there. A farmer in Latin America profits more with a coca crop than with any other. It's the best way for him to support his family, yet the cocaine devastates families in the United States. If we help the farmer, we help ourselves.

In 1992, the National Association of Social Workers (NASW) hosted a "World Assembly" of social workers from more than 80 countries. One American participant exclaimed, "How could I have gotten this far without understanding how the world is connected by people!" A media representative commented, "With all that's wrong with this world, it sure gives me hope that social workers are everywhere, trying to make things better."

NASW's 223 international committee members are involved in activities that exemplify our connections to the rest of the world. This manual will help you get media coverage for those activities as well as assist you in bringing an international development perspective to stories currently in the news, thereby helping the public to understand these connections.



HOW TO USE THIS MANUAL

The overall objective of this manual is--

to help you become comfortable getting media attention for international development issues and activities and specifically to learn--

- what to say to the media
- how to say it
- who to say it to
- when to say it.

The first step is simply to read the manual and become familiar with the things it shows you how to do. Undoubtedly, ideas will bubble up about present and future international activities for which you can get media attention.

Two additional resources are always available. To talk over ideas, feel free to call--

- NASW's Office of Peace and International Affairs, Eileen Kelly, Director, 1-800-638-8799 x234
- NASW's Office of News and Media, Jan Peterson, Public Information Associate, 1-800-638-8799 x241.

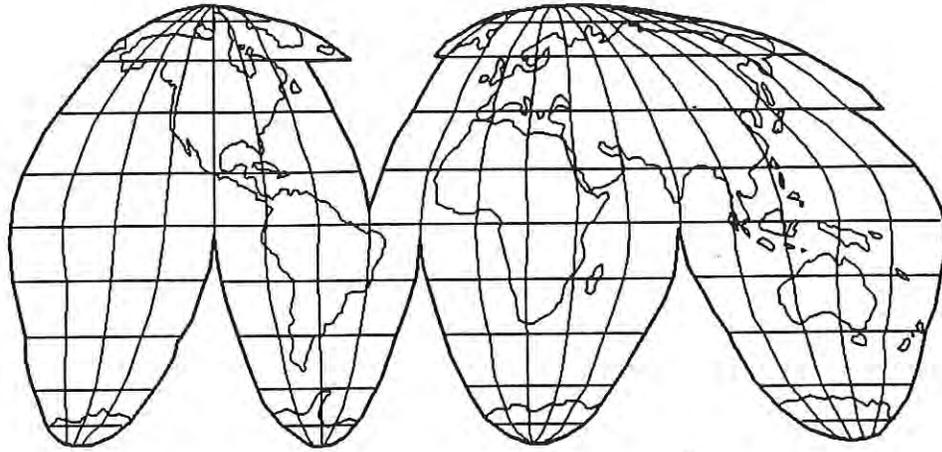
This manual is divided into four parts:

Part I: International Development explains what international development means and how it is relevant to social work.

Part II: Understanding What the Media Want presents criteria for determining whether an activity is newsworthy. It also helps you to understand in general how the news industry operates.

Part III: How to Get the Media to Convey What You Want to Convey outlines a step-by-step process for choosing the best words to convey your message and offers some tips on how to present yourself.

Part IV: How to Get the Media to Talk to You pulls together information from parts II and III and presents specific suggestions on how to approach reporters. It also covers written materials often requested by reporters.



PART I: INTERNATIONAL DEVELOPMENT

PART I: INTERNATIONAL DEVELOPMENT

PURPOSES OF THIS SECTION

1. To understand international development and its implications in the United States
2. To understand the importance of educating the public about development issues

We realize as social workers that we can no longer solve problems and advance social work practice without considering world interdependence in our theories and perspectives. We know that the environment, economy, war, politics, and social conditions are all interrelated.

When we speak of international development, we are talking about improving social and economic conditions in the developing world. The term *development education* refers to the process of educating ourselves and the public about development issues and efforts. The outcome is the realization that we in the United States are affected by conditions in the developing world and we, in turn, affect those conditions. We are interdependent.

International development is a two-way process. It is *not* dispensing charity to Third World nations.

For example, most of us have been aware of two seemingly unrelated concerns: the farm crisis in the midwestern United States and the Third World debt crisis. The decision by large banks to cut off new credit to developing nations seemed sensible. However, one bank in Lincoln, Nebraska (which did not make foreign loans and never planned to), traced the escalating number of Nebraska farm loan defaults to the inability of developing countries to import Nebraska-grown food. Without continued loans, there would be no new capital for expansion in developing countries--and no importing of American food.¹

To get at one of the root causes of drug problems in the United States, we have to look at the developing world. To understand the large increase in the number of refugees, we have to look at the reason they needed to leave their homes. Unless you've lost your child to a cocaine overdose or your farm in Nebraska, the notion of interdependence can be abstract. It is a very difficult concept to understand--for us and the media. But finding examples for the media to cover to help the public understand the notion of global interrelatedness is an exciting and rewarding endeavor.

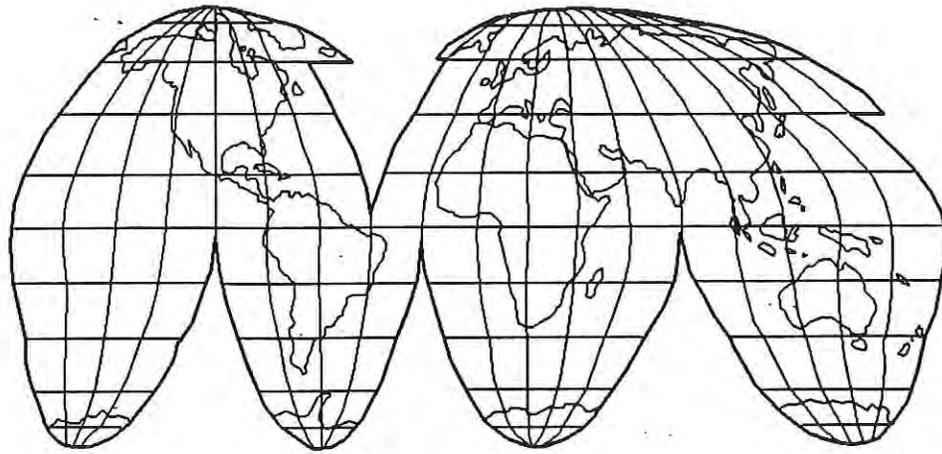
¹Adapted from Hamilton, J.M. (1990). Entangling alliances: How the Third World shapes our lives. Cabin John, MD: Seven Locks Press.

HOW THIS SECTION RELATES TO THE OVERALL OBJECTIVE

OBJECTIVE: Become comfortable getting media attention on international development issues and activities and specifically learn--

- what to say to the media
- how to say it
- who to say it to
- when to say it.

Part I defines international development and gives examples of current social issues with origins in developing countries. It will help you identify activities that can convey an international development message.



PART II: UNDERSTANDING WHAT THE MEDIA WANT

PART II: UNDERSTANDING WHAT THE MEDIA WANT

PURPOSES OF THIS SECTION

1. To help you evaluate your activities and issues for potential media coverage
 2. To explain what kinds of information you need to target a specific news organization
-

The Simple Rule: The Media Cover News

The rule can be broken down by defining what the media are and what news is.

What are the media? They are vehicles for communicating to the public, specifically newspapers, magazines, newsletters, journals (referred to as print media), and television and radio (referred to as nonprint, broadcast, or electronic media).

What is news? M. Lyle Spencer, former dean of the Journalism Department at the University of Washington, offered a standard definition of news:

"News is...any event, idea or opinion that is timely, that interests or affects a large number of people in a community, and that is capable of being understood by them."

Other definitions include--

"News is anything you didn't know yesterday."

--Turner Catledge, former executive editor, *The New York Times*

"News is change."

--Reuven Frank, president, *NBC News*, 1971

"I just know it when I see it, that's what they pay me for."

--M. Scott Moss, managing editor, *NASW News*

"When a dog bites a man, that's not news because it happens so often. But if a man bites a dog, that's news."

--Frank M. O'Brien, former editor, *New York Sun*

The Difference between Various Media: The Audience

What makes one media outlet different from another is its audience. An "easy listening"

radio station in Muncie, Indiana has a different audience from the *NBC Nightly News*. The campus newspaper at the University of Toledo has a different audience from *The Los Angeles Times*. *NASW News* has a different audience from the magazine of the Trial Lawyers Association.

In our standard definition of news, we could replace the word "community" with "audience." It would then read, "...that interests or affects a large number of people in the audience."

Three adjectives commonly used to modify the word *media* are *national*, *local*, and *trade*. These are ways to define the audience. "National media" often mean *The New York Times*, *The Wall Street Journal*, network news programs, Cable News Network, syndicated talk shows, National Public Radio, and so forth, because these media have nationwide audiences. Citywide or areawide audiences are considered local. Local media include neighborhood newspapers, city newspapers, radio stations, local cable channels, and the local network affiliates. An example of trade media is *NASW News*; its audience is people in a particular profession, in this case social work.

With reference to our standard definition of news, to obtain coverage of an issue in, say, *The New York Times*, the topic must be of interest to a large number of people across the nation. For coverage on a local network affiliate news program, the topic must be of interest to a large number of people in the viewing area.

Variety in News: Hard News, Opinion, and Features

Ideally, all hard news would contain only facts, and the reader or listener would draw his or her own conclusions. Recall the show *Dragnet* in which Sergeant Friday would say "Just the facts, ma'am," which implied "not your opinion on whodunit or your interpretations about why, just what you saw and heard." Often, however, we detect a bias in the hard news sections of a newspaper or the stories heard on the nightly news. That bias is what gives a newspaper, for example, the reputation of being conservative or liberal.

All opinions should appear on the opinion pages of the newspaper (the editorial page and the op-ed page) or be introduced as a commentary on the nightly news. Another example of an opinion venue is Andy Rooney's segment on *60 Minutes*. Ideally, the readers or listeners are told in advance that something is an opinion and can decide whether they agree or disagree with what is expressed. Radio talk shows usually revolve around the opinions of the guests. Often the host expresses an opinion.

Feature stories (sometimes called "soft news") appear in "style" sections of newspapers and magazines. Also, nightly news programs have segments that are more "feature" than "hard news." An example is the "American Agenda" segment of the *ABC Nightly News*'.

Lines seem to blur between features and hard news, in part because feature stories are often "hooked" in some way to current hard news. For example, during the Persian Gulf War, relevant features included stories about the effects of the war on children and improved

mail service for military personnel overseas (the news media called them "yellow ribbon" stories). These stories were "hooked" to the hard news stories that originated from news conferences at the Pentagon or from reporters on the front lines.

The feature story can be characterized as focusing on a human interest angle to a hard news story. Much of what social workers do and many international development activities in which social workers engage fall into the feature category rather than the hard news category.

What's Going on in the World?

It's the media's responsibility to answer this question for us, by covering at least the part of the world in which their audiences live -- nationally, locally, or tradewise. But there is a lot going on in the world, and there is limited time in which to gather the news and limited space in which to report it.

One criterion used to determine whether a story is newsworthy is its timeliness. Ten years ago we would not have seen stories on the need for social service programs in Eastern Europe, nor would we have found a story on Somalia. A local newspaper would not have done a story on a couple facing financial ruin from skyrocketing health care costs, but in the current era of health care reform, such a story is headline news.

Any story, whether it's hard news, feature, or opinion, must be in step with what is current in the world.

The Simple Rule: The General Public Must Understand the Story

It's the reporter's responsibility to make the story understandable to the audience. To do that, reporters often seek to interview "real people" whose circumstances exemplify the story. "Real people" do not use jargon or talk over people's heads. They help the general public build a picture of what is happening. An interview with a Croatian family detailing the atrocities forcing them to move helps us to understand better what is happening in Bosnia.

Often a reporter uses "experts" to put a story into context. Experts can provide numbers and an overview of a story. For example, an expert on Bosnia can provide the number of Croats, Muslims, and Serbs in Bosnia and the history that brought about the current conflict.

Being an Expert

Almost all news and feature stories include an expert. Often an expert can state his or her opinion. During the 1992 presidential election, every network had its own cadre of "political experts" to comment on daily campaign events and predict what turn would come next.

Even if you don't have an event that makes news or a way to show an idea, the media still need experts to comment on what is going on in the world.

Making News

Making news presumes there is an event or an activity with an outcome or product; a person or group is doing something. Examples include convening a conference, sponsoring a visiting social worker from the developing world, initiating a project in another country, and putting together a report that says something new.

An idea or an opinion can be news if there is a way to tell the story. Simply stating that global interdependence exists is not going to get you on the nightly news; you have to find a way to show it. Most of us can still hear the distant voice of a high school English teacher telling us, "Don't write that 'Mary is upset with John,' show it!" The same requirement applies when making news.

Summary

News is...any event, idea, or opinion (as long as you can show it), that is timely (that somehow relates to what is happening in the world), that interests or affects a large number of people in the community (that affects most of the people in the audience), and that is capable of being understood by them (through "real people" and "experts").

For example, if you are beginning a twinning project with a developing country and are bringing a social worker here to work with U.S. social workers on stopping the spread of HIV among teenagers, follow the four parts of our standard definition of news:

- Is there an event, idea, or opinion?
Yes, a social worker is coming to the United States.
- Is it timely?
Yes, AIDS among teenagers is a current concern.
- Will it affect a large number of people in your area?
Yes, there are many families with teenagers.
- Will the public understand it?
Yes, if it is presented properly.

The above is a good example of a project that has all the ingredients for media coverage.

Let's say a social worker from India visited community residences in the United States that treated mentally ill clients to learn to set up similar facilities at home.

- Is there an event, idea, or opinion?
Yes, a social worker is coming to the United States.
- Is it timely?
No--not unless residential treatment centers or mental health services in India were in the news for some reason.

- Will it affect a large number of people in your area?
No, what will be learned will be applied in India. (If the social worker were bringing new ideas to the United States, that would be different.)
- Will the public understand it?
Yes, if it is presented properly.

In this example, there is nothing newsworthy to the **general public media** (unless, as noted, residential treatment centers or mental health services in India were in the news). But remember media vehicles with other audiences--for example, your chapter newsletter, *NASW News*, or a trade journal or magazine dealing with residential treatment centers or international exchange issues. Maybe a news organization from India with a bureau in the United States would be interested (though this approach would only yield a story for an audience in India). It is unique to have a social worker visiting from India, and it would be worth a few phone calls to find out if the story would be of interest to someone.

Assume there was a social work exchange with Mexico to understand immigration policies as they affect minors that included a report of undocumented minors being detained by the Immigration and Naturalization Service.

- Is there an event, idea, or opinion?
Yes, there is a supportable opinion on how minors are affected by immigration policies, as well as a report that includes facts not yet known by the public.
- Is it timely?
Yes, immigration policies are in the news.
- Will it affect a large number of people in the community?
Yes, in border states and possibly nationwide.
- Will the public understand it?
Yes, if it is presented properly.

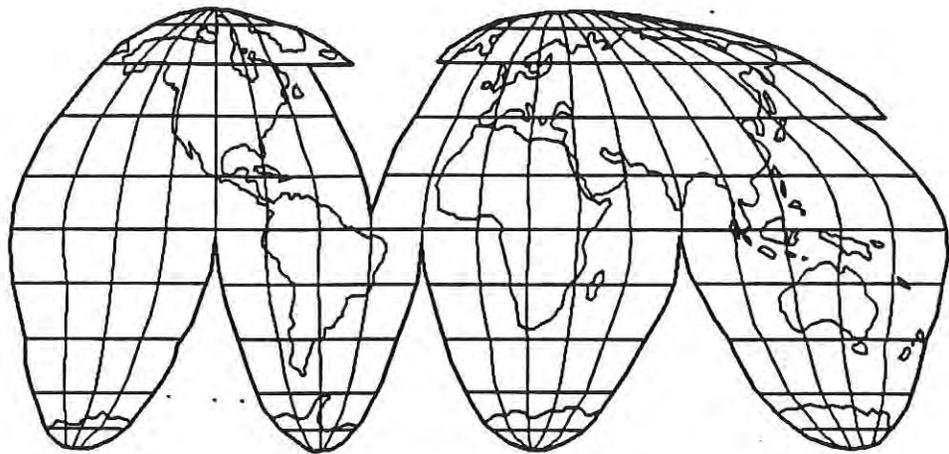
What makes this example newsworthy is the angle of minors and immigration, as well as the report that can give new facts to the public about undocumented minors in INS detention.

HOW THIS SECTION RELATES TO THE OVERALL OBJECTIVE

OBJECTIVE: Become comfortable getting media attention on international development issues and activities and specifically learn--

- what to say to the media
- how to say it
- who to say it to
- when to say it.

This section covers the basics in news and gives you a way to evaluate whether you have a newsworthy item. . .



**PART III: HOW TO GET THE MEDIA TO CONVEY
WHAT YOU WANT TO CONVEY**

PART III: HOW TO GET THE MEDIA TO CONVEY WHAT YOU WANT TO CONVEY

PURPOSES OF THIS SECTION

1. To ensure your confidence in speaking with the media
 2. To show you how to avoid being misquoted and taken out of context
 3. To give you social work skills to build on
-

Most people feel that there is no way to control what the media report, but this is not entirely true. There are a number of things you can do to make sure that the message you want to convey actually gets communicated. It's not that difficult; you just need to know what to say and how to say it.

WHAT TO SAY TO THE MEDIA

Whether the topic is immigration, ethnic gangs, border issues, cultural diversity, the spread of AIDS, or any of myriad other international topics with which social workers are involved, social workers *always* have something relevant to say.

This was proved time and again when this section was pilot tested and during the training sessions themselves. Throwing out any topic--from isolationism versus interdependence to social welfare in Eastern Europe--and asking, "What do you have to say about this?" always yielded a room full of social workers wanting to speak at once.

Once you have a topic or an activity, beginning to identify what to say is as simple as asking yourself the right questions.

The examples used in this section assume that we are seeking local as opposed to national coverage. The first two examples show what is required to be a resource and add something to a story currently in the media; the last two examples "make news" with an event or an activity.

Framing Your Message

There are three steps to framing your message:

1. gathering background information

2. brainstorming
3. organizing information from the brainstorming session.

Step 1: Gathering Background Information

Your background information should include--

- current public opinion
- opinion of the opposition (if different from current opinion)
- relevant factual information (policies, studies, statistics, examples from personal experience) to support your point of view.

Your background information may require some information gathering if you are not completely familiar with the subject matter. Otherwise, you only need a few press clips or the gist of stories appearing on television. Also, talk to people whom you know are involved on both sides of the subject. Ask them their opinions. If the issue is getting a lot of media attention, ask them what they like or don't like and what they think is legitimate or illegitimate in the media coverage. Ask for citations on factual information.

If you are not completely familiar with relevant studies, policies, and other factual information, it's a good idea to have participants agree in advance about what information they will bring to the brainstorming table.

Example 1/Being a Resource

Assume you are upset with the reporting on violence perpetrated by local Asian gangs. The general public sentiment is that gangs are dangerous and that we should not have to pay for any services for them. It is your feeling that the public's opinion is off base and getting worse. You want to have some input.

You think it would be helpful for the public to understand why gangs are formed and to be reminded that there are other, non-Asian gangs in the community. In addition, your community is attempting to generate trade with Asia while ignoring the Asians in its own backyard.

The information to bring to the brainstorming table would include some of the newspaper articles and television accounts of Asian gang activities, some general statistics on other kinds of gangs in the area, some research on why gangs exist, the precise economic links your community may have to Asia, and anything else relevant to the subject matter.

Remember to check with people you think are close to the situation. Be creative: Get an Asian person's perspective on the situation. Talk to a social worker in a school with Asian gangs. Find out what is actually happening and get the social worker's reaction to the press coverage.

Example 2/Being a Resource

Many social workers are concerned how the practice of hiring mostly women at the factories ("maquiladoras") on the U.S./Mexican border and the working conditions in these factories are affecting families. What is in the media are the economic issues tied to the North American Free Trade Agreement and the environmental issues from air and water pollution affecting people on both sides of the border.

The background information would include some newspaper articles and television accounts that omit reference to the human issues, any research or personal experiences of social workers who are working on the border, and any statistics that could show how families are being affected.

Step 2: Brainstorming

Once you have gathered all of your "research," the only other needed ingredient is a group of three or more social workers, in which one who has a good ear for words and phrases is designated as the listener. The listener's job is to ask questions and jot down the flow of the conversation, noting any phrases that catch the ear. The listener should participate to keep the conversation going, playing devil's advocate or simply reiterating a point to prompt the most clever, pithy way to say something important.

Once you are accustomed to the process, it can be done with two social workers, who both participate and listen at the same time. In fact, an individual can undertake the process between himself or herself and a computer, but it might take longer.

You are ultimately seeking--

- three main points
- three "sound bites" to correlate with the main points
- back-up information corresponding to the main points.

Given the time and space constraints under which most news organizations operate, it may not be possible to say everything you want to say about a given topic, and, even if it were, it would not all be reported. The magic number of points to make is three. Most issues can be conveyed in three points. But more importantly, if you were to try to keep track of more than three points during an interview, it would become too complicated and undermine your confidence in doing what you set out to do.

As usual, anything goes in a brainstorming session. Don't censor yourself or anyone else, just keep talking. Set a reasonable time limit. To focus your thinking in the right direction, begin with a discussion of the materials you have gathered.

- Look at the slants in the newspaper articles; what would the public conclude?

- Summarize any television coverage on the subject; what would the public conclude?
- Summarize what any of the people you may have talked to said; what do you think of that?
- Look at policy information and any information on studies or surveys; what do you want to say about it?

Use your common sense and keep refining what you come up with. Your instincts will tell you whether it is an appropriate and useful thing to say to the media. Then address the following questions (and any others that may arise during the session):

- I think the reason people are seeing things this way is...
- I wish everyone understood that...
- The root of this problem is...
- What people are missing is...
- If only we could...

Another Simple Rule: Sound Bites Always Get Used

The sound bite is a way to control what the media will use from among the comments you offer them. A good illustration is the following: A while ago, FOX News called NASW's national office for a last-minute comment on President Bush's waiver exempting the state of Wisconsin from federal welfare regulations. The exemption allowed Wisconsin to implement a program that, among other things, reduced AFDC payments for additional children born to women on AFDC, a decision that was apparently based on the belief that losing \$40 per month for each subsequent child would stop women from having more children.

NASW's welfare staff person, the person who was to serve as NASW's spokesperson, and NASW's media relations person were in the car for the 20-minute drive to the studio. They brainstormed about why the plan would not work, why it was stupid, and what was so appalling about it. Although they could articulate the points, the sentences were wordy and full of jargon. Fortunately, just as they rounded the last corner, someone blurted out "It's experimenting with children's lives!" That was it. Although the NASW spokesperson gave a 15-minute interview, the only portion that appeared on the nightly news was, "It's experimenting with children's lives."

Many people get frustrated with all the hoops one needs to jump through to get something said in the media. Sound bites allow the media to sidestep important information. Unfortunately, it's the only game in town, especially for television. If you give a long, dry, jargon-filled explanation of something, it won't be used and *you'll lose your opportunity to say anything.*

Newspaper reporters may listen to a long, dry explanation (if they need your point of view for a story), but if you don't give them a clear summation, there is no way to predict how they'll sum up what you said, if they do at all. And, if they have another resource with the same point of view, but who is clear and concise and provides a few sound bites, they'll use that source in the future.

Step 3: Organizing Information from the Brainstorming Session

By now, the designated listener in the brainstorming session has recorded a number of important and meaningful points and perhaps a few sound bites. Stop and recap. Allow the listener to review the important points and write down the top three. Under each point, recap secondary points and note relevant factual information.

The following examples come from the training sessions. Participants learned how to choose newsworthy activities; often the specific activity with which to practice framing a message was chosen during the session itself. Unfortunately, much of the factual information that is necessary to complete that process was not immediately at hand. The following examples are somewhat incomplete but nonetheless should give you a good sense of what the outcome of a brainstorming session should be.

In Example 1 (Asian gangs), three possible points are

Point 1 — Gangs are an international phenomenon, not unique to our community, and not only Asian.

Factual information of possible use: There are X [actual number] other gangs in our community. Gangs exist in Japan, Germany...[list several countries in which they exist].

Point 2 — Wishing that gangs will go away will not achieve anything. We must attack the root causes of gang formation. What our community needs to do is...[list actions to be taken].

Factual information of possible use: The reasons gangs form in the first place are...[list reasons]. Effective strategies for dealing with gangs have been...[list strategies].

Point 3 — We're seeking links to Asia; the governor is currently in Asia attempting to generate trade. We can't ignore the Asians in our own backyard who are contributing to our community.

Factual information of possible use: Several local businesses trade with Asia...[list businesses].

In Example 2 (human issues in the American Free Trade Agreement), three possible points are

Point 1 — There is severe conflict for families on the U.S./Mexican border in which the wife works and the husband does not. There is a quantifiable rise in alcoholism and abuse among nonworking husbands on the border.

Factual information of possible use: Give the reasons, supported by statistics, that the maquiladoras prefer to hire women. Cite the increases in abuse and alcoholism.

Point 2 — The psychological impact on families, although not as tangible as health and economic problems, is just as important. We can't separate the mind and the body.

Factual information of possible use: Cite real-life examples of the psychological impact on families.

Point 3 — We all support international development; what we need to remember is that this means human development, improving human lives.

Factual information of possible use: Cite a quote from a famous person that supports this point of view.

Activities or events presuppose you're doing something. More often than not you want a reporter to come and cover your event. The whole story will not be dependent on what you say because there will be something there for the reporter to experience. However, it is important to frame your messages in advance so that you can finesse the interpretation (and avoid an erroneous one) that the reporter will report. This is called "the spin."

Example 3/Making News

Social workers in Pennsylvania engaged in a twinning project with social workers in Ghana, West Africa, who are working to prevent the spread of HIV among vulnerable teenagers. NASW's Philadelphia Division funded a research project administered by the AIDS Control Program of Ghana in conjunction with the Ghana Association of Social Workers. The project partners in Ghana determined their own research questions and implementation plan.

In the second phase of the project, one of the Ghanaian social workers will come to Philadelphia and work with an AIDS prevention program to exchange ideas. The event, to take place in late 1993, is the work of the Ghanaian social worker in a Philadelphia AIDS prevention program.

The Philadelphia social workers said they wanted to convey the following three points:

Point 1 — The importance of not imposing our preconceived ideas as U.S. citizens on how research should be conducted in another country. For the research to be culturally relevant, people in Ghana needed to construct their own design.

Factual information of possible use: Draw a comparison to underscore the point. For example, "Trying to fill out a survey that was designed in a different culture is like trying to complete a survey written in Latin."

Point 2 — An understanding of how people are working to stop the spread of AIDS in Ghana helps stimulate ideas on how we can improve our efforts in the United States.

Factual information of possible use: Cite an example of an idea that came from the Ghanaian social worker's work.

Point 3 — Countries need to find their own solutions, but it's in everyone's best interest to share ideas. AIDS is an international concern. Every country needs to work to contain and ultimately eradicate this disease.

Factual information of possible use: Use examples of what other countries are doing as well; draw comparisons with U.S. actions.

Example 4/Making News

Social workers in New Mexico coordinated the International Social Work Conference on Child Welfare, to be held in Creel, Chihuahua, Mexico, in Fall 1993. The purpose of the conference is for U.S. and Mexican social workers to present and review major problems they face when working in an international (or bicultural) child welfare setting. The specific focus at this conference will be family preservation. In addition, problems in working with the Tarahumara Indians in Mexico and Native Americans in the United States and programs implemented to address these problems will be discussed.

The event is the conference. It is hoped that a reporter will attend.

The important points identified by New Mexico social workers to convey to the reporter include the following:

Point 1 — Although we live in different countries, we live together in the same world and seek the same things.

Factual information of possible use: The reporter can gather the facts from conference participants and conference materials.

Point 2 — Family preservation is a common goal, although culturally we may help achieve it in different ways. It's different across borders and different for different cultures within a border.

Factual information of possible use: The reporter can gather the facts from conference participants and conference materials.

Point 3 — Cross-cultural competence is strengthened by experience and communication between cultures. Allowing ourselves to experience that kind of communication strengthens our professional, personal, and international lives.

Factual information of possible use: The reporter can gather the facts from conference participants and conference materials.

Common Global Interdependence/International Development Messages

There are common themes that could be adapted to specific subject matter. The following list of themes can be referred to during a brainstorming session to see whether any fit with what you're trying to say.

- International development is not charity, it gives something back.

- Being the Great White Hope would mean the United States has nothing to learn. Look around!
- Isolationism is an illusion, like a child believing that when he covers his own eyes no one else can see him.
- Like water seeking its own level, refugees coming to the United States will not stop until they can get what they need at home.
- Refugees are not here on an adventure. Think how bad it would have to be for you to move your family to a strange country where you didn't know the language.
- All refugees want go home and would, if there were any hope of surviving.
- Children are children everywhere. They want to learn and grow and be loved.
- Parents everywhere want the same things for their children. They want them safe, happy, and well equipped to face the world.
- Families are the strength of every nation. Strong families make a country thrive.

HOW TO SAY IT

Social workers possess a number of useful skills for communicating with the media--and a few not so useful ones.

Social Work Skills That Are Useful When Working with the Media

1. The ability to listen and to assess on the spot

Like doing an intake interview, you can listen and understand what the media want. You might, however, decide that what they want is not what you should give them nor what is needed--as in the case of a teenager looking for ammunition with which to blame a parent.

2. The ability to control your responses for the appropriate effect

Like listening to a client, you understand the process and what is happening, but you consciously decide how to respond. You know what to say and how to say it--through the tone in your voice and your body language--to have the desired effect.

Social Work Skills That Are Not Useful When Working with the Media

1. A tendency to be process oriented, rather than sound-bite oriented, and an

inclination to build up to your point rather than to state the point first and then back it up.

Reporters are quick studies. They have to be. Their jobs require them to write the equivalent of a term paper on a different subject every day. They start asking questions and take off in a direction guided by the first sentences you speak. If you don't put your point out there first, they are likely to take off in the wrong direction.

2. A tendency to be uncomfortable in the limelight or to be uncomfortable asserting yourself on your own behalf.

What helps most social workers get over this hump is to remember that what they have to say is important and that if they do not say it, perhaps no one else will. On the assertiveness issue, one social worker suggested pretending to advocate on behalf of a client, rather than for yourself. Think of the people who will benefit if you are able to get your point across.

3. A tendency to focus on the human interaction ("reading" the reporter) and not on what you want to say.

A social worker observing a role play between an aggressive reporter and another social worker commented that it would be her instinct to respond to the reporter by saying "Gee, you sound hostile." (In case there's any doubt, this would *not* be a good idea!) Correcting for that instinct means staying focused on your three points and what you want to say, not on the interaction with the reporter. Disregard the reporter's emotional state. You have important things to say and focusing on the reporter will distract you from saying them.

Study after study has shown that tone of voice and body language can be more important than words in determining how a message is received. Think about communicating to a dog. If you have a warm body posture and say in a sweet voice "I really don't like you," the dog will wag its tail just as happily as if you'd said "You're such a good dog."

The Goal

When speaking to the media, the goal is to use exactly the right words and to convey them in a calm, self-assured voice with a warm body posture.

Regardless of whether the reporter is setting a calm, self-assured stage for you (and he or she probably will not), it's up to you to present what you have to say with an aura of humanness. No one can argue that social workers, probably more than any other professional group, have a sincere and humane disposition. If you let that be as it is (which should be easy, if you're prepared with your three points and not dependent on the reporter to help), your voice and body posture will reflect it automatically.

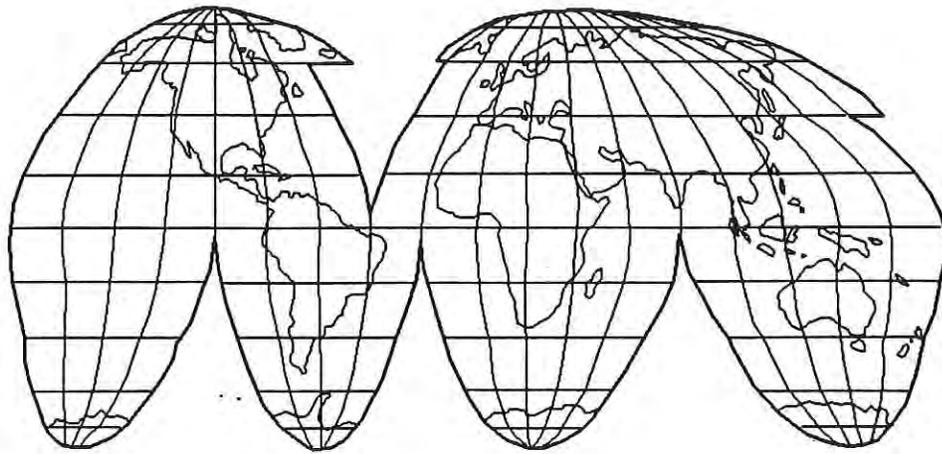
HOW THIS SECTION RELATES TO THE OVERALL OBJECTIVE

OBJECTIVE: Become comfortable getting media attention on international development issues and activities and specifically learn--

- what to say to the media
- how to say it
- who to say it to
- when to say it.

This section covers "what to say to the media" and "how to say it." It outlines a step-by-step brainstorming process for determining what to say and illustrates the kind of background information that is necessary. Furthermore, it explains the importance of organizing your thoughts around three main points, along with the importance of including a sound bite whenever possible.

The passage on "how to say it" presents some tips on social work skills that can be used in working with the media and points out a few tendencies to avoid.



PART IV: HOW TO GET THE MEDIA TO TALK TO YOU

PART IV: HOW TO GET THE MEDIA TO TALK TO YOU

PURPOSES OF THIS SECTION

1. To learn how to approach a reporter and how to be valuable to him or her
 2. To help you learn when your story is likely to receive attention
 3. To introduce you to the written materials reporters use
 4. To help you put to use everything you've learned
-

WHO TO SAY IT TO

Variety among Reporters: Their Beats

Reporters usually have particular "beats." Beats are assigned to make sure everything under the auspices of the news organization is covered and that two reporters are not covering the same story. A local paper has a reporter who covers the school board and another who covers the department of social services. Nationally, Wolf Blitzer covers the White House for CNN, and Terry Keenan is CNN's business correspondent, who reports from the floor of the New York Stock Exchange. You wouldn't contact Wolf Blitzer about an airline merger or your local school board reporter about a new program at the department of social services.

One of the challenges with international development stories can be finding the appropriate reporter. If you're commenting on a story that is currently in the news, contact the reporter in the byline, but if you are "making news," it may take a couple phone calls to find the right reporter.

Appendix I contains organizational charts of media organizations to help you determine where to go first. Start with the city/metro editor (if your story is primarily local) at a daily newspaper or any editor at a weekly newspaper. For television stations start with the assignment editors, and at radio stations start with the programming or news division. Later in this section, we give some suggested opening sentences to use when you first contact an editor or reporter.

Effects of Deadlines on Reporters

Reporters are responsible for covering all sides of a story (although it may not always seem that way) in a short period of time. Any perceived curtness in their style most often comes from the pressures of deadlines, particularly if their organization produces news on a daily basis. Don't be offended. Most reporters are hard-working people, trying to rapidly

assimilate a lot of information accurately.

Each of the five training sessions held in 1992 included an hour with one or two local reporters. All of them commented on the deadlines under which they work and urged people to not take it personally if they don't return calls right away or appear short on the phone. They may be buried in a breaking news story at the moment and may not have time to address your story. (When several reporters agreed to come and talk to the trainees, all said "There's always a chance I won't be able to make it at the last minute, if there's a breaking story.")

Where Reporters Find Their Stories

Another general comment expressed by each reporter was "We need you." Reporters get many of their story ideas from us. They're responsible for reporting on what's going on in their world and they don't know much more than we know when we get up in the morning. To get a handle on what is happening, they need input from people in the area. They want to know if you're doing something important that affects a large number of people in the area.

Reporters Are Looking for an Understandable Story

You can be a particularly valuable resource to reporters if you can help them tell a story in a way that is capable of being understood by the people in the community.

How to do that depends, in part, on whether the media coverage is by television or radio (broadcast) or by a newspaper or magazine (print). Television is a visual medium and requires more than a "talking head." Television requires activity and action.

In the example about social workers working to stop the spread of AIDS, a television reporter would be interested in filming an idea being implemented--filming someone doing an actual interview with a teenager on the street.

You can be helpful to reporters by providing "real people" who exemplify the story and by being an "expert" who can provide an overview.

Establishing Yourself as a Resource

Before you approach a reporter, think about what organization you are representing, particularly if it's an organization with a formal policy position to consider. If you are representing NASW on international development issues, it's unlikely that there will be a conflict with any official policy. But if you're representing NASW on health care reform, you *cannot* say, "We believe our health care system is fine the way it is; there is no need to change it."

Reporters need a succinct title that indicates your credentials. They can't write, "Ms. Smith knows what she's talking about because she lived in Belize and does exchanges with developing countries." The title could be simply, "Ms. Smith, NASW International Committee Member."

When you approach a reporter, think in advance about the most succinct way to hook his or her interest. Quickly state your credentials and pitch your idea or make your point about a story the reporter has already written.

In the AIDS prevention example, the first sentence might be "I thought you would be interested in knowing that Philadelphia is implementing some unique programs to help prevent the spread of AIDS among our teenagers. The ideas came from a visiting social worker from Ghana."

If you're pitching a story, you should already have done some brainstorming and collected relevant background information in case the reporter is interested on the spot. If you are simply commenting on a story that has already been written, don't expect instant results. There may be nothing the reporter can do, once the story is written. But he or she will remember to contact you when doing future stories on similar subjects. **The goal is to make enough of an impression that you end up on the reporter's rolodex.**

The following phrases help you get started:

- "I have a story that might interest you..."
- "I thought you would be interested in knowing..."
- "We're beginning to see something we haven't seen before..."
- "What I found interesting about your story was..."
- "What I think is unique is..."

WHEN TO SAY IT

When You Call a Reporter

An overarching rule when you work with the media is that at times, you have to drop everything else to get your point of view included in a story. A reporter will not rewrite a story to include your views, nor will he or she delay doing a story to wait for you to get out of a meeting and give a comment.

Call a reporter for one of two reasons: Either (1) you have a comment on a story currently in the news, or (2) you are making news with an event that is hooked to a current story or with an event that is newsworthy enough to stand alone regardless of what else is going on in the world.

When a Reporter Calls You

If you are interested in establishing a relationship with the reporter, do your best to get him or her what is needed. The ability to deliver quickly what the reporter is looking for establishes you as a valuable resource. He or she will be more likely to listen in the future to your story ideas.

Be sure to ask about the deadline. You may have a couple days to put together what the reporter needs.

Local Reporters Look for Local Angles on International Stories and International Angles on Local Stories

Reporters will be interested if you have an international angle on a local story, something that puts a local issue in an international context. Exchanging ideas with Ghana to stop the spread of AIDS among teenagers is a good example.

Reporters will also be interested if you have a "local angle" on an international story. But you have to get their attention at the right time. They will not be interested if the international event happened last week. The reporter would have to start the story with something like, "You may recall last week a situation in Belize. We just learned of a program run by social workers working with immigrants from Belize...." Too much new news has happened in the meantime; reporters do not have the time or space to go back to an old story.

However, many stories have what are called "legs," meaning the story extends over several days, weeks, or months. Somalia and Bosnia are two good examples. With such an extended story, you have more time to put something together, although you have to find the right "window" through which to insert your angle. A good national example is Hurricane Andrew. Social workers had plenty to say about the psychological effects on the victims, but they had to wait until the story progressed from physical survival--food, water and shelter stories--to stories on emotional health. It would not have been worthwhile to talk about posttraumatic stress disorder, with the only accompanying pictures being victims scrambling for food and shelter.

Don't Forget to Call Your Chapter Newsletter and NASW News

Even if your activities do not have all the ingredients needed to be of interest to the general public, what you do as a social worker matters to other social workers. Remember to call your chapter and the national office about your international development projects.

Written Materials for Reporters

When you call a reporter he or she will probably ask for something in writing. Appendixes II through V include samples of--

- media alerts
- press releases
- press statements
- op-ed pieces and letters to the editor.

Media alerts (Appendix II) are used two weeks in advance of an event that you would like a reporter to attend. Their purpose is to alert the reporter to save that particular date and time. Be sure to follow up with a phone call about a week before the event.

Press releases (Appendix III) are used to convey news, such as the release of a report or study. They are also used in press kits for press conferences and press briefings (which will be explained in the next section).

Press statements (Appendix IV) are issued primarily to comment on a current news story. They are less extensive than a release and often contain only quotes. For example, NASW's national office issued a statement in response to the violence after the Rodney King verdict in Los Angeles. Be sure to get your statement to the reporter while he or she is doing the story; the day after is too late.

Op-ed pieces and letters to the editor (Appendix V) are used to express an opinion on a current public debate. Most often, the credentials of the writer determine whether or not the piece gets printed. The more prominent the writer, the better. Letters to the editor are more likely to get printed when several letters expressing the same opinion are received by the newspaper. The editorial pages of a newspaper operate entirely independently of the paper's news staff.

Appendix VI contains checklists for various media materials and events, including--

- press kit checklist
- press conference checklist
- press briefing checklist
- interview checklist.

Press kits are used at press conferences and press briefings. They give reporters written background material.

Press conferences take a lot of work to organize and should only be undertaken when there is real news to release. (Feel free to call NASW's Office of News and Media for assistance in determining whether a press conference is warranted.)

Press briefings are an informal forum used to bring reporters and editors up to speed on complex issues. The topic of international development lends itself well to this format. You should not expect a story to appear as a result of a briefing; the point is to help reporters and editors more clearly understand your point of view. Although the format is considered informal, it's important that your presentations be professional; you are taking the time of several reporters and editors. Also, speak as if every word were being quoted.

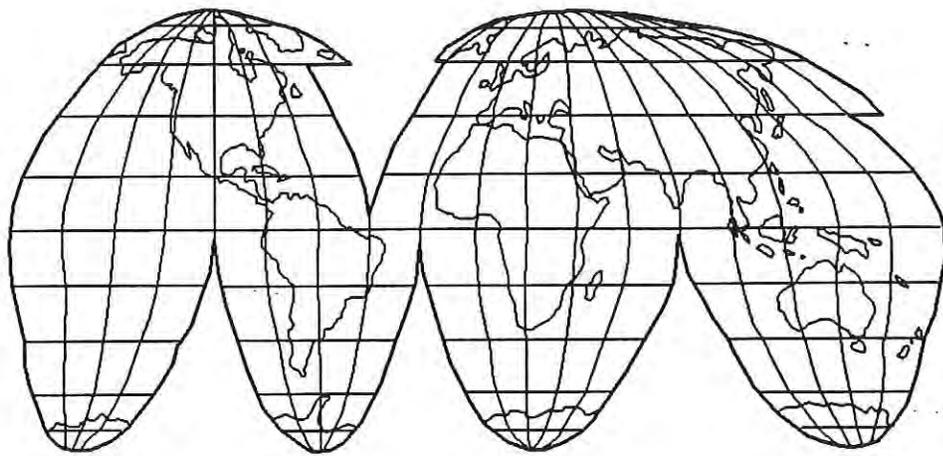
The *interview checklist* will help you keep track of what information you should know before you begin an interview.

HOW THIS SECTION RELATES TO THE OVERALL OBJECTIVE

OBJECTIVE: Be comfortable getting media attention on international development issues and activities and specifically learn--

- what to say to the media
- how to say it
- who to say it to
- when to say it.

This section helps you combine what was covered in Part II (Understanding What the Media Want) with information from Part III (How to Get the Media to Convey What You Want to Convey) to come up with specific ways to get the media's attention. It presents some tips on dealing with reporters and explains timing--when your story would most likely receive attention. It also describes the written materials reporters use.



WORKSHEET

EVALUATING NEWSWORTHINESS OF INTERNATIONAL DEVELOPMENT ACTIVITIES

WORKSHEET

I. What International Development Activities Are You Involved In?

- A. What countries are involved?
- B. What issues are involved?
- C. What experts do you have?

II. What Are the Outcomes of the Activities?

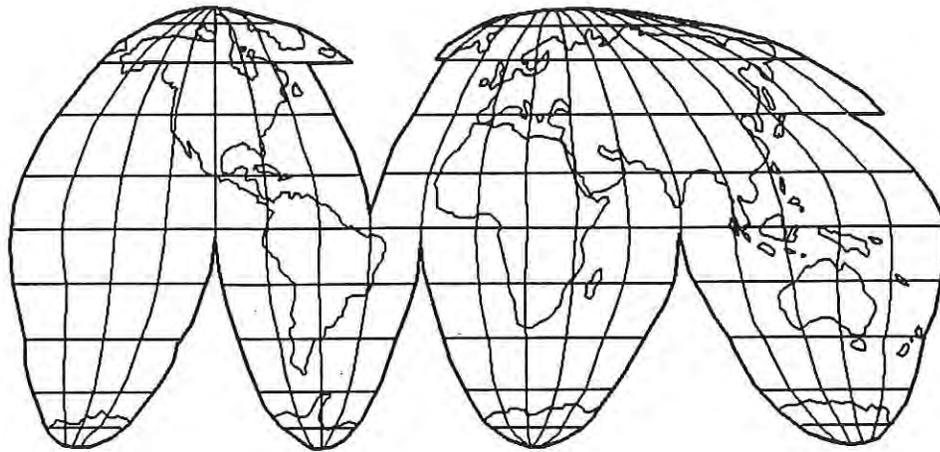
- A. Is there a product, for example, a report?
- B. Will something change in the United States as a result, for example, implementing a new program?
- C. Will there be a social worker visiting from the developing world? What will he or she be doing?

III. Are the Activities Relevant to Something Already in the News?

- A. Is the issue of local concern?
- B. Is the developing country in the news?

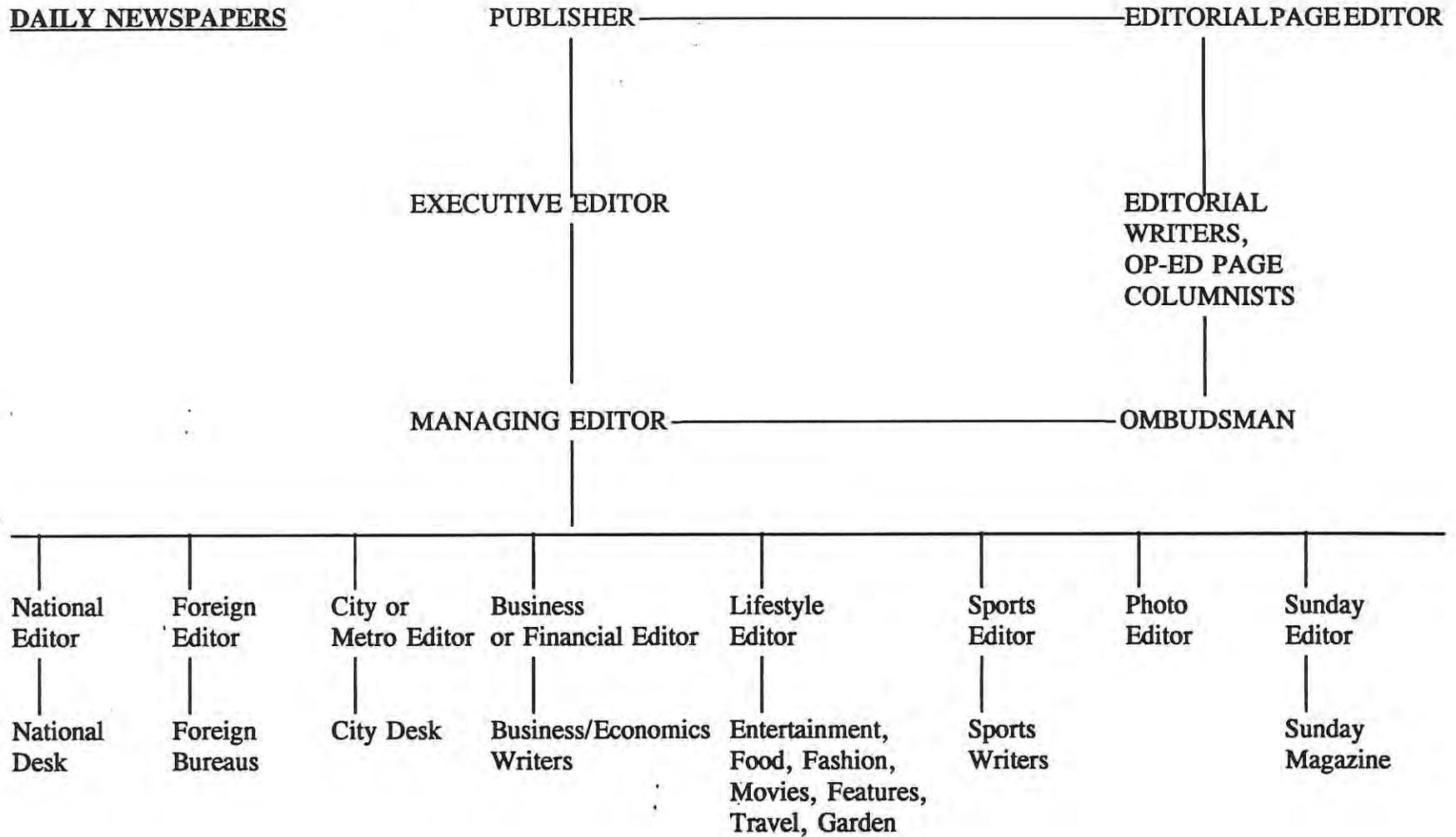
IV. What Will You Learn Throughout the Project?

- A. Is it important that the general public learn it too?
- B. Is there a way to show it to a reporter?



APPENDIX I: ORGANIZATIONAL CHARTS

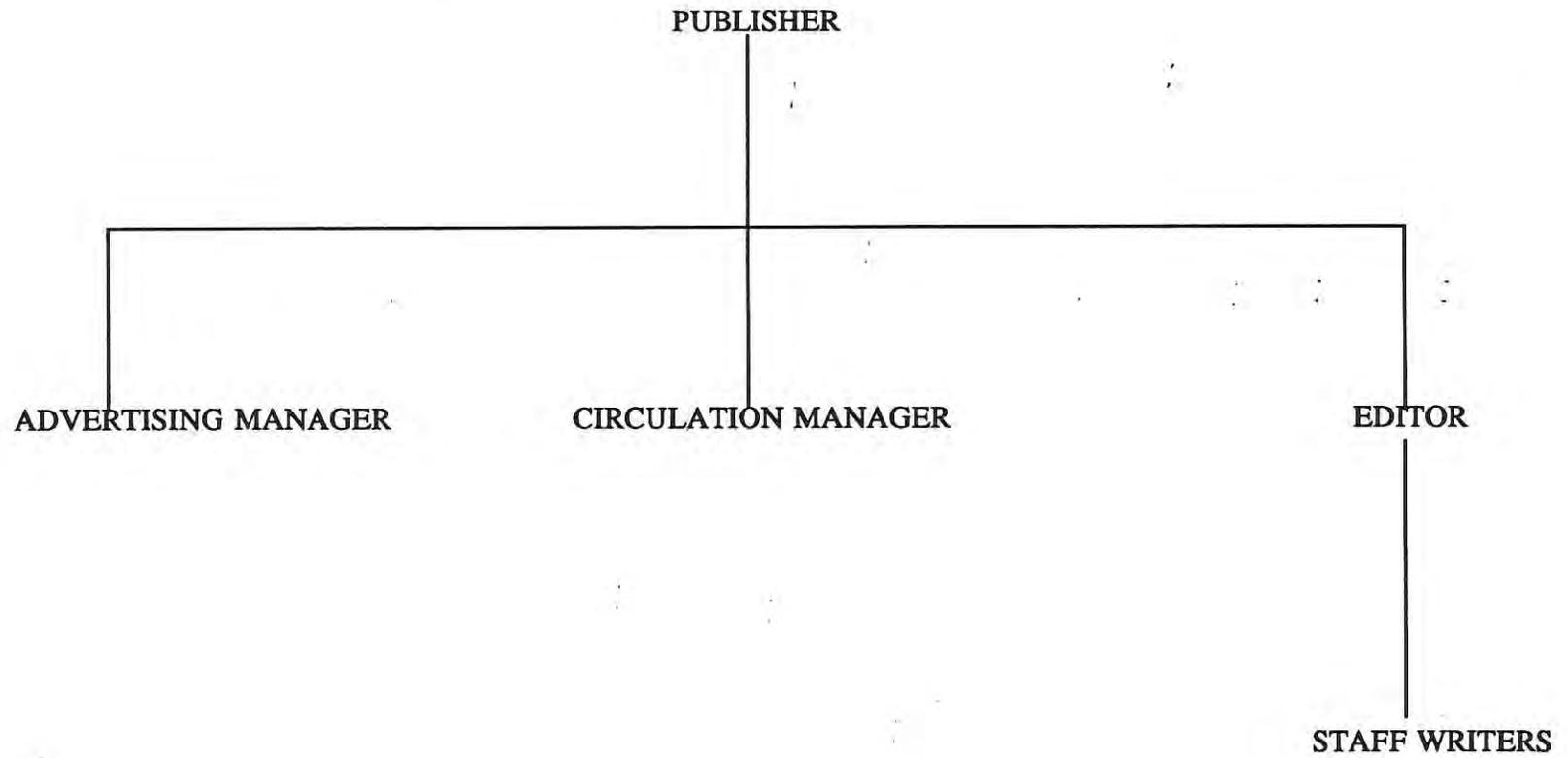
DAILY NEWSPAPERS



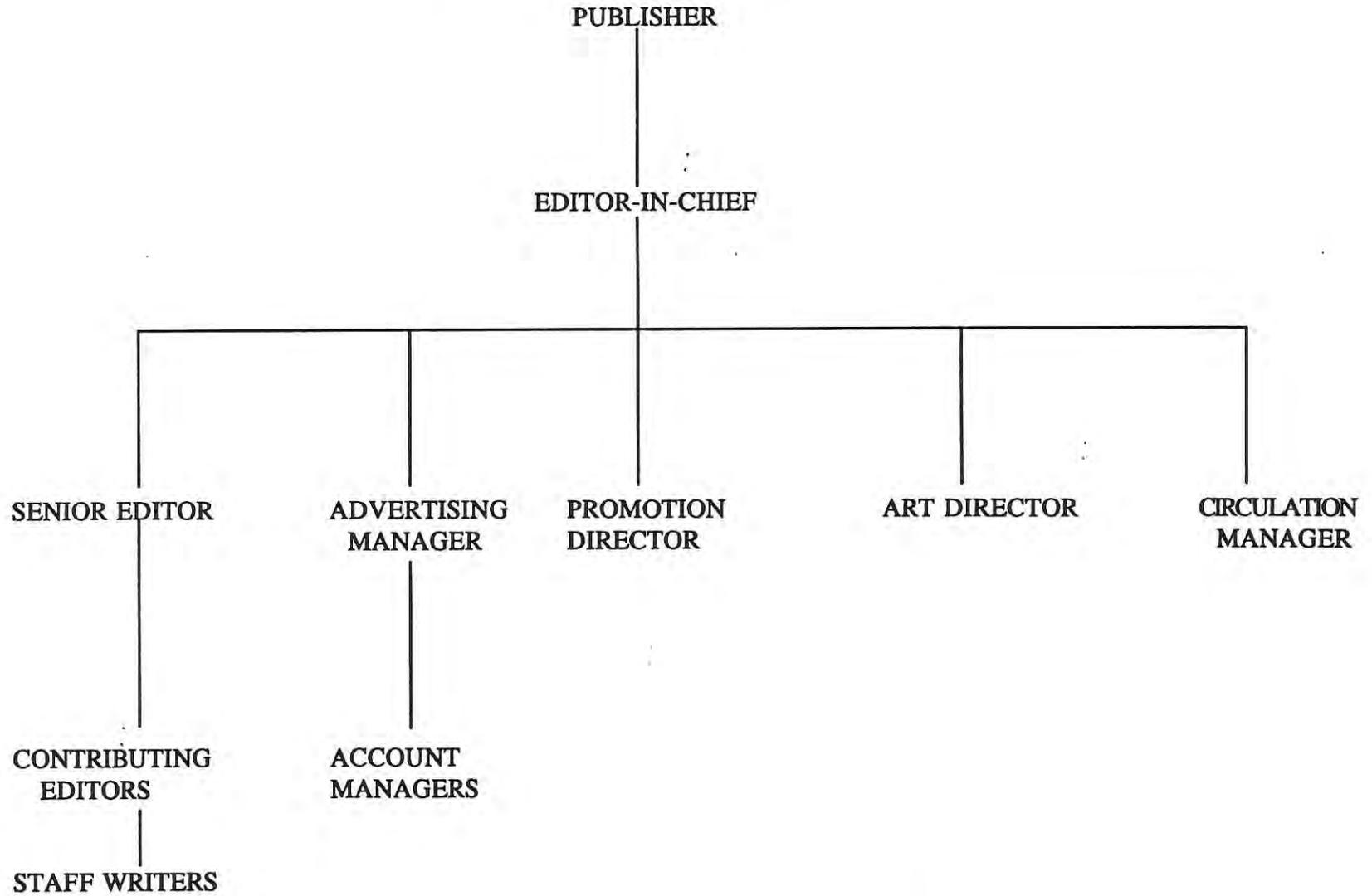
ADMINISTRATIVE FUNCTIONS



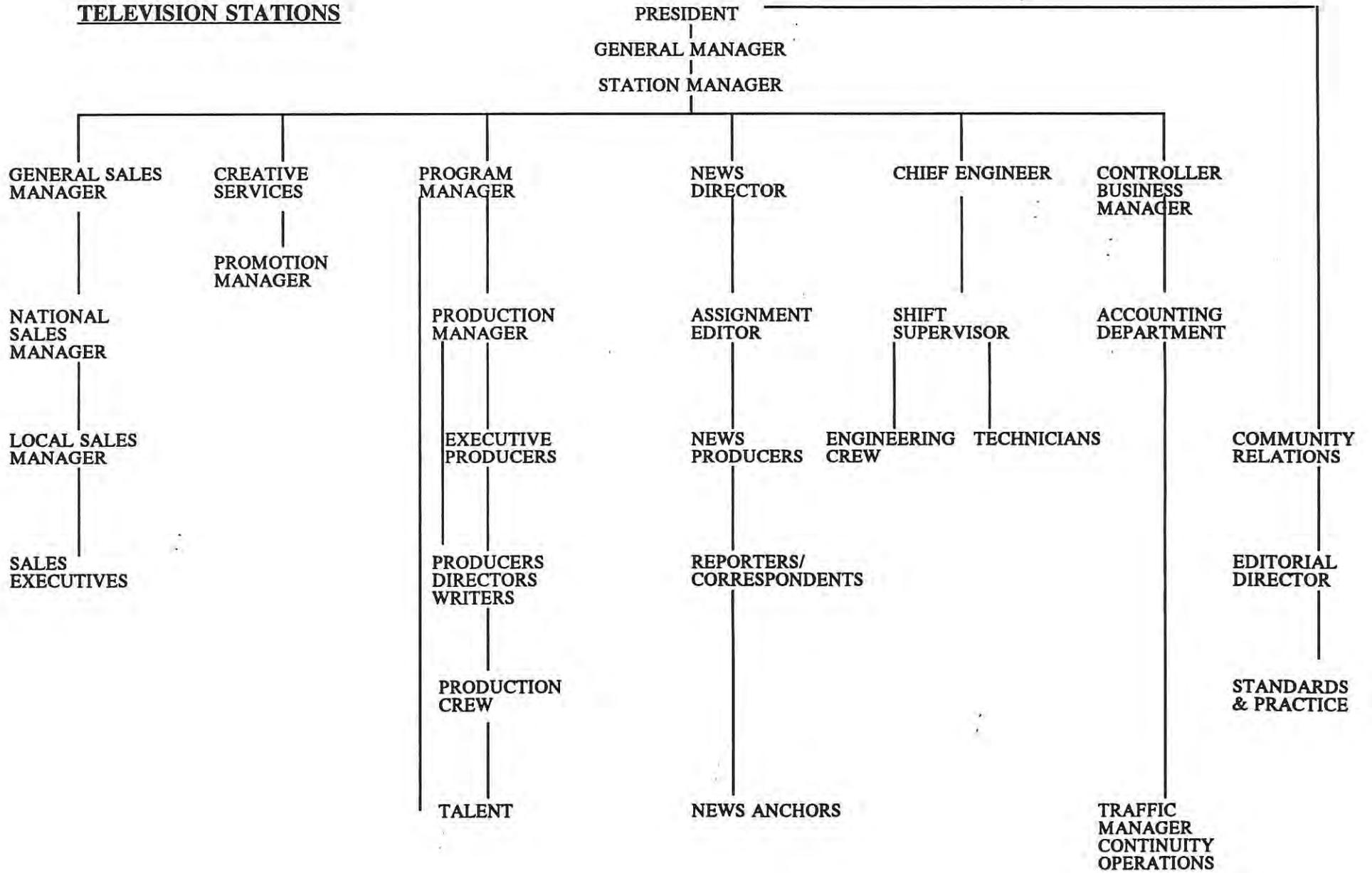
WEEKLY NEWSPAPERS



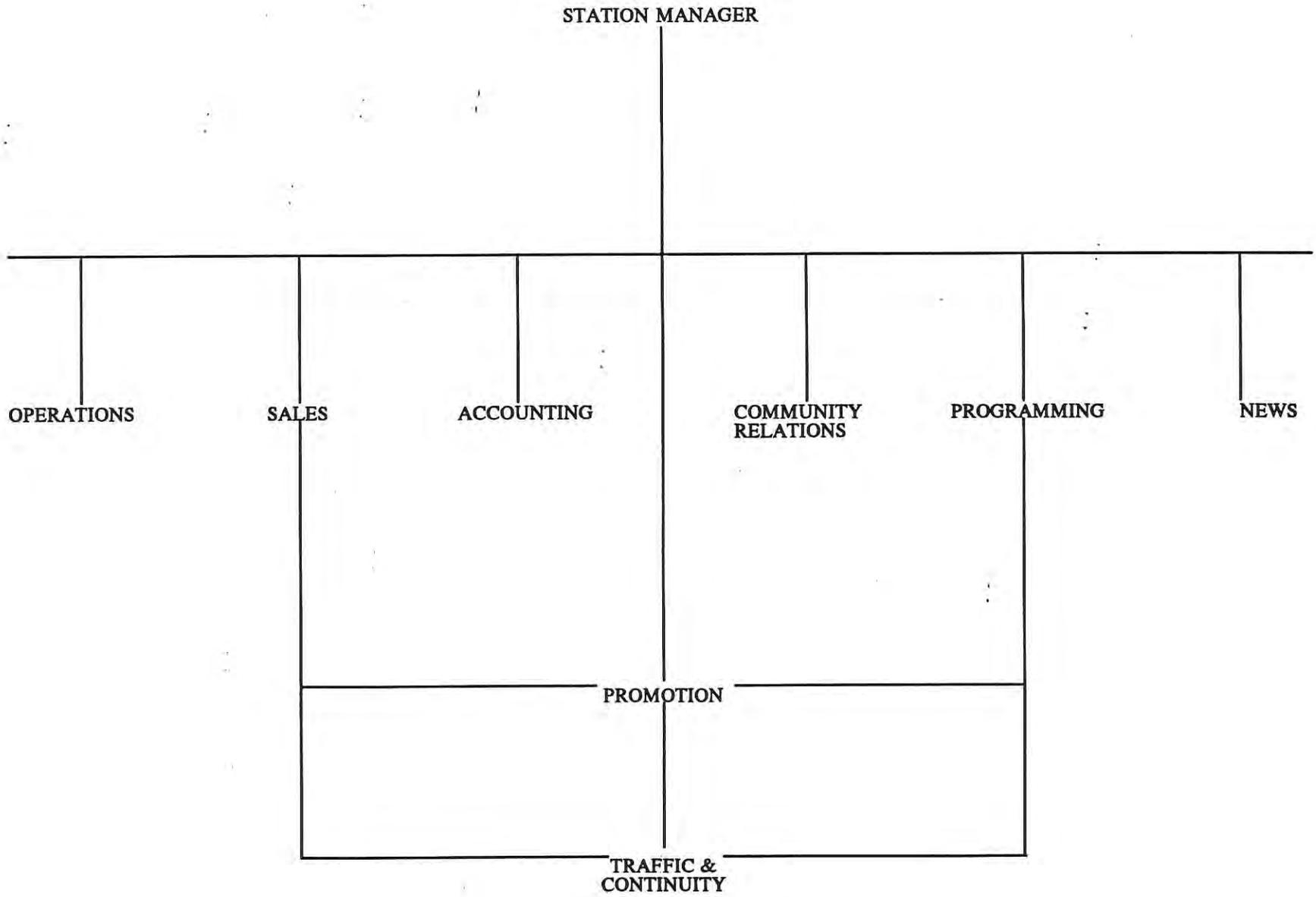
MAGAZINES

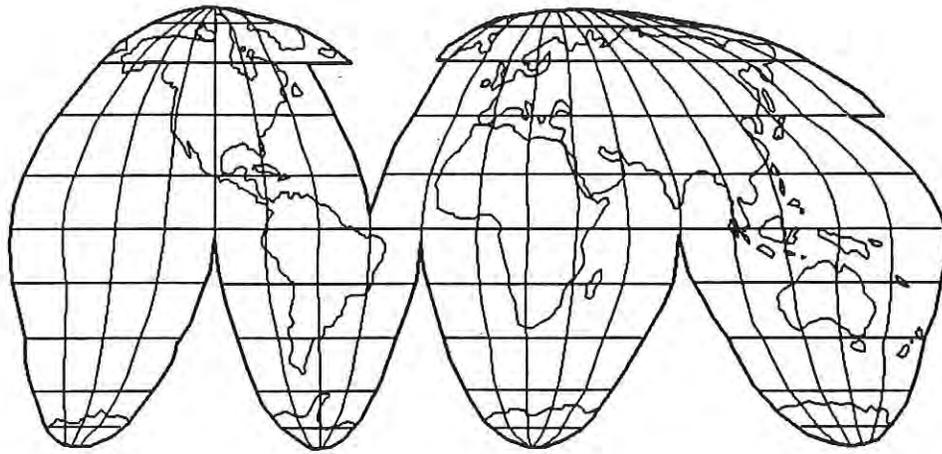


TELEVISION STATIONS



RADIO STATIONS





APPENDIX II: MEDIA ALERTS



National Association of Social Workers

Contacts: National: Jan Peterson 202/336-8241
Local: Eleanor Bobrow 215/258-1161

For Immediate Release:
March 24, 1993

M E D I A A L E R T

HEAD OF NAT'L ASSOCIATION TO SPEAK ON HEALTH REFORM

- O WHO: Sheldon R. Goldstein, ACSW, Director
National Association of Social Workers
- O WHEN: Friday, March 26, 12:15 - 1:45 P.M.

Individual interviews may be scheduled
before or after the speech.
- O WHERE: Holiday Inn, Allentown
I-78 and Route 100
- O TOPIC: The National Health Care Reform

The single-payer health care plan authored by the National Association of Social Workers will be introduced in the United States Congress on Monday, March 29. Also on that day, Mr. Goldstein will present testimony before Hillary Rodham Clinton's Health Care Taskforce in Washington, D.C.

Mr. Goldstein's address on "National Health Care Reform" kicks-off the NASW Pennsylvania Chapter Annual Conference, "Health and the Family." Over 300 Pennsylvania social workers will be attending.

The National Association of Social Workers represents 145,000 professional social workers in the United States, Puerto Rico, the Virgin Islands and Europe. Professional social workers provide 65 percent of this nation's mental health counseling. NASW is a non-profit organization.

* * *



N E W S R E L E A S E

M E D I A A L E R T

Contact: Lucy Sanchez
Jan Peterson
301/495-7236

SPEAKERS AT SOCIAL WORKERS' NATIONAL POLITICAL INSTITUTE

- o WHO: **U.S. Rep. Marty Russo, (D-IL, 3rd District),**
 chief sponsor of the Russo Universal Health Care
 Plan

 Syndicated Columnist David Broder
- o WHEN: **Friday, October 11, 1991, 10:30 to 11:45 a.m.**

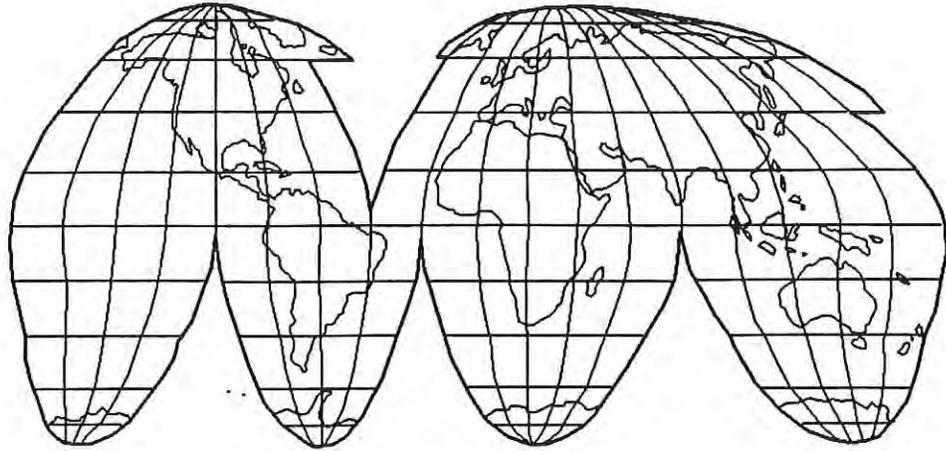
- o WHO: **Senator Barbara Mikulski, (D-MD)**
- o WHEN: **Friday, October 11, 1991, 5:00 - 6:00 p.m.**

- o WHO: **Honorable Harvey Gantt, former Mayor of**
 Charlotte, N.C., 1990 candidate for U.S. Senate
- o WHEN: **Sunday, October 13, 1991, 11:00 to 12:15 p.m.**

- o WHERE: **ALL presentations in the Auditorium,**
 Ramada Renaissance Techworld Hotel
 9th and H Streets, N.W., Washington, D.C.
- o SPONSOR: **NASW/PACE -- the political action arm of the**
 National Association of Social Workers

Contributions from social workers to NASW/PACE in the 1990 election cycle exceeded \$650,000, ranking NASW/PACE in the top 3 percent for fundraising among the 4,172 federal political action committees.

The National Association of Social Workers represents 135,000 members nationwide and is the world's largest organization of professional social workers. NASW is a non-profit organization.



APPENDIX III: PRESS RELEASES



National Association of Social Workers

National Contacts: Lucy Sanchez
Jan Peterson
(301) 495-7236
-7241

Local Contacts:

For Immediate Release

WORLD'S FAMILIES ARE LINKED, SOCIAL WORKERS SAY

WASHINGTON, D. C. -- The well-being of American families is directly linked to the well-being of families in the Third World, according to the nation's social workers.

That is the message of the world's largest association of professional social workers to the American public this year, as the National Association of Social Workers launches its 1992 public information campaign, "Global Family Ties: Families are the Strength of Every Nation."

One example is third world debt which can be held directly responsible for the loss of American jobs and many family farms as the market for American goods and food has dried up over the last decade.

Another example of the link between American families and developing countries is the influx of refugees to American communities. "Often fleeing life and death situations, (refugees) search for conditions where they can survive and thrive," the campaign brochure says. "Many come to the United States, often arriving in need of immediate health care and soon social services."

For social workers who's professional work is aimed at alleviating human suffering, the message has special significance.

"We have come to understand the connection between a healthy economy and physical and mental health in our country," says Mark Battle, executive director of the 135,000-member National Association of Social Workers.

"The same holds true throughout the world. We're starting to see the connection between our country and health in other nations. Family life in the United States is inextricably tied to family life in developing countries," Battle continues. "We share a common fate."

Through a poster and colorful brochure, the campaign delivers hopes to deliver the message:

"Families are the strength of every nation. Everywhere, families are the first providers of basic social services -- education, child care, shelter, transportation, income support, health care. In each and every nation, families struggle to meet their responsibilities."

"Strong families support themselves without help. When families are weak, they cannot meet their most basic responsibilities. Frequently, then, governments must step in," the director of the association continues.

Evidence of this phenomenon is everywhere, social workers say:

- * children toil long hours on the streets of Bombay, and a recent investigation uncovers thousands of child labor law violations in New England;
- * AIDS babies languish in New Haven, Connecticut; Kampala, Uganda; and Bucharest, Rumania;
- * infant mortality rates are a concern in Washington, DC, and in Haiti, Afghanistan, and Russia;
- * street children in Bogota and homeless children in American cities miss out on the education which could provide a chance for their future;
- * refugee children around the world, and children in US cities are frequent victims and witnesses of violence.

This year's public service campaign is supported in part by a grant from the U.S. Agency for International Development, which has recognized the essential role of the family.

In an attempt to find solutions, the National Association of Social Workers is sponsoring World Assembly '92 in Washington, D.C. July 18 to 22, 1992.

Professional social workers provide more than half of the mental health counseling in this country. Approximately 80,000 NASW members are clinical social workers.

The National Association of Social Workers is a non-profit organization.

**SAMPLE NEWS RELEASE GUIDE.
MODIFY AND DISTRIBUTE TO LOCAL MEDIA:**

**CONTACT:
Lucy Sanchez,
Scott Moore
(301) 565-0333**

For Immediate Release:

Headline can give overview, or grab the reader ("Child Abuse Deaths Rise")

**CHILD ABUSE PREVENTION EXPERTS
TO ADDRESS SOCIAL WORKERS' CONFERENCE**

State your local ties and the most important point of your talk.

Deborah Daro and Leslie Mitchel of the National Center on Child Abuse Prevention Research will report on the nation-wide increase of child abuse and neglect fatalities, Nov. 9-12 in Philadelphia at the Second Annual Conference of the National Association of Social Workers.

Give solid data, facts, numbers.

Although there was a slowdown in the rate of child abuse cases, child deaths due to maltreatment rose by 23 percent between 1985 and 1986, according to data assembled by the National Center. The increase was 12 percent between 1984 and 1985.

Quotes bring the release to life and allow you to state the importance.

"Perhaps most disturbing from a policy perspective is that for many of these children death occurred after they had been reported on at least one occasion to local child protective service agencies," said Daro, director of the National Center on Child Abuse Prevention Research.

A brief background statement - avoid jargon and abbreviations.

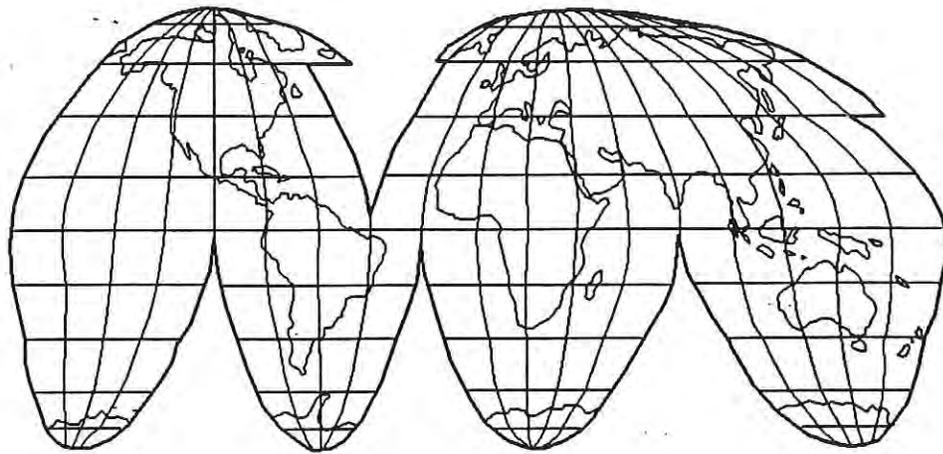
Daro has evaluated child services agencies throughout the country and has lectured extensively on the need for developing effective child abuse response systems.

Mitchel, a senior analyst, coordinated the First National Symposium on Prevention of Child Abuse and Neglect Fatalities.

Copies of the report are available to the media upon request.

Substitute the number of local members, if appropriate.

The National Association of Social Workers, with 116,000 members throughout 55 chapters in the United States and Europe, educates the public about pressing social needs.



APPENDIX IV: PRESS STATEMENTS



National Association of Social Workers

Contact: Lucy Sanchez 202/336-8236
Jan Peterson 202/336-8241

For Immediate Release:
October 20, 1992

**Statement of Dr. Barbara White, President
of the 140,000-member
National Association of Social Workers (NASW)
at Clinton Rally**

Milwaukee, WI -- Barbara White, president of the 140,000-member National Association of Social Workers issued a final call today for social workers across the country to get out the vote on November 3 for the Clinton/Gore ticket. "The greatest positive impact we can make for our clients in the next two weeks is to get out the vote for Clinton/Gore," White says.

"Social workers see first-hand families struggling to become independent despite the disintegration of national safety nets," White says. "And I'm not talking about perpetuating the welfare state. I'm talking about giving families a fighting chance."

As presidential candidate Bill Clinton devotes the day to mobilizing voters in Wisconsin and Illinois, 250 schools of social work across the nation are taking part in a national "Teach-in on Women, Children and Welfare." "These students are the new generation of social workers carrying forth an old social work tradition, to use political participation to improve the lives of their clients," White says.

The National Association of Social Workers political action arm, NASW-PACE has formally endorsed the Clinton/Gore ticket.

The National Association of Social Workers is the world's largest association of professional social workers with more than 140,000 members in the United States, Puerto Rico and Europe. Social workers provide more than half the mental health counseling in this country. Approximately 80,000 NASW members are clinical social workers. NASW is a non-profit organization.



National Association of Social Workers

Contact: Lucy Sanchez (202) 336-8236
Jan Peterson (202) 336-8241

April 30, 1992

STATEMENT ON 'RODNEY KING' VERDICT

Mark G. Battle, NASW Executive Director

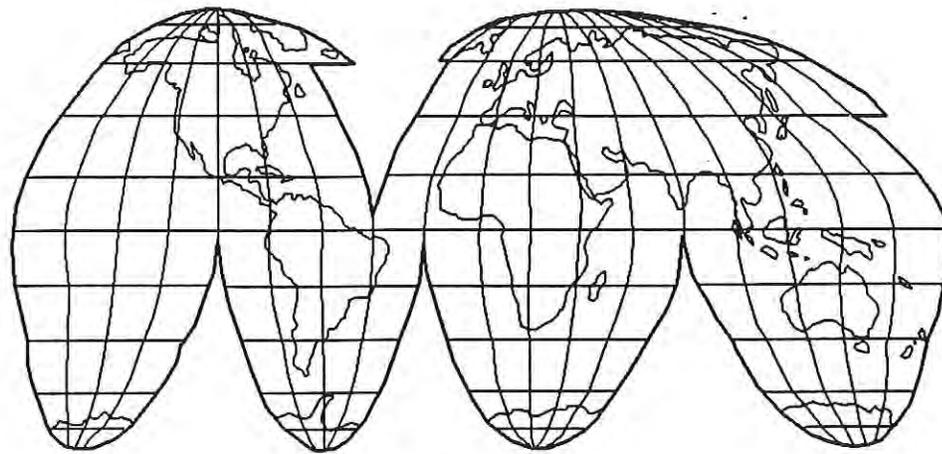
"The nations social workers look for solutions in the face of the jury's not-guilty verdict in the 'Rodney King' trial in Los Angeles.

"The solution has been best articulated by Pope Paul VI, "If you want peace, work for justice.

"Most middle class whites don't realize just how directly a verdict like this affects them.

"If you don't think society protects your rights, you don't feel vested in that society; therefore you turn outside that system and its laws. One fallout is violence as we see in Los Angeles. Another is crime. This is fallout we all have to live with."

Attached is a draft policy (to date unedited) on police brutality officially adopted by the National Association of Social Workers Board of Directors April 4, 1992.



APPENDIX V: OP-ED PIECES AND LETTERS TO THE EDITOR

Burying Urgent Mental Health Issues in Kitsch

To the Editor:

"When a Long Therapy Goes a Little Way" (The Week in Review, April 18) did little to illuminate the real issues in hammering out a national mental health benefits package. I was outraged that a completely erroneous quote, attributed to me, presented the National Association of Social Workers' position as antithetical to what it really is.

I was equally outraged that a subject of direct concern to every American was buried in kitsch. I want to reassure the American public that Woody Allen and Mia Farrow are not uppermost in the minds of decision-makers and others involved with mental health benefits in health care reform.

My colleagues' minds are on more serious matters, such as the need to treat mental and physical health equally. If a person needs physical therapy to walk again, therapy is continued until the person can walk. It's not limited to 10 sessions. Similarly, mental health treatment should continue until the goal is achieved.

The National Association of Social Workers also considers how mental health needs vary. Some people may be recovering from alcoholism or sexual abuse, others may have lost a job or a spouse. Each person requires access to different services. The question is, "What's the most cost-effective way to provide the care that is needed?" Finally, we debate how to get mental health care to those who need it.

More than half of the American public will seek some form of mental health care in their lifetime. And all of us live with the fallout when help is not given. Take, for instance, David

Koresh and his vulnerable followers or the man next door who beats his wife or the girl up the street who was killed by a drunken driver.

These serious questions are getting serious attention, at least in Washington.

SANDRA HARDING
Government Relations Associate
National Assn. of Social Workers
Washington, April 21, 1993

& Trends

When a Long Therapy Goes a Little Way

By DANIEL GOLEMAN

If the custody battle between Woody Allen and Mia Farrow has revealed anything, it is the remarkable reliance by Mr. Allen and Ms. Farrow on psychotherapists — indeed, what may seem to some an addiction to therapy.

Virtually everyone in the Farrow-Allen ménage seems to be or have been in therapy. Mr. Allen has said in court that if he wins custody of his children, they will have their choice of therapists: their son, Satchel, began therapy at age 3, and their daughter Dylan at 5.

And Mr. Allen appears to have been in therapy for decades, though he himself might be the first to test that he is not the best evidence for its efficacy. In his film "Annie Hall," his character confesses that he has seen an analyst for 15 years, and says: "Yeah, uh, I'm gonna give him one more year and then I'm goin' to Lourdes."

As a case in point, Mr. Allen raises questions about when therapy is overused — whether, in some cases, people are turning to the authority of therapists for what once would have been handled by confiding in clergy or friends, or by patience and just plain common sense.

"There are people who get addicted to therapy, where it becomes a substitute for living," said Dr. Jesse Geller, director of the Yale University Psychological Services Clinic. "I know of one man, a Holocaust survivor, who has been in psychoanalysis for 17 years. He contributes more support to his therapist than any four or five other patients. I think he's staying in therapy out of guilt he feels about being healthy and vital."

"Whenever someone stays in psychotherapy beyond a reasonable limit — more than four years in psychoanalysis, for example — there's a collusion, conscious or unconscious, between the therapist and the patient, where the patient is gratifying some need of the therapist."

That need may be financial. "In therapy that goes on for too long, you have to consider the therapist's greed," Dr. Geller added. "With the economies of therapy falling

toward briefer therapy, those long-term patients become even more valuable."

Other motives that prolong therapy, he said, include a kind of perfectionism, where the patient has too lofty an ideal of how much therapy should change him. And therapy that focuses on character and personality patterns rather than specific symptoms, like depression, can make it hard to tell when the job is done.

"It was the poet Paul Valery who said, 'A poem is never finished — only abandoned,'" said Dr. Geller. "Sometimes to end therapy the therapist and patient have to face the disappointment of what you did not change. That was a theme of Freud's essay, 'Psychoanalysis Terminable and Interminable.'"

Of course, no one who lacks the essential psychological facts can sit in judgment of someone else's need for therapy. And psychotherapists familiar with the emotional currents in the Allen-Farrow family say that therapy for almost everyone may well be warranted, if only by virtue of the bitterness of the custody struggle.

A Luxury for the Rich

If therapy is an addiction, though, years and years of it is one only the wealthy can afford. To focus on this relatively rarefied phenomenon is to miss the fact that most Americans in psychotherapy have an average of only 14 sessions a year.

That fact figures into a debate now raging in Washington behind the closed doors of the Mental Health Task Force over just how many sessions of psychotherapy should be paid for in the coming national health plan.

Those who worry more about containing costs favor as few as 10 sessions a year, with patients paying up to half the fee. Others, more worried that the desperately ill will be denied therapy, argue for as many as 52 sessions.

"You find what you might call 'the worried well' who don't really need psychotherapy overusing mental health



Miller Freeman

benefits in a way you don't see with other medical services," said Sandra Harding, a government relations associate of the National Association of Social Workers. The association proposed a plan "to weed out the worried well," said Ms. Harding, in a meeting with Tipper Gore, who heads the Mental Health Task Force.

A far more pressing problem than overuse, many experts argue, is the large number of people, including many of the homeless, who have mental disorders but get no help at all.

"One in five American men and women has a diagnosable psychiatric disorder, but receives no treatment for it," said Dr. Darrel Regier, director of epidemiological studies at the National Institute of Mental Health. "It's a serious concern."

In February Dr. Regier and colleagues released a national study of more than 20,000 men and women, in which trained surveyors used a detailed symptom checklist, modeled on a psychiatric interview, to make diagnoses of people picked at random.

The study found that about 52 million Americans suffer from a psychiatric problem that is incapacitating to some in some way. For example, about 20 million have phobias severe enough, say, to keep them from riding elevators or crossing bridges; 15 million suffer some type of depression, half of those very debilitating.

Only 8 percent of those with problems were treated. Perhaps that's because too many therapists are busy elsewhere, if there's more than a grain of truth in a recent New Yorker cartoon by Edward Sorel: a line of them filling into a hotel under a marquee saying WELCOME, WOODY AND MIA ANALYSIS CONVENTION.

William Raspberry

Putting the Family First

The problem with today's children is: the international drug cartels, neighborhood drug pushers, underfunded schools, underprepared teachers, bigotry, peer pressure, a stalled economy, liberal welfarism, cold-edged Reaganism.

I wouldn't absolve any of these culprits. But for now I'm tempted to agree with a pair of Connecticut men who believe the "kingpin" behind our difficulties is the family.

Thomas Cangelosi, a writer and English teacher in Farmington, knows the "usual suspects"—and the favored remedies—as well as you do. Stagnant schools, with uninspired teachers, are turning out listless students who skip class, drop out of school or, if they stay in school, perform poorly on standardized tests.

The usual prescriptions include incentives (often monetary) for improved school attendance and homework completion.

International drug merchants, abetted by money-laundering bankers and complaisant law enforcement, have inundated our neighborhoods with deadly drugs and, indirectly, at least, killed virtually a generation of our sons. The favored solutions: stiffer enforcement, longer sentences and on-demand drug treatment.

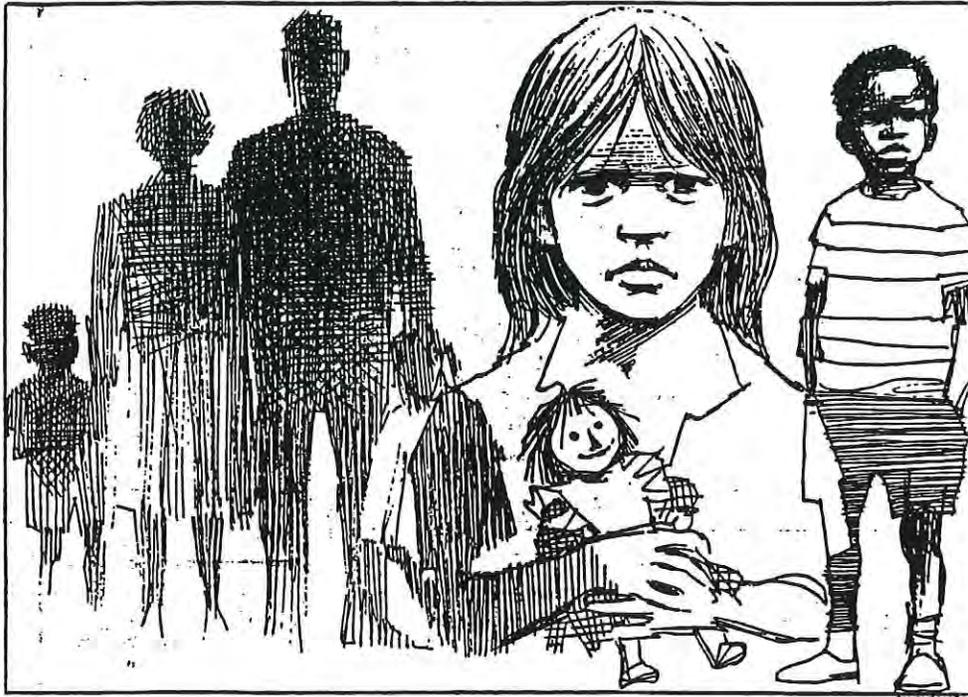
Cangelosi, in a piece he wrote for the New York Times, raised an interesting question: Why are we asking the state to solve problems—school attendance, homework, discipline—that stem from the home?

J. Brien O'Callaghan, who called the Cangelosi article to my attention, has a related question: If families have lost the competency and authority necessary to raise healthy children, why aren't we seeking to help the families rather than trying to change the outside world?

The best way to produce healthy children, both men are convinced, is to produce healthy families. It may come close to being the only way.

Am I being misled by a pair of overeducated suburbanites who understand neither the peer pressure that overwhelms urban children or the economic pressure that makes parenting so difficult? I don't think so. I am more and more convinced that it makes more sense to do what we can to improve family functioning than to delude ourselves into thinking we can change the outside world.

Here is O'Callaghan, in his own New York Times piece: "When business owners have trouble with employee drug abuse, lateness or other problematic behavior, they do not seek to elimi-



nate drugs, alcohol or late-night talk shows from the environment. Instead, they ask managers and supervisors to help employees to regulate the use of these commodities or give them up.

"But when it comes to teenage drug abuse, our national leaders by-pass discussions with child managers, called parents, and recommend conversations with the Medellin cartel. Whereas business leaders recommend respectful (nurturing but firm) communication between managers and troubled employees, drug warriors recommend bombing of foreign land masses, covert operations and capture of drug lords as solutions to teenage drug use."

Even if it worked, it wouldn't work for long. The successor to crack cocaine is as likely to come from middle America as from Central America, from domestic laboratories as from foreign cartels. Since we can't remove all temptation, we'd better teach our children how to deal with temptation. And there's no better place to do that than in families.

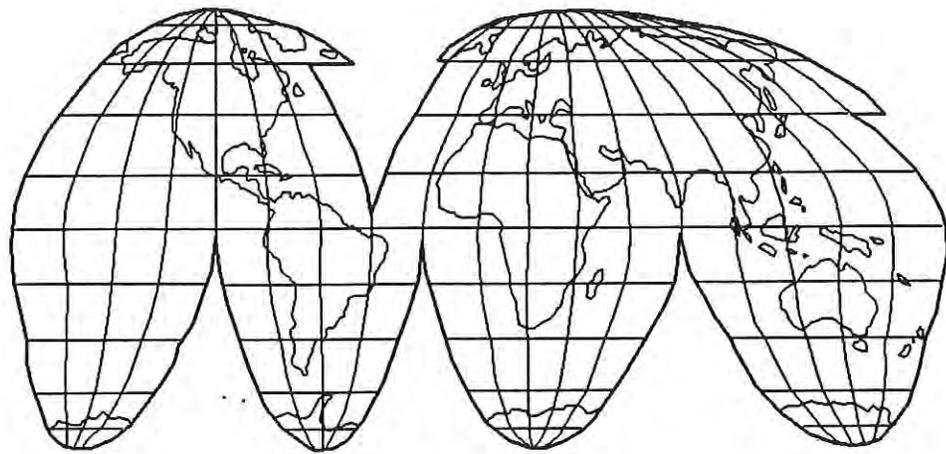
Families themselves are in trouble, of course, and the nuclear family—father, mother and children—may be near collapse. Still it makes sense to

do what we can to strengthen families as they exist. It may be cheaper to teach families how to manage and nurture their children than to fund the clinics, the rehabilitation centers and the foster care system designed to rescue them after they've gotten wrong. It's certainly more effective.

And it may not even be all that hard, once we decide to do it. If we took some of the money we now spend on drug education, sex education and drop-out prevention and used it to teach parents how to raise their children to be confident, well-behaved and smart, who knows what a pay-off might be?

Again, the two men from Connecticut put it well. Says Cangelosi: "Children will learn to respect no authority if they do not respect the authority of the family. If the family does not place a premium on education or healthy social behavior, what chance has the state of being successful in reinforcing those values?"

Adds O'Callaghan: "Being a parent is probably the most difficult task on earth, but it is teachable. Finding the proper balance between nurturing and limit setting is a challenge. But it is the only thing that works."



APPENDIX VI: CHECKLISTS

PRESS KIT CHECKLIST

- Cover memo or press release, including contact name and phone number
- Relevant fact sheets or other materials on the issue (no more than five pages)
- Relevant charts and graphs
- Quotes or comments by experts
- Relevant press clips
- Biographies on spokespersons and experts
- Organizational materials--annual report, brochures, and the like
- One-page description of your organization.

NOTE: Press kits are *always* used at press conferences. They can also stand alone and be sent directly to reporters to spark a story. Follow-up with a phone call to the reporter on the day he or she receives the press kit.

PRESS CONFERENCE CHECKLIST

Try to schedule your press conference during the middle of the week, between 10:00 a.m. and 2:00 p.m.

About one week prior to your press conference--

- Disseminate media alert to editors, assignment desks, reporters, newswire daybooks; (AP, UPI, and other wire services keep a daily calendar of press conferences and media events. They usually request the information in writing.)
- Arrange for a room. Common places are hotels and local press clubs, as well as on-site locations such as mental health centers, day care centers, and so forth.
- Check on the podium, an organizational sign to display on or behind the podium, the room arrangement (schoolroom style is best), electrical outlets for TV lights, a table for sign-in sheets, water for participants, and so on.
- Prepare written materials: press kits, including a list of speakers (in order of appearance) with their titles and affiliations; other relevant publications; and an additional list of experts to contact if appropriate.

As your press conference approaches--

- Decide how the moderator will introduce the speakers.
- Walk through the site and review details.
- Assemble ample press kits.

The day before your press conference--

- Make follow-up phone calls to reporters who received the media alert.
- Check that the newswire daybooks have the correct time and place.

The morning of your press conference--

- Make last-minute calls to assignment desks.
- Double-check the room.
- Walk through the format with moderator and speakers.

During your press conference--

- Make sure all reporters sign-in with their affiliations and phone numbers.
- Arrange one-on-one interviews with reporters, if possible.

PRESS BRIEFING CHECKLIST

Well in advance of your briefing--

- Identify four to 10 reporters interested in your subject.
- Secure your experts and spokespersons (two to three maximum).
- Develop talking points and sound bites.
- Pull together written materials and background information on the topic to be discussed and on spokespersons.
- Put together a *professional* packet to include in your letter of invitation to the reporters.
- Personally follow-up with reporters on the day they receive the materials and attempt to get a commitment (expect half of those invited to attend).

As your briefing approaches--

- Walk through the session with all the spokespersons.

During the briefing session--

- Introduce reporters to your spokespersons and to each other.
- Offer coffee or soft drinks.
- Facilitate the meeting, making sure everyone has a chance to speak. Make sure reporters are understanding your points.

After the briefing--

- Follow-up with reporters. Keep in contact with them.

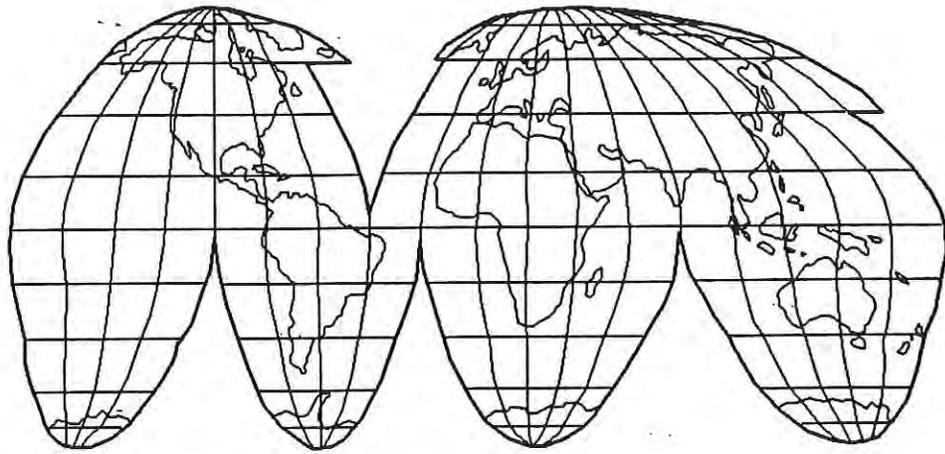
INTERVIEW CHECKLIST

On-air interviews

- Know the show and the interviewer.
- Know whether there are other guests, who they are, and what point of view they represent.
- Know whether there are call-ins/questions from the audience.
- Know exactly what subjects will be covered by the interviewer--this is your right.
- Be prepared--with the three points you want to stress throughout the interview and with statistics to support your points.

Print interviews

- Know the publication and the reporter. Read several of his or her stories.
- Provide the reporter with written materials *in advance* of the interview.
- Know the subject matter to be covered and how your input will fit into the reporter's overall story.
- Be prepared--with the three points you want to stress throughout the interview and with statistics to support your points. Although there is usually time to follow-up with a print reporter with additional information, it's best to have it on-hand.
- During the interview be very clear if you are stating something "off the record." Say in advance of your statement, "You cannot use this."



RESOURCE MATERIALS

INTERNATIONAL DEVELOPMENT RESOURCES

Hamilton, J.M. (1990). Entangling alliances: How the Third World shapes our lives. Cabin John, MD: Seven Locks Press.

Hamilton, M.M. (1988). Main street America and the Third World. Cabin John, MD: Seven Locks Press.

Harrell, P.S. and Wright, E.H. (1990). Partners in action: A guide to international action projects. Atlanta, GA: International Service Association for Health.

Hokenstad, M.S., Khinduka, S.K., and Midgley, J. (eds.). (1992). Profiles in international social work. Washington, DC: NASW Press.

National Association of Social Workers. (1991). Development education consultant network directory. Washington, DC: NASW International Affairs Department.

National Council of Returned Peace Corps Volunteers. (1991). Development education from the bottom up. Washington, DC: author.

OTHER SOURCES FOR INTERNATIONAL PUBLICATIONS

UNICEF, Programme Publications and Library Section, 3 United Nations Plaza, New York, NY 10017, (212)326-7342.

United Nations Information Center, 1889 F Street, NW, Washington, DC 20006.

United Nations Association of the U.S.A., Publications Department, UNA-USA, 485 Fifth Avenue, New York, NY 10017, (212)697-3232.

U.S. Agency for International Development, Office of Public Inquiries, Bureau of External Affairs, Washington, DC 20523, (202)647-1850.

World Bank Publications, 1818 H Street, NW, Washington, DC 20433.

'Children are children everywhere'



Central Montcalm Public School social worker Jon Steimel visited Sweden and Latvia this summer to work with foster parents and foster children. RIGHT: In Sweden, Steimel enjoyed a picnic with several foster care parents and children, including, from left, foster children Kamilla, Karin, Veronica and Cynthia. LEFT: Steimel looks at a card that one of the foster children from Sweden made for him.

Daily News--Wheaton

Central Montcalm schools social worker learns much about foster parenting in Baltic states

By BOB WHEATON
Daily News Staff Writer

STANTON — Jon Steimel went overseas to teach foster parents, but the Central Montcalm Public School social worker ended up learning something himself.

Steimel said foster children in Latvia and Sweden taught him there is no such thing as a language barrier when dealing with children. He said laughter and smiles are all that is needed to communicate with children who speak a different language.

"Children are children everywhere," he said.

Steimel left the United States for Sweden on June 9. He spent several weeks in Sweden and three days in Latvia and other former republics of the Soviet Union, arriving home on July 13.

His mission was to teach foster parents in Sweden and Latvia methods for dealing with problems faced by their foster children.

It is important for foster parents to receive training on how to deal with difficulties in growing attached to people that foster children experience because of the separation from or loss of their biological parents.

"It's rewarding for me to help the parents understand the differences between foster children and, if you will, biological children because of the things they've experienced," Steimel said. "It's a hard job. I like to be sup-

portive of them."

Steimel said it is also rewarding to work with the foster children.

"I like to be understanding of the experiences they've been through — the trauma, the loss, the abuse," he said.

While in Latvia, Steimel spent a day in the home of a foster care family in Riga whose parents are the leaders of the Latvian foster care organization.

The parents, five biological children, 10 foster children and the family dog, cat and bird lived in an area of 48 square meters (533 square feet).

Steimel communicated with the children through an interpreter who translated from Latvian into German. Some of the older children spoke English.

The foster care system in Latvia is still developing, Steimel said.

"Right now, foster care and adoption are not very well organized in the Baltic States — in fact not at all," he said.

Many children are still in child-care institutions and in need of a foster home, he said.

Governmental subsidies for Latvian foster parents are small. Families with five or fewer foster children get no financial assistance, Steimel said.

The lack of financial support and the poor economy and high inflation rate in Latvia create many problems for foster parents and their

children.

Steimel spent \$250 donated by the Central Montcalm High School Student Council on food, clothes and toys for 11 foster families in Latvia.

Like all Latvian people, the family Steimel visited is also learning to cope with the changes that have come from the breakup of the Soviet Union.

"From what I understood, I think they're still struggling with the changes," he said. "Before the changes, it was predictable. They knew how everything worked. Now it's not predictable.

"Something that seems very important is that they want to know what (Americans) think of them."

In Sweden, Steimel said he found foster parents were frustrated about not being able to get the proper services for their children.

"I think their child welfare system is a little more fragmented than in America," he said.

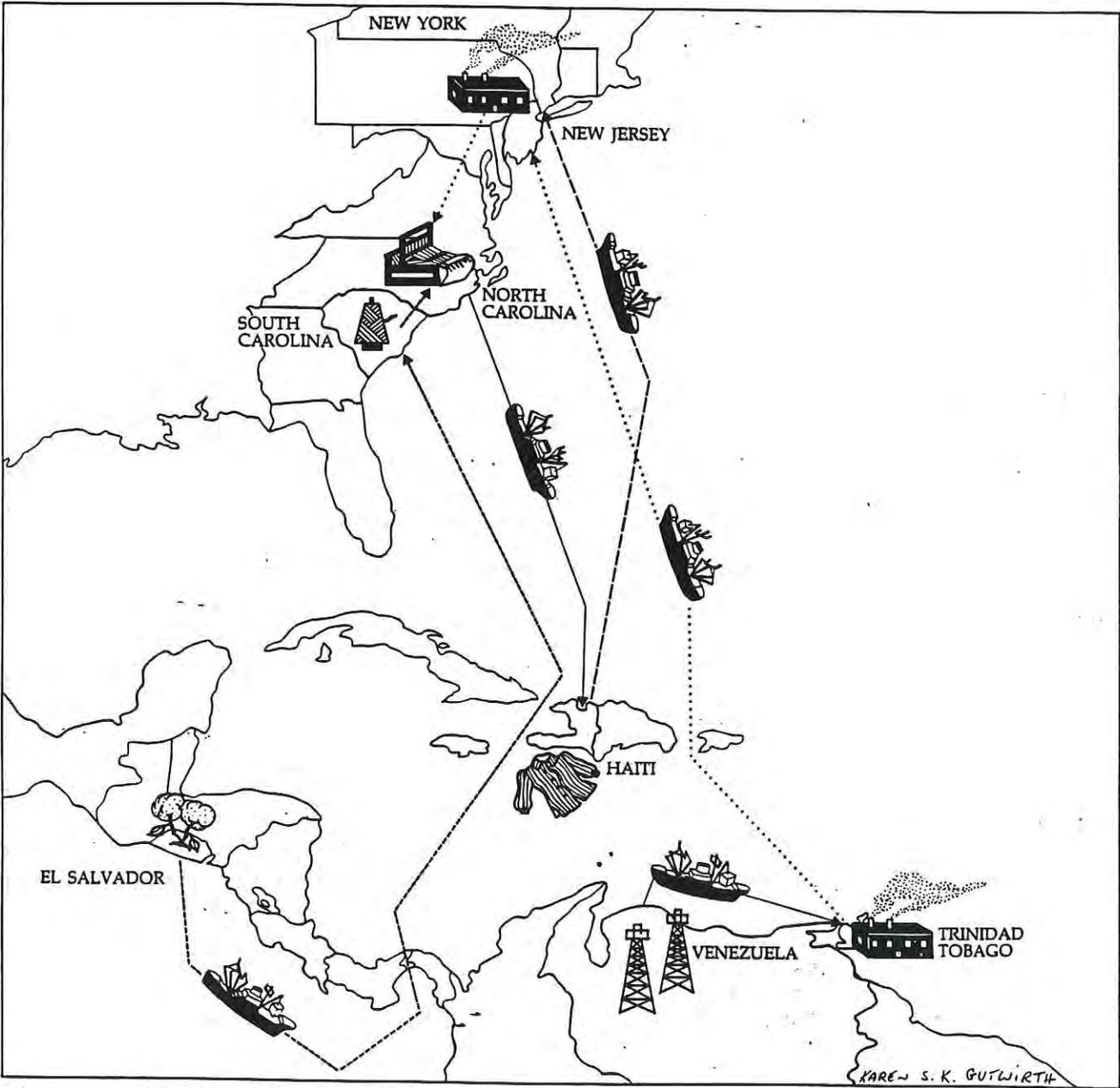
Steimel began training foster parents in 1980. He speaks around the state for the Michigan Foster and Adoptive Parent Association and has spoken at international foster care conferences in the United States and Sweden.

He has been invited to the former Soviet republic of Estonia to train foster care parents next summer.

Steimel served as the foster parent of a 16-year-old for one month.

THE JOURNEY OF THE BLOUSE: A GLOBAL ASSEMBLY LINE

by JOHN CAVANAGH



About half of all goods produced today journey to more than one country before they become finished products.

As the modern transnational corporation increasingly links our fate with workers around the world, toiling in far worse conditions than we, we can no longer remain silent.

Pause for a moment and step back from the rush of daily life. Look down at the blouse you are wearing. It is an example of how workers around the world and international corporations are related to you. There is a good chance that the materials that comprise it have come through at least five countries before reaching you. Dozens of laborers working under very different conditions have been affected by your purchase. What is true of your blouse is true of much of the rest of what you buy. About half of all goods produced today have journeyed to more than one country before you purchased them.

Why does this happen? Why transport fibers and yarn and cloth thousands of miles to produce a simple blouse? Who gains in the process and who loses?

Let us trace the route of a typical 35 percent cotton/65 percent polyester blouse over its global assembly line.

The blouse's journey begins in two different countries. One place of its origin is the cotton plantations of El Salvador. In a province plagued by civil war, workers toil long days in the sun harvesting cotton. These men and women are often exposed to pesticide sprayings in doses far above what is considered healthy, yet they get no medical care. The government has diverted millions of *pesos* (Salvadoran

John Cavanagh, a former United Nations official, is a fellow at the Washington, D.C.-based Institute for Policy Studies.

currency) from health and literacy programs into weapons. The workers earn about two dollars per day, less than one percent of the final value of your blouse.

Once ginned (seeded) and baled, the cotton is shipped to port. Cargill, the world's largest trading company and one of the 50 largest firms in the world, ships the cotton through the Panama Canal and up the southeastern coast of the United States. Cargill's representative knows the prices of cotton and most other commodities at every point of sale in the world. The company's bargaining position vis-à-vis the Salvadoran landowner is ridiculously strong.

The cotton is unloaded on the docks of a port in South Carolina, where ownership again changes hands. The new owner, Burlington, the largest textile company in the United States, loads the cotton into trucks for a short trip to its South Carolina spinning mills.

While Cargill's ships plow through Caribbean waters, another part of the blouse is beginning its journey a few hundred miles to the south in Venezuela. Polyester, like many plastics, fertilizers and detergents, is made from petroleum. Workers in the oil fields off Venezuela's coast toil under skies even hotter than in El Salvador for around six dollars per day. Without the federal safety standards U.S. oil workers have won, the job is dangerous, with disfiguring accidents not uncommon.

After pumping and refining the oil, the Venezuelan state oil com-

pany sells it to Exxon, the world's largest oil company. When oil prices quadrupled in 1973, Exxon reaped billions of dollars more than Venezuela because Exxon controlled processing, marketing and final distribution of petroleum, the most lucrative parts of the production and marketing chain.

Exxon drops the oil off at one of its refineries in Trinidad and Tobago, the small island nation at the southern tip of the Caribbean chain. Here, in conditions as dangerous and unhealthy as in Venezuela, refined petroleum is taken through a further stage of processing into petrochemicals.

Loading the petrochemicals onto another ship, Exxon charts a different route through the Caribbean, heading northwest toward New Jersey. Once in port, Exxon transfers the liquid petrochemicals to its trucking fleet, which carries the stock to an ultra-modern Du Pont factory not far away. Watched by Du Pont technicians, the petrochemicals are propelled through sophisticated machines, emerging as miles of continuous filament.

The polyester filament is taken from the plants in New Jersey to a Burlington low-wage textile mill in North Carolina. At the same time, Burlington loads its cotton yarn into trucks for the short journey from its spinning subsidiary in South Carolina to this same weaving subsidiary in North Carolina. On high-powered looms, threads from combining the filament and cotton yarn are
(Continued on p. 47)

JOURNEY OF THE BLOUSE
(Continued from p. 11)

woven into long sheets of fabric ready for the cutting table.

At this stage of production a retailer, such as Sears, who eventually sells the blouse, buys the cloth. The retailer then contacts its agent in Haiti and gives specifications for the blouse. The cloth is shipped from North Carolina on another Caribbean voyage, this time to Port-au-Prince, Haiti.

In Haiti, the cloth is transported to small sweatshops, Haitian-owned and run. Women being paid by the piece earn about three dollars a day. They bend over sewing machines for long hours stitching seams according to a company's version of the latest fashion. These workers have no union, and idle chatter about creating one may result in dismissal or worse.

The finished blouses begin their final voyage, leaving the Third World for the final time and

coming to New York. Sealed in plastic, they are sent to mail order buyers all over the country.

Similar global assembly lines are orchestrated from the conference rooms of the world's top 200 firms, which now jointly produce and trade about a third of the planet's goods and services. These firms, through higher profit margins, are the chief beneficiaries of the transnational form of business.

Workers across the United States are adversely affected by global assembly lines, as corporations use the threat of cheap imports to push wages down. Workers everywhere are the losers because they are played off against one another by the same group of large corporations.

What can we do? Besides educating our friends and supporting workers' rights everywhere, there are other actions we can take.

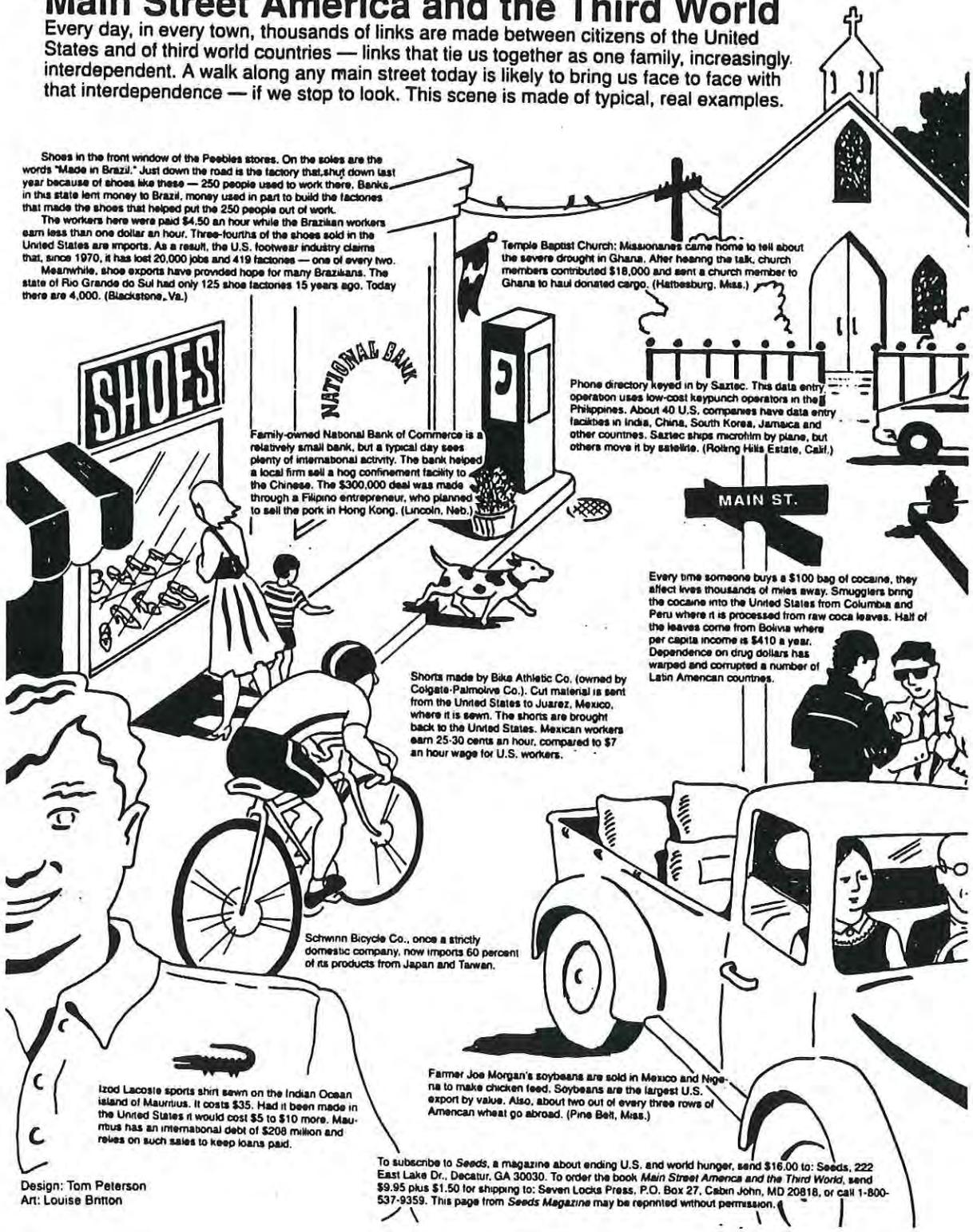
Recognizing that exploitation of workers overseas also hurts U.S. workers, Congress passed a

new trade bill in 1984 that prohibits the United States from granting trade preferences to developing countries that violate internationally recognized workers' rights. The legislation spelled out certain general internationally recognized indicators such as the right to organize. Several human rights and labor groups have presented reports to the U.S. government on labor repression in countries like Haiti, Korea and the Philippines, arguing that these countries should not receive trade benefits until labor conditions improve.

A broad-based campaign should spread similar labor language to other pieces of U.S. legislation. Boycotts against specific corporate offenders should be supported. These are but a few of the measures that are needed. As the modern transnational corporation increasingly links our fate with workers around the world, toiling in far worse conditions than we, we can no longer remain silent. ■

Main Street America and the Third World

Every day, in every town, thousands of links are made between citizens of the United States and of third world countries — links that tie us together as one family, increasingly interdependent. A walk along any main street today is likely to bring us face to face with that interdependence — if we stop to look. This scene is made of typical, real examples.



Shoes in the front window of the Peebles stores. On the soles are the words "Made in Brazil." Just down the road is the factory that shut down last year because of shoes like these — 250 people used to work there. Banks in this state lent money to Brazil, money used in part to build the factories that made the shoes that helped put the 250 people out of work.

The workers here were paid \$4.50 an hour while the Brazilian workers earn less than one dollar an hour. Three-fourths of the shoes sold in the United States are imports. As a result, the U.S. footwear industry claims that, since 1970, it has lost 20,000 jobs and 419 factories — one of every two.

Meanwhile, shoe exports have provided hope for many Brazilians. The state of Rio Grande do Sul had only 125 shoe factories 15 years ago. Today there are 4,000. (Blackstone, Va.)

Temple Baptist Church: Missionaries came home to tell about the severe drought in Ghana. After hearing the talk, church members contributed \$18,000 and sent a church member to Ghana to haul donated cargo. (Hattiesburg, Miss.)

Phone directory keyed in by Saztec. This data entry operation uses low-cost keypunch operators in the Philippines. About 40 U.S. companies have data entry facilities in India, China, South Korea, Jamaica and other countries. Saztec ships microfilm by plane, but others move it by satellite. (Rolling Hills Estate, Calif.)

Family-owned National Bank of Commerce is a relatively small bank, but a typical day sees plenty of international activity. The bank helped a local firm sell a hog confinement facility to the Chinese. The \$300,000 deal was made through a Filipino entrepreneur, who planned to sell the pork in Hong Kong. (Lincoln, Neb.)

Every time someone buys a \$100 bag of cocaine, they affect lives thousands of miles away. Smugglers bring the cocaine into the United States from Columbia and Peru where it is processed from raw coca leaves. Half of the leaves come from Bolivia where per capita income is \$410 a year. Dependence on drug dollars has warped and corrupted a number of Latin American countries.

Shorts made by Bika Athletic Co. (owned by Colgate-Palmolive Co.). Cut material is sent from the United States to Juarez, Mexico, where it is sewn. The shorts are brought back to the United States. Mexican workers earn 25-30 cents an hour, compared to \$7 an hour wage for U.S. workers.

Schwinn Bicycle Co., once a strictly domestic company, now imports 60 percent of its products from Japan and Taiwan.

Izod Lacoste sports shirt sewn on the Indian Ocean island of Mauritius. It costs \$35. Had it been made in the United States it would cost \$5 to \$10 more. Mauritius has an international debt of \$208 million and relies on such sales to keep loans paid.

Farmer Joe Morgan's soybeans are sold in Mexico and Nigeria to make chicken feed. Soybeans are the largest U.S. export by value. Also, about two out of every three rows of American wheat go abroad. (Pine Belt, Miss.)

To subscribe to *Seeds*, a magazine about ending U.S. and world hunger, send \$16.00 to: *Seeds*, 222 East Lake Dr., Decatur, GA 30030. To order the book *Main Street America and the Third World*, send \$9.95 plus \$1.50 for shipping to: Seven Locks Press, P.O. Box 27, Cabin John, MD 20818, or call 1-800-537-9359. This page from *Seeds Magazine* may be reprinted without permission.

Design: Tom Peterson
Art: Louise Binton

ON DEVELOPMENT

FACT SHEET

February 1990

"Before you finish eating breakfast this morning, you've depended on more than half the world.

"This is the way our universe is structured.... We aren't going to have peace on earth until we recognize this basic fact of the interrelated structure of all reality."

Dr. Martin Luther King, Jr.

Develop, v. To expand or realize the potentialities of; bring gradually to a fuller, greater, or better state.

—*The American Heritage Dictionary*

Until the 1700s, the human condition was much the same around the world. People lived in poverty, suffered from a number of diseases, and were largely illiterate. With the coming of the industrial revolution and changes brought by scientific and technological breakthroughs, the quality of life began gradually to improve for most people in North America and Europe as their countries industrialized. Yet as the world entered the 20th century, the majority of people in Africa, Latin America, and Asia (continents in the Southern Hemisphere, often referred to as the South) continued to live in squalor. Many of these countries did not reap the benefits of industrialization. They were the colonies of the North (North America and Europe), and their minerals, agricultural products and other natural resources supported growth and industrialization there.

- After World War II, development efforts began in earnest in the less industrialized countries of the South. (Usually, but not always, the term *development* is used to refer to *economic* development, the process by which a country improves the well-being of its people through economic means.) Industrialization efforts in the South gained momentum as many of the colonies became independent. There was also an interest among the industrialized countries of the North in helping the South create markets where the North could sell its goods and services. Still others wanted to help the South alleviate poverty through economic development projects.
- The *dominant paradigm* or *mainstream model* for development has been characterized by a push for capital-intensive industrialization and economic growth. In these models, modernization is valued over tradition. It is posited that benefits brought by economic modernization undertaken by elites within a country will eventually "trickle down" to the poorest within that country, thus improving the economic and social situation of the population as a whole. In undertaking development initiatives, the Northern, industrialized countries have long advocated the mainstream model, citing their own economic growth as proof that the model works.
- According to mainstream theorists, a country is developed once a certain level of economic growth is attained, as indicated by such figures as a high gross national product (GNP). The relatively rich countries of the North, with high GNPs, are called *developed countries*, whereas traditional societies that have only begun to modernize in the middle of the 20th century and are still at an early stage of economic growth are called *developing countries*. Countries that started to modernize at the turn of the century but that have made significant economic progress are known as *newly industrialized countries*, or NICs. Mexico, Brazil, and South Korea are examples of NICs.

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• Developing countries are also known as *third world countries*. The term originates from French and was used to describe nations shaking off colonial rule. It is not meant to be pejorative (that is to imply that these countries are third rate), yet many people do not like to use the term. Developed countries make up the *first world*; *second world* refers to the traditionally communist countries.

• Many in the South, as well as in the North, refute mainstream theories of development, criticizing them for being ethnocentric, ahistorical, and culturally insensitive. Too much emphasis is placed on a country's economic growth, with little regard for the social, spiritual and cultural well-being of people.

• In fact, the mainstream "trickle down" notion has been proven false by development scholars. Case studies done in developing countries as economically diverse as Brazil, Costa Rica, Ecuador, Hong Kong, Kenya, Korea, Namibia, Singapore, Sri Lanka, and Taiwan "suggest that balanced social and economic development will only take place if governments combine economic growth strategies with egalitarian redistributive measures ..." (Midgley, 1988). It is not surprising that market forces alone have not increased the well-being of all people in the South, considering that similar issues are relevant in the North.

• Alternative views on development, often rooted in an ethical/humanistic framework, see development as having to do more with people and less with economic growth. The concern is for justice, peace, self-determination, and self-reliance. In the South, development is often thought of as a revolutionary process; what is needed is to change existing social, political, and economic relationships that keep people from reaching their full potential. Furthermore, development is more than a national issue; it is a global process of liberation from the kind of wealth and greed in society, that are ultimately destructive to *human development* (Carr, 1987).

• Broader views about development are also beginning to be heard within the development assistance community. A 1989 report from the Administrator of the Agency for International Development stresses that real development must come from the bottom up, not the top down. Individuals need to be the focus of development efforts. (U.S. AID, 1989).

• There is also growing concern about the world's environment. That concern stems in part from a fear that we have overdeveloped and overindustrialized to the point of harming the earth, thus putting it and humankind at risk. Calls for development have been replaced with a move toward sustainable development, which "meets the needs of the present without compromising the ability of future generations to meet their own need" (IIED-Earthscan). Lessons from failed development efforts, stronger voices from the South, increased interdependence, and heightened awareness about the future of Planet Earth are all contributing to a new paradigm of development for the 21st century.

Resources

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- U.S. Agency for International Development (AID). Resources include the 1989 publication, *Development and the National Interest: U.S. Economic Assistance into the 21st Century*, by Alan Woods. Contact: AID, Washington, DC 20523.
- The World Bank. International development assistance organization. Resources include the 1986 publication, *The Developing World*, by Harriet Baldwin and Bruce Ross Larson, an overview of economic development in the third world. Also available: country-specific information, statistics, and development education materials. Contact: The World Bank, Development Education Program, 1818 H St., NW, Washington, DC 20433.

Fact Sheet prepared by Michelle Reynolds for the National Association of Social Workers, February 1990.



ON INTERDEPENDENCE

FACT SHEET

February 1990

"Before you finish eating breakfast this morning, you've depended on more than half the world.

"This is the way our universe is structured.... We aren't going to have peace on earth until we recognize this basic fact of the interrelated structure of all reality."

Dr. Martin Luther King, Jr.

Interdependence is a term that is used frequently these days by individuals in fields as diverse as trade, agriculture, the environment, communications, and health. Interdependence is a reality because events and forces outside national borders can and *do* profoundly affect events and forces in other countries. As we begin to understand our interconnections to the developing world, we can reach a deeper understanding of development issues there without ever leaving our own communities.

- Global economics and trade issues have dominated discussions of interdependence. Major international events dramatically illustrate economic interdependence. For example, during the rapid decline in the stock market in October 1987, investors around the globe closely followed foreign stocks in order to predict what might happen in their *own* countries.
- An event that vividly illustrates interdependence between the United States and the developing world was the oil crisis of the 1970s. The oil-producing countries ushered in a rapid rise in oil prices, putting profound financial pressures on the rest of the world. While the United States was able to survive the recession, it was forced to spend fewer U.S. dollars to buy goods from developing countries. Fragile economies in the developing world, losing United States and other overseas markets, had to borrow from commercial banks, mostly in the United States. By 1980 the developing world was facing an external debt crisis of \$500 billion. In 1982, 25 percent of U.S. commercial banks' international activity was with developing countries (Hamilton, 1988; Sommer, 1987).
- Economic adjustment policies, enacted to help developing countries pay back their debts, have forced developing countries to cut back on their imports from the United States. This has hurt U.S. farmers, and it is partly responsible for the farm crisis in the United States. Foreign trade has been important for American farmers throughout history. Agricultural products made up 80 percent of U.S. exports in the 19th century and helped to pull the U.S. economy out of depressions (Hamilton, 1988). Today, soybeans, sent primarily to developing countries, are the United States' largest export product. Yet, more and more, developing countries are not able to afford our exports. Lessons from the oil crisis and the debt crisis demonstrate that if the economies of the developing world are unhealthy, the United States economy is negatively affected, and *visa versa*.
- The global economy provides only a partial illustration of interdependence. Environmental problems in one part of the world are often problems for everyone. Ocean pollution on the other side of the globe can make itself apparent on our shores. Deforestation in India and Nepal has led to catastrophic flooding in Bangladesh. Emissions of industrial chemicals have been shown to cause acid rain and deplete the ozone layer; while the use of fossil fuels can harm distant forests and contribute to global warming.
- Infections and diseases know no national borders. All major flu epidemics in the United States have originated abroad, primarily in the developing world. In fact, the

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Russian flu of 1977 actually started in China (Hamilton, 1988). Whether or not AIDS originated in Africa, as some experts maintain, it has now spread throughout the world. Agricultural pests inadvertently brought to the United States have been known to wipe out entire crop yields. Poverty and scarce resources in the developing world make it difficult for people to identify, study and treat diseases and eradicate pests. Indirectly, their poverty affects us all.

- The drug problem in the United States is also connected to poverty in the developing world. Primary illegal-drug-producing countries are developing countries. Cocoa used to make cocaine, a drug of great concern to our society and administration, is grown by poor Latin American farmers who can make several times the profit selling cocoa that they could get from other crops. Moreover, income generated from drug-related crops helps the debt-ridden developing countries repay their foreign loans. Tackling the drug problem is not a local or national concern, but an international one that will demand an examination of international development issues.

- The United States is further connected to the developing world because a growing number of people from Asia, Africa, and Latin America live within its borders, as students and citizens. The large refugee and immigrant populations in the United States have brought important changes in education, as well as in the social and health service fields, together with increased understanding and appreciation of cross-cultural differences.

- The effects of interdependence can also be observed by looking at United States foreign policy on the issue of abortion. The government, with its domestic anti-abortion stance, has tried to link family planning assistance abroad to a country's policy on abortion by withholding aid to those countries where abortion is legal. Of interest: in a 1984 Gallup survey, 72 percent of those Americans surveyed said that the two should not be linked and that population

growth in the developing world only hinders development efforts there (Hamilton, 1988).

- The realities of interdependence are inescapable. Countries may be politically independent, but in today's world they are also interdependent in many ways. The effects of interdependence reach beyond the level of the national government and into our communities, impacting on the lives of all of us. Because of this, knowledge of international development is not only important in an academic or humanitarian sense. Understanding our connections to the developing world is important to our own well-being.

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Fact Sheet prepared by Michelle Reynolds for the National Association of Social Workers, February 1990.

ON REFUGEES

FACT SHEET

March 1990

"Before you finish eating breakfast this morning, you've depended on more than half the world.

"This is the way our universe is structured.... We aren't going to have peace on earth until we recognize this basic fact of the interrelated structure of all reality."

Dr. Martin Luther King, Jr.

The number of refugees migrating to the United States increases on a daily basis. Often fleeing life-or-death situations in their home countries, they come to the United States in need of immediate health care and, soon thereafter, social services. The refugee problem is an excellent example of the interdependence between the United States and developing countries. The flow of refugees will not stop until peace, social and economic development, and protection of human rights are achieved. In the meantime, meeting the needs of refugees in the communities in which they settle requires that we be knowledgeable about their experiences and their countries of origin.

- The United Nations 1951 Convention Relating to the Status of Refugees defines a refugee as a person who, "owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership in a particular social group or of political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country." (Newland, 1981). Unlike immigrants who have *chosen* to relocate their lives, refugees migrate due to circumstances beyond their control and are relatively unprepared for what lies ahead.
- According to the U.S. Committee on Refugees, 107,230 refugees were admitted to the United States in 1989, bringing the total number admitted since 1975 to 1,316,727 (U.S. Committee for Refugees, 1989). There are an estimated 12 million to 16 million refugees worldwide, most originating from Asia, Africa, and Latin America where wars, insurrections, despotic governments, and poverty are commonplace.
- While each refugee experience is different, most refugees deal with multiple stressors before migration, during flight, and in the resettlement experience.
- Before migration, refugees commonly encounter civil strife, political revolution, and poverty (Benjamin, 1989).
- In a recent *Boston Globe* account on the migration experience for Central Americans seeking refuge in Texas, the flight experience, 1,000 miles of which is through Mexico, is explained: "[Refugees] are repeatedly robbed by Mexican municipal and federal police in bus stations, hotels and along the roads. The police sometimes rape women, and force others into sexual favors if they wish to continue northward. Refugees are stranded without money or food, and others who can pay no bribes are deported to their home countries" (Sheehan, 1990). Fear of being killed during the escape, death of family members, and loss of connection with family members are common stressful life events that occur during migration (Benjamin, 1989).
- In addition, refugees from Southeast Asia often spend time in camps before settling in a third country. Experiences in these camps are often unsafe and unhealthy, with violence a regular occurrence, and only inadequate services available.
- During the first few months after their arrival in the new country, refugees experience a sense of elation at the prospect of starting a new life. But the "honeymoon" phase

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soon ends, and refugees begin to show signs of stress as they experience the realities of acculturation. Common experiences include loss and grief, social isolation, loss of status in the new society, culture shock, and the impact of traumatic experiences caused from having witnessed torture or death, or from personally having experienced violence or lived too long in fear of it. Symptoms that appear at this time include depression, a sense of helplessness, powerlessness, and hopelessness. Some act out inappropriately, or turn to drugs and alcohol (Lin, 1986). At this point, the social service provider steps in to help families move to a place of well-being and assists them in adapting to the new society.

- Professional social workers in the United States first became involved in refugee resettlement in 1960 when the government admitted unaccompanied Cuban minor refugees to child welfare agencies. The role of the social worker was further expanded when the Refugee Emergency Service provided financial aid to Cuban refugees through public agencies in 1961. (U.S. Committee for Refugees, 1985).

- The increased role of social workers in refugee resettlement over the years has significantly affected standard setting in the profession. The Council on Accreditation of Services for Families and Children (COA) specifies that bilingual staff or translators are needed if an agency has a significant number of non-English speaking clients. Agencies involved in resettlement should further have professional staff with experience living in another culture. Many have also stressed the importance of professional social workers in decision-making roles in refugee settlements. (U.S. Committee for Refugees, 1985).

- Institutions of higher education, including Boston University, Howard University, Fordham University, California State University at Long Beach and Hunter College in New York have developed specialized M.S.W. curricula and workshops aimed at including refugee issues in their programs (U.S. Committee for Refugees, 1985). These programs emphasize the importance of understanding the refugee experience, speaking the client's native language, and becoming aware of cultural differences and incorporating culturally indigenous staff

and techniques into service programs. (Benjamin, 1989; U.S. Committee for Refugees, 1985).

- As population continues to expand and competition for land and resources in an unequal world system persists, the number of refugees will continue to grow and challenge social workers. Yet despite the uniqueness of the refugee plight, the primary role of the social service provider continues to be one of "empowering the poor and minority populations and accepting them as full participants in society" (Benjamin, 1989).

Resources

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Fact sheet prepared by Michelle Reynolds for the National Association of Social Workers, March 1990.



ON STREET CHILDREN

FACT SHEET

January 1990

"Before you finish eating breakfast this morning, you've depended on more than half the world.

"This is the way our universe is structured.... We aren't going to have peace on earth until we recognize this basic fact of the interrelated structure of all reality."

Dr. Martin Luther King, Jr.

Their days and most of their nights are spent working and living on city streets. With names like *gamine* in Bogotá, *street sparrow* in Zaire, *tarzanili* in Khartoum, *pelone* in Mexico, *canillita* in La Paz, and *pájaro frutero* in Lima, they are some of the world's 100 million street children. In the United States, we know them as homeless youths, runaways, juvenile delinquents, and dropouts.

- The United Nations defines a street child as "any girl or boy for whom the street has become his or her habitual abode and/or source of livelihood; and who is inadequately protected, supervised, or directed by responsible adults" (Peralta, 1989).
- The majority of street children in the United States are youths 15 years of age or older who become homeless for a variety of reasons, most of which stem from family-based problems such as neglect, physical or sexual abuse, drugs and alcohol, pregnancy, sexual orientation, or parental rejection. In New York City, an estimated 20,000 youths live on the streets (Agnelli, 1986).
- The majority of the world's street children are in developing countries—mostly in Latin America. Brazil alone is thought to have 24 million street children (Childhope). They are the products of rural-urban migration, unemployment, poverty, and broken families.
- There are three main types of street children: *Children on the street* have regular relations with their families and continue to live at home, but spend most of their time working on the streets to supplement family income; they represent approximately 75 percent of all street children. *Children of the street* have few family ties and reside on the streets full-time. *Abandoned children* are on their own as a result of parental abandonment or having lost their parents to famine, disease, war, or other violence.
- A 1989 study conducted in Juarez, Mexico, found that of the 103 street children interviewed, most were on the streets for economic reasons (Peralta, Lusk & Vest, 1989). Similarly, the most common reason cited for leaving home among the gamines in Bogotá was poverty, followed by family disintegration and physical abuse and neglect. The desire for adventure was cited by only 10 percent (Lusk, 1989).
- In many developing countries, children are considered a potential part of the work force when they reach age 10 (Population Resource Center). On the streets they engage in a variety of economic activities to earn a living. Occupations include shining shoes, guarding parked cars, washing cars, selling chewing gum, and begging.
- Street children face many hardships, including hunger and disease; physical abuse and violence at the hands of older street youths, adults, and police; sexual abuse; repressive social welfare institutions and jails; and drugs. In Latin America, street children inhale paint thinner, toxic glue, gasoline or *basuco*, a coca derivative.

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- Vulnerable street children often find themselves exploited in factories, shops, or mines where adults work them long hours for little compensation, no rights, and few benefits. The International Labor Organization estimates that worldwide 50 million to 200 million children under age 14 are employed (International Labor Organization, 1988).

- Many street children engage in prostitution as a means of survival. The Philippine government estimates that 30 percent of Manila's 15,000 street children are involved in prostitution or "survival sex" (Heise, 1989).

- Prostitution, a general lack of education and information about sex and sexually transmitted diseases, and extensive drug use put street children at risk to contract AIDS. In Rio de Janeiro, Brazil, the National Foundation for the Welfare of Minors—FUNABE—tested 4,200 youth from 1987 to 1989 and found 70 of them between the ages of 12 and 18 infected with the AIDS virus. Most of the 70 were street children (Childhope).

- Meeting the day to day pressures to "get by" leads many street kids to commit crimes. Without the resources to improve their situation, many street children become street youth and adults. In Sao Paulo, Brazil, 80% of the prison population is comprised of former street children. (Childhope)

- Street children are not a new phenomenon. In the 19th century Bogotá's *gaminés* were first recognized as a problem; Charles Dickens wrote of street urchins roaming the streets. By the year 2000, an expected 47 to 77 percent of the developing world's youth will live in the streets (Population Resource Center).

- Homes and projects for street children have been criticized for creating a form of dependence for the street child seen on the program. More and more programs are opting to approach street children on their own turf—on the streets where they live. The aim is to encourage self-sufficiency and, where possible, reunite child with family.

- Organizations like Childhope and UNICEF advocate for programs that see street children not as delinquents but as victims of underdevelopment and societal neglect. Projects like La Bosconia in Colombia stress rehabilitation rather than corrections.

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Fact Sheet prepared by Michelle Reynolds for the National Association of Social Workers, January 1990.



ON TRAUMA

FACT SHEET

March 1990

"Before you finish eating breakfast this morning, you've depended on more than half the world.

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Dr. Martin Luther King, Jr.

Refugee resettlement increasingly challenges service providers around the world. Refugees come from very diverse backgrounds and cultures—from the city and the country, intellectuals and illiterate peasants alike. Some leave their countries more prepared than others. They arrive in the new country with varying degrees of enthusiasm. Yet, despite their vast differences, refugees encounter similar difficulties and develop similar problems in resettlement adjustment. Unique among these problems is the impact of traumatic experience.

- Traumatic experiences can be both physical and psychological in nature and vary with each situation. Refugees fleeing Indochina in the 1980s often endured starvation, torture, and forced separation, whereas those who left around the time of South Vietnam's collapse experienced less physical trauma but endured stress induced from leaving loved ones behind and anxiety from the pressures of uncertain departure (Lin, 1986).

- The Salvadoran experience during and after the civil war in 1979 resulted in extreme abuses of the population, prompting groups like **Americas Watch** and **Amnesty International** to condemn the Salvadoran government as the worst human rights abuser in the Western Hemisphere. Methods of torture include near drowning, beating, and electric shock. Victims are sometimes forced to witness torture of loved ones. In both El Salvador and Guatemala the appearance of mutilated bodies left on a city street and the use of death squads to eliminate opponents and to increase the level of terror among the population are common tactics of governmental repression. Mass murder of children and adults are landmarks of political repression (Garcia & Rodriguez, 1989).

- Not all victims are political opposition; physicians, nurses, teachers, and journalists have also been the victims of violence. Since 1982, violence has overtaken disease as the most common cause of death among the Salvadoran people. One out of every four Salvadorans is either a refugee or internally is displaced within his or her country. At least 600,000 have fled to the United States. (Garcia & Rodriguez, 1989).

- The migration experience can also be traumatic. En route, refugees encounter more violence, women are sometimes raped, and families are torn apart and often stranded without food or shelter.

- The experience of living through traumatic experiences has resulted in a psychological condition that has been diagnosed as post-traumatic stress disorder (PTSD). PTSD results from fear about pending trauma as well as past events. The condition requires a *recognizable stressor*, usually a traumatic event or the threat of one, to occur (Arrendondo, Orjuela, & Moore, 1989).

- All refugees experience post-traumatic stress disorder in varying degrees. Experiences before and during escape, as well as the stress induced while waiting for relocation, are often catastrophic. The process of leaving one's homeland can in itself be a

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recognizable stressor, especially if the threat of danger was a motivating factor. Although the nature of the trauma, the age of the victim, individual personality, and the response of the community all play a role in post-traumatic adaptation, certain features are common among sufferers of PTSD (Van der Kolk, 1987).

- The traumatic event is reexperienced through nightmares, recurrent dreams, or during the waking hours, with anxiety about pending trauma or flashbacks. Other clinical features include *psychic numbing* (which is characterized by an inability to show any emotional response), depression, avoidance of outside contact and of situations that trigger memories of the trauma, hyperarousal, hyperalertness and the impairment of memory and concentration. (Arrendondo, Orjuela, & Moore, 1989). Until the trauma is appropriately integrated into a person's life experiences, he or she will remain fixated on the trauma and the symptoms will not subside (Van der Kolk, 1987).

- Trauma experienced among children can impair their emotional development, which is so dependent on a healthy, safe environment (Van der Kolk, 1987). Their vulnerability may make them the greatest victims of trauma, with traumatic experiences ranging from the death of parents or other family members, witnessing war first hand, loss of home, hunger, violence, and a sense of powerlessness. Half of the refugees in the world today are children; 15 to 20 percent of them are under five years old (Benjamin & Morgan, 1989).

- Cross-cultural sensitivities, an understanding of the range of experiences encountered by the refugee client, and the ability to work with that client by eliminating barriers, such as language, are basic prerequisites for working with refugees. Social service providers should assume that refugees have experienced some sort of trauma and communicate a sense of understanding about the pain and suffering that the refugee is going through. The therapist should encourage the refugee to talk about his or her experiences and provide a safe environment in which to do so. Talking about the trauma has both a cathartic effect and also helps the person to move from a position of helplessness to one of greater control over

his or her life. It is also important to explain that the symptoms of PTSD should not be confused with psychosis (craziness) and assure the client that any normal person would react in a similar fashion to the trauma (Garcia & Rodriguez, 1989).

- Other suggestions for intervention include encouraging family therapy sessions. The family has proven to be an effective buffer for the effects of trauma. The wholeness of the family is particularly important for children. In addition, refugees should be integrated into social and community activities to diminish their isolationist tendencies (Garcia & Rodriguez, 1989).

- The goal of the service provider in working with refugees "is not only to help the victim to reintegrate into the family and the community, but also to denounce these repressive practices and to work to eliminate their use... [P]rofessionals should join forces with other associations and human rights organizations to denounce torture used as a part of national policy anywhere in the world" (Garcia & Rodriguez, 1989).

Resources:

- Arrendondo, P., Orjuela, Elsa, M.A., & Moore, L. (1989). Family therapy with Central American war refugee families. *Journal of Strategic & Systemic Therapies*, VIII.
- Benjamin, M. P. & Morgan, P. C. *Refugee children traumatized by war and violence: The challenge offered to the service delivery system*. CASSP Technical Assistance Center, Georgetown University Child Development Center, 3800 Reservoir Rd., NW, Washington, DC 20007. A comprehensive and highly-useful resource.
- El Norte*. A film on the Central American migration experience to the north. Released on video.
- Garcia, M.I O. & Rodriguez, P. F. (1989). Psychological effects of political repression in Argentina and El Salvador. D. R. Koslow & E. P. Saletti (Eds.) *Mental Health*, Washington, DC: Sietar International.
- Lin, K. M. (1986) C. Williams & J. Wesherneye (Eds.), *Psychopathology and social disruption in refugees. Refugee Mental Health Resettlement Countries*, Washington, D.C., Hemisphere.
- Van der Kolk, B. A. (1987). The psychological consequences of overwhelming life experiences. *Psychological Trauma*.
- See also: NASW's Child and Family Well-Being Development Education Program / "Facts on Refugees"

Fact Sheet prepared by Michelle Reynolds for the National Association of Social Workers, March 1990.



ON CHILD SURVIVAL

FACT SHEET

March 1990

"Before you finish eating breakfast this morning, you've depended on more than half the world.

"This is the way our universe is structured.... We aren't going to have peace on earth until we recognize this basic fact of the interrelated structure of all reality."

Dr. Martin Luther King, Jr.

All parts of the world have made significant achievements in child survival over the past century. Economic development and technological advances in health and medicine have assured the majority of American parents that their children will live beyond infancy. Yet, for many of the world's poor, especially those in developing countries, there are no such assurances.

- Each year 14 million children die before the age of five. Their deaths account for one in every three. (*The Development Kit*).
- One in 13 infants dies in a developing country before reaching the age of one; in industrialized countries the figure is one in 70. Every minute 250 babies are born in the world, and 18 die. Seventeen of those deaths occur in developing countries. (UNICEF, 1989).
- The leading cause of death among children in developing countries is diarrhea, which, left unchecked, causes extreme dehydration. Other leading causes are diseases such as measles, tetanus, diphtheria, tuberculosis, whooping cough, polio, and respiratory ailments. Poor nutrition is a contributing cause in one-third of all deaths each year. (*The Development Kit*).
- Fortunately, the world has at its disposal the means to attack childhood malnutrition and disease on a large scale at affordable costs. Child survival campaigns undertaken by UNICEF (United Nations International Children's Emergency Fund), CARE, and Save the Children have emphasized four main concepts easily remembered by the acronym GOBI. "G" stands for *Growth Monitoring*—Regularly weighing and measuring children and comparing their growth to a standard growth pattern provide an early warning mechanism to parents that something could be wrong if their children are too small. "O" stands for *Oral Rehydration Therapy (ORT)*—70 percent of the 3 million to 4 million children killed by diarrhea each year could have been saved through Oral Rehydration Therapy, a simple solution of salt, sugar, and the cleanest water available (*The Development Kit*). "B" stands for *Breastfeeding*—Breast milk is the healthiest and most affordable food for children. It also has anti-infective properties, that protect children from diseases they might otherwise contract from formulas mixed with unclean water. And finally, "I" is for *Immunization*—Every child can be protected from childhood diseases by vaccinations costing a total of \$5 per child.
- Studies show that increased child survival leads to decreased birthrates. If poor parents do not fear that their children will die before reaching maturity, they have fewer children.
- In 1974 the World Health Assembly pledged its commitment to Universal Child Immunization by 1990. Throughout the 1980s, achievements in child survival have been significant. As a result of the efforts of UNICEF, development professionals,

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teachers, the media, religious leaders, social service providers, health service professionals, private voluntary organizations, and trade unions, information about child survival techniques has been communicated throughout the developing world. Today 70 percent of all children are immunized, compared with 10 percent in 1981; an estimated 750,000 to 1 million children are saved each year due to ORT. (The State of the World's Children, 1990).

- The infant mortality rate (IMR), the number of infants dying before their first birthday per 1,000 births, fell in developing countries from 190 in 1950 to 80 in 1987. In industrialized countries the number is 14 (UNICEF, 1989). In the early 1990s the IMR was 140 in New York City, higher than in Bangladesh today. (Child Survival). The under-five mortality rate (U5MR), the number of children who die before the age of five for every 1,000 born, fell from 300 in 1950 to 120 in 1987 in the Third World. (UNICEF, 1989).

- Yet, despite these significant achievements, the grim economic outlook in developing countries threatens to reverse these positive trends. Economic development has actually declined throughout the 1980s in Latin America, the Caribbean, and in many parts of Africa. In an effort to repay their massive debts to the industrialized world, developing countries have had to adopt economic adjustment policies, which translate into fewer resources for the world's poor, already struggling to eke out a living. UNICEF estimated that during 1988 alone, at least one-half million children died due to the reversal of progress in the Third World. (Jacobson, 1989).

- The United States is also in trouble. According to the Children's Defense Fund, the United States has not made any significant improvements in the infant mortality rate since 1980. The IMR in the nation's capital is well over 20. Moreover, the number of neonatal deaths, which occur during an infant's first 28 days of life has risen among black infants. And, in some instances, immunization rates have fallen among minorities. (CDF Reports).

- National priorities need to be carefully assessed. All regions of the world spend more on the military than on health. "The cost of immunization in the developing world has been calculated at

approximately \$500 million per year—about the same as ten advanced F-14 fighter aircraft" (*The Development Kit*). In addition, UNICEF has called for new strategies in dealing with debt repayment and development assistance to the Third World, emphasizing a primary commitment to health and basic human welfare.

Resources

CARE, An international development and aid organization with educational materials available on child survival. CARE, 660 First Ave., New York, NY 10016.

CDF Reports, January 1988. The monthly newsletter of the Children's Defense Fund and other resources, available from CDF, 122 C St. NW, Washington, DC 20001.

Child survival: What can I do? The End Hunger Network, 7080 Hollywood Blvd., Suite 1105, Hollywood, CA 90028. A handbook on child survival facts, resources and strategies for action.

The Development Kit. Fact sheets. Catholic Relief Services, 1011 First Ave., New York, NY 10022.

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Jacobson, Jodi. (1989, July-August). "Paying interest in human life". *World Watch*, Worldwatch Institute, 1776 Massachusetts Ave., NW, Washington, DC 20036. An article about the social costs of the debt crisis.

The Milwaukee Journal. 1987. "Empty cradles: The global tragedy of child mortality, Special Report.

Morely, David, & Lovel, Hermione. 1986. *My Name is Today*. An illustrated discussion of child health, society and poverty in less developed countries. Available from Teaching Aids at Low Cost (TALC), Box 49, St. Albans, Herts. AL1 4AX, United Kingdom.

Save the Children. 54 Wilton Road, PO Box 950, Westport, CT 06881. Voluntary agency that works worldwide to help children and families achieve social and economic well-being.

Smyke, Patricia. *Caught in the cross currents*. NGO Committee on UNICEF, UNICEF House, 3 UN Plaza, New York, NY 10022. A report discussing what has happened to children and people who work for children in the 10 years since the International Year of the Child.

The state of the world's children, 1989 and 1990. An annual report issued by James Grant, Executive Director, UNICEF, Division of Information and Public Affairs, UNICEF House, 3 UN Plaza, New York, NY 10017. Also available from UNICEF: *Facts for Life*, published in collaboration with the World Health Organization and UNESCO as a basic communication handbook that can be widely used to impart information about child survival.

UNICEF. 1989. *UNICEF Facts and Figures 1989*. UNICEF Headquarters, UNICEF House, 3 UN Plaza, New York, NY 10017.

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ON WOMEN IN DEVELOPMENT

FACT SHEET

February 1990

"Before you finish eating breakfast this morning, you've depended on more than half the world.

"This is the way our universe is structured.... We aren't going to have peace on earth until we recognize this basic fact of the interrelated structure of all reality."

Dr. Martin Luther King, Jr.

Accounting for more than half of the world's population, women number more than 2 & 1/2 billion, speak 2,976 different languages, and live in countries where the average annual per capita income ranges from less than \$200 to \$30,000. In some countries nearly 90 percent of whom never attend school; in others, 60 percent of all university-aged women are enrolled in higher education (Sivard, 1985). Yet, for all their differences, women around the world are engaged in the common struggle to achieve the same rights and privileges afforded men in society. In the third world, where societies daily battle poverty, hunger, and disease, overlooking the role of women has hindered the development effort.

- Before the mid-1970s development experts overlooked women's economic contributions. When the United Nations designated 1975 as International Women's Year, and followed it with the UN Decade for Women (1976-85), research on women was stepped up. Among development professionals a new awareness was gained about the socioeconomic contributions made by women in the third world.

- In parts of East Africa, for instance, women work as many as 16 hours a day doing household chores and preparing and growing 60 to 80 percent of their family food. Women are the gatherers of family fuel and water. In addition, they care for children and tend to the elderly, ill, and disabled (Buvinic, 1989). In Nepal, rural women do more work than men do in agriculture, animal husbandry, beer brewing, and food processing. Nepalese women and girls provide more than one-half of total family income (Tinker).

- When there is a surplus of agricultural labor in the villages, men commonly migrate to the towns for work, leaving women to mind the farms. But in times of economic hardships, women can also be found in the villages working as market vendors, food peddlers, and artisans—jobs in the informal economic sector seldom recorded in employment statistics.

- The crucial role that women play in food production, income generation, health care and the management of natural resources such as water and wood should make them targets for development projects addressing issues such as hunger, poverty, health care, and environmental degradation. Yet, donor countries, aid organizations, and governments have failed to adequately integrate women into the development process. Instead, they have hung on to the myth that women's contributions are secondary to those of men, keeping women in an inferior role.

- Women grow 50 percent of the world's food and contribute two-thirds of the world's work hours, but receive only one-tenth of the world's income and own 1 percent of the world's property. In the third world, women are rarely granted land rights (Seeds of Promise).

- In the developing world, boys have a distinct educational advantage over girls. Parents with limited resources prefer to educate boys because it is believed that boys

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are more critical to family survival than girls are, As a result, women compromise two-thirds of all illiterate persons in the world (*Seeds of Promise*).

- As long as the belief persists that men are more critical to a family's survival than women are, women will continue to face greater health risks. In times of economic hardship and rising food prices, pregnant and nursing mothers, already at risk in the developing world where access to adequate medical care and clean water is scarce, are forced to decrease their food intake. Nutritional anemia afflicts one-half of all women of child bearing age (Sivard, 1985). Malnutrition rates for girls are four times the rate for boys (Steinberg, 1989).

- Organizations like (Self-Employed Women's Association) SEWA are helping women achieve some of their goals. SEWA in northern India is a 50,000-member trade union for women in the informal sector that provides training, management, financial input, credit, and income generating projects (Helmore, 1985).

- Fortunately, donors and national governments are beginning to recognize the particular needs of women and have come to realize that the fruits of past development efforts have not been shared equally among men and women, boys and girls. More than 65 countries now include programs for women on their national development agendas. Most have legislation protecting women's rights (Helmore, 1985).

- Still, more needs to be done for the women of the world who, together with children, make up most of the world's poor. In what has been termed *the feminization of poverty*, we find an increasing number of female-headed families in both the industrialized and developing countries. Women are the sole breadwinners in one-fourth to one-third of the families in the world (Sivard, 1985).

- In the United States, two out of every three poor adults are women. Divorce, separation, barriers to employment, low wages, inadequate welfare benefits, and insufficient support services, such as child care, have made women increasingly vulnerable to poverty. In a study on the effect of divorce on the income status of divorced mothers, Leonore Weitzman found

that a divorced mother's available income dropped 73 percent in the first year after divorce, while the father's rose 42 percent. (Howel 1986). Without the full participation of women, development in *all* parts of the world is stymied.

Resources

Buvinic, M. & Yudelman, S. W. (1989, Summer). *Women, poverty and progress in the third world*. Headline Series, Foreign Policy Association, 729 Seventh Ave., New York, NY 10019. An excellent overview of the role of women in development.

Helmore, K. (1985). *The neglected resource: Women in the developing world*. A *Christian Science Monitor* Special Report.

Howell, B. (1986, September). *Hungry in America*. Bread for the World, Background Paper No. 91. Bread for the World, 802 Rhode Island Ave. NE, Washington, DC 20018.

International Women's Tribune Center. International referral and contact service. IWTC, 777 UN Plaza, New York, NY 10017.

Population Reference Bureau and The Rockefeller Foundation. *The World's Women*, teaching kit. PRB, 777 14th St NW, Washington, DC 20005. Also from PRB, \$10.00 audiovisual rentals on women and development.

Seeds of Promise. Resource kit containing video, discussion guide and the publication. *Uncounted...underutilized: Women food producers: Potential power for combating world hunger*. OEF International, Development Education Program, 1815 H St., NW, Suite 1100, Washington, DC 20006. \$40.00.

Sivard, R. L. (1985). *Women...A world survey*. World Priorities, Box 25140, Washington, DC 20007. International statistics provide a clear picture of women's disproportionate role in the world.

Steinberg, J. (1989, November). At debt's door: Special Report. *Ms*.

Tinker, I. *Feminizing development—For growth with equity*. CARE Briefs, CARE, 660 First Avenue, New York, NY 10016. Report dispels many of the myths about women's work.

Women in the Third World, part of the Global Link Series. Available from WETA public television station, PO Box 2626, Washington, DC 20013. \$44.95. This film describes the role of women in development.

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