

Engaging
GLOBAL CITIZENS
outside the Classroom

A resource guide for campus professionals

Copyright © 2011 by the Association of College Unions International

All rights reserved. No part of this publication may be reproduced in any form or by any means, electronic or mechanical, including photocopying, recording, or by any storing and retrieval mechanism, without written permission from the publisher.

Association of College Unions International
One City Centre, Suite 200
120 W. Seventh St.
Bloomington, IN 47404-3839

ENGAGING GLOBAL CITIZENS OUTSIDE THE CLASSROOM

A resource guide for campus professionals

6 GLOBAL LEARNING, PERSPECTIVE, AND CITIZENSHIP

As colleges and universities focus more on global issues at the institutional level, this section gives an overview of various theories and reports related to this trend, as well as definitions of global knowledge and competence for college students.

14 ADVISING STUDENTS WITH GLOBAL INTERESTS

For when students want to get involved with international topics, this section provides information about structures for student organizations, ways to integrate global components into existing programs, and other topics to consider when advising.

24 GLOBAL ENGAGEMENT PROGRAMMING ON CAMPUS

Using information collected from campuses already coordinating global cocurricular programs, this section describes trends in programming and how they are supported, as well as provides examples of activities that could be adapted at other institutions.

34 VOLUNTEERING INTERNATIONALLY

With experiences abroad being an effective way to promote global knowledge and competence, this section provides details on what needs to be considered before, during, and after international travel, including example volunteer opportunities for students.

42 ORGANIZATIONS TO SUPPORT GLOBAL INVOLVEMENT

To help professionals support the interests of students, this section includes descriptions of a dozen nongovernmental organizations that address global issues and have established opportunities for involvement specifically geared toward college students.

About the Contributors



Justin Rudisille

Justin Rudisille, ACUI educational program coordinator, develops educational content, liaises to student programs, and coordinates online engagement efforts. His professional interests include the effect of campus involvement on student development, free speech, and civic engagement. Rudisille earned his bachelor's degrees in adolescent education and mathematics from the University of Toledo and his master's degree in college student personnel from Bowling Green State University.



Leslie Sans

Serving as the assistant director of student life at St. Edward's University from 2008–11, Leslie Sans advised and provided oversight to leadership development and community service programming, including the Hilltop Leadership and CaboLead programs. She earned her bachelor's in psychology from Texas A&M University and master's in counseling and guidance in higher education and student affairs from Texas State University–San Marcos.



Lauren Slater

A former student leader at Boston University, Lauren Slater supported the work of the UNICEF Campus Initiative and served as a Public Ally AmeriCorps member during the 2010–11 academic year as a fellow at the U.S. Fund for UNICEF. While studying international relations at Boston University, she revived the UNICEF campus club and served as an inaugural member of the Campus Initiative National Council.



Gillian Thiebe

Gillian Thiebe manages the day-to-day operations, marketing initiatives, and overall vision of ACUI Procure Promos. Having received bachelors' degrees in international business and French from Ball State University, she is now pursuing a master's degree in international and comparative education with a focus in higher education and student affairs. Her interests include the effects of study abroad, global citizenship education, and global volunteerism on student development.

Additional contributions provided by:



Michael Eaton

Michael Eaton has served as full-time executive director of the National Collegiate Conference Association since 2004 and has helped expand National Model United Nations programming to include more than 5,000 college participants. He also serves as an adjunct faculty member at Hamline University in St. Paul, Minn., a trustee of the Center for UN Reform Education, and board member and past president of the United Nations Association of Minnesota.



Rachael Swanson

Joining the U.S. Fund for UNICEF with a passion for working with students and communities, Rachael Swanson manages and supports the Campus Initiative clubs and more than 25,000 UNICEF volunteers as the director of volunteer and community partnerships. She has also been involved with the YMCA movement, serving on the national board and cofounding a campus coalition as an undergraduate at University of Minnesota–Twin Cities.

Special thanks

Additional special thanks go to the following individuals for sharing their insights and contributions during the development of this resource guide: Heather Branigin, National Collegiate Conference Association; David Donaldson, U.S. Fund for UNICEF; Leigh Poole, University of Georgia; Richard Harrill, University of North Carolina–Chapel Hill, and Elizabeth Stringer, ACUI. Likewise, all of the campus representatives who responded to the survey conducted while producing the guide provided valuable feedback and ideas that helped shape its format and content.

Introduction

At the second World Innovation Summit for Education, which took place in December 2010 in Doha, Qatar, former UK Secretary of State for Education Charles Clarke was quoted: “Change is accelerating in the world; the global community is building. The question is: Are we to be the victims of this change or the masters of this change? I believe the answer is education.”

While the concept of global connectedness in the current world is not new, advancements in communications, industry, and other technologies over recent decades have made it much more apparent. Initiatives across many levels of education have prioritized the integration of teaching practices related to different cultures and issues around the world, and the opening of global or international centers on campuses has become common.

Much of the literature and progress related to global learning in higher education has been on curricular programs: knowledge of different societies and cultures, examining solutions to problems facing international communities, and so on. However, little research is found on the effect of cocurricular programs on these outcomes or on best practices for engaging college students in global issues through other forms of campus involvement.

The purpose of this resource guide is to be a collection of information that those who work with college students outside of the classroom can use to promote global knowledge, competencies, community, and social responsibility within their own campus environment. It is organized into five main sections:

- Global learning, perspective, and citizenship
- Advising students with global interests
- Global engagement programming on campus
- Volunteering internationally
- Organizations to support global involvement

Also found throughout this resource are basic overviews of some theories, models, and how-to guides related to global learning that practitioners can further explore, if useful for particular campus programs or staff development activities.

Until more research is done, it will be hard to define what practices are most effective. However, *Engaging Global Citizens outside the Classroom* serves as a guide to help professionals begin thinking more intentionally about how they can meet student needs and support the academic outcomes of global initiatives on campus.

GLOBAL LEARNING, PERSPECTIVE, AND CITIZENSHIP

In the Association of American Colleges and Universities' 2007 report *College Learning for the New Global Century*, the National Leadership Council for Liberal Education & America's Promise issued a call for outcomes of higher learning to be "closely calibrated with the realities of our complex and volatile world." The report describes an emerging consensus among U.S. educators and employers that, among other outcomes, "In a democracy that is diverse, globally engaged, and dependent on citizen responsibility, all students need an informed concern for the larger good."



Learning

Reflecting this charge, the Association of American Colleges and Universities also has developed the “Shared Futures: Global Learning and Social Responsibility” program. Built through a network of educators, the initiative asks the following questions of students:

- What does it mean to be a citizen in the evolving global context?
- How should one act in the face of large unsolved global problems?

The program advocates for and supports initiatives that provide students with “opportunities to examine the world’s major questions from multiple perspectives, to integrate learning across the curriculum by following the threads in an increasingly complex reality, and to wrestle with the ethical implications of differential power and privilege.” Engaging students in purposeful and innovative learning activities, Shared Futures projects are primarily curricular and academic in nature.

Similarly, in a 2007 report *A National Action Agenda for Internationalizing Higher Education*, the As-

sociation of Public and Land-Grant Universities (formerly NASULGC) claimed, “America’s colleges and universities must prepare graduates to be active participants in a world in which national boundaries are increasingly permeable.” One strategy for global learning identified by the report was for students to participate in a meaningful experiential educational component that teaches them about international issues, such as study abroad, internships, trainee experiences, and research projects through their academic pursuits.

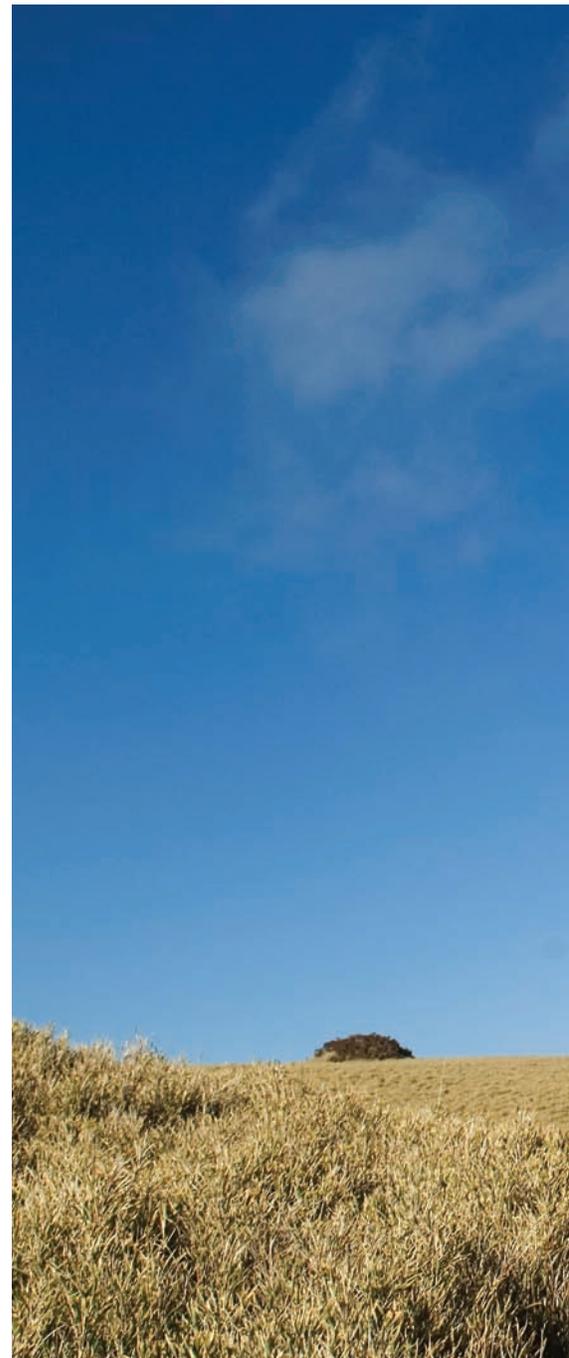
Multiple conferences and reports on higher education from the United Nations Educational, Scientific, and Cultural Organization (UNESCO) dating back to 1998 have recognized the importance of student affairs and services programs in successfully meeting student needs and in the development of higher education outcomes. UNESCO also has collaborated with other organizations such as the International Association of Student Affairs and Services and NASPA–Student Affairs Administrators in Higher Education to conduct symposia and produce publications

that support global sharing about the presence and functions of these areas in countries around the world.

Study abroad and international exchange programs are often listed as effective ways to promote global learning. However, in the 2008 book “Internationalization of Student Affairs and Services: An Emerging Global Perspective,” Kenneth Osfield acknowledged that not all have

Whatever affects one directly, affects all indirectly. We are **made to live together** because of the interrelated structure of reality. ... Before you finish eating breakfast in the morning, you’ve depended on more than **half the world.**

–*Martin Luther King Jr.*



the means to have an experience in a different country, but that there are other ways to support global learning for college students. “They can become involved in organizations on campus aimed at international students and staff,” he said. “They can host international students and staff for visits and meals and can set up times to meet regularly with international students and staff to talk about life, experiences, poli-

tics, and family. Faculty can internationalize their courses to ensure that students are exposed to life outside of their country. Administrators can assist student groups interested in international issues and topics by offering planned opportunities for involvement.”

In this same text, John Dalton and Martha Sullivan identified factors influencing the internationalization of student affairs, one of which is the con-

cern of the profession for “enhancing awareness and appreciation of human diversity. As college campuses have become more diverse and pluralistic with racial, religious, ethnic, and international differences, student affairs professionals have had increasing contact with and responsibility for diversity issues.” Beyond this, the authors referred to the role these professionals can play in expanding students’ perspectives and



commitments within this emerging, global level of community.

Perspective

An early scholar on global education, Robert Hanvey, published “An Attainable Global Perspective” in 1976, which is related to this idea of expanding viewpoints and understanding perceptions in a global community. Hanvey used the phrase “perspective consciousness” to discuss how all individuals have a perspective that is shaped by various influences over the course of their lives and how these perspectives vary from person to person. The important step in developing a true global perspective is the

personal acknowledgment of each—recognizing how one perceives things, what has shaped those views, and how those views might differ from others.

Hanvey also clarified the difference between opinions and perspectives. People might be more conscious of their opinions, as they are more on the surface, and people have been socialized to assert personal opinions while tolerating the opinions of others. Perspectives, however, are at a deeper level. One’s perspective might result in forming an opinion, as these perspectives influence behaviors. To develop a perspective consciousness in students, Hanvey presented four additional dimensions: awareness of the state of

world conditions; awareness of the diversity of ideas and practices of different societies; knowledge of global dynamics and systems; and awareness of human choices.

Some literature within higher education over the past few years has begun to integrate and reinterpret models of college student development theory to include intercultural maturity and global perspective. In a 2008 article in the *Journal of College & Character*, Larry Braskamp noted that students’ development of a global perspective is not solely about knowledge of cultural differences between countries, but it reflects an understanding and respect for the virtues and values

Faces/phases of citizenship

Civic learning can be nurtured through higher education, and it occurs at varying levels, depending on how purposeful the activity is and how intellectually prepared a student is. The knowledge and skills necessary to acquire higher level learning in the advanced faces/phases below depend on what is learned through the curriculum, while these can be practiced and demonstrated outside of the curriculum.

Face/phase	Community is ...	Civic scope	Levels of knowledge	Benefits
Exclusionary	Only on your own	Civic disengagement	<ul style="list-style-type: none"> • One vantage point • Monocultural 	A few and only for awhile
Oblivious	A resource to mine	Civic detachment	<ul style="list-style-type: none"> • Observational skills • Largely monocultural 	One party
Naïve	A resource to engage	Civic amnesia	<ul style="list-style-type: none"> • No history • No vantage point • Acultural 	Random people
Charitable	A resource that needs assistance	Civic altruism	<ul style="list-style-type: none"> • Awareness of deprivations • Affective kindness and respect • Multicultural, but yours is still the norm 	The giver’s feelings, the sufferer’s immediate needs
Reciprocal	A resource to empower and be empowered by	Civic engagement	<ul style="list-style-type: none"> • Legacies of inequities • Values of partnering • Intercultural competencies • Arts of democracy • Multiple vantage points • Multicultural 	Society as a whole in the present
Generative	An interdependent resource filled with possibilities	Civic prosperity	<ul style="list-style-type: none"> • Struggles for democracy • Interconnectedness • Analysis of interlocking systems • Intercultural competencies • Arts of democracy • Multiple interactive vantage points • Multicultural 	Everyone now and in the future

Source: McTighe Musil, C. (2003). *Educating for citizenship. Peer Review: Emerging trends and key debates in undergraduate education*, 5(3): 4-8.

such as justice, equity, and fairness. Braskamp was also part of a team that developed the Global Perspectives Inventory to assess students' progress according to the questions: "How do I know?" "Who am I?" and "How do I relate to others?"

The process of exploring these questions and developing a perspective consciousness can help shape not only individual's global perspective, but also the attitudes and motivations to act in more informed ways as citizens of the global community.

Citizenship

The concept of national citizenship has clear differences from global citizenship, according to Bart van Steenburg in "The Condition of Citizenship." An individual is granted a series of rights and responsibilities as a citizen of a nation or state. Global citizenship, on the other hand, is more of an attitude that motivates one to take action within larger interconnected and intercultural contexts. Such as social responsibility and appreciation of human differences are often included as student learning outcomes in the affective domain, this value of or disposition toward being globally engaged also can be identified.

Expanding on what it means to be a citizen of the world, Martha Nussbaum discussed three elements of developing global citizenship in a 2004 issue of *Liberal Education*. The first was the ability to critically analyze and respectfully debate issues, supporting a more deliberative dialogue on solving problems. The second was the ability of students to see themselves

not only as citizens of a group or locality, but also as "human beings bound to all other human beings by ties of recognition and concern." And the third, defined as the "narrative imagination," is the "ability to think what it might be like to be in the shoes of a person different from oneself, to be an intelligent reader of that person's story, and to understand the emotions and wishes and desires that someone so placed might have."

In their work to engage domestic volunteers and partners around the global issue of child survival, the U.S. Fund for UNICEF defines a global citizen as "someone who understands global interdependence, respects and values diversity, has the ability to challenge injustice and inequities and takes action in a way that is personally meaningful." While this definition is applied to any individual involved with UNICEF, it is also used with the organization's Campus Initiative programs and could pertain to other college student initiatives.

Applying these concepts

As discussed in the introduction to this guide, much of the literature related to these ideas in higher education has been focused on curricular programs, such as field-based research initiatives, teaching methods, service learning, and the like. While best practices for engaging students in additional activities that complement these curricular initiatives have minimal research, these concepts of global learning, global perspective, and global citizenship can inform programs, trainings, and advising techniques, helping student affairs professionals to be more intentional in their efforts. ■

Developing a global perspective

In a 2009 *Peer Review* article, Art Chickering and Larry Braskamp offered three strategies to promote the development of a global perspective for personal and social responsibility:

Initiatives should be campus-wide, including in- and out-of-classroom experiences driven by faculty members

- Conduct service within institutional or organizational contexts
- Read studies and other texts related to anthropology and sociology
- Attend performances of plays, music, sports, poems, movies, etc. related to culture, human relationships, and social problems
- Engage in individual and group reflection

Experiences associated with study abroad programs should be brought into the campus culture

- Take advantage of the campus' existing pluralism
- Interact meaningfully with others from different countries, backgrounds, and religious and faith traditions

Active learning practices should be utilized

- Enroll in field trips or internship opportunities
- Participate in service-learning activities
- Integrate practical experiences with reflection and critical, creative thinking

Source: Chickering, A., & Braskamp, L. (2009). *Developing a global perspective for personal and social responsibility. Peer Review: Emerging trends and key debates in undergraduate education, 11(4): 27-30.*

Defining global knowledge

Many models and standards exist in higher education to define the essential skills and knowledge of a college graduate, each varying slightly on the language used and the areas included. Below are excerpts from some of these models, providing examples of outcomes related to global knowledge and competence. When aligned with broader institutional definitions for student learning, these frameworks can be used to help articulate specific learning outcomes for campus programs, workshops, leadership opportunities, volunteer programs, and other activities on campus.

A National Action Agenda for Internationalizing Higher Education

by the Association of Public and Land-Grant Universities (formerly NASULGC) Commission on International Programs

A globally competent graduate needs to have many of the following:

A DIVERSE AND KNOWLEDGEABLE WORLDVIEW

Graduates of an internationalized university will develop a conceptual framework that informs the way they view world events, which they will use to analyze and understand political, cultural, economic, historical, environmental, scientific, and technological developments.

COMPREHENSION OF THE INTERNATIONAL DIMENSIONS OF THE MAJOR FIELD OF STUDY

Graduates will understand the international dimensions of their chosen major and some of the important cultural and political differences that impact policies, work, and problem solving related to the primary disciplines of the major.

COMMUNICATE EFFECTIVELY IN ANOTHER LANGUAGE

Graduates should recognize that while English is often considered the world's dominant language, they will enhance their future and gain insight into other people of the world by studying their languages and cultures.

SENSITIVITY AND ADAPTABILITY IN CROSS-CULTURAL GROUP EXPERIENCES

Graduates will exhibit both cross-cultural sensitivity and adaptability, taking advantage of opportunities to interact with individuals from a variety of backgrounds and cultures. This kind of cultural competence is increasingly important in the United States as well as other countries.

EXPERIENCES OUTSIDE THE UNITED STATES

Graduates should preferably have done this through a study abroad, internship, or voluntary program that provides significant opportunity for interaction with people of different cultures and countries.

CONTINUE TO DEVELOP THEIR GLOBAL COMPETENCE THROUGHOUT LIFE

Globally competent graduates recognize the value of international understanding for its own sake as well as for personal fulfillment, and understand that it is a lifelong endeavor.

Global Competence: The Knowledge and Skills Our Students Need

by the Asia Society Partnership for Global Learning

Globally competent students must have the knowledge and skills to:

INVESTIGATE THE WORLD

Global competence starts by being aware and interested in learning about the world and how it works. Through exploring globally significant questions, students can identify, collect, and analyze credible information; they can connect the local to the global; and they can use evidence to consider multiple perspectives, create coherent responses, and draw defensible conclusions.

WEIGH PERSPECTIVES

Globally competent students recognize that they have a particular perspective, and that others may or may not share it. They are able to articulate and explain the other perspectives; they can identify how different access to resources influences these perspectives; they can consider both historical and contemporary knowledge; and they can construct viewpoints, when needed, after comparing and contrasting their perspective with others.

COMMUNICATE IDEAS

Globally competent students understand that information may be perceived differently on the basis of culture, geography, faith, ideology, wealth, and other factors. They can effectively communicate with diverse audiences; they can work effectively toward a common goal in a variety of cultural contexts and groups; and they are technology and media literate within a global environment.

TAKE ACTION

Globally competent students see themselves as players, not bystanders, who are capable of making a difference. Alone or with others, ethically and creatively, they can envision and weigh options for action; they can assess the potential impact of actions; and they show courage to act and reflect on their actions.

and competence

Greater Expectations: A New Vision for Learning as a Nation Goes to College

by the Association of American Colleges and Universities

Across all fields, college students should become intentional learners who can adapt to new environments, integrate knowledge from different sources, and continue learning throughout their lives. These intentional learners should become:

EMPOWERED THROUGH THE MASTERY OF INTELLECTUAL AND PRACTICAL SKILLS, ABLE TO:

- Effectively communicate orally, visually, in writing, and in a second language
- Interpret and evaluate information from a variety of sources
- Understand and work within complex systems and with diverse groups
- Transform information into knowledge and knowledge into judgment and action

INFORMED BY KNOWLEDGE ABOUT THE NATURAL AND SOCIAL WORLDS, UNDERSTANDING:

- The human imagination, expression, and the products of many cultures
- The interrelations within and among global and cross-cultural communities
- Means of modeling the natural, social, and technical worlds
- The values and histories underlying U.S. democracy

RESPONSIBLE FOR THEIR PERSONAL ACTIONS AND CIVIC VALUES, DEMONSTRATING:

- Responsibility for society's moral health and for social justice
- Active participation as a citizen of a diverse democracy
- Discernments of the ethical consequences for decisions and actions
- Deep understanding of self and respect for the complex identities of others, their histories, and their cultures

Core Competencies for the College Union and Student Activities Profession

by the Association of College Unions International

Intercultural proficiency is the ability to successfully communicate, understand, and interact among persons with differing assumptions that exist because of ethnic and cultural orientations. A sample of the sets associated with this competency include:

CULTURAL AWARENESS AND SENSITIVITY

- Understanding of the campus climate as it relates to cultural identities
- Understanding of the various approaches effective for building cross-cultural sensitivity
- Ability to provide a diverse, flexible, and creative environment that fosters intercultural proficiency
- Ability to initiate opportunities for safe and effective dialogue on issues involving intercultural proficiency

COMMUNICATION AMONG CULTURES

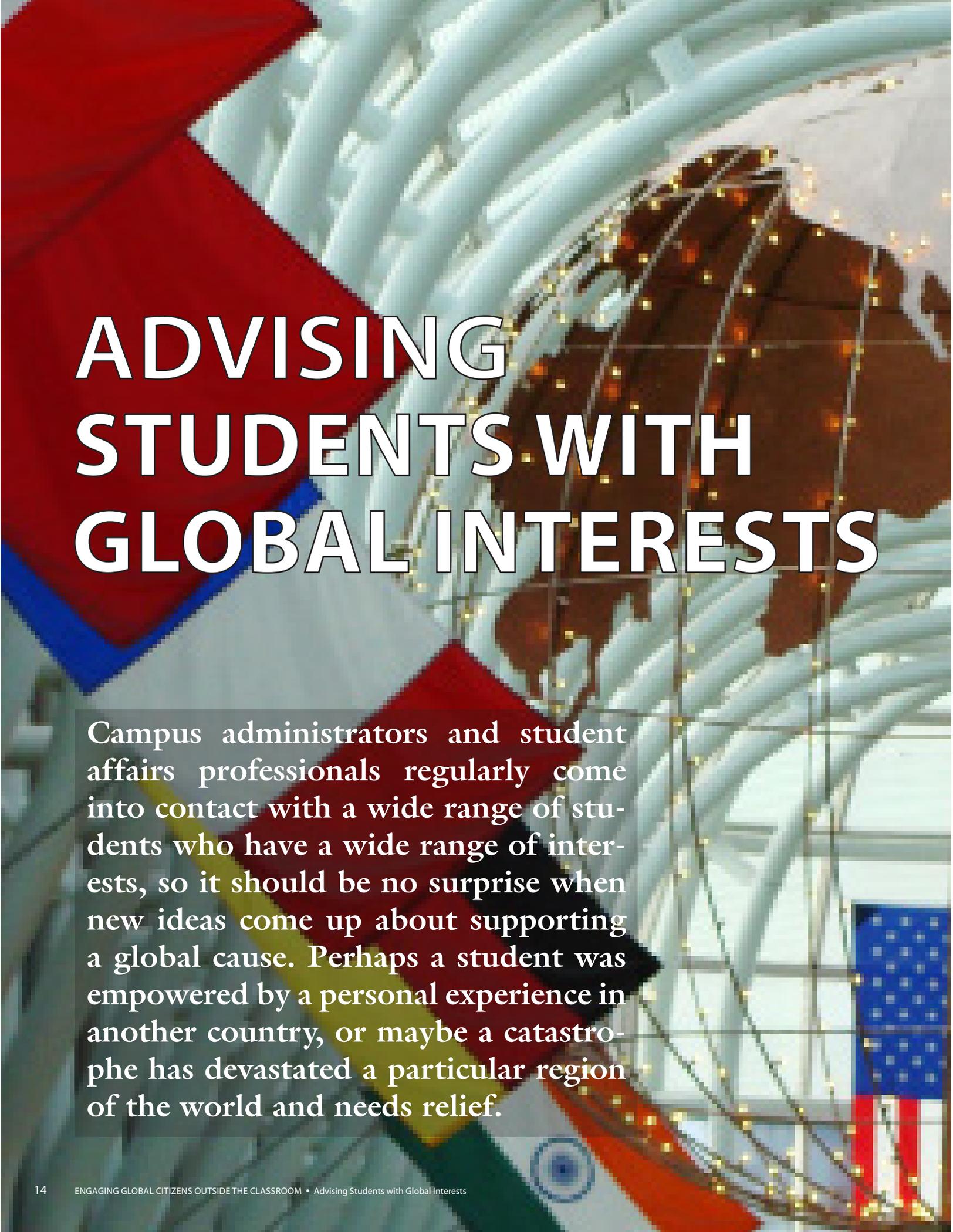
- Understanding of cultural differences related to the perceptions of nonverbal behavior cues in human interaction within one's own culture as well as those of others
- Ability to provide a variety of social and educational opportunities surrounding social justice issues
- Ability to develop effective partnerships around issues of cultural diversity

CULTURAL SYMBOLS AND ARTIFACTS

- Understanding of the need to preserve examples of campus culture for future generations
- Ability to identify and celebrate cultural symbols or artifacts of the locale or university history that do not detract from cultural sensitivity

GLOBAL KNOWLEDGE

- Understanding of current global events and trends related to the interdependence of nations
- Understanding of race/ethnicity, countries, geography, sexual orientation, gender identity, physical and mental ability, and socio-economic concerns
- Understanding of leadership and management styles related to different cultures
- Understanding of diverse cultural traditions
- Ability to provide educational programs that include a global view of human rights and relations
- Ability to seek and partner with appropriate resources and experts in the field of global diversity



ADVISING STUDENTS WITH GLOBAL INTERESTS

Campus administrators and student affairs professionals regularly come into contact with a wide range of students who have a wide range of interests, so it should be no surprise when new ideas come up about supporting a global cause. Perhaps a student was empowered by a personal experience in another country, or maybe a catastrophe has devastated a particular region of the world and needs relief.



When students express interest in international topics, here are some key factors to consider for discussions during the development of programs, activities, or organizations:

DEFINE THE CAUSE

The list of possible ways to get involved with a global issue is vast, so before planning a course of action, it is important for the students to clearly define their goals. “We want to help victims of the hurricane” is a great start, but in this example, there are likely multiple organizations accepting aid for several different types of recovery projects. Be sure the focus of the organization is explicit or within a more general organization that the goals for a particular activity are defined.

DO THE RESEARCH

When determining how to achieve the goals of a project, students should thoroughly vet potential partners and evaluate the true needs of those who will be affected by the project. One-

time contributions or interventions can provide immediate assistance, but no matter how well-intended, if the project is not supportive of the long-term needs of the community or is not coordinated in collaboration with a stable institution in the region, it might do more harm than help.

UTILIZE RESOURCES

Whether a faculty member with expertise or an organization with field experience, students looking to start up a global project or group should access trustworthy resources to advise and support the success of the initiative. These sources can provide knowledge to help keep the project headed in the right direction, integrate it into existing successful programs or structures, and ensure it does not repeat mistakes of the past.

PERSEVERE

Students’ passions can take a lot of work to come to fruition, especially on complex international projects,

and students are likely to be frustrated with the process of researching and narrowing project ideas that are innovative, legitimate, and sustainable. Therefore, when advising, take the time to validate their interests and encourage their continued progress.

All of the students participating in a project or organization on campus might not get to experience firsthand the effects of their efforts. However, this work does affect real communities of real people, so being thorough, intentional, and inclusive is important.

KEEP STUDENT LEARNING IN MIND

When advising students, challenge them to work through the development process and discover things on their own. While administrators should not sit back and watch students cause foreseeable damage, challenge them with questions and alternative perspectives, while empowering them to take ownership, even though they might struggle along the way.



Structures for student organizations

What begins as an informal student idea can become a formalized student organization relatively quickly, through the effort of students and the support of campus administrators.

Adapted from the U.S. Fund for UNICEF's *Prospective Campus Initiative Club Toolkit*, here are some key functions and leadership roles that student organizations with missions related to global causes can serve:

EXECUTIVES

The leaders of the organization play an active role in making sure the mission of the organization is being achieved. In addition to coordinating organization meetings and delegating tasks to other group members, the leaders can track membership, ensure all university requirements and procedures for student organizations are followed, liaise with the organization's advisor, and produce and maintain manuals for the organization.

EDUCATION

Ideally, a component of the organization's mission should be to teach group members, the campus, and the community about issues related to the cause. Members in charge of education would be responsible for identifying the topics to address and determining the best format for its delivery. Potential tasks could include bringing a guest speaker, planning a workshop, writing articles for newsletters, or hosting a discussion series to increase awareness.

FUNDRAISING

Collecting donations to support a global issue is often a critical component to groups of this type, especially if they are affiliated with a larger organization. The responsibilities of this operating arm of the club would be develop a strategy for collecting funds, determine the specifics of what the funds are being raised for, track and submit contributions appropriately, and collaborate with the other members of the organization to integrate

fundraising into the larger organization's activities.

ADVOCACY

To make sure the voices involved in a cause are heard, the advocacy component can get involved in a number of ways. Supporting the educational activities is important to increase the overall awareness about the issue, while there might be opportunities to engage in more political advocacy, depending on the focus. The latter involves communicating with public officials or the general public to affect legislation and public policy. At times, a campus group's role in this advocacy might focus more on spreading the word about what advocacy opportunities exist on behalf of their affiliated organization.

PROGRAMMING

Members interested in coordinating a schedule of events and activities make up the programming function of the organization, taking the ideas from the other areas and helping to put them into action on campus. They could be involved in the logistical elements of reserving space, ordering food, making arrangements with speakers or special guests, creating a timeline for the activity, and so on. Additionally, programers can coordinate social, entertainment, cultural, or service activities to complement other events.

RESEARCH

Depending on the specific mission of the globally engaged organization, it could be important for some members to focus on doing research. This could include vetting the multitude of potential beneficiaries of the group's achievements, consulting experts about community issues and needs, testing out innovations or products, finding appropriate vendors for a project, or just remaining informed about the historical and current context related to the topic.

MARKETING

Responsible for the overall publicity and branding of the organization,

A model for reflection

In 2008, Arcadia University introduced a new undergraduate curriculum with a focus on integrating global connections into the general education requirements to prepare students to be contributing citizens in a diverse and ever-changing world. Part of this curriculum was an electronic portfolio that allowed students to reflect and make meaning of their experiences.

The global connections reflection model included four levels of focus:

- **Immediate personal**
What are you doing? In what types of experiences have you participated?
- **Immediate social**
Through these experiences, how have your actions impacted other people?
- **Long-term personal**
What are your future goals? How are your current actions preparing you to achieve these goals?
- **Long-term social**
How do your individual actions impact society? What effect will your personal goals have?

While not every institution has such a global education focus, this model is one that higher education professionals can easily adapt to support reflection and learning for students who are engaged with global issues, activities, or student organizations.

For more information about Arcadia University's undergraduate curriculum, visit <http://www.arcadia.edu/curriculum>.

Source: Shultz, J., Skilton-Sylvester, E., & Shultz, N.P. (2007). *Exploring global connections: Dismantling the international/multicultural divide*. *Diversity & Democracy: Civic Learning for Shared Futures*, 10(3): 4-6.

Adding a global element to student leadership programs

As Florida International University implemented its “Global Learning for Global Citizenship” Quality Enhancement Plan in 2010, new courses and cocurricular activities were created to address three learning outcomes. Below are those outcomes, along with suggested ways to “globalize” a student leadership program to help develop an attitude of global citizenship.

Global awareness

Knowledge of local, global, and intercultural issues, trends, and systems

- Link programs with large-scale campus activities that inform the community such as lecture series, cultural or issue-based programming, and international festivals
- Start a newspaper readership program to expose students to world events
- Include a common reading on a global theme

Global perspective

Recognition of one’s own perspective and the diversity of other perspectives

- Include activities that promote self-awareness such as self assessments and value clarification exercises
- Use journaling or other reflective techniques to help students understand their own perspectives and then share them to understand the perspectives of others
- Create opportunities for dialogue on issues or hot topics as opposed to debate
- Consider a virtual global leadership exchange with another institution to gain perspectives from peers in another community

Global engagement

Willingness to engage in local, global, and intercultural problem solving

- Include service projects as a component of leadership training and ask participants to understand the local and global aspects of social issues they are addressing
- Provide learning opportunities in advocacy, policy development, and change management which give students the tools to create change for the common good
- Recognize and reward global citizenship practice through student awards or a global designation or certificate

Source:

Dalrymple, B. (2010). *Globalizing Student Leadership Programs*. *NASPA’s Student Leadership Programs Knowledge Community Newsletter*: 7–9.



the marketing team supports all of the areas by promoting their activities and messages to the campus community. These individuals could be responsible for conveying consistent and accurate messages about the cause, maintaining the organization's website, managing the social media accounts and presence, overseeing club mailing lists, recruiting new members, and producing logos, posters, and/or catchphrases for the organization.

Integrating a global component to existing groups

If a need exists on campus to promote global knowledge but specific student organizations or activities are not achieving this goal, consider ways to add an international or intercultural element into existing groups or programs.

PROGRAMMING BOARDS

Activities councils and union boards typically play a large role in the student-driven programming efforts on campus. Therefore, integrating a global component into these programs can be a simple way to promote awareness around these issues. Examples include bringing speakers or panelists with an international perspective as part of a lecture or discussion series, collecting donations for a global cause at a social or entertainment program, and including international films in the campus movie series.

STUDENT GOVERNMENT

Governance organizations on campus regularly participate in advocacy and policy work at the campus level, and often even at the local level. These activities can be taken to the next level by getting involved in issues that are of interest to students. Examples could be sponsoring letter-writing campaigns related to federal legislation that has global impact, petitioning for policies that are driven by human rights, or allocating funding for special projects that

promote global knowledge in the university community.

ACADEMIC ORGANIZATIONS

Focused on involvement related to programs of study or other academic interests, these student organizations often participate in service, intellectual discussions, professional development, and other types of engagement within their field. Therefore, they could coordinate innovative projects or field research to support progress in a community in another country. Likewise, members of these organizations could educate others on campus about global trends or needs related to their field.

SERVICE ORGANIZATIONS

Students involved in these groups are generally civic-minded and interested in participating in activities that benefit others. Through their current local involvement, there are many ways they could add a global component. For example, these groups could teach local youth groups about different cultures, share stories from other countries related to their cause when raising funds, or sponsor an international service trip each year in addition to their current opportunities.

CULTURAL ORGANIZATIONS

Deeply connected to the traditions and values of groups from different races, countries, sexual orientations, religions, genders, and other cultures, there are a variety of activities these clubs can develop to both create a community of their own and to educate the larger campus community about their culture. Some ideas include increasing the visibility of cultural symbols and artifacts on campus, engaging others in experiencing different cultural traditions, and coordinating panels or discussions on the issues facing their community—both on campus and in society. ■

Using TeachUNICEF resources

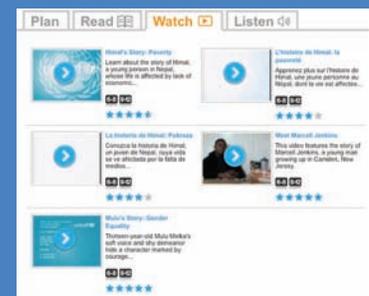
Need help finding a way to add an international element into a program? TeachUNICEF is a portfolio of interdisciplinary global education resources designed for teachers and parents. This online library of instructional tools encourages the exploration of critical global issues that impact children worldwide—with all resources available for free download.

Visit the TeachUNICEF site and sort through the resources by topic (e.g., climate change, emergencies, Millennium Development Goals, poverty, water and sanitation, etc.) or by media type (e.g., video, audio, readings, lesson plans).

While the TeachUNICEF resources currently are organized by PK–12 grade levels, a majority of the media files can be used or adapted in the collegiate environment.



Find information and teaching resources on a variety of topics.



Resources include planning guides, case study readings, and videos.

Visit <http://www.teachunicef.org> for more resources and information.

A how-to guide for creating a

Model United Nations provides students with a unique international forum to discuss and debate today's pressing global issues. Model UN introduces students to different perspectives and the greater complexities of solving international problems by representing governments other than their own. This experiential learning opportunity provides participants with the insights they need to become better global citizens and future international leaders, while improving students' leadership abilities and cultural awareness.

Starting a Model UN club can easily be accomplished by a core membership of two or three dedicated students. Through careful planning, budgeting, and preparing, students on any campus may start a Model UN club, host a Model UN simulation, attend a Model UN conference, or continue to engage students through other events and speaking engagements.

DETERMINE YOUR GOALS

- **Start a Model UN club**
If the school does not have a political science or international relations club, Model UN can serve as a substitute, hosting relevant events such as guest speakers, faculty panels, social gatherings, etc.
- **Host a Model UN simulation on campus**
After starting a Model UN club, hosting a simulation on campus can be a great way to introduce Model UN to students in a relaxed environment. A half-

or one-day simulation requires some preparation by the organizers: booking a classroom or larger meeting space, preparing topics and country assignments, and chairing a simulation. Depending on space and interest, a popular activity is to simulate the Security Council, with one or two delegates serving as each member state.

- **Attend a Model UN conference**
Model UN conferences are held on many different scales to accommodate any program's needs—from small, one-day, local university conferences, to regional conferences, to large international events drawing thousands of students. Some Model UN clubs choose one large event to attend, while others participate at smaller conferences.

IDENTIFY CAMPUS SUPPORT

- **Faculty**
Approach faculty members who may have an interest in advising a Model UN club. Faculty members are able to help with university funding options, research, and preparation for a Model UN conference or simulation. Some faculty members assist with the creation of Model UN courses that receive academic credit. Preparation for a Model UN conference for groups without a faculty advisor may be difficult, though many successful

Model UN programs are entirely student-run.

- **Funding**
Many colleges and universities collect and disperse university funding to student organizations through a student governance or organization. A student governing board also can advertise a new club or seek partnership opportunities with other student organizations for events or fundraising.
- **Club registration process**
If the university has a formalized process for becoming a student organization or club, it is best to research the process early in the preparation stage. Some schools offer funding only to registered clubs, while others offer incentives for student organizations.

RECRUITMENT

After choosing a Model UN conference, keep the budget in mind and determine the number of delegates who will attend the conference before beginning to recruit. If anticipating significant interest, finalize an application process before recruiting begins. Important things to gauge when selecting delegates are diversity, time commitment, and interest in foreign affairs. Always striving for a Model UN delegation diverse in academic study, cultural background, and political thought can help to begin preparation for an intense intellectual inquiry.

While Model UN delegates study in every academic discipline, a great place to start recruiting can be the campus political science or international relations departments. Faculty members in these departments may have recommendations or may be willing to help advertise. Most colleges and universities offer opportunities for students to advertise groups and projects—campus bulletin boards, email lists, etc.



Source: National Collegiate Conference Association (NCCA), sponsor of National Model United Nations (NMUN)

Model UN student organization

Attending a Model UN conference

BUDGETING FOR A MODEL UN CONFERENCE

Budgeting and fundraising are important for both new and established Model UN programs. The conference attended likely will dictate the level of funding the delegation will require. Some popular funding options include undergraduate dean's offices, social science faculties/departments, student governing boards, study abroad offices, or other student organizations. Providing a rigorous pedagogical experience, a Model UN delegation is an ideal candidate for departmental or university funding. Cohosting events with similarly oriented groups on campus can provide both potential fundraising and networking for additional membership. Organizations have also found success through grant writing and fundraising, with many Model UN clubs targeting local community groups, businesses, and nonprofits.

Every Model UN club handles its financial burdens differently. Some have strong campus support, some fundraise and collect grants, and many require members to pay some portion of the costs associated with travel from their own pocket. Transportation, lodging, registration/delegate fees, and entertainment/meals all need to be considered when planning to participate in a Model UN Conference.

PREPARING FOR A MODEL UN CONFERENCE OR SIMULATION

There are several components to the academic preparation for all delegates in any Model UN simulation. Each individual component is a small part in learning the information necessary to represent a nation's government on the international stage. What follows are key elements in the academic preparation necessary to participate as a Model UN delegate.

- **Country assignment**
Every Model UN delegation is assigned a country, with the task of emulating the international actor's government policies as closely as possible. Model UN is not debating your opinion, but a country's policy.
- **Country research**
Delegates begin their research by becoming experts in the country they are to represent for the conference. The goal is to step into the shoes of a diplomat from the assigned country and to be able to persuade other delegates to understand your country's perspective.
- **Topic research**
Each committee in a Model UN conference will provide a list of topics that are placed on the agenda. It is the responsibility of

delegates to be familiar with current academic research in each committee topic area.

- **Position paper**
Each committee in a Model UN Conference will likely request a position paper. A position paper is a dense diplomatic document detailing the assigned government's position, past actions, and recommendations on each topic.
- **Rules of procedure**
Rules of procedure govern the flow of debate during a committee session. Each Model UN conference uses slightly different rules for committees, so be familiar with the rules from the intended conference.

CONTINUED INVOLVEMENT

The best Model UN delegations are self-sustaining. By beginning with a core group of members, a Model UN delegation can begin attending conferences immediately. By identifying future leaders who are dedicated, responsible, and interested, institutions can be sure to have a Model UN team for years to come. With some faculty support and a good deal of student enthusiasm, many Model UN clubs have continued to thrive far past their founders' graduation dates.

Additional resources

UNA-USA'S CONFERENCE CALENDAR

The United Nations Association of the United States of America provides a search function for finding the right conference for the delegation: <http://unausa.wundersolutions.com>

NATIONAL MODEL UNITED NATIONS

NMUN annually brings together more than 5,000 participants from around the world. Its largest conference is held in New York City with the UN Headquarters as a backdrop: <http://www.nmun.org>

NATIONAL COUNCIL OF NONPROFITS

Access a network of local non-profits for fundraising and grant writing efforts: <http://www.councilofnonprofits.org>

COUNCIL OF FOUNDATIONS

Browse resources and opportunities for grant writing and philanthropy: <http://www.cof.org>

NMUN-NY DELEGATE PREPARATION RESOURCES

National Model United Nations allows free public access to all training materials distributed to delegations attending NMUN-NY. The NMUN Delegate Preparation Guide and Resources are an inclusive starting point for training delegates for any Model UN Conference: http://www.nmun.org/ny_preparations.html

Dimensions of national cultures

Through decades of research comparing a total of more than 75 countries over time, Geert Hofstede, Gert Jan Hofstede, and Michael Minkov identify six dimensions of values systems that distinguish the cultures of different countries.

POWER DISTANCE

This is the extent to which the less powerful members of institutions and organizations accept and expect that power is distributed unequally. Recognizing that, while all societies are unequal, some are more unequal than others, this dimension suggests that a society's level of inequality is endorsed by the followers as much as by the leaders.

- **Higher inequality:** Latin, Asian, and African countries
- **Lower inequality:** Anglo and Germanic countries

UNCERTAINTY AVOIDANCE

This is the extent to which a society demonstrates tolerance for uncertainty and ambiguity. Those that avoid uncertainty establish clarity through laws and rules, and people tend to be more emotional and motivated by internal nervous energy. Those that accept uncertainty are more tolerant of different opinions, have minimal rules, and are more contemplative than emotional.

- **Avoidance:** Japanese, Latin, and Germanic countries
- **Acceptance:** Anglo, Nordic, and Chinese countries

INDIVIDUALISM

This is the extent to which individuals are integrated into groups. In individualist societies, everyone is expected to look after themselves and their immediate family, with loose ties to others. In collectivist societies, from birth, everyone is integrated into strong, cohesive groups, which protect one another with unquestioning loyalty.

- **Individualist:** Developed and Western countries
- **Collectivist:** Less developed and Eastern countries

Source: Hofstede, G., Hofstede, G.J., & Minkov, M. (2010). *Cultures and Organizations, Software for the Mind: Intercultural cooperation and its importance for survival* (3rd ed.). Columbus: McGraw-Hill.

MASCULINITY

This is the distribution of emotional roles between genders in a society. People in masculine countries are more assertive and competitive, and there is a larger gap between the values of men and the values of women. People in feminine countries are more modest and caring, and values are more similar across gender.

- **Masculine:** Japan, Germany, Austria, Switzerland, and other Anglo countries
- **Feminine:** Nordic countries, the Netherlands, France, Spain, and Thailand

LONG-TERM ORIENTATION

This is the extent to which merit is placed on incentives of the future. Long-term oriented societies foster practical virtues with future rewards, such as saving, persistence, and adapting to change. Short-term oriented societies value the past and present, fostering virtues like national pride, respect for tradition, and fulfilling societal obligations.

- **Long-term oriented:** East Asia and Europe
- **Short-term oriented:** Anglo and Muslim countries, Latin America, and Africa

INDULGENCE

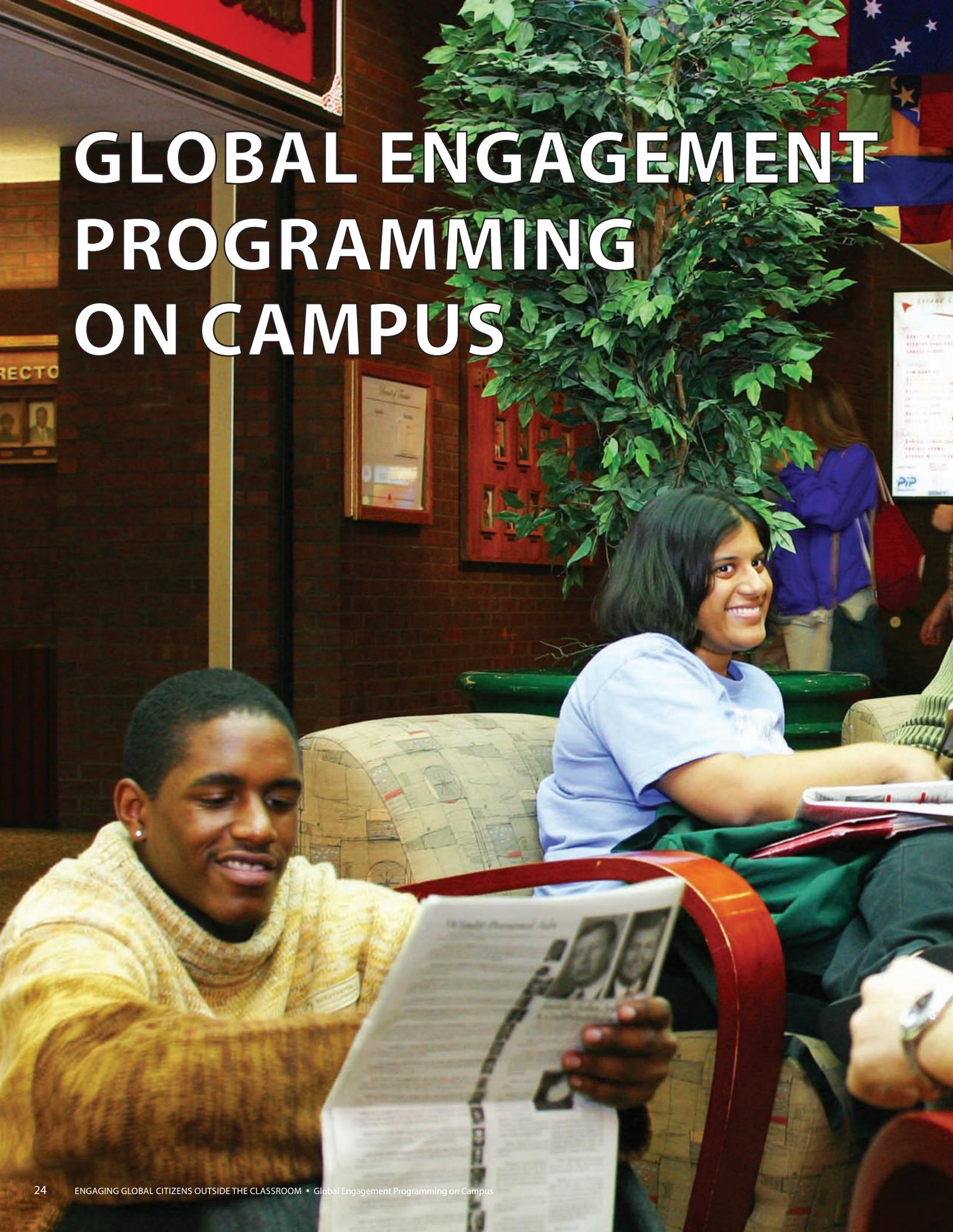
This is the extent to which a society allows for the pursuit of gratification and enjoyment. Indulgent societies allow for the relatively free gratification of basic and natural human drives related to enjoying life and having fun. Restrained societies tend to suppress gratification through strict social norms.

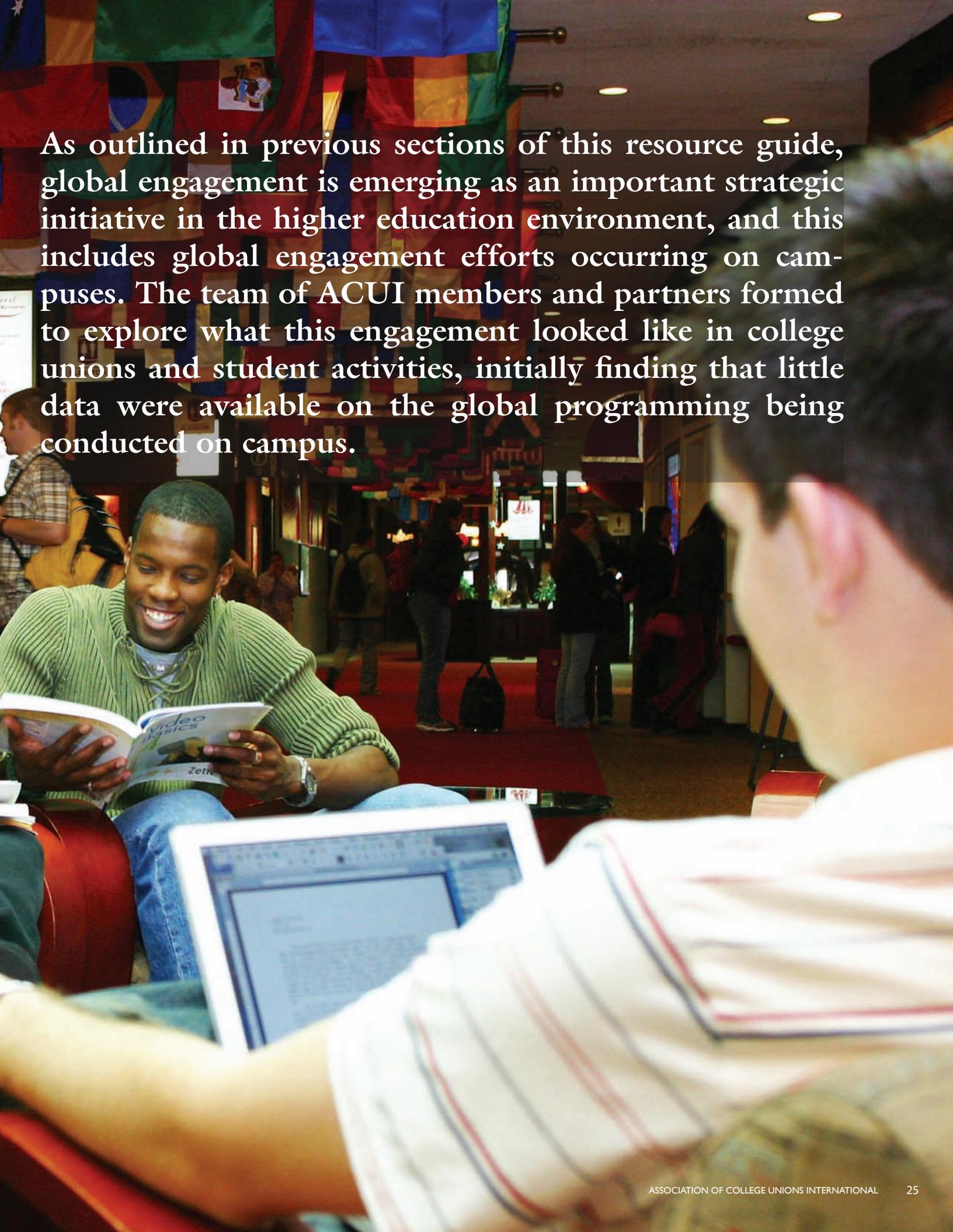
- **Indulgence:** Latin American, Anglo, Nordic, and some African countries
- **Restraint:** East Asia, Eastern Europe, and Muslim countries

Cultivating our humanity in a complex interlocking world involves understanding the ways in which **common needs and aims are differently realized** in different circumstances. This requires a **great deal of knowledge** that American college students rarely got in previous eras.

—Martha Nussbaum

GLOBAL ENGAGEMENT PROGRAMMING ON CAMPUS





As outlined in previous sections of this resource guide, global engagement is emerging as an important strategic initiative in the higher education environment, and this includes global engagement efforts occurring on campuses. The team of ACUI members and partners formed to explore what this engagement looked like in college unions and student activities, initially finding that little data were available on the global programming being conducted on campus.

Global education prepares young people to understand and interact within a culturally diverse and globally interconnected world.

—Merry Merryfield

Feedback was collected from 15 campus professionals and students in an effort to gather examples of global engagement programming efforts occurring on campuses, how they are being supported, and who is coordinating the effort. Each participant demonstrated some form of direct involvement with global programming on their campus. While what follows represents only a small sampling of what is occurring, the findings provide insight into these efforts from individuals who are invested in the success and ongoing development of global engagement.

Types of programs

Participants were asked about the types of global programming offered on their campus. All of them responded that social events and festivals were offered, whether coordinated by a student organization, department, or other office on campus. The second most reported type of global programming was service learning and volunteer opportunities, with speaking engagements, film series, and discussion series also being popular. As a more formal and intense form of global engagement, nine of the participants reported that their campus had some form of involvement with the Model UN program available for students.

Finally, when asked about other types of programming initiatives that had been offered on campus, participants mentioned hosting national conferences, cultural evenings, global leadership institutes, and programming focused on international students.

Global leadership development

Next, participants were asked about global leadership development. The response indicated that campuses either were not offering programming related to global leadership development or respondents were not aware of such efforts. For the minority of participants who were offering global leadership development activities, examples ranged from large-scale events to more specific, application-based programs. Some examples are:

- Global leadership track for emerging leaders program

- One-day leadership conference focused on global leadership
- A comprehensive, annual global leadership institute
- Ethical dilemmas session to prepare study abroad students
- Speaking engagements with international leaders

Interest in global engagement

The team was interested in learning more about why campuses might choose to offer global programming. According to participants, the main motivation for concentrating on global engagement was to connect with their institution's mission statement, strategic plans that address globalization, and/or the general education outcomes at their institution. Some responses also indicated that it was a special interest for the president of their institution. One response indicated that the effort had been a push from the students since many of them are internationally focused. The participants also connected the interest in global programming on campus with an increased focus on study abroad, international student recruitment, and expanding institutional presence into other countries.

When asked about the primary motivation of students to get involved in global programming, almost half of the participants stated that it was because the students were interested in educating the campus community, and a third of them responded that it was closely tied to advocating for a cause. Few responses indicated that the primary student motivation was for hands-on experience or to raise funds.

What types of global programming are offered on campus?



The information in this graph is based on responses from the 15 campus representatives surveyed for this resource guide.

Global programming highlights

NOURISH INTERNATIONAL

UNIVERSITY OF NORTH CAROLINA–CHAPEL HILL

As a student movement to end global poverty, Nourish International started as "Hunger Lunch" at the University of North Carolina–Chapel Hill in 2005, and through the work of a number of committed students, it incorporated as a non-profit organization in 2006. With chapters at more than 20 universities around the United States, the UNC chapter is a committee of the Campus Y. As a community of students, Nourish operates using social entrepreneurship, with small business ventures to raise funds, investments in international sustainable development projects, and outreach to promote awareness and advance dialogue on global poverty issues.

<http://nourishinternational.unc.edu>

CABOLEAD

ST. EDWARD'S UNIVERSITY

This global leadership program offered through Student Life at St. Edward's University invites students each year to study the history, economics, and other political and social issues in the Baja Peninsula of Mexico. CaboLead combines a six-week study of the region with a five-day immersion trip, during which they meet with political and business leaders, artists, and other local icons. This allows participants to not only learn about a different culture, but also to experience and think critically about leadership in different contexts, evaluate the effects of globalization, and develop self-awareness.

<http://think.stedwards.edu/studentlife/cabolead>

GLOBAL LINKS

UNIVERSITY OF PITTSBURGH

Coordinated through the Cross Cultural Leadership Development center, Global Links is a program that matches current University of Pittsburgh students with new international students to foster peer relationships of support and learning. The peers begin interacting online once students are admitted, and the relationships continue formally and informally through a variety of social and educational programming opportunities, fostering community and global competency for participants.

<http://www.studentaffairs.pitt.edu/ccllinks>

COFFEE HOUR

UNIVERSITY OF GEORGIA

The Office of International Student Life at University of Georgia not only works to serve international students on campus, but also to provide international experiences within the university and local communities. In addition to traditions such as the International Street Festival and Global Friends peer mentor program, the office coordinates weekly Coffee Hours bringing together students, faculty, staff, and community members over coffee and international cuisine. One of the longest running programs of its kind in the United States, different international student organizations, university departments, or community groups host the program each week during the fall and spring terms.

<http://www.uga.edu/isl/events/index.html>

INCLUSIVE LEADERSHIP CONFERENCE

TEMPLE UNIVERSITY

As part of its Student Leadership Challenge program, through which any Temple University student can earn points towards selection as a Diamond Leader on campus, the Office of Leadership Development coordinated the Inclusive Leadership Conference. This one-day conference included a keynote address, workshops, dialogues, and panels for students to develop the knowledge and skills to lead ethically and inclusively. Participants explored their own values and identities, while also networking to share best practices and learning about how to take action related to social justice issues.

<http://www.temple.edu/studentaffairs/leadership>

GLOBAL STUDIES CENTER

SMITH COLLEGE

With a mission of engaging students in international studies and cultivating an understanding of the global context, the Global Studies Center at Smith College presents a variety of opportunities to prepare women for global leadership. The center facilitates academic concentrations that address global issues, study abroad, student organizations, a Global Leaders-in-Residence program, an alumni network, and more to support global engagement. Having these resources within one center allows for an integrated approach for education about different cultures for both international and domestic students.

<http://www.smith.edu/world/center.php>

The role of the college union in global citizenship

Complementing the academic mission of institutions, the college union plays an integral role in providing volunteer and leadership opportunities, firsthand experiences with citizenship and social responsibility, and a variety of cultural, educational, social, and recreational programs.

As a center of community life on campus, the college union can support global engagement by:

- Connecting people from all areas of campus in discussion and programming around global topics
- Reaching out to existing programs and providing a community forum for their work
- Providing opportunities to apply knowledge and ideas through practical experiential learning opportunities
- Assessing the skills students learn through their cocurricular involvement
- Accessing networks of internationally-engaged partners
- Promoting a campus-wide culture of student-driven initiatives related to service and social responsibility

Responsibility for global programming

A majority of the participants indicated that some sort of center or office focused on global education or cross cultural development had been created at their institution, which was where the responsibility to oversee global programming efforts was housed. Other responses indicated that it is the responsibility of each department to focus on global engagement, especially when a strategic plan directly addresses the topic. Only one response mentioned student organizations being responsible for these efforts on campus.

Participants also described the role that faculty members played in the global programming efforts. Examples included faculty members leading brown bag luncheons discussing global topics and advising a globally focused student organizations, and academic departments coordinating film series or lectures focusing on a global issue. Some respondents did indicate that faculty involvement varied depending on the professor.

Beyond the content of the programming efforts, several of the cam-

pus professionals brought up the issue of risk management. These responses alluded to the importance of following university rules and procedures, providing risk management training for study abroad, and following Homeland Security reports when traveling abroad. Some of these issues are discussed in the Volunteering Internationally section of this resource guide.

Final thoughts

Institutions are making global engagement a priority which can be seen in the creation of global engagement strategic initiatives, the emerging of global centers, and focusing on expanding beyond local borders. Many areas across campuses are involved in campus global engagement and programming, but as far as college unions are concerned, the survey did not indicate a clear sense as to how much of a priority global engagement is for them specifically. Another further research topic could be focused on global leadership development, as the survey indicated a small percentage of this type of programming occurring. ■

What is the primary motivation of students involved in global programming on campus?

7 Educating the campus community

5 Advocating for a cause

2 Hands-on experience

1 Fundraising

The information in this graph is based on responses from the 15 campus representatives surveyed for this resource guide.



Experiential activities

While college unions and student activities professionals might not have direct responsibility for global programming, they can be prepared to introduce activities outside of the classroom to support any new emerging global priorities at the institutional level. Here are some active learning examples that can stimulate the development of global perspective, which could be used to complement a discussion or lecture series, leadership training, film program, service learning, or other cocurricular program.

BARNGA

In this active learning simulation, participants experience how people of different cultures can perceive things differently or play by different rules. Developed by the Thiagi Group, during Barnga, participants are assigned to a table and practice playing a basic card game using the rules at their table. Then, all talking ends, the rules are taken away, and the competition begins. The player winning the most tricks in a round advances clockwise to the next table, while the player with the least tricks moves back counterclockwise, and the next round of play starts. What participants do not realize is that every table was provided with a different set of rules for how to win tricks, and so as each round begins, participants experience a “culture shock,” unable to communicate through traditional means and struggling to understand why others are not playing correctly. This can set off a variety of emotional responses, present challenges for reconciling cultural differences in order to function effectively, and provide insight into how different people respond to the dynamics of cross-cultural encounters.

IN THE CLIENT’S SHOES

When preparing to interact or conduct service with a population, this type of activity can be used to encourage participants to consider new perspectives on what the experiences of an agency’s clients might be. For example, if preparing to volunteer with a housing or social welfare project, assign participants to various character profiles that represent the agency’s clientele (e.g., weekly income, weekly expenses, family situation, location, etc.), and challenge them with the objective of developing a budget and finding housing for the coming month. Facilitators can serve as representatives of the agency, providing information related to the housing and/or food services available in the area. The activity can be processed through reflection about what the participants did, how they felt, and what new perspectives they have related to the clients and the agency.

OXFAM AMERICA HUNGER BANQUET

Working to solve international challenges related to poverty, hunger, and injustice, Oxfam America introduced the hunger banquet concept in 1974, and since then, hundreds of thousands of people have participated, whether on campus, in school, at home, or at church. At these events, each participant randomly draws a ticket, which assigns them to an income level based on current poverty statistics. Some guests at the event will receive a filling meal, others eat a simple dinner, and others share sparse portions of rice and water, depending on their income level. Official hunger banquet events can be registered through Oxfam America to receive toolkits, slideshows, and fact sheets, which can be used to help teach participants about the causes of hunger and poverty while experiencing the activity.



in global perspective

BAFA'BAFA'

This cross-cultural simulation activity allows participants to learn about the powerful effects that culture plays in everyone's lives and organizations. With complete trainer and participant kits available through Simulation Training Systems, during the activity, participants are divided into two cultures: one that is oriented towards relationships, harmony, verbal communication, eye contact, and collectivist leadership; and one that is more hierarchical, structured, directed, and traditional. After practicing "living" their culture as separate groups, individual members are exchanged between groups and attempt to acclimate. As these exchanges continue, participants experience the challenges of maintaining individual culture in new settings, adjusting group cultural norms, and making assumptions and stereotypes about different cultures. These perceptions are the basis for debriefing the activity, which can help prepare participants for living and working in another culture.

STATISTICS ACTIVITIES

Numbers and statistics are used regularly when discussing the state of the world on topics such as health, access to water, distribution of wealth, and so on. Here are two variations of activities that can help participants learn these statistics by keeping them up and moving while also demonstrating the information visually.

DISTRIBUTING CHAIRS

This activity requires 10 participants and 10 chairs lined up in the front of the room; here, each person represents a 10th of a population and each chair represents a 10th of a resource. Based on current statistics about the distribution of resources in a particular country, participants physically depict this information by distributing themselves across chairs, typically resulting in one person spread across many chairs while remaining participants cram onto the limited chairs remaining. This activity can be adapted to show the distribution to multiple resources in a single country, to show the distribution of a single resource in a country throughout history, and/or to compare the distribution of a single resource across multiple countries.

LINE UP

For this activity, a space is divided into 10 adjacent sections using masking tape or chalk, and each section is labeled "0 percent," "10 percent," "20 percent," and so on, up to "100 percent." The facilitator reads a statement relevant to the issues or countries of interest for the group, which is followed up by a question involving a related statistic. After hearing each statement and question, participants move around to stand along the line where they think the correct answer will be. Once all participants have taken their place, the correct answer is revealed, and a discussion can be had about people's reactions, surprises, or misconceptions.

Start the discussion

When facilitating retreats or trainings, a great tool to initiate group discussions about issues can be through stories, movie clips, photos, or other art forms. These give the group a common experience through which a meaningful conversation can begin.

Here is an example of a poem that could be used to start a group reflection or discussion about systemic issues that can inhibit progress in communities.



A FENCE OR AN AMBULANCE

Joseph Malins (1895)

'Twas a dangerous cliff, as they freely confessed,
Though to walk near its crest was so pleasant;
But over its terrible edge there had slipped
A duke and full many a peasant.
So the people said something would have to be done,
But their projects did not at all tally;
Some said, "Put a fence 'round the edge of the cliff,"
Some, "An ambulance down in the valley."

But the cry for the ambulance carried the day,
For it spread through the neighboring city;
A fence may be useful or not, it is true,
But each heart became full of pity
For those who slipped over the dangerous cliff;
And the dwellers in highway and alley
Gave pounds and gave pence, not to put up a fence,
But an ambulance down in the valley.

"For the cliff is all right, if you're careful," they said,
"And, if folks even slip and are dropping,
It isn't the slipping that hurts them so much
As the shock down below when they're stopping."
So day after day, as these mishaps occurred,
Quick forth would those rescuers sally
To pick up the victims who fell off the cliff,
With their ambulance down in the valley.

Then an old sage remarked: "It's a marvel to me
That people give far more attention
To repairing results than to stopping the cause,
When they'd much better aim at prevention.
Let us stop at its source all this mischief," cried he,
"Come, neighbors and friends, let us rally;
If the cliff we will fence, we might almost dispense
With the ambulance down in the valley"

"Oh he's a fanatic," the others rejoined,
"Dispense with the ambulance? Never!
He'd dispense with all charities, too, if he could;
No! No! We'll support them forever.
Aren't we picking up folks just as fast as they fall?
And shall this man dictate to us? Shall he?
Why should people of sense stop to put up a fence,
While the ambulance works in the valley?"

But the sensible few, who are practical too,
Will not bear with such nonsense much longer;
They believe that prevention is better than cure,
And their party will soon be the stronger.
Encourage them then, with your purse, voice, and pen,
And while other philanthropists dally,
They will scorn all pretense, and put up a stout fence
On the cliff that hangs over the valley.

Better guide well the young than reclaim them when old,
For the voice of true wisdom is calling.
"To rescue the fallen is good, but 'tis best
To prevent other people from falling."
Better close up the source of temptation and crime
Than deliver from dungeon or galley;
Better put a strong fence 'round the top of the cliff
Than an ambulance down in the valley.

VOLUNTEERING INTERNATIONALLY





Volunteering abroad is an excellent way to acquire a cross-cultural experience, develop skills that can help in future opportunities or careers, and gain deeper knowledge about important international problems and issues. It can affect the volunteer just as much as the communities being served.

Why volunteer?

People volunteer for a number of different reasons, including a desire to learn new skills, to make a difference, or to have an enjoyable experience. Some volunteers are devoted passionately to a particular cause, while others simply wish to do their part where they can. While many of the reasons for volunteering abroad are the same as those for volunteering at home, getting involved in service internationally often can be a more meaningful experience, taking participants further out of their comfort zones and offering the great rewards of experiential learning—all with the added bonus of getting to travel.

For service to have purpose, there must be some sort of a need—hunger, safety, restoration, health, education, etc. Therefore, when done effectively, volunteering is good for others, whether giving something back, helping people who are in need, or addressing other community challenges.

Likewise, there are also a number of reasons why participating in service internationally is good for the volunteer:

UNIQUE OPPORTUNITIES

Traveling as a regular tourist does not always afford the same opportunities or exposure to culture as being involved in some sort of formal activity. Volunteering abroad offers unique experiences in different countries that are often off-limits or easy to miss when just passing through as a traveler.

VIEWING A CULTURE FROM THE INSIDE

A significant benefit of volunteering abroad is being able to spend an extended period of time in a new country. Interacting with new cultures, trying new food, speaking new languages, and seeing how others live creates intense, unique learning, made more meaningful through the hands-on experience.

PERSONAL GROWTH

The outcomes of volunteering abroad can include a greater concern and awareness of the problems facing the world, a more informed world-

view, an openness to new ideas, and potentially a determination to continue participating in service in the local community. Volunteers returning from abroad often are more independent, more adventurous, and more compassionate.

FRIENDSHIP AND BELONGING

People often find lifelong friendships through volunteer work. There is an inherent bond of togetherness that comes from being sole outsiders in a foreign environment. Many volunteers make lifelong friendships that come from working through difficulties and exploring new things together.

DEVELOPING NEW SKILLS

Volunteer work is a great way to gain experience in a broad range of fields—education, journalism, social work, animal care, health care, politics, technology, and more. In addition to practical experiences, other valuable skills in leadership, communication, and intercultural proficiency can be gained, as well.

LEARNING A FOREIGN LANGUAGE

Often the best way to learn a language is by having to use it in real situations, which can be supported through international service. Travelers spending a significant amount of time abroad must be able to adapt and communicate when English is not the primary language, which is another marketable skill in today's job market.

FINDING CAREER OPPORTUNITIES

Volunteer work can often lead to a paying job. Similar to an internship, volunteers can try out a field to see if it suits them, while also showing that they are dedicated to the work. Likewise, the experience may introduce participants to new opportunities, such as becoming a volunteer coordinator or recruiter for an organization.

HAVING FUN

While conditions may vary and the work can be strenuous or frustrating, make the most out of the overall ex-

perience with a positive outlook and a willingness to have fun through it all. Remember the smiles, the progress, the rewards—it is something different, memorable, and maybe even life-changing.

What to consider before a trip

While preparing for a volunteer trip abroad there are several resources to utilize to make the travel easier, safer, and best suited to the participant's needs.

CHOOSING THE RIGHT PROGRAM

In terms of choosing a program, the University of Minnesota's Learning Abroad Center recommends considering a variety of factors.

- **Duration**

Volunteer programs can be as short as one to two weeks or as long as two years, with a wide variety of options in between, and generally, programs are flexible with start dates and time commitment. Short-term programs usually are easier to arrange and require less preparation, while long-term programs might offer more responsibility and possible living stipends or room and board support.

- **Program fee**

The fees associated with international volunteer programs can range from 50 to thousands of dollars, though some might have no fee. Many smaller organizations rely heavily on program fees to support their work and the community in which they work. When exploring the options, be sure to ask for a breakdown of how the fee money is spent—administration, orientation, airfare, room/board, insurance, transportation, visa fees, etc.—so it is clear what additional expenses the volunteer will be responsible for.

- **Organizational structure**

Research the structure of prospective organizations thoroughly and choose one

International volunteer opportunities

It takes guidance and support to live and work in another culture, and expert knowledge of local community challenges to know how to be of service without burdening the community. Many people utilize the support of an organization that is established in the community and experienced in working with international volunteers.

While volunteer opportunities vary in scope and focus, as a rule they generally provide little or no salary or monetary compensation but some do provide housing. In fact, most volunteer programs charge fees to help offset the costs of providing services. The following list is provided as a handful of organizations with established volunteer program opportunities for college students.

BREAK AWAY

Founded in 1991 by two students at Vanderbilt University, Break Away trains, assists, and connects campuses and communities to promote quality alternative break programs and inspire a society of lifelong active citizens. Institutions that join the network of chapter schools get access to resources, training opportunities for site coordinators, and a database of potential host sites around the world for alternative break programs.

<http://www.alternativebreaks.org>

BUILDING BRIDGES COALITION

The Building Bridges Coalition serves as a consortium of organizations that work collaboratively to improve the quality of international volunteer service, scale up the number of international volunteers sent abroad annually, and maximize positive impacts of international service in communities throughout the world and at home. Bringing together volunteer organizations, corporations, colleges and universities, government agencies, policy-makers, and other stakeholders, the coalition has created a convening space and acted as a galvanizing force to advance international volunteering.

<http://buildingbridgescoalition.org>

GLOBAL CITIZENS NETWORK

Through authentic immersion experiences, the Global Citizens Network works to develop creative and effective local solutions to global problems in partnership with stakeholders that share the values of peace, justice, cross-cultural understanding, and global cooperation. Volunteers can participate in existing cross-cultural expeditions as a group, family, or individual, or build a custom trip that suits the interests of a group of six or more—working alongside members of indigenous partner communities around the world.

<http://www.globalcitizens.org>

GLOBAL VOLUNTEER NETWORK

This non-profit organization places volunteers in educational, environmental, and community aid projects in 21 countries throughout Africa, Asia, and the Americas. Volunteers can select the project type, location, duration, and dates through the application process. Recently endorsed by Microsoft cofounder and chairperson Bill Gates, the Global Volunteer Network has connected more than 14,000 volunteers with established partner organizations in the local communities abroad.

<http://www.globalvolunteernetwork.org>

INTERNATIONAL PARTNERSHIP FOR SERVICE-LEARNING AND LEADERSHIP

Engaging students, educators, and community members in the union of service and learning, programs coordinated by this non-profit organization combine academic studies with service and cultural immersion to promote a deeper, more meaningful experience for students studying abroad. The International Partnership for Service-Learning and Leadership partners with host colleges and universities at each program site around the world to administer the academic components.

<http://www.ipsl.org>

INTERNATIONAL STUDENT VOLUNTEERS, INC.

Creating the “ultimate adventure travel program” for participants, International Student Volunteers combines topics of conservation, education, community development, and recreation. Participants can choose a standard four-week volunteer and adventure hybrid program, a two-week volunteer program, or a tailored group trip offered in eight countries/regions around the world, and they can work with the organization’s established system for earning academic independent study credit for the experience.

<http://www.isvolunteers.org>

INTERNATIONAL STUDIES ABROAD—EXPERIENTIAL LEARNING ABROAD PROGRAMS

As a global partner of NAFSA—Association of International Educators, the International Studies Abroad organization provides affordable educational opportunities to college students from Canada and the United States. While its primary focus is on study aboard programs, the experiential learning division of the organization arranges and prepares students for volunteer or internship placements in Latin America, Spain, and England in a variety of fields.

<http://elapisa.com>

that matches communication, in-country support, and cultural immersion preferences. Organizations based in the United States often are easy to contact and more capable of providing pre-departure information about visas, immunizations, and travel. Those based in the destination country might be smaller, be less expensive, and provide more opportunities

to work directly with community members, but users might experience challenges with communication and assistance for incoming volunteers. Other programs are a combination of these two types of structures.

- **Coworkers**

Some volunteer programs involve working alongside other volunteers from the United States, while others might con-

sist of groups of volunteers from around the world. Depending on the program, volunteers might be doing most of the work alone or in small groups. More independent volunteers might want to work more with community members than with other volunteers, which may offer more opportunity for cultural and language immersion. When investigating volunteer



options, be sure to ask about the level of interaction with other volunteers.

- **Setting goals**

It is important for interested volunteers to identify and prioritize their goals related to potential opportunities. To what extent is the program related to an academic program? Are a variety of general experiences preferred, or is a focused, intense experi-

ence better? What geographic regions are of interest? What level of cultural immersion does the program allow?

- **Organizational affiliation**

Finally, students should check into any religious or political affiliations an organization might have and to what extent those affiliations influence the type of work it does. It also might be helpful to know where an organization receives its funding.

while there, so consult the State Department web site at <http://1.usa.gov/gzAP> to find useful safety and other information about the countries on the travel itinerary.

- **Take precautions to avoid being a target of crime**

Do not wear conspicuous clothing or jewelry, and do not carry excessive amounts of money to avoid being a target of crime. Also, avoid leaving unattended luggage in public areas and accepting packages from strangers.

- **Keep emergency contact information on hand**

Consular personnel at U.S. Embassies and Consulates abroad and in the U.S. are available for emergency assistance to U.S. citizens at all times. Contact information for these is available on the Bureau of Consular Affairs website at <http://travel.state.gov>.

TRAVELING SAFELY

In terms of traveling abroad safely, the U.S. Department of State offers various resources and tips.

- **Sign up for the Smart Traveler Enrollment Program**

A free online service, available at <https://travelregistration.state.gov>, informing the State Department of travel plans through this program can help facilitate contact in case of a family emergency or a crisis in the host or home country. The information submitted by traveler remains private unless they authorize it to be released.

- **Sign passport, and fill in the emergency information**

Make sure to have a signed, valid passport and a visa, if required, and fill in the emergency information page of the passport.

- **Keep others informed**

Leave copies of a travel itinerary, passport data page, and visas with family or friends so that they are aware of all details in case contact is needed.

- **Check overseas medical insurance coverage**

Ask medical insurance providers about coverage overseas and if it applies to emergency expenses such as medical evacuation, and consider if supplemental insurance will be needed.

- **Get familiar with local conditions and laws**

Travelers are subject to the laws of any foreign countries

Other online resources that can help volunteers learn more about their travel destinations include:

- **WorldHum.com**

Collects travel stories, blogs, and news stories from countries around the world

- **CountryReports.org**

Provides current cultural, historical, and statistical information about countries

- **CIA World Factbook**

Organizes information about the geography, people, government, economy, military, and transnational issues for more than 250 world entities

- **StudentsAbroad.com**

Offers checklists, handbooks, country-specific sites, and many more resources for students.

What to consider during a trip

Once arriving to a new country, personal health might be affected or altered by various elements in the environment—different foods, different climate, and different emotional reactions to the experience. The Mesa



Community College Study Abroad website provides some tips on coping with these adjustments.

JET LAG

Depending on the destination, travelers might experience levels of jet lag or stress. To overcome this, be sure to get plenty of rest, eat healthy food, drink plenty of juices and water, dress comfortably, and get some moderate exercise.

CULTURAL ADJUSTMENT

There are many emotional highs and lows of facing new values, habits, lifestyles, languages, foods, and weather—feeling excited, impatient, bewildered, anxious, or even depressed at times. This culture shock is typical when being immersed into a new culture and country for an extended period of time, but it can be dealt with best by keeping a positive attitude and taking good emotional and physical care of oneself.

LEARN ABOUT AVAILABLE RESOURCES

Whether routine or emergency, learn how to get medical help before the need arises. Find out emergency numbers and services offered, how to reach providers of routine medical care, and what steps need to be taken in these situations. Also, be sure the hosting program, organization, or family is aware of any special needs, medical conditions, or other accommodations that might be needed.

DISCOVER NEW WAYS OF LIFE

Lifestyles vary from country to country, and many of the habits and behaviors that are traditional in the United States might be perceived and accepted differently in the new country. Be sure to have a basic understanding of how this host culture views things like relationships, dating, leisure time, holidays, and other customs, and also learn about safety issues related to transportation, different neighborhoods, traffic patterns, health, and even electrical appliances.

OTHER CONCERNS

While many adjustment issues might be similar for different people, ultimately, no two people volunteering abroad have quite the same experience, even when working in the same program and country. Here are some additional concerns to consider during the trip.

- **Racial and ethnic identity concerns**

Students from different ethnic or racial backgrounds likely will experience additional adjustments related to race relations, but these experiences can vary greatly. For example, past study abroad participants at Mesa Community College have reported feeling exhilarated

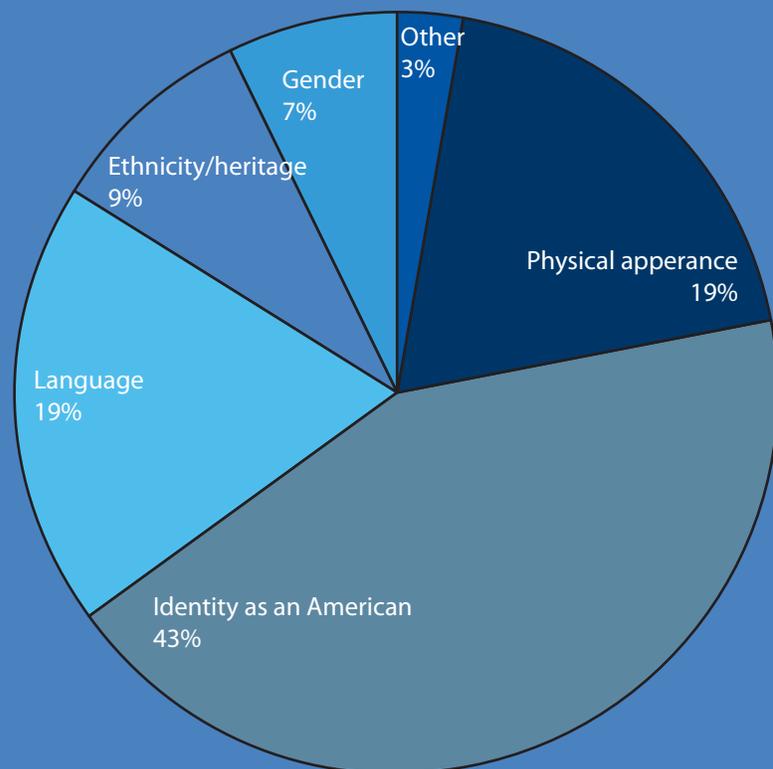
while away from the American context of race relations, to experiencing new curiosities about their ethnicity, to encountering both familiar and new types of prejudice and having to learn to cope in new ways. While only very few of the past participants believed these racial or ethnic challenges to be enough to not travel abroad, they advised learning about these issues in advance to be prepared.

- **Sexual orientation concerns**

Sexual identity is defined and understood differently in different cultures, as well, which presents an additional set of considerations for travelers who identify as gay, lesbian, bisexual,

Factors that influenced treatment in host culture

Multiple dimensions of personal identity exist for every individual, but the salience of each of these dimensions likely will alter when volunteering abroad. Below is a graph of which factors most influenced how participants were treated, according to the approximately 500 students who studied abroad:



Source: Office of International Programs. (2001). *Diversity Issues in Study Abroad*. Providence: Brown University.

Exposing students to the world beyond the local levels of community helps to enlarge their understanding of and commitment to a richer and more layered vision of community.

—John Dalton & Martha Sullivan

or transgender. It is important for GLBT students to research relevant cultural and legal issues in their destination country to better understand the challenges they may face related to safety, relationships, and the general social climate. The countries on the itinerary could be more or less liberated than the United States in these regards, but regardless of the norms, there will always be pockets of difference. The Rainbow Special Interest Group of NAFSA—Association of International Educators provides additional resources for GLBT students at <http://www.indiana.edu/~overseas/lesbigay/student.htm>.

The process of cultural adjustment when traveling and volunteering internationally is continuous, varying from person to person and from situation to situation. When interacting with hosts, other participants, and locals while abroad, volunteers are representing the United States, which can be an unfamiliar experience for many. However, it serves as a valuable component of the experience, as it can require confronting the differences in the new culture as well as the evaluating one's own cultural values and practices.

What to consider after a trip

As previously mentioned, a culture shock occurs upon arrival overseas, but

many international volunteers do not realize they can experience that same phenomenon upon returning home. Once back on familiar ground after a volunteer excursion, participants might feel a little disheartened that the trip is over and disconnected from their involvement in the charitable cause.

The good news is that these international experiences can be transferred in a variety of ways back on native soil. Here are some additional tips for getting adjusted and staying involved after returning home.

ALLOW TIME TO ACCLIMATE

Just as a transition period was needed when first arriving at the foreign locale, there will be a readjustment period when getting back home. Alleviate any feelings of detachment by spending time looking through journals, photos, and other mementos of the time abroad.

CULTIVATE NEWLY FORMED RELATIONSHIPS

Stay in contact with the people met during the experience. As long as both parties are interested and willing, long-distance friendships can prove to be rewarding and mutually enlightening. Also attempt reaching out to local communities of people with ties to the service country as a way of staying connected with the culture.

STAY INVOLVED LOCALLY

Although few things rival volunteering abroad, there are likely some

local organizations that would welcome volunteers willing to give their time, motivation, and knowledge in making progress related to the cause or charity of interest.

SHARE THE STORY

A good way to prevent the experience from fading is to speak at public venues, such as schools, churches, or volunteer organizations. This might inspire others to participate in future volunteer opportunities, while recognizing the audience's reaction to and appreciation of personal experiences can also be rewarding.

APPLY THE EXPERIENCE TO FUTURE OPPORTUNITIES

The possibilities are infinite for how to connect the passions, skills, and knowledge learned while volunteering abroad to future involvement or even careers. The challenges can be setting expectations to high for recreating the experience or overcoming the ambiguity of creating the right combination of local involvement that can fulfill these interests, as there will likely not be a perfect existing opportunity in all cases.

When returning home from international experiences, be prepared for local people, places, and things to seem different. Allow some time to process the “reverse culture shock,” and do whatever is necessary to continue to make an impact on other communities from home. ■

A world map is depicted using pieces of torn, aged, yellowish-brown paper. The map is set against a dark green, textured background that resembles stone or concrete. The continents are clearly visible, though the edges of the paper are irregular and frayed, giving it a vintage, handcrafted appearance. The text is overlaid on the lower half of the map.

ORGANIZATIONS TO SUPPORT GLOBAL INVOLVEMENT

A world map is depicted using a piece of aged, yellowish-brown paper that has been torn and layered onto a dark green, textured background. The paper map shows the outlines of continents, with some areas appearing more layered or torn, giving it a rustic, historical feel. The text is overlaid on the lower-left portion of the map.

Many programs and resources exist to support efforts on campus to promote the engagement with global issues. This section provides a listing of several non-governmental organizations and the opportunities they have for college students.

American Red Cross

www.redcross.org

Founded in 1881, the American Red Cross is a premier emergency response organization. In addition to domestic disaster relief, the American Red Cross offers services that help the needy; support and comfort military members and their families; collect, process, and distribute lifesaving blood and blood products; educational programs that promote health and safety; and international relief and development programs.

CAMPUS CLUBS

Red Cross campus clubs address key domestic and international issues, with the opportunity to get involved with disaster response, leadership development, health and safety services, biomedical services, school-related ac-

tivities, international services, armed forces emergency services, and other community programs sponsored by the organization.

Amnesty International

www.amnesty.org

Amnesty International is a worldwide movement of people who campaign for internationally recognized human rights to be respected and protected for everyone.

PRIORITY CAMPAIGNS

Amnesty asks student groups to commit to taking focused action on each of its ongoing campaigns. By working together on these priority campaigns, student groups help increase Amnesty's effectiveness in protecting and promoting human rights worldwide. These include: Demand

Dignity, Individuals at Risk, Security with Human Rights, and Abolish the Death Penalty.

NATIONAL YOUTH ADVISORY COMMITTEE (NYAC)

These individuals are regional representatives who serve as the voice for Amnesty USA student and youth members. The NYAC help coordinate communication, programming such as the Youth Summit, and other support needed for student and youth leaders and activists.

Genocide Intervention Network

www.genocideintervention.net

Through its programs, the Genocide Intervention Network provides citizens with the resources to educate, organize, and advocate in their communities to prevent and stop genocide.



© U.S. Fund for UNICEF/Giacomo Pirozzi, Malawi, 2006

If the undergraduate college cannot help students see beyond themselves and better understand the interdependent nature of our world, each new generation will remain ignorant, and its capacity to live confidently and responsibly will be dangerously diminished.

—Ernest Boyer

STAND

This is the student-led division of the Genocide Intervention Network, which envisions a world in which the international community protects civilians from genocidal violence. STAND's Leadership Team—which includes regional coordinators—recruits, trains, organizes, and mobilizes students around the world by providing materials, educational information, online resources, policy expertise, and a network of concerned and active peers.

Global Brigades

www.globalbrigades.org

Global Brigades is the world's largest student-led global health and sustainable development organization. Since 2004, Global Brigades has mobilized thousands of university students and professionals through skill-based service programs to improve quality of life in under resourced communities. Trips are generally one week in length.

Global Brigades has nine programs related to global health and sustainable development in architecture, business, dental, environment, law, medical, microfinance, public health, and water.

Greenpeace

www.greenpeace.org

Greenpeace is the leading independent campaigning organization that uses peaceful protest and creative communication to expose global environmental problems and to promote solutions that are essential to a green and peaceful future.

GREENPEACE STUDENT NETWORK

This alliance of passionate leaders fights environmental crimes with grassroots power. Armed with organizing tools, expert guidance, and an innovative student training system, Greenpeace Student Network activists are a real force in the global movement for change.

Campus coordinators take charge of a Greenpeace campaign on their campuses and stay in touch with other leaders in the network to plug into joint activities.

The Greenpeace Student Network Team provides regular support for the student leaders in the network. Staff work with Greenpeace campaigners and top student leaders to design campaign priorities for the network. Coordinators orient new student leaders and help to coordinate successful actions, local campaigns, and skill development.

Habitat for Humanity

www.habitat.org

Habitat for Humanity is a non-profit, ecumenical Christian ministry founded on the conviction that every man, woman, and child should have a decent, safe, and affordable place to live.

CAMPUS CHAPTERS

Groups of students can form a chapter on campus to partner with Habitat affiliates to build and rehabilitate homes in partnership with Habitat homeowners. There are many ways in which a campus chapter can get involved: building, fundraising, advocating, and educating.

National Model United Nations

www.nmun.org

The National Collegiate Conference Association is the sponsor of National Model United Nations (NMUN), the largest college-level Model United Nations. NMUN provides a forum for addressing global concerns in a real world context. Model UN conferences focus on important issues including regional conflicts, peacekeeping, human rights, women and children, economic and social development, and the environment. NMUN programs provide understanding of the work of the United Nations, build skills in diplomacy and compromise, and provide preparation resources for delegates. These experiential learning opportunities provide participants with the insights needed to become better global citizens and the future generation of international leaders.

ONE

www.one.org

ONE is a grassroots advocacy and campaigning organization that fights extreme poverty and preventable disease, particularly in Africa, by raising public awareness and pressuring political leaders to support smart and effective policies and programs that are saving lives, helping to put kids in school, and improving futures.

ONE CAMPUS PROGRAM

Formerly called the ONE Campus Challenge, ONE's campus program launched in September 2007 as a friendly, intercollegiate competition designed to mobilize students around

global issues. More recently, student outreach has evolved into more than just a contest; it is a critical pillar of ONE's advocacy efforts. ONE is challenging college students to channel their energy and ensure legislative and policy victories for improved government, greater economic development, and smarter aid in the developing world.

Oxfam International

www.oxfam.org

Oxfam works directly with communities around the world to find lasting solutions to poverty and injustice, with campaigns related to trade, agriculture, climate change, and health and education.

CHANGE INITIATIVE

The CHANGE Initiative is a highly competitive national program that trains college students to become actively engaged with Oxfam America's work. Its goals are to broaden perspectives, inspire action, and shape a new generation of global citizens.

Each year, Oxfam's CHANGE Initiative uses leadership and advocacy training to teach a select group of college students about the global fight against poverty, hunger, and injustice. Students then transform this knowledge into action on campus and in their communities.

Rotary International

www.rotary.org

Rotary International is the world's first service club organization, with more than 1.2 million members in 33,000 clubs worldwide. Rotary club members are volunteers who work locally, regionally, and internationally to

combat hunger, improve health and sanitation, provide education and job training, promote peace, and eradicate polio under the motto, "Service above Self."

ROTARACT

Rotaract is a Rotary-sponsored service club for men and women ages 18 to 30. Rotaract clubs are either community- or university-based, and they are sponsored by a local Rotary club. All Rotaract efforts begin at the local, grassroots level, with members addressing their communities' physical and social needs while promoting international understanding and peace through a framework of friendship and service.

United Nations Association of the United States of America (UNA-USA)

www.unausa.org

A membership program of the UN Foundation, the United Nations Association of the United States of America (UNA-USA) is dedicated to building understanding of and support for the ideals and work of the UN among the U.S. people. Its education, membership and advocacy programs emphasize the importance of cooperation among nations and the need for U.S. leadership at the UN. UNA-USA is affiliated with the World Federation of United Nations Associations, which began in 1946 as a public movement for the UN.

STUDENT ALLIANCE

UNA-USA's Student Alliance seeks to engage students in a nationwide network of motivated individuals, student advocacy groups, international affairs clubs, and Model UN teams who stand poised to collectively sound their voices and make their opinions heard amongst

their peers, in their communities, across the nation and around the world.

Student Alliance's four main focus areas include: human rights and international justice, building international consensus on climate change, Millennium Development Goals, and strengthening the United Nations.

UNICEF

www.unicef.org

Working in more than 150 countries, UNICEF is a global humanitarian relief organization providing children with health care, clean water, nutrition, education, emergency relief, and more. The U.S. Fund for UNICEF supports UNICEF's work through fundraising, advocacy, and education.

UNICEF CAMPUS INITIATIVE

This initiative is a growing movement of the U.S. Fund for UNICEF rooted in a belief that college students have a vital role to play in helping the world's children survive. Members of UNICEF Campus Initiative clubs conduct campus-wide education, advocacy, and fundraising activities to benefit UNICEF.

Campus clubs produce concerts, host international dinners, and write letters to the editor about UNICEF's work. They also set up booths on campus to promote children's issues and fundraise, participate in Trick-or-Treat for UNICEF campaigns with local elementary schools, and are creative in their support of UNICEF's work.

The UNICEF Campus Initiative National Council is made up of six students leaders who provide strategic direction for the Campus Initiative program, develop resources, and foster communication between clubs. ■

Programming calendar of notable dates

JANUARY

- 1 World Day of Peace
- 10 League of Nations Day
- 27 International Holocaust Remembrance Day

FEBRUARY

- 1 Freedom Day
- 2 World Wetlands Day
- 6 World Interfaith Holiday Week
- 21 International Mother Language Day

MARCH

- 1 International Death Penalty Abolition Day
- 8 International Women's Day
- 14 International Day of Action for Rivers
- 21 International Day for the Elimination of Racial Discrimination
- 21 World Poetry Day
- 22 World Water Day
- 23 World Meteorological Day
- 24 World Tuberculosis Day
- 25 International Day of Remembrance of Victims of Slavery and Slave Trade

APRIL

- 2 International Children's Book Day
- 7 World Health Day
- 11 National Youth Service Day
- 18 National Volunteer Week (through April 24)
- 22 Earth Day
- 23 World Book and Copyright Day

MAY

- 3 World Press Freedom Day
- 8 World Red Cross Day
- 8 World Oceans Day
- 15 International Day of Families
- 16 World Youth Day
- 21 World Day for Cultural Diversity for Dialogue and Development
- 22 International Day for Biological Diversity
- 29 International Day of United Nations Peace Keepers
- 31 World No-Tobacco Day

JUNE

- 1 International Children's Day
- 4 International Day of Innocent Child Victims of Aggression
- 5 World Environment Day
- 12 World Day Against Child Labor
- 17 World Day to Combat Desertification and Drought
- 20 World Refugee Day
- 23 United Nations Public Service Day
- 26 United Nations Charter Day
- 26 International Day against Drug Abuse and Illicit Trafficking
- 26 International Day in Support of Victims of Torture

JULY

- 2 International Day of Cooperatives
- 11 World Population Day
- 17 International Justice Day

AUGUST

- 9 International Day of the World's Indigenous People
- 12 International Youth Day
- 19 World Humanitarian Day
- 23 International Day for the Remembrance of Slave Trade

SEPTEMBER

- 1 International Peace Day (Opening day of the UN General Assembly)
- 8 International Literacy Day
- 11 International Staff Day
- 13 World Law Day
- 17 International Coastal Clean-up Day
- 21 International Day of Peace
- Last week of September**
Banned Books Week
- 25 World Maritime Day
- 26 World Rivers Day

OCTOBER

- 1 International Day of Older Persons
- 2 World Day of Nonviolence
- 3 World Habitat Day
- 4 World Space Week
- 5 World Teachers' Day
- 2nd Wednesday**
International Day for Natural Disaster Reduction
- 8 International Development Day
- 9 World Post Day
- 10 World Day Against Death Penalty
- 10 World Mental Health Day
- 13 International Day for Reduction of Natural Disasters
- 15 International Day for Rural Women
- 16 World Food Day
- 17 International Day for the Eradication of Poverty
- 24 United Nations Day
- 24 World Development Information Day
- 24 Disarmament Week (through Oct. 30)
- 31 "Trick-or-Treat for UNICEF"

NOVEMBER

- 6 International Day for Preventing the Exploitation of the Environment in War and Armed Conflict
- 10 World Science Day for Peace and Development
- 14 World Diabetes Day
- 16 International Day for Tolerance
- 17 World Philosophy Day
- 20 Universal Children's Day
- 25 International Day for the Elimination of Violence Against Women

DECEMBER

- 1 World AIDS Day
- 2 International Day for the Abolition of Slavery
- 3 International Day for Disabled Persons
- 5 International Volunteer Day for Economic and Social Development
- 7 International Civil Aviation Day
- 10 Human Rights Day
- 18 International Immigrant's Day
- 29 International Day for Biodiversity



ACUI
One City Centre, Suite 200
120 W. Seventh St.
Bloomington, IN 47404-3839 USA
812.245.ACUI • Fax 812.245.6710
acui.org