

Internationalizing Extension

Study Leave: Kevin Brooks

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The Initiative

Internationalizing Extension" is a term representing the broad efforts of Universities and Extension Services to bring international and global content to domestic programs and to support Extension efforts abroad. Most "Internationalization" strategies include both sides of the continuum. Participating in international activities creates staff and organizational capacity to be more sensitive to the needs of domestic, but diverse audiences. Often domestic diversity initiatives also help staff develop cross-cultural skill that can be applied to international activities. These activities have been accomplished at the state and national level. Most *Internationalizing Extension* activities nationally have been accomplished at the campus level rather than at the field staff level.

The National Initiative to Internationalize Extension initially was a three year project starting in 2002. Michigan State University Extension agreed to assist CSREES-USDA by providing a series of activities and leadership opportunities to encourage state extension systems to internationalize their work. This also involved setting up a web page for the program. <http://web1.msue.msu.edu/intext/global/>

Mike McGirr, Coordinator of CREES International Programs indicates the following:

The Internationalizing Extension Initiative began with the focus of the program on international trade and building networks between US Universities and counter-parts overseas. This was to help create economic activity through trade. Most of the programs at the state level have focused instead on the cultural diversity training for educators. The original intent is still there, but has been more of a secondary benefit to the universities. By having educators being immersed in a foreign culture, extension at the state level has seen a positive impact more quickly, as diversity training is currently a big issue on campuses. Our society in the US is changing and these programs represent real training opportunities to better equip educators in handling cultural issues. The benefit to Extension in having cross cultural immersion activities is easy to see, but somewhat difficult to measure. There has been no major attempt to measure economic impact or behavioral change.

The Questions

Several questions arise when University of Illinois Extension takes serious consideration to engaging in international activities. These questions are:

- What would be the benefit to the people of the state of Illinois in International participation?
- Who are the stake holders benefiting from International engagement?
- How much would *Internationalizing University of Illinois Extension* cost?
- Would the benefits from International engagement be higher than the costs?
- What would an Internationalized Extension System look like?

WHAT ARE THE BENEFITS TO ILLINOIS?

The benefits of international cooperation and economic development for the State of Illinois move across many sectors - economic, political, environmental, health and social. Following is a list of benefits that will accrue to Illinois as a result of developing programs in the International Arena.

1. Increased trade and promotion of private sector investment opportunities
2. Preservation of the world's natural resources
3. Exchange of scientific ideas
4. Improvement of food safety and quality
5. A better educated and globally aware citizenry including professional Extension field staff.
6. Collaboration on international problems, including HIV/AIDS research and avian influenza, and Asian Soybean Rust
7. Cross-cultural awareness leading to increased tolerance and cooperation between nations, states and ethnic groups
8. More stable economies which promote a more peaceful world for everyone

Increased Trade

In a world where trade barriers are reduced by technological advances and improved international cooperation, Illinois stands to gain in business arenas where Illinois has a competitive advantage. The opportunities are numerous. In using Ukraine for an example, Illinois agribusinesses ranging in size from John Deere in Moline to Kitchen Seed in Arthur or Equipment Direct in Arcola are exporting to the Poltava Oblast in east-central Ukraine. After the collapse of the Soviet system, Ukraine has failed to rebuild its machinery and seed production industries. For practical purposes, Ukraine probably

doesn't need to rebuild these industries from the ground up. The costs would likely prove prohibitive. Having joint research projects between Illinois and Ukraine should prove to be beneficial for both. These scenarios are repeated through out the world. Growing economies are potential markets and/or potential competitors. Yes, Ukraine, Brazil, and Argentina are possible competitors in terms of grain production, but are potential markets for machinery and production inputs.

Areas of significant capacity to grow economically, especially in agricultural production include:

- Southern Africa
- Ukraine and Southern Russia
- Interior China and Vietnam
- Brazil and Argentina
- India and south Asia

In a 2006 presentation, Robert Thompson indicated:

- American agriculture exports 1/4 to 1/3 of its production of many commodities.
- Without these exports, U.S. agriculture would have to downsize significantly.
- Exports can grow by expanding the total size of the market or by increasing market share.
- The only large potential growth market is in presently low income countries
- 1.25 billion people live on less than \$1 per day, of whom 840 million suffer under-nutrition or hunger
- 3 billion (almost half of the world's population) live on less than \$2 per day.
- By \$2 per day, most hunger (calorie) problem is solved
- Between \$2 and \$9 per day people eat more animal protein, fruits, vegetables & edible oils, causing rapid growth in raw ag commodity demand
- After \$10 per day, people buy more processing, services, packaging, variety, and luxury forms, but not more raw ag commodities
- **How many presently low income consumers are lifted out of poverty will be the *most important* determinant of the future size of world food and ag product markets.**
- The world's arable land and fresh water are not distributed around in the world in the same proportions as is population.
- No way for Asia or Middle East to be self-sufficient in food
- With population growth, urbanization and broad-based economic development, expect world food demand to double by 2050.

**Projected Population Growth
(U.N. medium projections)**

• <u>Region</u>	<u>2005</u>	<u>2050</u>	
• World	6,465	9,076	+ 40%
• High Income	1,211	1,236	+ 2%
• Low Income	5,253	7,840	+ 49%
• Africa	906	1,937	+114%
• Asia	3,905	5,217	+ 33%
• Latin America	561	783	+ 40%
• North America	331	438	+ 32%
• Europe	728	653	- 10%

Thompson also indicates:

With the growing interdependence of the world economy and the globalization of agricultural markets, the world has changed radically since the current generation of Extension educators was trained....

Clientele audiences in Illinois will include those already conducting business internationally or those seeking to conduct business internationally. Finding information on cultural, geographic, language, climatic, and legal issues around the world can be problematic for would be persons in Illinois wishing to conduct business. There is also a need for individuals and businesses in other countries seeking to do business in Illinois to have a center where information can be found readily. Extension currently has limited ability to help in this area. In the globalized world, economic comparative advantages are going to become more and more important. *Internationalizing Extension* activities for economic reasons should focus on countries that are considered to have large growth capacity. Initial efforts should be concentrated on areas where there are similarities in industry, but yet allow for Illinois to have a comparative advantage in business and in educational research and delivery.

The Director of Internationalizing Extension for Penn State indicated the following about the business/trade aspect of *Internationalizing Extension*.

Extension Educators typically lack the business world experience to be able to comfortably interact between US and overseas private sector entities. Being able to understand the needs of business often requires some degree of business experience. However, the opportunity for Extension to get involved in trade relations is immense. Having educators with experience will be required. This lack of experience explains why the national initiative to internationalize has been slow to embrace the business/trade aspect. Diversity education is currently easier for Extension to accomplish.

Key Argument Against Internationalizing Extension:

In the past, some US based agricultural groups have voiced opinions that an organization such as Extension should not be involved in activities that might create more competition for US farmers. These arguments tend to be short sighted. World development will occur with or without University of Illinois assistance. The benefits to helping areas such as Southern Africa or Ukraine develop are two fold. First, as the economy of these areas improves, there will be a reduction in poverty and the increased consumption of meat. With the increased consumption of meat, the consumption of the world supply of grain will dwindle. The coming decades will not likely be times of food surpluses, but increased need. As these economies grow, they will need more manufactured goods, such as Illinois made tractors, combines, and seed. Non-agricultural demand for goods will also increase. In addition, one way to combat competition is to learn what the competitor is doing and how they are doing it. This type of information is vital to the continued success of the Illinois economy. For instance, an amount of what we've learned about soybean rust comes from Brazil. We also have a good idea of the soybean expansion possibilities in that country as well, again helping our producers plan for the future.

Professional Development:

Professional development for field based Extension staff has been an area of great need and focus in *International* activities. Life is changing rapidly throughout the world. With better access to technology, the world is at our finger tips. The citizens of Illinois are confronted with this changing climate in the business world, our personal lives and in educational institutions. University of Illinois Extension is faced with the task of better preparing the citizens of the state to function successfully in life in this ever increasing internationalized world. Furthermore, Extension staff works with an ever increasing diverse constituency, often of a nature that we as Extension staff do not understand. The differences can be easily identifiable, such as differences in race or language. Other times, the differences are more subtle, such as ethnicity differences within a race (i.e. Ukrainian/Polish audiences in Chicago area), rural/urban issues, educational levels, and generational issues, etc.

Gleaning through numerous reports accessed through the *National Initiative to Internationalize Extension* (<http://web1.msue.msu.edu/intext/global/>) one becomes keenly aware that Extension staff engaging in International Activities gain valuable insight in dealing with diverse audiences. The reports repeatedly mention behavioral change in staff in their ability to engage diverse audiences in their state; although no in depth studies have been done. Activities involving behavioral change go beyond just attending an International conference. International activities that allow the staff member to immerse themselves in a culture that is not their own seems to be the key. An example of why cultural immersion is so important might be:

An entirely English speaking Caucasian educator conducting a computer class in a neighboring Unit office to a largely Latino audience which uses English as a second language, if they speak English at all, will find themselves in a situation where the program may not meet the needs of the audience as well as could be. At first glance, one can easily spot the main language issues that could arise. However, there will be aspects to the program that will not allow the educator to totally immerse themselves in the classroom culture. Some of these aspects could be:

- Similarly aged computers to that which the educator is used to working with.
- Many in the audience may understand and speak English to some degree.
- The audience may in some cases be used to making accommodations for the Educator's culture.
- The Educator's clothing, personal habits, outlook on life, etc. will probably still be the norm for the general area.
- The Educator will be accustomed to using his/her own slang terms.
- The Educator will soon be able to walk back into her/his typical culture.

When operating in a culture that is completely not our own and for a longer period of time, cultural differences become much more noticeable and the Educator is forced to make behavioral change, or be subjected to failure in the endeavor.

An example of this occurred at the 2006 Poltava Scientific Exchange Conference held in Ukraine. The Educators presenting at the conference were not atypical for experienced Extension Educators. For the conference, Educators brought power point presentations geared toward Illinois producers. At the start of the conference, the Educators were confronted with making presentations that were suitable for the Ukrainian audience. Prior to the conference, effort was made to help both sides understand cultural differences and needs, but due to the cultural restraints, success in this area was limited. Other cultural dilemmas continued throughout the stay in Ukraine. The Extension team made great friends and professional contacts, but also had many lessons to learn about living in a culture that is not much like their own. This would not have been possible without the complete immersion by participating in Ukrainian/Poltava culture.

Here are a few of the cultural differences noticed by the Educators while in Ukraine:

- Americans tend to walk with head up. Ukrainians walk with head down.
- Some European cultures are offended by the American way of laughing at their own jokes and loud behavior.
- Americans tend to look at possibilities. Others cultures see only fate.
- Organic producers in the US work hard to become organic. Organic producers in Ukraine are often organic because they can't afford inputs.
- Americans avoid fat in meat. Ukrainians see fat as cheap calories and tasty.
- Water quality isn't as big of an issue when one is very poor.

- American producers have reduced tillage in part to conserve moisture. Ukrainian producers pulverize a soil already subject to dryness. They do this as they can't buy effective chemical control.
- Expensive technological equipment can travel easily with a load of rabbits.
- Animal cruelty isn't as important when your income depends on getting work out of animals.
- Eggs don't have to be refrigerated.

A theme often said by the Extension delegation while in Ukraine, "We're not in Kansas anymore Toto!"

What Other States are Doing

Wisconsin – Has an appointed liaison person to oversee the Internationalizing Extension Program. The program is geared toward cultural emersion. This organization has agricultural emersion partnership in Mexico where field staff can obtain professional development training by attending two week training in Mexico. The end result is an educator who is better trained in engaging Latino audiences. Wisconsin also has a farmer-to-farmer program through which field staff can attend two week projects in Nicaragua or Jamaica. This program is funded through Partners of the Americas (USAID) and has also received funding through the Gates Foundation, as well as grants available through administration. Most of the projects are agriculturally related and the liaison has reported a difficulty in developing projects for educators outside of production agriculture. The administration is very supportive of the professional development activities. Future endeavors involve a project to help build an Extension Service in Guyana. Collaborative international efforts involving other universities are being sought for future endeavors. Wisconsin has not focused on economic benefits of engaging in Internationalizing Extension. Twenty percent of field staff educators have engaged in International activities. Staff members that have not participated cite time, funding, and lack of knowledge as major factors to why they haven't participated.

Our Mission

The purpose of UWEX Cooperative Extension international efforts is to contribute to the improvement of Wisconsin and international communities through the sharing of expertise and experiences.

Our Vision

UWEX Cooperative Extension will have a focused, vibrant, and active international program linking Wisconsin to the world to benefit our staff, communities, and international partners.

Purdue – Has an appointed liaison to oversee Internationalizing Extension Program and has developed a curriculum to train staff to engage in the International arena.

From Purdue Extension website: <http://www.ces.purdue.edu/iace/index.asp>

Purdue Intercultural Action Committee for Extension

Vital for Extension's Future...

More than ever, an understanding of and appreciation for similarities and differences among members of the global population is critically important. Extension has the opportunity, and the obligation to take a proactive approach to building acceptance and understanding of the interconnected nature of the global society.

Comments by Lee Stanish, International Youth and Extension, Purdue University and Director of International Extension at Purdue:

We have been successful in providing International activities for our field staff beyond just attending conferences. The activities involve volunteer work with agencies, to projects funded at least in part by administration. Most of the visible benefits have been in the area of professional development as educators are exposed to various cultures. Economic benefits are also highlighted as some of the networks that have been built have led to reductions in trade barriers in Central America and other locations. We need to be better organized and provide measurable impact figures. In Indiana, we have to meet the needs of an ever increasing Latino population and International experiences have helped us to better prepare our staff for this.

Areas of Emphasis

1. Initiate new opportunities to enhance the ability of Extension educators to provide improved service to immigrant residents in Indiana.
2. Identify and initiate opportunities to better position Indiana farmers and businesses to compete in the global marketplace in cooperation with Indiana state government.
3. Provide international travel opportunities and resources for Extension educators to build confidence and competence in creating internationally-focused programming.

Florida Extension: International activities in Florida have been built around agricultural activities of similar nature between Central America and Florida. Economic

benefit has been a profound secondary issue, but no studies have been done to measure economic impact. The cultural impact has been noted by administration and as a result Extension field staff receives up to 30,000 USD for international activities. The Director of Internationalizing Extension comes from Michigan State where he was active in the international program there.

Extension in Florida has created an *Internationalizing Extension* professional development workshop, that when conducted annually receives more application than they have slots available.

By the end of the training program the participants will:

1. Understand what an internationalized extension system is, its role, constraints and opportunities.
2. Appreciate different socio-cultural contexts and how this relates to their work environment.
3. Develop opportunities for greater international participation in extension.

The Internationalizing Extension project will focus on the development and implementation of capacity building and institution building in International Extension for University of Florida IFAS Extension. University of Florida IFAS Extension and two important partners; county commissioners and administrators represented by the Florida Association of Counties. Also, students and faculty of educational departments in the College of Agricultural and Life Sciences (CALs) will team-up to assist in Internationalizing Extension in Florida. The members of the learning team will be county extension faculty members partnered with current elected county commissioner/administrators from the same county; and graduate students and faculty with interest in international extension from CALs. This project will strengthen the organizational capacities of all entities to position the University of Florida IFAS Extension for stronger internationalization efforts in the future.

International work and internationalization of Extension is not always seen as a priority in difficult budget periods. This professional development and institution building will strengthen the understanding of internationalization of Extension by developing a team of an Extension agent and a local county commissioner or administrator from each of the five administrative extension districts across the state of Florida. Students and faculty of CALs will be able to share with their counter parts and will take the message back to their peers in educational departments. All team members will act as ambassadors for internationalization of Extension when returning to their respective communities of Florida.

The professional development and institution building will center on training, exposure activities, team building and organizational development to create sustainability for future international extension activities. An active learning approach

will be built on the strengths of a “participatory” model. The professional development will consist of training sessions held on the University of Florida, Gainesville campus and a nine-day international training experience in Costa Rica, based at EARTH University with activities in local communities and in the capital of San Jose.

Internationalizing Extension has been identified as a national initiative for USDA-CSREES, and many state Extension systems have also embraced this issue. There are numerous reasons that this is occurring. Because of advances technology, communication, travel and product availability the world is becoming ‘smaller’ and more interconnected. Research has shown that the public’s fundamental attitudes about international involvement is favorable and aligns with broad interpersonal relationships, such as those with family and community members. However, there are misperceptions and confusion that undermine public support for effective US global engagement. As a grassroots organization, Extension is exceptionally poised to integrate an international dimension into its ongoing educational programs that will lead to better global understanding and involvement.

University of Florida IFAS Extension is proud to enhance and continue a program to provide professional development opportunities for extension faculty in international Extension work. The international Extension training program will build stronger relationships with Extension, local government and graduate education at the University of Florida.

Maryland: The program is administrated on campus where Maryland has a program coordinator and many different sources for funding. There is not a central focus, but is driven by funding opportunities. The programs tend to begin and end with grant funding. Diversity of agriculture in Maryland lends itself to being practical around the world. The coordinator actively recruits volunteers for various agencies mentioned in this report. Even though the program is operated on campus, field based staff have been the main benefactors. Maryland has not been successful in projects outside of agriculture, mostly because nobody has focused on this and volunteer projects typically are agriculture oriented. About 30% of educators have done overseas work. They have worked with Maryland Department of Agriculture on trade issues, but not very in depth.

The objectives of our International Extension programs are to work with partners in other countries to:

- to increase agricultural productivity and profitability,
- improve the knowledge and management skills of farmers,
- develop more effective agricultural extension programs
- evaluate the economic performance of different extension systems.

To accomplish this, Extension systems are being developed so that educational institutions are more responsive to the demands of agricultural communities and

better able to provide up-to-date information and technologies that have practical application. In addition, the improvement of information networks and distance education programs enable people working in rural areas to have better access to all types of information on markets and production.

Michigan State Extension

Michigan State Extension is directed by Michelle Owens. There was a two year gap between Owens' appointment and the retirement of her predecessor. As a result, international activities have been at a standstill for field based staff. Currently Michigan State Extension provides 28,000 USD for international activities. To receive funding, staff must attend three session training on Internationalizing Extension conducted by the director. International experiences are offered in Mexico and Ghana. There has been some effort to create economic ties between Mexican farmers and Latino counter parts in Michigan. Michigan is seeing a dramatic increase in small farm ownership by Mexican immigrants, making cultural immersion vitally important. The director of programs periodically goes to Washington D.C. to build ties with granting agencies and USDA.

Owens' added the following insights.

- An ideal budget would be around 50,000 USD to ensure continuity of program and adequate funding. Current USAID funding is drying up.
- Training program should be shortened before the international activity and follow-up session added at one month and six months.
- Initiatives from staff should be encouraged.
- Follow-up studies measuring impact are needed. There is an image that the trips are just fun activities for staff to enjoy going overseas.
- Developing contacts is a major key to making Internationalizing Extension work.

Penn State Cooperative Extension

Penn State likely has the largest international program amongst land-grant universities, but has focused on particular regions of the world. These regions include: Ukraine, Mexico, and Central America. Ukraine was chosen due to large scale agricultural similarities to Pennsylvania and the great need in Ukraine for development. Mexico was chosen due to the changing demographics in Pennsylvania and administration felt the best way to really understand the growing Latino population was to understand the culture. Having an exchange program with a Mexican University was seen to be important. Penn state actively lobbies Federal granting organizations and the private sector. Much of the funding for the Ukraine project at Lvov Agricultural Academy comes from the private sector. PSU also has a *tag along* program. This program provides funding for field based Extension educators to *tag along* with ongoing campus based projects. The intent is to encourage campus based specialists to recruit help for their international projects.

Steps for Extension to Take in Implementing an Internationalized Program

1. Appoint a *Coordinator* for international activities. Most of the Extension organizations contacted have an individual assigned to this in addition to their current duties. Some of the organizations have someone working full time in the international arena. These people spend a considerable amount of time meeting with government and private sector funders. The key to a successful implementation of an international program appears to be employing a coordinator who keeps International activities in the forefront, whether full or part time. The individual should have a network of contacts with volunteer organizations, CREES, other Extension organizations, and international experience in putting together projects. This person would be the go-to-person on funding ideas. The individual should be able to build international partnerships between field and campus based staff. Having an active committee is good to oversee the program and provide feedback, but the key does seem to be having an individual promoting international activities.
2. Create an Extension web page for international activities. The site should have links to volunteer organizations, other Extension organizations conducting international activities, cultural information, reports of activities, professional development opportunities, ongoing programs, and funding possibilities. The main weakness of many of the Extension websites on international activities is having too much general information and not enough concise organization.
3. Encourage the use of volunteer opportunities with volunteer organizations conducting international activities. These projects are at no cost to the volunteer and Extension. Projects are typically for 18 days, but can be 2 – 4 weeks. The following organizations are reputable organizations that place a high priority on professionalism and volunteer safety. Most opportunities are agricultural/horticultural based farmer-to-farmer programs, but also need community development specialists. Occasionally Winrock and ACDI/VOCA have special projects involving programs designed to empower women who are subject to abuse and trafficking. A limited amount of funding should be provided to encourage participants to make contacts for future endeavors.
4. Build formal international/global training programs for faculty and staff. Purdue has already constructed a curriculum for this.
5. Administration should actively encourage Extension Educators/Unit Directors to participate in international activities. Make this a part of the evaluation process under professional development. Programs should also be evaluated under networking and economic development. Institutional policies and guidelines need to reflect a commitment to global issues. Administration needs to be actively involved in goal setting and planning in addition to committee activities.

- a. Provide financial support for innovative ideas for international engagement. Developing projects for international activities are not easily done. By all means, funding opportunities should be explored, but getting projects started while waiting to hear about grant approval can be very detrimental as timing is important. 50,000 USD is the high end for budgetary consideration in consistent funding. Mid-range is in the \$30,000 to \$50,000 range. This does not include salaries for coordination. Priority should be given to those projects engaging multiple disciplines.

Criteria for programming ideas requiring funding.

1. Travel should not be to only attend conferences. International conferences do not allow for much in the way of cultural immersion.
 2. Projects should have a written long range plan. (However, often when initiating an activity it is impossible to estimate all outcomes.)
 3. Economic benefit should arise from the activity. Cultural immersion in itself is a good thing, but in times of limited funding, economic benefit must be the intention. Some sort of trade or research benefit should be a desired outcome.
 4. Participants should be required to verify contacts for future and growing engagement in an economic or research oriented international activity.
 5. Long-range programs need to be built on the ideas that grant funding will eventually expire for the project. Many of the programs initiated under CREES funding literally die-on-the-vine as soon as the grant funds are depleted. Sustainability or an exit strategy needs to be worked into the project.
- b. Contact between Extension and other departments need to be fostered. Joint efforts with departments like Russia and East European Studies Center and South Asia and Middle East Studies Center should be solidified. Cultural training and business contacts could result.
 - c. Develop overseas offices in developing parts of the world. Not as a stand alone, but as a part of an existing organization where small amounts of funding could be used to pay for expenses relating to business, educational, and research opportunities. Agriculture is the key to getting started. Cross disciplinary activities can grow out of these relationships. Funding to develop *Trade and Cultural Centers* and existing universities or ministries in country would likely be not cost prohibitive.

Locations to target:

Southern Africa – Current Kenya project can be used

Ukraine/Southern Russia –Land O'Lakes center could be utilized

Vietnam/Interior China – Current ACE activities and/or contacts with current Vietnamese soybean rust visiting scholars could be utilized

India/South Asia

Mexico

Brazil/Argentina

Current Challenges and Issues Pertaining to International Activities

Timing: Communication with individuals and institutions in developing countries is at best inconsistent and difficult due to technological, cultural, and language issues. This creates problems when developing contacts and activities. Approval for international activities can take a long time in relationship to the limitations in communication. Planning a year or even six months ahead often makes the carrying out of the activity an improbability. The timing problems can range from the school year calendar, foreign holidays, access to internet, changes in funding, etc, to cultural issues. To push back agendas does in some cases jeopardize the continuity of the project. A well thought out plan between the International Committee and Administration needs to be formed, to help create a streamlined approval process. Activities through volunteer organizations should not have to go through the committee. Small grants of \$300 should be provided automatically for participants to make contacts outside the volunteer organization. These organizations are not so restrictive as to not allow this.

Ticket Logistics: Airline tickets for international travel can be expensive, especially when booking multiple tickets. Online wholesalers are difficult to use with our current system of payment.

Solution: The internal page on the Extension website should have instructions on buying international air tickets. This should cover:

- Which persons are authorized to purchase tickets on P-Card
- Credit limits of the authorized person
- International Travel Approval Forms and instructions
- Approved Travel Agencies. (Approved agencies can book tickets in a group and individually charge office P-card accounts).

(<http://www.obfs.uillinois.edu/obfshome.cfm?level=2&path=travel&xmldata=travelagencies>)

Travel with Technological Equipment. Educators may need to bring laptops and projectors. Most airlines do not adequately insure such equipment from loss. Instructions on covering such items should be provided.

Medical Care: Many developing countries do not have adequate health care. Medical evacuation insurance carried. Med Ex is the provider of choice by University of Illinois

Solution: Post Med Ex information on Extension Web Site.

Expense Reimbursements: Several issues arise. Receipts are not always available. State Department reimbursements can be out of line on the high side for per diem.

Solution: Guidelines for non-receipted items, per Diem (State Department Rates), and guidelines for reasonable expense should be posted to Extension Web site.

Cultural and Language Issues: Inexperienced travelers are often unprepared for such issues.

Solution: Administration and International Committee build relationship with various departments. Travel to Ukraine could be enhanced with information from East European Studies Center.

Other items for web posting: State Department Information and Center for Disease Control.

Volunteer Organizations Seeking Volunteers

The following organizations provide volunteer opportunities at no cost (besides salary) to Extension. These organizations are reputable. However, these organizations have limited opportunities for those outside of production agricultural/horticulture and community development.

Winrock International

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

Phone: 1.501.280.3000

(Ms.) Johnnie Frueauff, Recruiter

Winrock International is a nonprofit organization that works with people in the United States and around the world to increase economic opportunity, sustain natural resources,

and protect the environment. Winrock strengthens the capacity of women, children, youth, and civil society organizations to actively participate in local and national development and to transform their societies. Programs offer solutions to the most pressing problems, including equitable access to goods and services, employment, civic participation, prevention of human trafficking and child labor and others. Winrock promotes sustainable use and management of natural resources to support the food and income needs of growing populations and the health of the planet. These activities encompass a broad range of programs and services. Winrock's integrated programs support establishment and growth of small and medium-sized enterprises and agricultural initiatives that target sustainable production driven by market demand. These sectors play critical role in the development and stability of communities and nations.

Two to three week assignments are available. Expenses are paid in full. Twenty-one percent of volunteers are female.

Citizens Network for Foreign Affairs (CNFA)

www.cnfa.org

CNFA is dedicated to increasing and sustaining rural incomes in less developed areas of the world by empowering farmers and rural entrepreneurs. We believe the best way to do this is to develop value-adding agricultural enterprises and to link farmers to markets where they can buy supplies and sell their products. CNFA focuses on commercial activity, locally defined needs, and leveraged investment in order to foster the economic empowerment of rural residents and enterprises all along the food value chain—from farmers to local suppliers and processors, to larger companies, financial institutions, and distributors and exporters.

Volunteer opportunities exist for 18 day assignments to Belarus, Moldova, and Ukraine. Full expenses are paid. Phone: 1. 202.296.3920

ACDI/VOCA

<http://www.acdivoca.org>

ACDI/VOCA is a private, nonprofit organization that promotes broad-based economic growth and the development of civil society in emerging democracies and developing countries. ACDI/VOCA occasionally needs volunteers to help implement women's programs as well as traditional programs in the area of:

- [Community Development](#)
- [Enterprise Development](#)
- [Financial Services](#)
- [Agribusiness Systems](#)

Final Conclusions:

As the world becomes might tight knit, Internationalizing Extension becomes more important. Extension in other states has implemented international programs with limited to moderate success. Internationalizing Extension is very important to the future of Extension. With budgetary considerations in the current economic environment, funds for these activities must be well spent. Beginning on page 12, I outline items which would be helpful to the University of Illinois to *Internationalize Extension*. Here are my concluding remarks, with concise ideas on what could be done to get this important program moving forward.

1. Appoint a coordinator (appointment time at least 50%) for International activities.

The Coordinator will:

- work closely with the International Committee
 - promote International Extension to the public
 - actively facilitate efforts of soliciting private sources of revenue and granting organizations
 - make suggestions to improve international initiatives
 - aid in international activity logistics
 - maintain relationships with CNFA, Winrock and ACDI/VOCA
 - actively recruit volunteers from educators and Unit Directors to participate in international activities
2. Provide \$10,000 per year for funding for field based staff to *Tag Along* with campus based initiatives. Funding for airfare and other travel expenses up to \$1,000.
 3. Identify key areas for major (multi/year projects).
 - Mexico
 - Africa
 - Ukraine
 - Asia (Interior China or Vietnam) (China has more potential, but more competition. Vietnam would be unique.

These projects should have demonstrated economic benefit at the end of the evaluation period.

4. Fund these identified areas at the following levels (Africa and Ukraine should already be initiated and at further stages:

- Year one \$4,000 per project
- Year two \$5,000 per project (travel and expenses for 2/3 educators
- Year three \$10,000 per project (Should be up and running and pay of teams of educators travel
- Year four \$5,000 per project (Matching with private sources)
- Year five the project needs to be evaluated for sustainability


5. International Extension training workshops should be built into Professional Development budget, using Purdue curriculum.

6. Funding \$5,000 per year to educators which are participating on volunteer organization projects (CNFA, Winrock, ACDI/VOCA). This funding would be used to encourage extra travel and expenses occurred to develop ties with foreign universities.

6. Proposed International Extension budget (not including coordinator)

Tag Along	\$10,000
Volunteer organizations Extra Travel	\$5,000
Target projects (staggered)	\$25,000

Respectfully submitted:



Kevin Brooks