

## Pre-Trip Orientation

Preparing your group for the Outreach360 experience in **Nicaragua**

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“All that is valuable in human society depends upon the opportunity for development accorded the individual.”  
-Albert Einstein

# WELCOME to Outreach360

**O**n behalf of the children at our Learning Center in Nicaragua, as well as the staff of Outreach360, we thank you for taking on a leadership role in your group. You will provide a life-changing experience for your group members and help *Release the Hero Within* them and within the children in our programs! We understand the amount of time and effort that go into planning an international service trip, including the above-and-beyond effort to educate participants on the issues in the communities you are about to serve. Thank you!

This simple but informative guide will direct you through five weeks of pre-trip preparation. It is intended to supplement your own team-building and planning efforts by providing information, activities, and reflection topics for your participants. This Pre-Trip Orientation is organized into five units. Each unit presents an important topic and provides activities designed to promote reflection and discussion. Each unit could be covered in a weekly or bi-weekly meeting in advance of your trip.

While the weekly lessons are mapped out fully, we encourage you to make this guide your own. You are welcome to adapt the contents of this guide to fit your

group's unique personality and needs. Of course, if you or a group member encounters a different article or activity to share with the group, you are welcome to incorporate it.

Again, thank you for your commitment to the children in our Learning Center. We hope this Pre-Trip Orientation is of value to you and your group. We look forward to seeing you soon!

Coco Barrett  
Country Director

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## **O**utreach360: *Creating a Life of Choice*

### Goal:

The goal of this section is give a general explanation of poverty in Nicaragua and to introduce participants to basic information about Outreach360 and how Outreach360 approaches development.

### Opening:

Welcome participants and take a few moments to share the first of Outreach360's Ten Principles: "*Acknowledge Yourself.*" Emphasize that few people are willing to do what you are doing - raise or donate funds and taking a week or more of your time to volunteer for the benefit of children you don't know. Highlight that by following this guide, you are also making an additional contribution by educating yourself about effective international development.

### Discussion:

Share with participants the Outreach360 Fact Sheet and Outreach360 Philosophies Sheet. Then ask your group to discuss the questions below, and encourage them to add their own questions to the discussion.

### Discussion Questions:

1. Based on your own experience, how do you define poverty? Does your definition differ from what you read in the Fact Sheet?
2. Did any of the Outreach360 Philosophies surprise you? Which one and why?

### Journal Questions:

Share the following journal prompts with your team and give them time to reflect and write. Allow participants to share (*optional*).

1. What do you think is the single greatest obstacle that people living in poverty have to overcome? Why?
2. How do you think Outreach360's approach to development impacts the community where you will serve? How will Outreach360's approach impact you?

### Homework for Next Week:

Assign the following homework:

- Research one interesting fact about Nicaragua and come prepared to share your fact at next week's meeting.

### Resources

Outreach360 Fact Sheet.....p. 6  
Outreach360 Philosophies Sheet.....p. 7-9



**Time:** 60 minutes

### What is Poverty?

Poverty is the inability to achieve the standard of living that is usual for a particular society. Although the standard of living varies between nations, the characteristics that define poverty commonly include the lack of food, water, sanitation, clothing, shelter, health care and education. The inability to meet basic human needs also results in a lack of opportunity and choices in life.

### Poverty in Nicaragua

Many people in Nicaragua face various forms of poverty on a daily basis. According to the World Bank, more than 25% of the population lives in extreme poverty and survives on less than \$1 per day. Living in extreme poverty means that people cannot meet their basic needs. They lack food and water, are unable to access health care, and cannot afford or access education for some or all of their children. Individuals living in extreme poverty are caught in a poverty trap, and are unable to escape extreme material deprivation on their own. The students that Outreach360 serves come from a variety of backgrounds, some living in extreme poverty and others living in moderate to relative poverty.

### Outreach360's Approach to Development

- Outreach360 believes that one of the greatest challenges faced by people living in poverty is the absence of opportunity. This absence severely limits their choices in life.

- Outreach360 envisions a transformed world: where there are no limitations or lack of opportunities for the children we serve; where every child is able to pursue a college degree or obtain gainful employment in adulthood; where every person is able to live a life of choice.
- Outreach360 believes that education is the best sustainable solution to poverty and that education provides the children we serve with long-term opportunities to transform their own lives.
- Outreach360 provides education through Learning Centers that offer unique educational programs in English Language Learning and Spanish Literacy to meet the needs of the community and develop the talents of the children we serve.

### Outreach360's Approach to Service-Learning

- Outreach360 believes in the power of human potential and that together we can make a difference in the world.
- Outreach360 focuses on engaging volunteers in substantive service work where they have the opportunity to make a lasting and significant difference in the community.
- Outreach360 believes in harnessing the passion and creativity of volunteers to make a lasting impact in the lives of children.
- Outreach360 believes in the power of cultural exchange and the important role it plays in global awareness and effective development.

### **Don't Do For Others What They Can Do For Themselves**

Out of generosity, it's very easy to start doing things for other people that they could do for themselves. We want to create an environment where we are empowering people, not disempowering them.

### **De-Emphasize Materialism**

Americans and Canadians often focus on the poverty of material things in the areas where we work, and want to fill the "need" by collecting and giving away things – baseballs, clothes, food, toys, etc. The people we are working with will manage quite well without all our "stuff", and will probably be better off without it. We want to be alert to the poverty of opportunity, and fill the gap. We feel the best way to achieve our goal is through education.

### **Focus on Relationships**

We also want to focus on person-to-person relationships in the areas where we are working. We want the children to look forward to seeing the volunteers not for the material goods they bring, but for the education they provide and the relationships and interactions that develop through it.

### **No Poor People / Two-Way Partnership**

As generous as it seems, it is actually very arrogant and condescending to travel to Nicaragua to "work with the poor people," or "the poor children." The people we work with are very alive, vibrant, intelligent, dynamic, and

capable. They are rich in many areas where Americans and Canadians are poor. Look beyond the material poverty. We are there to serve, and usually they are there to serve as well. It is a two-way street, the *intercambio* (interchange) of the different cultures is a very important part of our program.

### **Best Tools for the Job**

We want to strive to provide our leaders with the best training and tools available to empower them to do their jobs in an effective manner. When implementing programs at our Learning Centers, we balance the desire to be efficient with our desire to Release the Hero Within and to promote cultural interchange. Hiring only degreed and certified ESL teachers at our Learning Centers might be the most efficient way to teach, but encouraging a high school team to teach our students one on one better releases the hero within and promotes cultural interchange. It might be a less efficient teaching process, but it better fulfills our purpose.

### **Meet Real Needs**

We avoid "make work" for our volunteers. We endeavor to meet real needs in the communities where we work using the unique resources of the volunteers who join us. We believe the number one need that our volunteers can meet with their unique resources is in the area of education

### **Cultivate a Service Mentality**

American and Canadian societies are two of the most generous societies in terms of volunteerism. This attitude

is not an innate quality. It has been promoted and cultivated over many years. We are not shy about sharing this aspect of our culture with the communities where we work, and we will act to promote a culture of volunteerism and service. A child who benefits from our program will be expected to also serve in our program.

### **Involve Community Partners**

A desire of Outreach360 is to involve community partners in the work that we are doing, not just as paid workers and vendors, but also as volunteers and partners. Long term, our goal is that our programs will be administered and managed by local people, perhaps the children who have studying at our Learning Centers. We will honor all volunteers and people working with Outreach360 by maintaining high expectations and standards in all that we do.

### **Relief vs. Development**

A relief organization is one that exists to serve for a very short time, in the event of a catastrophe or emergency – when people urgently need food, clothes, medicine shelter. A development organization works more long term, to provide lasting change. Outreach360 would only serve as a relief organization (passing out food, clothes, etc.) in the case of a temporary local emergency. Our efforts are long term, focusing on education to make a lasting change.

### **Living a Life of Choice**

The Outreach360 Learning Center’s purpose is to enable the children we are working with to live a life of choice –

to graduate high school qualified to choose to attend college or obtain gainful employment in an occupation of their choice. The United Nations validates this purpose in this report:

“Human development is about much more than the rise or fall of national incomes. It is about creating an environment in which people can develop their full potential and lead productive, creative lives in accord with their needs and interests. People are the real wealth of nations. Development is thus about expanding the choices people have to lead lives that they value. And it is thus about much more than economic growth, which is only a means—if a very important one—of enlarging people’s choices.”

— United Nations. United Nations Development Programme. Human Development Report 2001: Making New Technologies Work for Human Development. New York: Oxford UP, n.d. Print.

### **Release the Hero Within**

The Outreach 360 Core Purpose, the reason for Outreach360 to exist is: *Release the Hero Within*. Many people shy away from the concept of being a hero; we want people to embrace the hero within themselves and within others.

We are bringing to fruition George Bernard Shaw’s statement that “The true joy in life is being used for a purpose greater than yourself.” We work to provide an opportunity for people to live larger than themselves, to release the hero within.

The process begins with releasing the hero within the kids with whom we work, their families, and the communities where they live. As we work to release the hero within them, we release the hero within ourselves and within all the friends and family you involve in this effort.

The Learning Centers, and other programs that we operate, are simply the means to fulfill our Core Purpose: *Release the Hero Within.*

## Where We Are Going

### Goal:

The goal of this section is to introduce participants to basic information about Nicaragua and to generate a deeper understanding of themselves and their teammates.

### Opening:

Welcome participants and take a few moments to share some of the unique facts about Nicaragua that your group researched as part of last week's homework assignment.

### Discussion:

Share with participants the facts about Nicaragua (*see Nicaragua Country Profile below*). Then ask them the questions below and encourage them to add their own questions to the discussion.

### Discussion Questions:

1. What are some similarities between your home country and your destination country? Differences?
2. Based on what you have read, what do you expect to experience while volunteering in Nicaragua?

### Activity:

*Four Corners Activity (see activity below)*

### Journal Questions:

Share the following journal prompts with your team and give them time to reflect and write. Allow participants to share (*optional*).

1. What is the most surprising fact or figure you heard about Nicaragua? Why?
2. How have your life experiences impacted the way you responded to the questions in the *Four Corners* exercise?

### Homework for Next Week:

Suggest the following recommended reading material:

- “Poverty Around the World”

Source: <http://www.globalissues.org/article/4/poverty-around-the-world>

- “What is International Development?”

Source: <http://www.acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/ANN-224122740-NGU>

### Resources

Nicaragua Country Profile.....	p. 11
Four Corners Activity.....	p. 12

 **Time:** 60 minutes

**K**nown as the “Land of Lakes and Volcanoes,” Nicaragua’s countryside includes extensive Atlantic coastal plains rising to central interior mountains, and narrow Pacific coastal plains interrupted by volcanoes. Located between the Caribbean Sea and the Pacific Ocean, and bordered by Honduras and Costa Rica, Nicaragua is the largest country in Central America and also boasts the largest freshwater body: *Lago de Nicaragua*.

### Modern History

Despite its natural beauty, Nicaragua is one of the poorest countries in the western hemisphere after striving to overcome the effects of dictatorship, civil war, and natural calamities. Nicaragua has a violent history that begins with the arrival of the Spanish, but largely marked by two more recent events. First was the brutal dictatorship of the Somoza Regime from 1937 to 1979, that led to a five-year civil war killing an estimated 50,000 Nicaraguans and ultimately ending with the socialist Sandinista’s overthrow of the dictator Somoza in 1979. The second was the *Contra-Sandinista* war, which lasted through much of the 1980s and killed over 30,000 people. By 1990, when the Sandinistas were defeated in elections held as part of a peace agreement, Nicaragua’s per capita income had plummeted and its infrastructure was in tatters.

Peace brought some economic growth, lower inflation and lower unemployment. But this was more than counter-balanced by the devastations of Hurricane Mitch in 1998, which killed thousands, rendered 20% of the population homeless and caused billions of dollars worth of damage.

Nicaragua’s modest tourist industry, which had all but collapsed by the early 1990s, has enjoyed a revival. The country’s attractions include wildlife-rich rain forests,

volcanoes, beaches, and colonial architecture. Today, Nicaragua is hopeful, hardworking, and has a desire to see positive change in the future. The children are happy, the parents work hard to make their country a better place for their kids to inherit, and communities unite to work towards common goals. With recent government programs for developing infrastructure such as stable public highways and consistent electricity, Nicaragua is taking advantage of its rich assets and is building a brighter future.

### Quick Facts

**Location:** Central America

**President:** Daniel Ortega

**Government:** Republic

**Capital:** Managua

**Official Language:** Spanish

**Population:** 5,788,531

**Climate:** Tropical in lowlands, cooler in highlands

**Life Expectancy:** 72

**Adult Literacy Rate:** 67.5% (age 15 and over can read and write)

**Poverty rate (2009):** 42.5% (Percent of population that lives on less than \$1 dollar per day.)

**Exports:** Coffee, beef, gold, sugar, peanuts, shrimp and lobster, tobacco, cigars, textiles, apparel, cotton

**Area:** 130,370 sq km

**Source:** *The World Factbook*. Central Intelligence Agency, n.d. Web. 21 May 2013. <<https://www.cia.gov/library/publications/the-world-factbook/>>.

# Four Corners Activity

## Issues in Volunteer Service and International Development

### Goal:

The purpose of this activity is to encourage participants to consider their own opinions and to see how they compare to or contrast with those of the rest of the group.

### Instructions:

1. Prior to starting the activity, mount a piece of paper in each of the four corners of the room. The papers should each display one of the following: Strongly Agree, Agree, Disagree, Strongly Disagree.
2. Write a controversial statement on the board for all group members to see or have a designated spokesperson/leader read aloud. (See *Statements to Consider*)
3. Have participants write on a piece of paper whether they strongly agree, agree, disagree, or strongly disagree with the statement and why. No consulting with their neighbors on this one - just their opinion. (Note: the writing step is optional, but encouraged for situations in which group members may choose to go with friends rather than considering their own views.)
4. Once they have done this, have them go to corners of the room based on their responses (in other words, all the strongly agrees to one corner, the agrees to another, etc.).
5. Give them some time to talk with others who feel similarly, to choose a spokesperson and to devise a

case to present to their fellow participants in the interest of winning people over to their corner. In their conversation, they usually end up rereading the text for evidence, using a dictionary to look up words, and making a list of reasons why they are right.

6. Once they are ready, the spokespersons present their respective group's case to the entire group while all participants listen quietly.
7. Then allow time at the end for participants to ask questions or to challenge other groups' ideas.
8. Finally, finish the round by asking them to think about what they have heard and then move to a new corner if they were swayed by another group's presentation. Continue the activity with the other statements below.

### Statements to Consider

1. The U.S./Canadian government should give foreign aid (money) to developing countries.
2. Wealthy individuals should donate money to people in developing countries.
3. People who live in poverty are generally lazy.
4. We live in the smartest country in the world.
5. Everyone should experience living abroad.
6. Children everywhere should have the right to live a life of choice.
7. I feel uncomfortable working with people from different cultures/backgrounds.
8. Education is the best way to bring people out of poverty.
9. Since I am more educated than most people in developing countries, I know what is best for them.
10. There is something I can do to make a difference.

# U

## nderstanding Poverty and Development

### Goal:

The goal of this week's lesson is to explain the cycle of poverty in the developing world, while taking a look at the responses of humanitarian assistance versus international development.

### Opening:

Welcome participants and take a few moments to review last week's material and to check if the group was able to complete the homework.

### Discussion:

Discuss the questions below based on the articles "The Deprivation Trap," "Poverty Around the World," and "What is International Development?"

### Discussion Questions:

1. What does it mean to be in poverty?
2. It is said that poverty is cyclical. What are ways to break the cycle of poverty?
3. What is the difference between providing humanitarian aid versus international development? What are some situations in which it would be appropriate to provide aid? Development?

### Activity:

*Barriers Activity (see activity below)*

### Journal Questions:

Share the following journal prompts with your team and give them time to reflect and write. Allow participants to share (*optional*).

1. What did you learn from the *Barriers Activity* about the challenges of development?
2. Now that you've read and discussed the differences between humanitarian aid and international development, what are some examples in which you have seen each being implemented? Are there examples from your life in which you provided "aid" versus "development?"

### Homework for Next Week:

Assign the following reading material:

- "Education and International Development" by Helen Clark

**Source:** <http://www.undp.org/content/undp/en/home/presscenter/speeches/2012/03/26/helen-clark-education-and-international-development/>

### Resources

Barriers Activity.....p. 14



**Time:** 60 minutes

## Goal:

The purpose of this activity is to provide a visual demonstration of how overcoming obstacles (or achieving development) impacts all the parties involved.

## Supplies:

1. Two bandanas
2. Tape (masking or duct preferred)
3. Colored paper (1/2 sheets) or note cards
4. Markers

## Instructions:

1. Using the tape, outline a “box” on the ground that is large enough to fit 2 pieces of paper per participant, but with sufficient room to still maneuver through the box.
2. Give everyone one marker and 2 pieces of paper.
3. Ask each person to write one barrier that a person living in poverty in a developing country may face. This can be an emotion, a thought, physical or psychological barrier, or anything that may be present in that particular population’s mind. Be clear in saying to write just *one* barrier on each piece of paper.
4. Ask each person to place their paper ‘barrier-side up’ inside the box in random order, and not on top of each other.
5. Ask everyone to stand around the box and then ask for two volunteers. We usually don’t tell them what the

volunteers will do at this point in the activity. However, if they ask, it’s appropriate to say that one will be blindfolded and one will be the partner of the blindfolded person.

6. Once you have selected two volunteers, place the non-blindfolded volunteer at one end of the box (shorter side) and then blindfold the other volunteer.
7. Now tell the non-blindfolded volunteer that s/he must verbally help the blindfolded volunteer across to the other side without stepping on any barriers and without touching them. If the volunteers touch or they step on a barrier, they have to start over. The blindfolded volunteer is not allowed to speak. **Don’t give any directions to the audience!**
8. Repeat with two more volunteers until everyone in the group has participated. When finished, thank the volunteers and applaud them for their efforts!

## Processing:

1. Ask the blindfolded people what the experience was like for them. Ask the partners the same question.
2. Now ask what it was like for the audience members who watched as the partner guided the blindfolded volunteer. Audience members typically respond by saying that they wanted to help, that they felt confused, helpless, etc.

*continued on page 15*

1. Now ask who the blindfolded person represents, who the non-blindfolded person represents, and who the audience represents.
  - a. **ANSWER:** The blindfolded person represents a person in a developing country and the non-blindfolded person represents a friend, development worker, or volunteer. The audience represents everyone else. Everyone has an opinion or wants people in the developing world to do something - but the lesson here is that it is up to the person in poverty to decide what the appropriate path is for him/her.
2. Ask participants if they have any further thoughts or questions on what this exercise might mean for them when interacting and volunteering in a community that is being developed. **Keep asking participants to reflect here - you should let them continue to come up with parallels for about 5 minutes.**
3. After reflecting, ask one or more of the participants to collect the paper or note cards with the barriers written on them and read them out loud.
4. Finally, ask the group if they heard some similarities. Usually these will be things like confusion, hunger, overwhelmed, etc. Emphasize that these are all things that you should be aware of when working in development.

### Points to Emphasize:

1. It's important to allow the person you are working with to direct you - did the non-blindfolded person ask his/her partner right away how s/he could help?
2. The 'finish line' is arbitrary - this is different for everyone based on personal goals.

## The Importance of Education

### Goal:

The goal of this week’s lesson is to explore the reasons for education as a best-practices method for development.

### Opening:

Welcome participants and take a few moments to review last week’s material and to check if the group was able to complete the homework.

### Discussion:

Discuss the questions below based on the articles “Education and International Development” by Helen Clark.

### Discussion Questions:

1. In her opening, Helen Clark mentions that she is “passionate about the power of education to transform individual lives and prospects, and those of families, communities, and nations.” What are some examples you can think of in your life, the lives of others, or in history, that demonstrate the transformational power of education?

2. Under the sub-heading, “The Role of Social Protection in Improving School Attendance,” Clark mentions the possibility of using cash-transfer programs, which boost family incomes by compensating families that ensure children are attending school. What are some benefits and some challenges to such a cash-for-education type of program?
3. In her conclusion, Clark mentions that “Part of doing whatever it takes to lift human development so that every person on the earth can fulfill their potential and live in dignity is providing access to education.” How does that compare to Outreach360’s vision of “a transformed world in which every child is able to pursue a college degree or be gainfully employed upon reaching adulthood, enabling them to live a life of choice,” and the focus on educational programs to realize that vision?

### Activity:

*Educational Path Mapping Activity (see activity below)*

Resources
Educational Path Mapping Activity .....p. 18

 **Time:** 60 minutes

## WEEK **FOUR** Lesson Overview *continued...*

### **Journal Questions:**

Share the following journal prompts with your team and give them time to reflect and write. Allow participants to share (*optional*).

1. After reading the article by Helen Clark and mapping your educational path, how have your views of your own education changed?
2. Both Clark and Outreach360 talk about the importance of releasing potential. What type of potential do you have?

### **Homework for Next Week:**

Assign the following homework project:

- Research a traditional dish from Nicaragua. Prepare your dish and bring it to the next meeting to share with the group.

### Goal:

The purpose of this activity is to reflect on the educational experience of participants and examine how that experience might contrast with what is typical of students in Outreach360 Learning Centers.

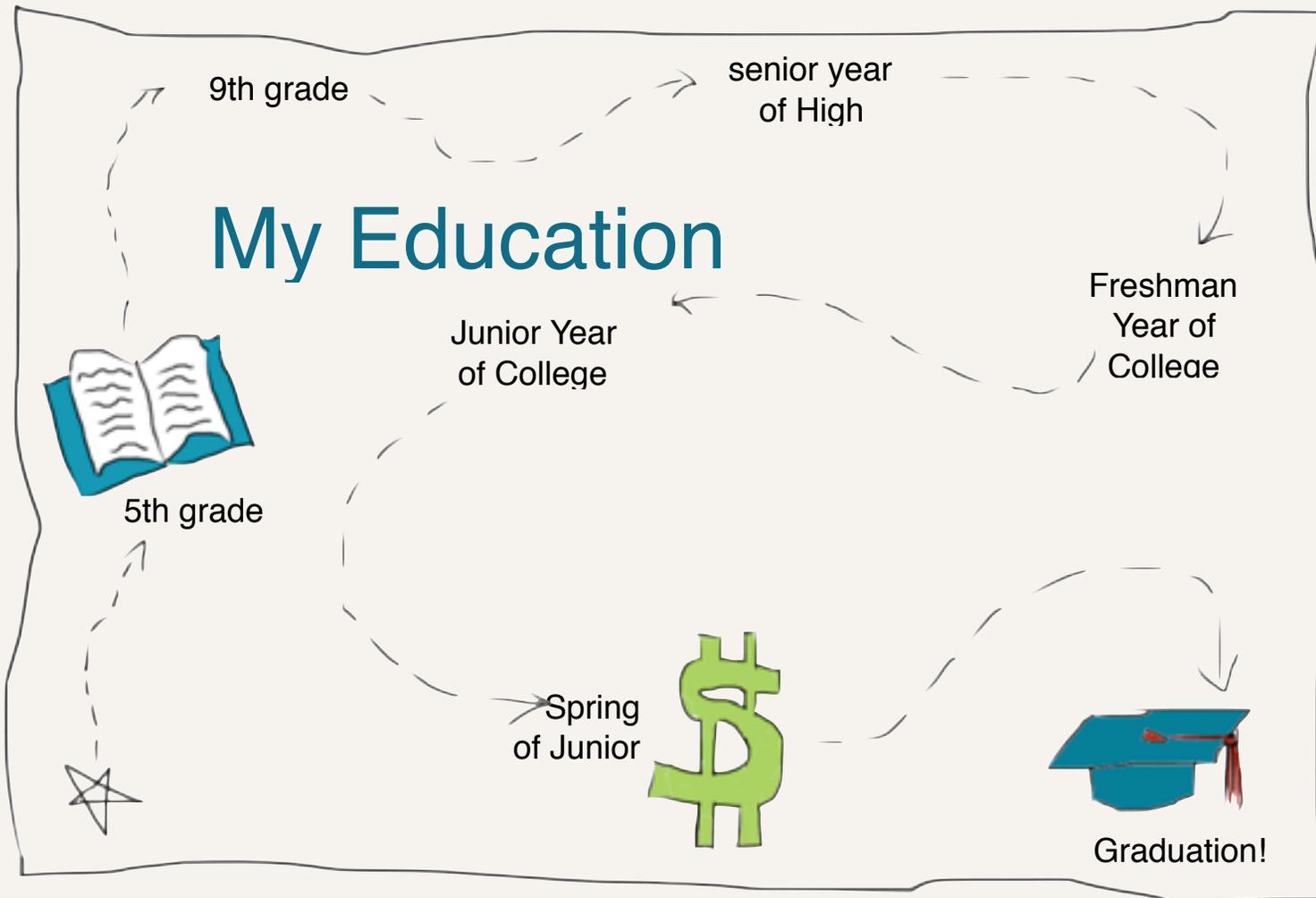
### Instructions:

1. Provide each participant with a sheet of paper and colored writing utensils (markers, colored pencils, etc.)
2. Ask each participant to think about moments or people that have affected the path that she/he has taken to get where she/he is currently. This could include mentors, challenges, obstacles overcome, fortunate encounters, etc. Each participant should think of approximately five to eight important events.
3. Ask participants to “map out” the course of these events in order, including a brief statement or drawing of each. Using red and green writing utensils, each person should note events that propelled him or her forward, versus those that created a challenge or setback.
4. When finished mapping, encourage the groups to share with each other. There may be participants that are more sensitive to some personal events and prefer not to share.
5. Discuss what some of the challenges or obstacles might be in the lives of the students at the Outreach360

Learning Center. What are some positive experiences or opportunities we can try to provide them to help the students move forward?

### Example:

See mapping example on page 19.



**Legend:**

1. **5th grade:** Ms. Wiseman introduced me to "Anne of Green Gables," and my love of reading began! ↑
2. 9th Grade: Had pneumonia for a month; missed all of SAT prep. ↓
3. Senior Year of High School: Did not get accepted to my first choice of college. ↓
4. Freshman Year of College: Earned Merit Scholarship that covered half of my tuition! ↑
5. Junior Year of College: Tuition price jumped; wasn't sure if I would be able to afford another year. ↓
6. Spring of Junior Year: Got a paid internship in my

## Final Logistics

### Goal:

The goal of this week’s lesson is to build excitement for the upcoming trip, share logistical information, and answer any final questions before departing.

### Opening:

Welcome participants and invite anyone who prepared a meal to briefly share about his/her Nicaragua dish and his/her experience preparing it. Then, dig in!

### Discussion:

Once everyone has been served, take a moment to think a little bit more about the delicious food you have prepared for this meeting. Consider the discussion questions below.

### Discussion Questions:

1. What do these dishes reveal about the daily diet of the people in Nicaragua?
2. How is the food similar or different from what you are used to eating?
3. Are there some obvious dietary staples (foods or ingredients that are very popular

in Nicaragua and seem to appear in everything)?

### Activity:

Consider brainstorming a simple song or game to teach the kids in Nicaragua. This is optional, but may be a good activity for your group as they begin to work together. Some things to keep in mind when brainstorming a song or game include:

- Plan for a simple song or game in English that can be implemented in 5-10 minutes during a recess period.
- The song or game should include all participants and not require any supplies.
- Keep in mind that available classroom space is generally confined to an area between 10 ft x 8 ft to 15 ft x 12 ft, depending on where you are serving.
- Practice speaking slowly and clearly in English while giving instructions, and model the activity for the students by demonstrating your actions.
- Have fun with it!

*continued on page 21*

### Resources

Nicaragua Volunteer Guide  
Information.....p. 21



**Time:** 90 minutes

## WEEK FIVE Lesson Overview *continued...*

### Homework for Next Week:

Suggest the following writing assignment:

Write a letter to yourself before departing for your experience with Outreach360. The letter should be from you, to you, and only seen by you (unless you choose to share with others). You will use the letter after your trip to see how you have been changed by the experience.

Suggested writing prompts:

- What do you expect to be your greatest challenge on the trip?
- What are you most excited about seeing, experiencing, encountering, or learning on the trip?
- How are you feeling in preparation for your departure?
- What do you think will be the most useful items you pack either physically in your suitcase or mentally in your mind during preparation?

Make sure you date your letter and seal it in a labeled envelope. When finished, either pack the letter in your suitcase or leave it at home. It can be a powerful exercise at the end of your experience to go back and read about where you were mentally and emotionally before the trip!

### Remaining Questions:

If group members have any remaining questions about what to expect while serving as Outreach360 volunteers, please consult the Outreach360 Nicaragua Volunteer

Guide at <http://www.outreach360.org/guide/nicaragua/welcome>

If you have further questions specifically related to Outreach360 programs, don't worry! Part of the volunteer experience includes various talks about local history and culture, which you will get to be a part of on site.

If questions are pertinent to your trip preparation or more urgent than can be answered once in Nicaragua, please contact the Nicaragua Country Director, Coco Barrett, at [cocobarrett@outreach360.org](mailto:cocobarrett@outreach360.org)

# RESOURCES

**NICARAGUA COUNTRY PROFILE:** [http://news.bbc.co.uk/2/hi/americas/country\\_profiles/1225218.stm#overview](http://news.bbc.co.uk/2/hi/americas/country_profiles/1225218.stm#overview)

**POVERTY AROUND THE WORLD:** <http://www.globalissues.org/article/4/poverty-around-the-world>

**WHAT IS INTERNATIONAL DEVELOPMENT:** *Canadian International Development Agency* <http://www.acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/ANN-224122740-NGU>

**HELEN CLARK: “Education and International Development”** [http://www.undp.org/content/undp/en/home/presscenter/speeches/2012/03/26/helen-clark-education-and-international-development-/](http://www.undp.org/content/undp/en/home/presscenter/speeches/2012/03/26/helen-clark-education-and-international-development/)

# Outreach360 information

## **Pre-Trip Orientation:** *Preparing your group for the Outreach360 experience in Nicaragua*

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## **Outreach 360**

Outreach 360 is a 501c3 non-profit organization that seeks to transform individuals, families, communities, and countries through the education and development of disadvantaged children. Find more information on the web at [www.Outreach360.org](http://www.Outreach360.org)