

Sharing your Overseas Experience: Tips for Before, During and After Your Assignment

This guide is designed to help you effectively share your overseas experience with colleagues, clientele, and community. Included are tips for planning your outreach strategy before your assignment, ideas for keeping in touch during your assignment, and tips for communicating about your experience when you get home. We have also provided information on how to "frame" your messages, tips for working with the media, and links to on-line resources.

Before You Go Overseas
During Your Assignment
Welcome Home!

Your Global Education Plan

- Ideas for Outreach
- The Message
- Message Checklist
- Answering Tough Questions
- Working with the Media

Resources and Links



BEFORE YOU GO OVERSEAS

Start thinking now about your educational outreach plan. Set a few simple goals. Make a commitment to carry out at least five educational activities (presentations, workshops, articles, etc.) within a year of your return.

Identify potential audiences Consider the needs and interests of those audiences. Let their needs and interests guide you as you gather information overseas.

Look for natural linkages with your professional work. Explore how you might incorporate international perspectives into your ongoing teaching, research or extension programs.

"The most important thing to do before you go overseas is to plan what you will do when you get back." --Jim Richardson, Alabama A&M

Make it a team effort. Talk to your colleagues about your assignment. Share your excitement, your concerns, and your plans. Ask for input and suggestions from co-workers. Encourage them to learn about the country and current development issues. Be sensitive to how your assignment affects colleagues' priorities and work loads.

One of the key findings in the impact study of the Polish/American Extension Project was "the importance of early and continuing involvement of coworkers and clientele in the affairs of the participant."

Make a plan for keeping in touch and giving regular updates during your assignment. Encourage your colleagues to ask specific questions which you can respond to during your assignment. Remember that the cross-cultural, social, or political aspects of the country in which you are assigned can be as fascinating to your colleagues as your technical work.

Take pictures of your home, work, friends and family to share with colleagues in your host country. If possible, have your co-workers help put together a photo album for your overseas assignment. Sharing photos from home will help build personal bonds and encourage people to share their lives with you.

Contact your local news media (community, campus, or professional newspapers, newsletters, television, and radio). Describe your assignment and find out if there is an "angle" on a story they would like you to look into while overseas. Perhaps you can email a short column periodically or record radio bytes. Make plans for news coverage when you return.

Seek out people from your host country living in the US. Explain your assignment to them. Ask for tips about the culture and language. Sometimes foreign students, immigrants, or visiting professionals can help you make valuable connections in country. They are also a great resource (and audience) for your educational outreach program when you return to the US



DURING YOUR ASSIGNMENT

Keep in touch with colleagues, family, and your community. Send emails, letters, and "care packages." Write a column for a local paper or newsletter. Send digital photos. Refer to the section in this packet on "Messages" for tips on framing your message.

Take plenty of photos, slides, and videos of your work. Show the role of the local people in your work. Take pictures of people in everyday activities – people shopping in the local market, children in school, men and women using typical farm equipment, workers in a food processing plant, and special cultural events. These photos will help Americans relate to people in another country on a personal level. *Always ask permission to take photos of people and be aware of any cultural taboos about picture-taking.*

Make a video letter. If you are really a video buff, consider having local people ask questions on camera about the U.S. Questions might be related to your work or more cultural in nature. (You can have a translator on camera too.) When you get home, videotape the responses of colleagues, students, or a community group and send the “video letter” back to the host country.

Look for similarities. Find similarities between your host country and your community at home. Underneath the unfamiliar language and customs, are their hopes and dreams really very different from those of people at home? Recognize stereotypes about the country in which you are serving and find evidence to dispel those stereotypes.

Gather information with particular audiences in mind. Some audiences will be interested in the technical aspects of your assignment; others will be more interested in the culture, economics or political situation of the country. If you work with agribusiness groups at home, think about their current priorities. If you teach classes or design curricula, look for opportunities to gather information that would augment current curricula. What sort of information would interest youth?

Develop a story line. With particular audiences in mind, think about how you might organize a presentation. This will help you collect relevant photos and artifacts to assemble an engaging program.

Make a “Culture Kit.” Collect artifacts that would be interesting to audiences at home. Bring home samples of the currency, crafts, clothing, and everyday implements. Pick up a good map of the country. Learn how to make your favorite local food. Buy a CD of local music. Tape some street sounds. Your culture kit can help set the stage for your presentations at home.

Keep a journal of your work as well as your feelings about the experience. You may want to refer back to your journal as you plan outreach activities.

Keep your eyes open for partnership opportunities. Are there community, youth, or professional groups that you could link with a similar group back home? How can you lay the groundwork for a meaningful partnership?

Identify other U.S. organizations active in country. Find out what kind of work they are doing. Do they have local branches or programs in your state? Connect with Peace Corps if they are working in your host-country. Volunteers and staff can provide some different insights into working with local groups. They can also help you connect to returned Peace Corps Volunteers and staff at home.

Consider issues that are “hot topics” in your community at home. Take home some examples of how these issues are addressed in your host country. Americans are often surprised that they can learn something from people in less developed countries.

Be aware of skills or information that you learn during your assignment that may enhance your work at home. Colleagues and peers who see how your overseas experience strengthens your ability to do your job at home are more likely to be open to learning more about international development and cooperation.

During her assignment in Armenia, Linda Aines from the University of Vermont developed a web tool for producers that brought together important links for trade and export promotion. After her return to the US, she used the experience gained overseas to create a website for international import-export trade and market research. This website has benefited producers and exporters both in the U.S. and abroad.

Before you leave country make plans to keep in touch with host country colleagues and friends. What would they like Americans to know about them? What kinds of connections would they like to make with people and organizations in the US? Do they have access to the internet and email?



WELCOME HOME! YOUR GLOBAL EDUCATION PLAN

Now that you have finished your overseas assignment, it is time to share your experiences with your colleagues, campus, and community. Chances are you're still pretty excited about the experience. Use that enthusiasm to reach out to others and help them understand the importance of U.S. participation in international development and cooperation programs.

As with any educational plan, you will need to consider audience, message, educational approach, and evaluation. Below are some ideas and points to consider. It is not an exhaustive list, but rather it is meant to spark your own thought and creativity in planning an outreach program.

Identify your audience.

Start with your own colleagues and clientele.

Consider how you can incorporate global perspectives into your ongoing programs with students, professional associations, or community groups.

Consider campus groups. Visit the international offices on your campus. These will differ from one university to another but may include offices of international agriculture, international programs, world studies, and foreign language. Your experiences and expertise could be very valuable to these groups.

Reach out to community groups.

Following is a list of some organizations that you may want to consider working with on global education activities. While some of the national offices of these organizations may be active in global education programs, local chapters will vary in their knowledge and interest. This list is just to give you some ideas. There are plenty of other groups that may welcome your interest and expertise.

Chamber of Commerce
Business and Professional Women
League of Women Voters
National Council of Negro Women
Rotary Club
Kiwanis Club
Sierra Club
National Wildlife Federation
Audubon Society
Nature Conservancy

Farm Bureau Advisory Committees
FFA
4-H
Girl Scouts and Boy Scouts
Senior citizens groups
Professional associations
Returned Peace Corps Volunteer groups
Ethnic groups from your host country
Church groups

Develop a time line. There will be many demands on your time when you return from your overseas assignment. Developing a time line for your global education activities will help keep these activities from being overlooked or forgotten in the midst of your day to day workload. Check out the application deadlines for workshop presentations at professional conferences.

Identify activities that you can easily incorporate into ongoing programs. Analyze your daily job activities and be creative about incorporating international perspectives.

Some possible activities include (but are not limited to) the following:

- ◆ Write a column in a campus or professional newsletter
- ◆ Organize a seminar or a brown bag series for staff
- ◆ Present a workshop at a professional meeting
- ◆ Make presentations to local community groups
- ◆ Develop icebreakers or short exercises to use at meetings
- ◆ Start a study group focusing on international issues
- ◆ Facilitate partnerships between local and overseas groups
- ◆ Highlight your international work during college recruitment trips
- ◆ Prepare a display for a conference, fair, office area, or library
- ◆ Use case studies to spark discussion on global issues
- ◆ Ask students to research global issues relating to course content

Plan for evaluation and feedback. Use simple pre- and post- tests during presentations to gauge audience knowledge and attitudes. Short pre-knowledge and attitude quizzes can be used to set the stage for a presentation. Informal follow-up calls or emails can help you determine where to go next and if participants took any action as a result of your program. Find out what they want to know more about, what was most interesting or most useful. Did you meet your educational objectives?

Set some long-term educational goals. How can you develop and reinforce a long-term commitment to international engagement in your community? How can you encourage others to become more globally aware and active?

Share your experiences with IP via mail, email, or telephone.

The International Programs office of CSREES encourages participants in overseas projects to carry out at least five global education activities in the year after their return. Many people go far beyond that minimum. IP is committed to supporting and sharing best practices in global education programs.



IDEAS FOR OUTREACH

Keep in touch with other alumni from the same project or country. The internet makes communication much simpler these days. Share your experiences, successes, and frustrations about your educational programs. Consider planning joint educational activities at regional, state, or national events.

Include your colleagues in your educational efforts. If you have made them feel a part of the project from the beginning, they will most likely be receptive to efforts to incorporate international perspectives into current programs.

Research the international links in your community, state, or university -- agricultural, manufacturing, trade, educational, social, political, and ethnic. Ask students or youth groups to explore these links. Look for local examples of the mutual benefits of international cooperation. Use these to strengthen your outreach programs and help you answer some of those tough questions.

Network with others involved in international programs and activities on campus. Join with other colleagues on campus or in your community to sponsor joint programs.

Reach out to other international organizations in your community. How can your experiences and expertise complement their programs? What resources do they have available for educational outreach?

Set up a partnership between similar groups in your community and overseas. Remember all those contacts you made overseas? Consider linking some of those groups with groups in your community or campus. Youth groups, agribusiness organizations, student groups, and community associations may be interested in having an international partner with which to share information and experiences. Today's computer technology makes international communication easier than ever before!

Some organizations that promote partnerships include Partners of the Americas, which links U.S. states with countries or regions in Latin America, and Sister Cities International which links cities here and abroad. Peace Corps' WorldWise School Program partners U.S. schools with Peace Corps Volunteers currently serving in countries around the world. Many universities have "sister" institutions abroad.

Include foreign students, foreign visitors, and immigrant populations in your programs. They will naturally be interested in your experiences in their home country and may be able to provide cultural resources to supplement your outreach to other audiences.

Plan a cultural event around a special holiday of your host country. Share ethnic food, fun and traditions with colleagues, students, or membership groups. Look for creative ways to include information about development issues.

Celebrate “World” Days and Heritage Months: World Food Day (Oct 16), World Health Day (April 7), International Women’s Day (March 8), World Environment Day (June 5), and International Volunteer Day (Dec. 5). Celebrate Hispanic American Heritage month (September), African American month (February), and Asian Pacific American Heritage month (May) with special programs focused on people and issues of those regions.

Look for opportunities to develop or participate in exchanges of foreign students or professionals. Get others in your community or workplace involved in hosting people from other countries. It’s a great learning experience!

Involve younger school audiences. Contact your local school principal or a classroom teacher. International experiences can be used to complement many classes from the primary grades through high school. Teachers are usually very receptive to the offer of an “in-class field trip.”

Encourage colleagues and associates to seek international experiences. There's no substitute for first-hand experience!



THE MESSAGE

How we talk about global interdependence – the words and visuals we use --can make all the difference in what the listener “hears” and “understands.” Below are some tips for “framing” messages for effective communication. These tips are based on communications research conducted by the [FrameWorks Institute](#) for a policy program of the Aspen Institute.

For a more in depth discussion of framing messages, check out “Global Interdependence in Agriculture,” available on the IP website. The exemplary articles in the back of the Guide, particularly the "before and after" article will give you specific ideas for framing your message.

Frames refer to the construct of communication – language, visuals, and messengers – and the way they literally or metaphorically signal the listener or observer to interpret and classify, or “frame,” new information. Essentially, frames are the mental shortcuts that we use to make sense of the world.

Frames are both powerful and enduring. They provide a shared way of thinking about issues in particular cultural contexts. Frames help us sort out what is important for us to pay attention to, as well as what can be ignored. They also allow us to “fill in” missing or misunderstood information. This is why it is so important to make sure our messages are "framed" so that we are understood the way we want to be understood.

Public engagement in global issues cannot be achieved simply by presenting the facts. FrameWorks' research indicates that “***if the facts don't fit the frame, it is the facts that are rejected, not the frame.***” How a message is understood depends more on the frame that is used, rather than the facts that are stated. The task, then, is to communicate in new ways and use frames into which the facts will fit. Set the frame first, then use the facts to support it.

FrameWorks' research found that with regards to world events, the dominant frame in the minds of the American public is one of "global mayhem." This frame, reinforced daily by the popular media, characterizes the world as a chaotic and dangerous place. Why is this important? When one views the world as a chaotic and dangerous place, one is not likely to be very receptive to global cooperation and development efforts -- or any positive global engagement at all.

You know, through your personal experience, that it isn't totally mayhem out there. There is a lot of good work being done by dedicated, energetic people and groups around the world, but those stories aren't featured on the nightly news. That's why it is important to share your experience, tell your story, and "frame" it effectively.

FrameWorks identified a number of other frames for global interdependence. The research showed that **the most effective frame for promoting a sense of global interdependence and engagement** was the "moral norms" frame. This frame is characterized by "doing the right thing." This is a very strong value in mainstream American culture, and thus a very strong frame. Some other positive frames identified by FrameWorks include the environment, mentoring for autonomy (not "teaching" which sets up a hierarchical relationship), members of the same group, and teamwork/partnership. We've added another frame, "mutual benefits" which we think has strong potential for eliciting support for global cooperation and development efforts.

Suggested Frames and Messages

Moral norms:

- Solving world hunger is the "right thing to do"
- Making the world a better place for future generations

Mutual benefits:

- Global cooperation in agriculture is a "win-win" situation
- Global cooperation benefits both developing countries AND the US

Environment:

- Agriculture and the global environment are linked
- Preserving the environment requires global cooperation

Mentoring for autonomy:

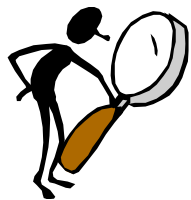
- U.S. farmers as mentors to farmers in other countries
- Utilizing U.S. expertise to solve cross-border issues

Teamwork/partnership:

- Working together to ensure global food security
- Hunger is a global challenge; we're all in it together

(Adapted from original research by the FrameWorks Institute)





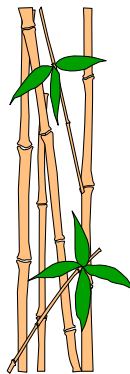
MESSAGE CHECKLIST

The following recommendations, presented in checklist format, are designed to help you prepare presentations and written materials about global interdependence, and to communicate more effectively with colleagues, clientele, and your community.

- ✓ Begin with words or visuals that highlight the global environment and get people thinking about *interconnected systems*. Segue into agriculture or your specific topic area.
- ✓ Appeal to *moral values* and the desire to make the world a better place. This powerful frame can set the stage for the discussion of specific issues.
- ✓ Highlight mutual benefits -- benefits to the U.S. *and* other countries.
- ✓ Talk about “global” issues, rather than “foreign” issues, emphasizing interconnectedness rather than differences. Use caution with the term “globalization.” This is a very charged term and has many negative connotations.
- ✓ Emphasize cultural, social, and economic similarities that your audience can relate to; avoid dwelling on the exotic. People around the globe face similar problems, and have similar hopes and aspirations for their families. Pointing out similarities, rather than emphasizing “foreignness,” can go a long way towards building bonds of understanding across cultures.
- ✓ In describing the international project:
 - Clearly state the problem that is being addressed by the project.
 - State the cause(s) of the problem.
 - Show how the project is helping to solve the problem.
 - Show host-country people working together to improve their lives.
- ✓ In describing your personal experiences overseas, focus on your role as a partner or mentor. Focusing on Americans as the “experts” or “heroes” reinforces the notion that the U.S. “does it all.” Remember to include a discussion of what you learned overseas.
- ✓ Highlight the good work of host country communities and work groups, rather than focusing on one individual. Demonstrate the power of teamwork and cooperation.

- ✓ Pay attention to your metaphors – use metaphors that emphasize cooperation and interconnections, rather than competition.
- ✓ Show your audience the “big picture.” Put your experiences in the broader context of U.S. participation in international cooperation and development. Find out how much the U.S. spends on foreign aid, where it goes, and the impacts of foreign assistance both at home and abroad.
- ✓ Stress Efficacy. Americans like to "get the job done."
 - De-emphasize:
 - Narrowly defined “self-interest” arguments
 - Terrorism and security issues
 - Situations that depict the world as a chaotic place
- ✓ Explain numbers in terms that the audience will understand and can compare to situations in their everyday lives. (For example, "half of the people of country X live on less each day than you pay for a cup of coffee and a donut.")
- ✓ When you want to counter a false perception, present your case without restating that perception. Restating a false perception often reinforces it.
- ✓ Tell people how they can get involved, including how they can get more information about your project, other university efforts, or global issues in general.

(Adapted from FrameWorks Institute publications)



ANSWERING TOUGH QUESTIONS

"Why should the U.S. support farmers in other countries? Isn't that just helping the competition? Why are we sending money to other countries when we have pressing needs at home?"

"This was really one of the hardest parts of meeting with others, both pre- and post-assignment. Participants really need to have support with this and better understand how to handle these questions. Helping a country develop serves to create stronger partners for trade and alliances. If we address it proactively, there will be much better acceptance and openness."

Dr. Nick T. Place, University of Florida

Some possible approaches to answering these questions:

- ◆ Emphasize **mutual benefits**, the "win-win" nature of global cooperation that brings many benefits to *both* developing countries and the U.S. (Refer to "Food: The Whole World's Business," at <http://www.aiard.org>).
- ◆ Emphasize the **interconnected** nature of global agriculture. Emphasize the importance of cooperation, particularly with regards to natural resource protection and management.
- ◆ Highlight the **moral reasons** for engaging in international development. "Helping less fortunate people and their families is the right thing to do." Making the world a better place, particularly for future generations, is a very powerful frame.
- ◆ Stress the links between farmers, women, youth, or rural people worldwide as **members of the same group**. People around the globe face similar problems, and have similar hopes and aspirations for their families. Again, pointing out similarities, rather than emphasizing "foreignness," can go a long way towards building bonds of understanding across cultures. However, while it is important to note that people in the U.S. and developing countries face similar challenges, there are often big differences in the scale of the problems, the consequences, and the alternatives available to individuals and communities.



WORKING WITH THE MEDIA

Working with the media can be an extremely gratifying or very frustrating experience depending on how it is approached. If you or one of your colleagues already has links with the local media, you're already one step ahead.

FIRST, we recommend that you read "**Global Interdependence in Agriculture: A User's Guide to Effective Communication**," available on the IP website. Pay particular attention to the exemplary materials at the end of the document to give you ideas for "framing" your message effectively.

Make a list of possible media outlets. Consider campus newsletters and magazines, publications of professional associations, local newspapers, television and cable networks, and radio stations. Don't overlook neighborhood newspapers and publications of organizations to which you belong – they are usually very interested!

Contact the media before your assignment begins. Find out what "angle" might interest their audiences. Plan to keep in touch during and after your assignment – with photos, radio bytes, emails and letters.

Focus on the media that reaches your target audience-- a particular section of the local newspaper or specialized magazines and newsletters.

Ask media contacts about the appropriate length of submissions. Inquire about and be sensitive to media deadlines. Note that feature editors and news editors of the same publication may have different deadlines.

Write a press release. A press release can reach many media outlets with one concise and compelling message. See the box below for tips.

Frame your message effectively. Refer to the checklist in the Message chapter above. Use positive frames such as moral norms and mutual benefits. Emphasize that global cooperation is the "right thing to do" and has many benefits for both Americans and those in other countries.

Provide both the personal touch and the big picture. Talk about your experience in a personal way to help the reader feel the connection to people in your host country, but also include the "big picture" -- why global cooperation and development are important. The local angle -- "hometown person works overseas" -- may be the reason the story is accepted, but readers deserve to see the big picture too.

Consider the background of the reader, listener, or viewer. Can someone who doesn't have any international experience understand and relate to your article or news segment?

Include appropriate background information about the project or country.

Be patient, persistent, and polite. Follow up all contact with a short thank you note or call. Let your contacts know that you appreciate the news coverage.

The Effective Press Release

- ✓ Include your name, address, and telephone number.
- ✓ If appropriate, write the press release on the letterhead of your organization.
- ✓ Include a release date or "For Immediate Release" on the top of the page.
- ✓ Begin each the press release with a succinct phrase or sentence to entice the reader further.
- ✓ Summarize the information in the first paragraph. Include the basics (who, what, when, where, and why).
- ✓ Avoid jargon. Explain all acronyms and abbreviations when they are first used.
- ✓ Address the press release to a specific editor or reporter.
- ✓ Indicate the availability of photos, audio, or video clips.
- ✓ Submit your press release via email if appropriate.
- ✓ If you send your press release to more than one person at the same media outlet, let each recipient know who else has received it.

Note: A **letter to the editor** can be a very effective educational tool. Follow the message tips above to write a response to an editorial, or to bring an issue to the attention of readers. Remember: keep it short, to the point, and aimed at the interests of your audience.

RESOURCES AND LINKS

- ◆ *Organizations and Groups*
- ◆ *Farmer to Farmer/Volunteer opportunities*
- ◆ *Information on Mutual Benefits*
- ◆ *Public Opinion and Communications Research*
- ◆ *Other Helpful Links*

Organizations and Groups:

The Aspen Institute

The Global Interdependence Initiative (GII) of the Aspen Institute is a ten-year effort to engage the American public more effectively on global issues. CSREES/IP cooperated on this project (see Global Interdependence in Agriculture: A User's Guide to Effective Communication). <http://www.aspeninstitute.org/Programt2.asp?i=70>

The Association for International Agriculture and Rural Development

AIARD is dedicated to helping prepare others to focus their skills to develop agriculture and the rural sector for mutual benefit of the United States and developing countries.
<http://www.aiard.org>

The Association of International Agriculture Extension Educators

AIAEE provides a forum for professional networking, dialogue and learning about international extension education. <http://www.iaee.org>

Development Education Alliance

An ad hoc group of professionals committed to working together to educate the American public about global interdependence and the US role in development.
<http://www.deved.org>

Foreign Policy Association

A national, non-profit organization devoted to world affairs education. Produces a series of educational materials called "Great Decisions" for community and school groups that promote study and discussion of foreign policy issues. Maintains an on-line database of resources about foreign policy. <http://www.fpa.org/>

GASEPA -- Globalizing Agricultural Science and Education Programs for America.

A national effort to bring global perspectives and programs to higher education.
<http://gasepa.ag.ohio-state.edu/>

InterAction

An association of US private voluntary organizations working in international development, relief, refugee assistance, public policy and federal relations, and education about development. InterAction's "Global Connections" initiative is designed to engage

the public, members of Congress, and the media in a dialogue about international involvement. www.interaction.org

The National Initiative to Internationalize Extension

Co-Sponsored by Michigan State University and USDA/CSREES/IP. Ideas and best practices in internalizing extension programs.

<http://www.msue.msu.edu/intext/natinit.htm>

National Peace Corps Association (NPCA)

Maintains a list of returned volunteer groups throughout the nation. Disseminates global education materials for classroom teachers through its web site, email list, and bimonthly newsletter. www.rpcv.org/globaled

Partners of the Americas

Links citizens in the US with Latin American and Caribbean countries. Public education program entitled "Partners Reach Out," with media guide. Farmer to Farmer volunteer opportunities. Maintains local offices in all participating states. www.partners.net

Peace Corps

The Peace Corps WorldWise Schools program links US classrooms with a Peace Corps Volunteer overseas. The "Destination" series videotapes and study guides focus on life and development issues in particular countries. In keeping with the third goal of the Peace Corps, returned volunteers are encouraged to help educate Americans about their country of service. Returned volunteer groups are often interested in collaborating on international events and service projects. www.peacecorps.gov

Sister Cities International

Furthers global understanding by encouraging and assisting sister city relationships between US communities and communities throughout the world.

www.sister-cities.org

US Agency for International Development

Development Education program -- provides grants to US groups to implement programs that educate Americans about hunger, poverty, and development.

Farmer to Farmer program -- works with non-government organizations in a program for volunteer farmers to assist farmers overseas.

www.usaid.gov

US Department of Agriculture

Cooperative State Research, Education, and Extension Service (CSREES), International Programs -- Opportunities for overseas assignments and internationalizing extension and other university programs. <http://www.reeusda.gov/serd/ip/>

Foreign Agricultural Service (FAS) <http://www.fas.usda.gov>

Women's EDGE

A coalition of individuals and organizations aimed at giving women and families around the world an economic edge. Provides information on how women's lives in the developing world are being changed by US programs and policies.

<http://www.womensedge.org>

World Bank

Produces educational materials about development aimed at high school students, information for journalists, and general information about World Bank projects and priorities. <http://www.worldbank.org>

World Food Day

World Food Day is celebrated October 16 each year. Background information about world hunger and development, study packets, and curriculum information are available from the US Committee for World Food Day. <http://www.worldfooddayusa.org/>

Farmer to Farmer and Other Volunteer Opportunities:

ACDI / VOCA

<http://www.acdivoca.org/>

Citizens Network for Foreign Affairs (CNFA)

www.cnfa.org

Cross-Cultural Solutions

www.crossculturalsolutions.org/

Land O'Lakes

www.landolakesidd.com/

Partners of the Americas

www.partners.net

U.S Agency for International Development

www.usaid.gov.

Volunteers in Technical Assistance

www.vita.org

Winrock International

www.winrock.org/

For other volunteer or employment opportunities overseas check out the "International Link" at <http://www.uvm.edu/~laines/export/>

Mutual Benefits of International Cooperation and Development:

“The Domestic Benefits of International Cooperation: An Impact Study of the Polish/American Extension Project,” MSU, PSU and CSREES/USDA.

Final report available at <http://agexted.cas.psu.edu/paep>

“Investing in Global Agriculture and Food Systems Development” by Earl D. Kellogg and Susan G. Schram. Addresses the questions of why it is urgent that development assistance in global agriculture and food systems be strengthened, and the specific benefits from development to the US Available from NASULGC:

<http://www.nasulgc.org/publications/publications.asp>

“FOOD: The Whole World’s Business: Investing in International Agriculture and Food Systems Development for the Mutual Benefit of the United States and Developing Countries,” The Association for International Agriculture and Rural Development. A compendium of fifty case studies of the mutual benefits of international development projects. Available at <http://www.aiard.org>, under "communications," "other."

“Protecting America’s Future: The Role of Foreign Assistance”

A compilation of three reports published by the Business Alliance for International Economic Development: Foreign Assistance: (1) What’s in it for Americans; (2) Global Markets and Foreign Assistance: Is the US Losing Ground? (3) American Foreign Assistance in the Real World: A Closer Look.

http://www.fintrac.com/alliance/protecting_toc.htm

“Food for Everyone: A Teaching Resource on World Hunger and Agriculture,” National Council for Agricultural Education (The Council) and Bread for the World Institute. Curriculum materials on world hunger and agriculture aimed at high school level audiences. www.teamaged.org/ffe/index.html

“The Challenge of Foreign Assistance,” USAID

Provides background information on USAID programs and priorities, including information about why development is good business for the US

<http://www.usaid.gov/about/challenge/index.html>

Public Opinion and Communications Research:

Americans and the World

A source of comprehensive information on US public opinion on international issues.

<http://www.americans-world.org/>

FrameWorks Institute

Research on how the American public and policymakers understand global issues.

<http://www.frameworksinstitute.org/products/global.shtml>

PIPA

The Program on International Policy Attitudes (PIPA) at the University of Maryland carries out research on public attitudes on international issues by conducting nationwide polls, focus groups and comprehensive reviews of polling conducted by other organizations. <http://www.pipa.org>

Other Helpful Links

One World

A source of info on issues around the world. www.oneworld.net

Understanding the Face of Globalization -- An internet resource guide

<http://www.uwm.edu/Dept/CIE/Resources/globalization/index.html>

United Nations Internet Resource Guide

<http://www.uwm.edu/Dept/CIS/unguide/index.html>

This guide was written by Carol Radomski
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