

How To Build A Georgist Educational Program In Foreign Countries

Introduction

This guidebook for how to build a Georgist Educational Program (GEP) in foreign countries is based upon the author's 13 years of experience directing the development, administration and program operation of a relatively successful Georgist adult education program in Nicaragua known from 2000 to 2011 as the Instituto Henry George (IHG) and then from 2011 to the present as the Centro Educativo Internacional Henry George (CEIHG).

The IHG/CEIHG organizational development process in Nicaragua has been fairly well documented as the project has progressed. Documentation of the complete history of the IHG/CEIHG project development and program activities can be found on the CEIHG website. Along with other documented parameters, including budget and spending records, the resulting material can be considered a valuable "action research" primary source study for the Georgist community. The observations, analyses, instructions and conclusions of this paper and the are the result of this 12+ year study.

IHG/CEIHG Program History and Accomplishments

To better appreciate the validity of the observation, analysis and normative suggestions of this guidebook, it is helpful for the reader to understand the author's experience and contextual perspective related to the subject being discussed.

The Henry George International Education Center (HGIEC) is a non-profit corporation registered in the state of Massachusetts USA since August 2010 and recognized by the USA IRS as a tax exempt charity. The HGIEC operates in the USA with a small board of USA-based directors. The author of this guidebook is President of the board.

The mission of the HGIEC is to develop an international network of semi-autonomous inter-related educational centers, such as the CEIHG in Managua, whose main purpose is to provide their local communities, as well as the international community in general, with educational and social programs and activities designed to advance a global consciousness of Henry George's socio-political paradigm and economic reform proposal for social justice as explained in his book *Progress and Poverty*.

The function of the HGIEC is as an international administrative base for the development, supervision and coordination of "Operating Centers" it may be able to establish anywhere in the world to serve its program mission.

To date, the HGIEC's main organizational development and operational activities have been mostly carried out in the HGIEC's Managua Nicaragua CEIHG Operating Center, where this author acts as the Director. Within Nicaragua, the HGIEC has been officially recognized by the government there as an international non-governmental organization (NGO) since February 2011 and has been allowed to operate the CEIHG in Nicaragua under regulatory conditions which are in practice minimally intrusive or constricting.

The CEIHG in Nicaragua, then, is the first Operating Center of the HGIEC and can be considered a pilot project for the development of the HGIEC's administrative and operational model for all future Operating Centers that the HGIEC may be able to establish in the future.

HGIEC/CEIHG Managua Organizational and Program Background, 2000-2013

The HGIEC is the formalization of the private "Instituto Henry George of Managua" project (IHG) which was initiated in Nicaragua in the year 2000 by this author, with material and administrative support from the Henry George Institute of New York and funding from the Robert Shalkenbach Foundation, and later the Henry George School of New York.

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The IHG's purpose was to develop and facilitate various educational activities which would enable the growth of public consciousness of the existence and viability of the Single Land Value Tax system as a national economic policy. The IHG's most successful activity was its repeatedly well-attended introductory course on *Progress and Poverty*, "Comprender la Economía" ("CE" for short; in English, "Understanding Economics"), which was originally modeled on the online course of the same name offered by the Henry George Institute of New York. Other activities of the IHG included publishing economic surveys and studies, creating and distributing Georgist pamphlets, public outreach via various communications media, such as transmitting a weekly radio program, appearing in TV interviews, writing Op-Ed articles, and networking with civic and political leaders and organizations in Nicaragua.

Due to abrupt funding cuts in 2005, the rapid growth of the IHG project was halted and reversed in terms of CE course offerings and enrollments as well as with the shrinking or elimination of the majority of the other IHG studies and publicity activities. Alternative but lesser funding was subsequently acquired and the IHG resumed its CE course offerings; enrollments grew during 2006-2007, but most other activities, such as the radio program, continued to be inactive.

From 2008 to 2011, the director of the IHG invested in the construction of a permanent facility for use of the CEIHG in central Managua, and the HGIEC was established in the USA and subsequently registered in Nicaragua. During the transition period of 2008-2009, the IHG's/CEIHG's program activities in Managua were mostly limited to the CE course and some minor publicity and networking. As construction of the facility continued in 2010-2011, CE course enrollments started growing again, despite minimal funding, and the new *Georgist Community Fund* (GCF – a CE alumnae and international Georgist association sponsored by the HGIEC) was founded and registered its first members.

In 2012, due to late funding disbursement at the beginning of the year, the total discontinuance of funding for the latter half of the year, and rising publicity costs, the CEIHG was only able to realize two CE courses. Meanwhile, however, the GCF grew to 55 total members.

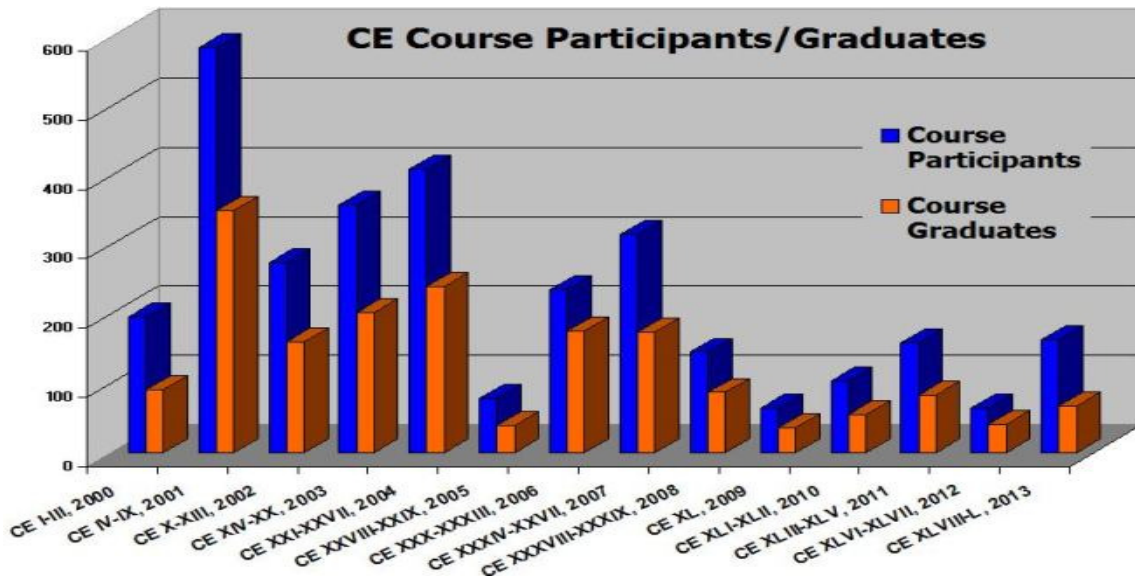
In 2013, with renewed though minimal funding, the CEIHG has been able to offer three CE courses in March, May, and July, with one more course programmed for October. At the date of the writing of this guidebook, the GCF membership has increased to 65 members.

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CEIHG Managua Program Accomplishments, 2000-2013

The IHG's/CEIHG's intensive *Understanding Economics / Comprender la Economía* (CE) course, has accomplished the following results in a series of 50 courses offered since 2000.

Total Applications Disbursed 10,803
 Total Applications Received 4,466
 Initial Course Participants 3,148
 Course Graduates 1,800 (56%)
 Grads w/superior qualification 831 (44%)
 GCF alumnae Members (since mid-2011) 84
 updates: www.ceihg.org/elements/cestats.htm



HGIEC USA / CEIHG Managua Administrative & Program Budget History, 2000-2013

| Program Year (Jan-Dec) | Grants/Donations/Other | Administrative Expenditures | -Program |
|--|------------------------|-----------------------------|----------|
| 2000 (Apr-Dec) | \$9,894 | \$7,762 | |
| 2001 | \$24,393 | \$24,044 | |
| 2002 | \$19,281 | \$15,176 | |
| 2003 | \$20,631 | \$23,028 | |
| 2004 | \$26,675 | \$22,582 | |
| 2005 (Jan-Aug) | \$957 | \$6,205 | |
| 2006 | \$12,682 | \$10,597 | |
| 2007 | \$13,203 | \$14,147 | |
| 2008 | \$9,670 | \$9,282 | |
| 2009 (Jan-Apr) | \$6,848 | \$5,797 | |
| 2010 (Aug-Dec) HGIEC established in USA | \$9,415 | \$8,933 | |
| 2011 CEIHG registered in Nicaragua | \$6,404 | \$5,531 | |
| 2012 | \$4,208 | \$4,442 | |
| 2013 (Jan-Aug) | \$7,155 | \$6,500 | |

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HGIEC/CEIHG Start Up and Organizational Development

Any start-up project needs to bring together solid organizational fundamentals and proper planning in order to hope to be successful. The most important aspect of starting a Georgist Educational Program (GEP) in Latin America, or in any country, is to have first a clear and comprehensive vision of the kind of entity you want to create: its mission, goals, strategy, methods, etc. Those overseeing the start-up and management of the GEP need to have a sufficiently informed idea of the political, cultural and economic realities of the country in which they wish the organization/program to operate, and the in-country directors/managers must have direct experience and understanding of the language, culture, economic and legal realities of that country, as well. That does not mean to say they need to be experts with years of experience, but the more experience, language fluency and study of the area, the shorter the learning curve, time and expense required for getting the program to a level of functional effectiveness. In the case of the CEIHG, the director had been acquainted with Nicaragua for several years and had started and run a successful development project and business in Nicaragua before he started the CEIHG project.

The IHG started out as an informal, privately sponsored project during a time in Nicaragua when the prevailing public administration was more “liberal” in its policies toward, foreign business and NGO projects in general. At the time, the small informal organizational structure was the most functional and efficient for a small project with a small budget run by a single director, due to the low administrative cost and freedom from being involved in government bureaucracy. But when the educational goals of the project were reached and a new more expansive mission envisioned, the decision was made to formalize the project into a government-recognized non profit organization. The advantages sought in the NGO structure included: increased size and scope of the educational program in Nicaragua; greater long-term stability and legitimacy for the organization; the potential to export the success of the pilot program to other countries; greater participation and financial support of the program by the international Georgist community.

If the economic and legal environment of a host country allows it, as an initial startup, a new GEP could follow the same path of the IHG, and be started as a private project, but that option would not be the best if the new GEP were to have sufficient resources and a sufficiently developed program vision and structure to start as a legitimately instituted Non-Governmental Organization (NGO) within the host country. So, for the sake of this guide, we will assume that the type of GEP we are interested in starting and developing will be initiated as a more formal collaborative venture with sufficient financial resources as an NGO within a host country.

The governing NGO entity of the GEP can be local/national or international. Each type has its advantages, depending on the laws regulating the start-up process and operational requirements of such entities in the host country. In the case of Nicaragua, it was much simpler, quicker and cost-effective to set up the CEIHG Operational Center under the auspices of an international NGO because the Nicaraguan government grants legal status to international NGO's in a period of a few weeks after receiving the required documents of the international NGO, whereas the process for creating a local/national NGO is more complicated and expensive, requires political support in their General Assembly (Congress), and can take many months, even up to a year or more, to be granted.

Another advantage of an international NGO operating in Nicaragua is that there is only one legal representative required for its administrative supervision, whereas the national NGO must have a full board of nationals involved. If the, vision, direction and major financial responsibility to start the GEP initiates from outside the country, then it may be wiser to have an international NGO with the single country representative. This would give the major power of control and accountability to the USA-based (for example) NGO which is the party most interested and responsible to the vision of the NGO.

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Then, as the program might grow and gain experience, it would always be possible to delegate more power and authority to national participants as the circumstances might warrant.

As set up in the USA state of Massachusetts, the HGIEC registration as an NGO was fairly quick and easy, done all online. The organizational charter was a matter of filling in a mostly premade format on the State authority's website. Preparing the bylaws was another necessary step, done by adapting bylaws found online of similar organizations. Application to the IRS for non-profit tax exempt status and initial reporting to complementary State authorities were later steps, and not immediately required.

Applying for permission to operate as an international NGO in Nicaragua was a bit challenging at first, but after meeting with the local authority (MIGOB, Dept. of Associations) a few times, the process became more clear as details were specified. The basic USA documents of the NGO had to be authenticated at a Nicaraguan consulate in the USA, and then re-authenticated in the corresponding ministry in Nicaragua (Cancillería), and then legally translated into Spanish and made into certified legal documents before being presented to the MIGOB. From there, the NGO had to be registered with the local tax authority and legally registered accounting books were set up.

Once all that was done, there was just regular tax reporting to be done monthly and annually, and an annual report to MIGOB in Nicaragua, and annual reporting to Mass. State agencies and the IRS in the USA.

Legal and accounting costs in the USA have been minimal because the level of grant monies hardly warrant any complicated reporting to State and Federal entities. At the same time, legal and accounting costs in Nicaragua have been higher but have been kept to a minimum by using personal contacts of the Director. That aspect of cost control is important in a country like Nicaragua as prices and quality of professional services can vary greatly. The coordination of the supervising international NGO and the local/national NGO GEP must be very well structured to balance accountability with enough flexibility to allow the local GEP administration to operate efficiently and cost-effectively, especially on a limited budget at start-up.

HGIEC/CEIHG Program Development

During the first eight years of the IHG project, the IHG could count on a fairly active participation of its superior level CE graduates in the short term after their graduation. There were always new graduates willing to be volunteer workers and many would participate in the post graduate meetings. But over time, almost all the graduates would stop coming to meetings and participating in volunteer work and then lose touch completely with the IHG.

After years of graduating hundreds of CE students and then losing touch with the vast majority over time, the CEIHG finally concluded in 2010 that the adult education program was a failure in terms of mass movement building or in significantly influencing public consciousness on the issue of economic justice and its remedy. We rethought our mission and methods and determined that the only effective and worthwhile result of the CE course could be the retention of our superior-level graduates in an alumnae association, which must also be linked to the international Georgist community. So, in mid-2011, the CEIHG initiated the *Georgist Community Fund (GCF)* as a way to gather a growing membership of "qualified Georgists" (individuals who can demonstrate their basic understanding of the Georgist economic analysis and reform proposal as expressed in *Progress and Poverty*) into a functional international network. The GCF facilitates a way for international members to be in contact with the rest of the members and also offers participation in a "Common Land Rent Fund" by which members can symbolically and practically practice the Georgist principle of the community collection of land rent and its equitable distribution among the community in a "citizen's dividend." As of August 2013, the GCF has a total of 58 Nicaraguan and 8 International members. www.ceihg.org/fcg.htm

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More than any other factor, personal, family, religious and cultural values predetermine the ability of adult students to recognize and accept the importance of the Georgist paradigm of economic justice. For that reason, along with adequate minimal academic abilities, adult GEP's will only be effective to the degree that values of justice and freedom are already predominate in a student's consciousness. In this regard, social mores and religious beliefs can either help or hinder a student's understanding and acceptance of the Georgist way of thinking. For a minority of students, the revelations of *Progress and Poverty* reverberate with an extended internal quest for answers which their moral and social upbringing has instilled in them. But for most students, their understanding of what they learn in an intensive *Progress and Poverty* course is short-lived in their memory and not sufficiently deeply felt in their inner core of belief. For some of these adult students, a way of overcoming such personal and cultural limitations and establishing credibility in the Georgist paradigm may come through the perception of the active support of the Georgist paradigm by prestigious international leaders and upper class nationals. That is why such an international association can greatly benefit from active participation of the most visible and influential Georgist leaders to overcome the difficulties of low numbers and limited prestige of the association in its initial stages.

Still, even with international participation and steady enrollment of new members, after two years working with the GCF in Nicaragua, the CEIHG still experiences difficulties in obtaining new members and retaining old members. Though net enrollments clearly can and will be increased as the major program elements of attraction are fulfilled (i.e., increased international participation, attractive member benefits, improved communication with members), still, the dynamic of graduates/members losing interest and lessening their meaningful participation in Georgist movement building activities over time will always predominate to the degree that the average member may not have a personal-family-cultural value system instilled in them which makes supporting the advance of Georgism a predominate importance for them.

So, if the goal of the GEP is to contribute to the building of a mass movement of conscious adults dedicated to the Georgist cause, then the program must do more than just effectively teach information in intensive educational programs to be successful; it must also be able to instill Georgist consciousness and values and motivate further individual and group action which reinforces those values and constantly builds understanding of and belief in the efficacy and moral predominance of the Georgist paradigm. The CEIHG experience and the observation of similar GEP's in the past and present, indicates that mere adult education is only part of a wider and deeper approach to education that must be used if the Georgist cause is to ever be taken up as a mass movement.

Therefore, logic indicates that the successful paradigm for GEP's be framed to include a comprehensive program which includes the instilling and reinforcing of Georgist consciousness and value identification which starts at the pre-school level and extends to the highest level of post graduate study.

Before outlining how such a program might look like and function, let's take a look at similar programs of education that are already doing this kind of comprehensive education which establishes and reinforces values and beliefs, namely, church or culture-based education programs in the world.

In Nicaragua the education system is a collaboration between government, school, church and family. Most of the private schools are religiously-oriented and/or church run, such as Catholic, Protestant, Buddhist, Moslem. Others are dedicated to ideals or concepts which are distinctly cultural, such as an American-Nicaraguan or German-Nicaraguan school or a Montessori school. The fact that they are religious or otherwise specialized in the values they teach doesn't make them exclusive or off-putting to parents by any means. Many times parents enroll their children in a school sponsored by a religion not their own because of the superior reputation of the school for providing better education

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and post graduate opportunities for their children. A cursory survey of primary and secondary schools, and even universities in Latin American countries, and other developing countries in other parts of the world shows that this integration of value-based education with national education standards and regulations is a very common practice.

The proposal of the CEIHG, then, is that the Georgist community undertake the establishment of a pilot project, in a single country, for the development of a comprehensive Georgist consciousness and value-forming and reinforcing education system which includes integrated primary, secondary, university as well as adult education programs, with the further goal of developing it as a transferrable program which can be installed in other countries at relatively low initial cost.

Such a comprehensive GEP is feasible from the perspective of short and long term organizational development considerations and would be very likely to be successful in building a serious Georgist movement of conscious and dedicated adults, children and families over the long term, thus providing the most realistic possibility for a cultural revolution of Georgist thought in the world.

The comprehensive GEP system being proposed would be feasible because it would effectively integrate itself into the existing education systems of a country, and once established would be functioning and supported by the legal authority from within the existing educational framework.

Its marketable attraction would be its emphasis on the quality of the standard education program it could offer while the complementary value-instilling Georgist theme of the program would be a secondary consideration, as it is in other religious and value or culture-oriented school programs for children and university level students. The parents enroll their children as much, if not more, for the quality of the instruction as for the membership of the religion, culture or beliefs being taught. Nevertheless, once the school-family relationship is established, the process of education in Nicaraguan and other Latin American schools involves the parents to a great degree and that helps to reinforce the understanding and acceptance of the values being taught at the school, so the school system is truly comprehensive in its influence with both child and parent.

To start such an integrated and comprehensive program, it seems natural that the success of the adult GEP with the establishment of a sizeable international association would be the precursor. Once there is a large enough membership of qualified Georgists among whom there are families with children, then the primary and perhaps secondary schools could be initiated.

Organization and Program Initiation and Development

Step 1: Articulate Your Organizational And Program Mission.

- To developing an international network of semi-autonomous inter-related educational centers, whose main purpose is to provide their local communities, as well as the international community in general, with educational and social programs and activities designed to advance a global consciousness of Henry George's socio-political paradigm and economic reform proposal for social justice as explained in his book *Progress and Poverty*.

Step 2: Articulate Your Long-Term, Medium-Term, And Immediate Organizational Goals.

- Long-term: Establish GEP's with primary, secondary, university and adult education level programs in ten Latin American countries over a fifteen year period. Acquire the necessary funding for goal fulfillment.
- Medium-term: Develop the main NGO and setup and develop a full GEP with primary, secondary, university and adult education level programs in a selected Latin American country in five years. Acquire the necessary funding for development.

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- Short-term: Found main NGO organization in USA and develop a GEP adult education program in a selected Latin American country. Acquire the necessary funding for start up.

Step 3: Articulate Your Educational Program Goals.

- Establish adult education programs as successfully modeled by HGIEC, HGS, and HGI local and online programs.
- Retain and organize GEP alumnae in a functional Georgist-oriented association that keeps them aware of the Georgist paradigm, motivates them to support a Georgist “movement”, and in maintains them in contact with the association.
- Develop ongoing educational and social activities and online communication resources for the GEP alumnae association to facilitate connection and motivate member participation in association activities.
- Establish after-school primary and secondary school GEP’s to serve the children of adult GEP alumnae. Open to general public to the degree participation will motivate parents to participate in GEP.
- Expand the after-school GEP’s into autonomous primary and secondary school GEP’s to serve the children of adult GEP alumnae and select general public participation to the degree participation will motivate parents to participate in GEP. Make this program cost effective, balancing tuition and fees with grant support to maximize educational goals with autonomous sustainability.
- Establish university-level GEP to serve the children who have passed through the primary and/or secondary school GEP’s and to attract participation of select general public applicants who are interested in and accepting of the Georgist paradigm. Graduate-level programs can be developed as well.

Step 4: Articulate Your Educational Program Strategy And Methodology.

- For adult GEP’s: Introductory day-long workshop, week-long seminar and basic month-long intensive course utilizing abridged and adapted versions of Henry George’s *Progress and Poverty*. Advanced seminars and intensive courses utilizing abridged and adapted versions of Henry George’s other selected works. Certificates given and association qualification established via participation in the basic intensive courses.
- For all high school level and above GEP’s: Translate and adapt to the native language Henry George’s *Progress and Poverty* and other selected Georgist-oriented works into a full text version, an medium abridged version, and a super abridged version, with the same organizational structure so that each one is able to be cross-referenced to the other. Develop curricula and didactic methods and materials for all the standard educational subjects taught at all levels which help promote an understanding of the Georgist paradigm.
- For primary school level GEP’s: Translate and adapt to the native language Henry George’s *Progress and Poverty* and other original texts which would teach Georgist values into highly visual child-level booklets for use as didactic materials in all learning fundamentals classes, such as reading, writing, math, social studies, science, etc.
- Recruit, train, qualify, employ adequately paid adult/primary/secondary/university GEP instructors and administrators from within the graduate pool of the GEP program itself. All GEP employees should participate in ongoing Georgist paradigm classes as part of their employment training.

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Step 5: Articulate The Organizational Structure, Program Capacities, And The Administrative Systems Which Will Be Necessary To Serve The Mission, Goals, Strategies And Methods You Will Employ In The GEP.

USA Main office

- Administrative offices with business address in the USA.
- Board of Directors; President, Vice- President, Treasurer, Clerk; Administrative Manager
- Contract services: Bookkeeping/Accounting, Legal, Banking.
- Fundraising capabilities and knowledge of potential fund/grant sources.
- Telecommunications systems: computer/printer, website, e-mail, teleconferencing, telephone.
- Computer and hard copy filing systems; bookkeeping/accounting system.
- Office furniture and equipment.
- Administrative and Operating budget plan.

Latin American GEP (Adult Education)

- Grounds/building with offices, activity rooms, teaching salons; adequate reception and hospitality areas and bathroom facilities; parking and outside green areas; adequate security.
- Executive Director/Legal Representative, Administrative Manager, Program Coordinator, Secretary, Publicity/Graphic Design, Program/Teaching staff and Volunteers, Maintenance, Security personnel.
- Contract services: Bookkeeping/Accounting, Legal, Banking, Photocopy, Webmaster, Print Advertising and other publicity services.
- Communications systems: computer/printer, website, e-mail, teleconferencing, telephone.
- Computer and hardcopy filing systems; bookkeeping/accounting system.
- Office, classroom, teaching salon, hospitality area furniture and equipment.
- Administrative and Operating budget plans and controls.

Step 6: Establish The Main Non-Governmental Organization (NGO) In A Country With A Stable Political-Legal System Which Will Allow For Long-Term Existence Of The NGO. (Our example is the USA.)

- Form a board of Directors with the minimum number necessary for efficient internal communications for good decision making capabilities but also with as many as might be advantageous for external networking and organizational collaboration.
- Designate board officers and administrative and operations management officers.
- Write up a charter/constitution and bylaws and register with the State authorities as required. This can be done online in many states.
- Apply for tax exempt status from the IRS. This can take months to be processed.
- Acquire and outfit NGO office in the State where the NGO is located.
- Set up record-keeping and accounting systems. Open a checking account in a suitable bank. Open a PayPal account or other electronic purchase/transfer service account(s).
- Design and put up a website with full content about the NGO, its mission and operations. Put u as much information about the NGO and its operations as may help promote understanding and confidence in its mission and methods to its supporters the general public. Later, the website can be make bilingual with the foreign GEP's native or official languages.

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- Set up and develop an organizational communication system with conventional mail, telephone, e-mail and teleconferencing capabilities.
- Apply for grant funding and do fund-raising via personal contact networking by board members.
- Once there is an adequate operating budget established relative to GEP short-term goals, initiate the preparation and development of the Latin American GEP.

Step 7: Establish The First Operating Center In A Selected Latin American Country With A Relatively Stable Political-Legal System Which Will Allow For Long-Term Growth Of The GEP. (Our example is in Latin America.)

- Have an in-country representative of the NGO with sufficient understanding of the bureaucratic machinations of the host country investigate the legal requirements for setting up the Operating Center GEP as a legal entity and have the board of directors decide on the best form of legal entity (private, non-profit, national, international) as may be most convenient. (Our example is as an International NGO.)
- Designate the Operating Center GEP Director/Legal Representative with a Board Resolution. The Legal Representative should be fluent in the official language and with sufficient understanding of the legal-bureaucratic machinations of the host country. He/she will be responsible for all subsequent in-country actions on behalf of the NGO.
- Hire a competent and respectable lawyer in the host country. It is recommended that the Legal Rep. select the lawyer with the help of well-known personal or professional contacts in order to ensure more conscientious and ethical service.
- Gather all the required legal documents of the USA NGO and have them authenticated in the GEP Operating Center country's consulate in the USA and then legally translated as needed in the USA and/or the GEP Operating Center country.
- Submit the NGO application documents to the governing authority and apply for all complementary permits and tax licenses in the GEP Operating Center country.
- Acquire or lease and outfit an adequate well-located Operating Center facility.
- Hire and train qualified and competent administrative and program staff and contract administrative/accounting/legal/banking services. All GEP employees should participate in ongoing Geogist paradigm classes as part of their employment training.
- Acquire or create all publicity, administrative and teaching materials, including adult education course curriculum. This can be provided by established adult education GEP's such as the HGIEC and Henry George Schools in the USA, etc.
- Set up record-keeping and accounting systems. Open a checking account in a suitable bank and set up repetitive wire transfer agreements between the bank account of the USA NGO and that of the GEP Operating Center.
- Put up content, in English and the official language of the GEP Operating Center's host country, about the GEP Operating Center on the USA NGO website. Establish a separate bilingual website for the GEP Operating Center.
- Set up an organizational communication system with conventional mail, telephone, e-mail and teleconferencing capabilities.
- Once there is an adequate operating budget established relative to GEP Operating Center's short-term program goals, initiate the first program offerings.

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Step 8: Create Or Acquire A Basic Adult GEP Teaching Package For: One-Month Intensive Course; One-Week Seminar; One-Day Workshop, based on Henry George's *Progress and Poverty*. Can be expanded to courses/seminars/workshops using other texts by Henry George or other Georgist texts.

- Teachers versed in *Progress and Poverty* in Spanish (or other host country language) and trained in imparting the basic course/class/workshop.
- Student registration, program participation control, and contacting database.
- Application and registration materials.
- Computer generated course roster and class attendance control forms; class grade register on spreadsheet
- Course/class/seminar curriculum plan; instructor's didactic guide with time control.
- P&M condensed and super condensed versions; supplemental study guidebook with visuals; class handouts.
- Take home tests and a final exam (minimum of three series with different questions).
- Computer projector visuals of *Progress and Poverty* theory and examples with graphs and charts (including those in the study guide); highlighted national and international print and online articles as examples of Georgist analysis and applied theory.
- Course/class/seminar evaluation forms; participation/graduation certificates; other graduation materials.

Step 9: Organizational, Administrative And Program Development.

- Hire personnel and select volunteers from among those who have graduated at a superior level in a P&P course, whenever possible; their ability to finish the course with a superior grade demonstrates steady work habits and positive motivation.
- Ongoing training of all administrative and program personnel, including ongoing review and discussion of the Georgist socio-economic paradigm.
- Facilities improvement and maintenance for an attractive and comfortable learning environment that will help retain students.
- Development and improvement of course/seminar curricula, materials and methods. Adjust curriculum to size of classes and length of seminars/courses. Keep educational materials, i.e., real life examples of applied theory, up to date. Use course/seminar feedback questionnaires to identify areas for program improvement.
- Offer Georgist-related classes and seminars through the GEP association and to the public to attract more traffic to the Operating Center. Topics can include language, computer, music, art, crafts; basically anything related to personal, professional and human development from a Georgist "natural law" principled keep-it-simple-and-natural perspective.
- Cost-effective publicity for the Operating Center to be known locally and internationally as well as short-term publicity for courses/seminars/events of the Center is a continuing challenge. The effectiveness of different advertising media must be constantly monitored. TV and Radio interviews and Op-Ed articles require a lot of labor. Print advertising in daily newspapers and weekly magazines may be affordable and effective.

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How To Publicize and Administer an Adult GEP (4-6 week) Intensive *Progress and Poverty* Course

Step 1: Basic Course Planning And Management.

- Make a course publicity, registration and course execution timeline.
- Plan course dates and schedule; morning, afternoon, or evening; how many classes per week; duration of classes. Take into consideration holidays and public transportation operating hours.
- Plan for a publicity and registration period of two to three weeks before the course starts. Registration deadline can be the Thursday before the course or seminar begins and then extended to Friday if class not full enough.
- Arrange for staff and program graduate volunteers needed for course publicity and administration.
- Take inventory of all facility resources, equipment and materials needed for the registration and execution of the course and program any necessary maintenance or purchases.
- Calculate the publicity, administrative and operation budget for the course. Adjust the budget to balance with the publicity and administrative plans, and/or vice-versa.

Step 2: Course Publicity Mix Directed At Targeted Student Demographics During The Two To Three Weeks Prior To The *Progress and Poverty* Course Start Date.

- Identify the kind of students your program wants to attract, i.e., poor, middle class, professional, university student, unemployed, old, young, geographic area of residence, etc.
- Design publicity communications text and visuals to use in print and online advertising and promotional communications.
- Announce the course on the Operating Center's webpage, Facebook, etc.
- Design and send out mass publicity e-mailings each week announcing the course to Operating Center contacts and other program supporters in the country.
- Contract print advertising in national or regional newspaper(s), weekly event magazines, university student publications, etc., which target the type of students for which the GEP is designed. Space or classified ads can both be effective. Place ads in a "seeking employment" section can be very effective.
- Contract TV and Radio advertising when cost-effective and try to arrange media interviews directed at target demographics during the publicity-registration period of the course.
- Arrange with local universities, government public service offices, shopping malls, etc. to do tabling and flyering directly to the public. Also, hand out flyers on the street, if needed.
- Submit op-ed articles to local newspapers which include mention of the GEP course.
- Encourage GEP alumnae and friends of the Operating Center to hand out flyers and forward e-mails of the course announcement among their contacts.

Step 3: Administer *Progress and Poverty* Course Registration Process.

- Arrange for all advertising to come out at the beginning of the two to three week publicity/registration period, or as otherwise planned.
- Order course texts and have photocopies of registration materials and course curriculum all delivered by the first day of the registration period.
- Answer inquiry phone calls which are responding to advertisements, asking and noting where they saw the ad. Instead of basically reading the information of the ad over the phone to the

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callers, direct them to read the complete information in the advertising so as to orient them to be more self-directed and to screen out immature applicants.

- Respond to public inquiries and provide and receive applications in hours which include the regular hours of the course offered. For instance, a night course of 6pm to 8pm could have registration hours of 1pm to 6:30pm. If a student can't get to the office to register at the time the course is starting, then they won't show up for the course itself.
- Note down basic demographic, contact and "how heard" information when receiving inquiries and handing out applications. This information can later be analyzed and used to direct publicity and for follow-up for the current course, or to e-mail or call applicants (who didn't register for the current course) for the next course.
- Give basic info on the Operating Center webpage, or at the office, to applicants along with the course application and orient them to read all the information before applying. Orient the students to rely on the written word rather than oral declarations or explanations of staff.
- The course application should include all contact and some demographic information and have a questionnaire or short qualifying test which can be used to select preferred students when the demand for the course is greater than the available spots.
- Have the students pay for their texts or pay a registration fee and give them the texts. The students should be required to make a financial commitment to their participation in the course or many will later not show up for class.
- Personally go over the course curriculum and schedule with each registered student as you hand them their texts. Make sure they understand the attendance rules and that they will have to actually read the text to participate and get a passing grade.
- Send e-mail to all registered students the weekend before the course begins, welcoming them to the course.

Step 4: *Progress and Poverty* Course Administration And Teaching Process.

- Course designed to facilitate the reading of *Progress and Poverty*, using the condensed version in Spanish or other native language.
- Specific emphases and examples within the individual classes can vary but the basic structure of the course should follow the progression of the reasoned argument within the P&P text.
- Presentation by the teacher with an assistant to read key excerpts from each chapter, or students can be called upon to read as well. It is important that the readings are done by a competent and talented reader who breathes life into the exposition of the text.
- Strict control of attendance and loss of credit for tardiness and missing classes is necessary to make students attend on time and not miss classes. Students should be encouraged and advised to read as much as possible and to bring their texts to each class. Cellular phones need to be explicitly prohibited from being turned on during class time. The program and staff need to project the idea and attitude that attending class and paying attention are very important. Volunteers should be trained to be examples of paying attention to the exposition during class time.
- Control the class for time using a teaching plan/guide for each class. The guide should summarize the activities and materials and text used in the class, in sequential order, and with time limits for each section. The teacher can use a start-stop timer on their computer to note down the actual time spent in each section. With some experience teaching the course a few times, the times reported can be averaged to give a more realistic estimate of time to spend on

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each section. This will still vary, of course, as elements or methods are changed in the course or classes.

- Have a short break in the middle of the class with snacks and beverages available for the students. Make sure the volunteers understand that they need to be active and doing their jobs of supervision, security, hospitality and attendance control (noting if any students leave early) especially during the break.
- Ample use of visuals, graphs, articles can be made to illustrate, explain and support important observations, analogies and conclusions made in the text. Use a computer projector, well positioned so that all may see. The goal should be that each point and observation in the text has a corresponding visual. Articles taken from the web can be edited with highlighting of key points.
- Questions and discussion during or after the exposition of each class, as may be permitted by time constraints. Class participation can be useful as long as the discussion is kept focused on the material being studied and limited to whatever time may be available in excess of that necessary to cover the new information being explained in the class. Careful that your class doesn't get derailed into a neo-classical economics discussion.
- Take-home tests for each class and final exam. Homework, small quizzes in class, and a formal final exam can motivate students to apply their minds to the material, especially in countries accustomed to a more traditional education system. The grade from the final exam can be weighted extra-proportionally when calculating the total grade to help students recover from a slow start with the homework.
- Extra credit can be offered for positive class participation and for contributing useful materials to the class (articles, etc.) which support the P&P argument.
- Review classes at mid-course and before the final exam. Catch up on the visuals that you may not have had time to show in previous classes. Short video or slideshow can be shown. Have students come prepared to ask at least one relevant question and call on each one in turn to that end. Extra credit for those that take extra initiative in the participation.
- Certificates of superior (80%+), intermediate (70-79%) and basic (60-69%) levels. In developing countries, educational institutions tend to charge a lot for the diploma that a student has earned. The GEP can offer value by providing free certificates of completion. For those who don't earn the superior-level certificate, the GEP can offer that they can re-enroll in subsequent courses for a small fee, using the same texts they already have, and attending only half the classes of the course (and taking the final exam again) in order to raise their qualification to superior.
- Superior level graduates automatically qualify for the alumnae association if they also score a minimum of 70% on the final exam.
- Sign up alumnae association members at the graduation/certification finale. Almost all superior-level students declare themselves association members if you put the offer in front of them at the graduation event.

How To Setup and Manage the Adult Education Alumnae Association

- Create association mission statement and credo and membership requirements. Set membership parameters and keep it simple. Make membership easy to join and maintain. Offer optional activities as benefits and opportunities for members to gain a feeling of belonging and demonstrate commitment to the association's goals.
- Create an association webpage with explanation of the association benefits and rules, online application, declaration document, membership list, interactive communications for members.

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The function of the website should be to provide an interactive interface where members can communicate with the association and each other via e-mail, online bulletin board, chat, updates of important association information, etc.

- Set up membership database and keep it updated every time contact with members is made by telephone or e-mail.
- Organize regular meetings and participatory events. Membership in the association need not require participation in meetings to maintain membership, but getting members to participate in such meetings is key to growing the association. The goal of the meetings is to get people to believe that their participation makes a difference in the advancement of the association by attracting even more participation as a demonstration of the growth and vitality of the association.
- Maintain contact with members via e-mail and telephone. Regular contact and invitations to participate are necessary to make members feel part of the association. It is a necessary cost of the association to take the initiative with this process. Having volunteers call to exhort members to participate can effectively induce members to feel more part of a group dynamic.
- Offer extra benefits and/or volunteer work to active members. An hourly stipend for volunteer work is essential in situations where the majority of members are economically disadvantaged.
- Attract international membership participation. The participation of international members via digital communications and physical visits is an attractive incentive and encouragement for local participation in the association.
- Incorporate association activities for members which provide tangible benefits for being a member. These can include educational programs on personal and organizational development of all kinds, employment assistance programs, social activities, and whatever would be a tangible benefit in accordance with the general needs and interests of the members.
- Grow the association to hundreds of members. The goal of all association activities should be to grow the association while modeling the basic values of Georgism which are equitable sharing of common resources and respect for individual freedom.

How To Setup and Manage a Basic Comprehensive Primary, Secondary, University, Adult Georgist-Oriented Education Program In a Foreign Country

- Hire a qualified education administrator as a consultant who can possibly later become the GEP's school Executive Director. This person must have years of experience in educational administrative in the country and must know the ins and outs of the government bureaucracy to obtain the school's legal status and set up the required standardized educational program.
- Investigate and clarify the local government's administrative and program requirements for the constitution of a primary/secondary school program. These will include necessary qualifications of the managing staff, operation license, size and safety permits for the physical plant, certification of materials to be used, minimum number of students necessary, administrative and program regulations, etc. These requirements can vary greatly from country to country. The best opportunity to start a primary/secondary school with a minimum of bureaucratic and economic obstacles may be in less economically developed countries.
- Articulate the mission, values and goals of the GEP primary/secondary school program and how the Georgist values, ideals and way of thinking will be integrated into the program curriculum and activities of the school. Determine if the educational norms required by governmental

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oversight will allow the school program to functionally integrate the Georgist education program.

- Create a business plan for the school program, integrating economic, academic, administrative structures and outlining the income/expense economic balance formula necessary for the school program to be economically sustainable. Plan for the school to be legally organized within the auspices of the international NGO.
- Acquire, develop and equip suitable facilities for the envisioned primary/secondary school program.
- Obtain and/or create prototypes of state required academic materials which have been creatively adapted to be Georgist-oriented. This can be a project of the USA-based Georgist publishers, to create standard primary and secondary level Georgist academic texts which can be translated into the required language of the foreign GEP.
- Start the process of setting up the school and program when the adult GEP alumnae association has enough parents who express willingness to enroll the minimum number of children required in the proposed GEP primary/secondary school.
- Obtain the necessary licenses and permits to initiate the operation of the school program. Depending on the country, this step could take some time, but a government may allow for provisional licenses and or permits in different aspects of qualification, in order to allow a school to begin operation as the licensing process is completed over time.
- Set up organization, communications and reporting systems of the administrative and academic processes of the GEP school, utilizing the existing administrative adult GEP staff and legal/accounting contract services.
- Hire qualified administrative and teaching staff and train the latter in practical didactic methodology and Georgist doctrine. Qualification of the teaching staff should include superior-level certification from the adult GEP.
- Fund initial school development with grants from Georgist foundations and foundations that support innovative educational programs for developing countries or disadvantaged communities.
- Become more self-sufficient from tuition payments and other local community fundraising efforts over time. We can expect a well run primary/secondary school that earns a reputation as a quality school to become self-sustainable and even profitable in period of a few years.
- Document all aspects of the GEP primary/secondary school development, structure, methodology and materials so that it can be reproduced in other countries with a minimum of cost.
- Expand and found a Georgist university when the GEP primary/secondary school program has matured with sufficient demand of graduating secondary students and a sufficient endowment accumulated for such expansion.

Conclusions and Considerations

The examples of the Dominican Republic and Nicaragua have shown that starting and developing a basic adult education GEP in a foreign country can be done successfully, and with a relatively limited budget. However, the aggregate experience of all domestic and foreign adult education GEP's, including the Henry George schools (New York, Chicago, etc.) and the online courses of the Henry George Institute and Earth Rights Institute has also shown that short-term intensive adult education

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programs that simply teach the truth of Henry George but do not include a proactive program of alumnae retention within a lifelong association of Georgist consciousness-building and reinforcement are insufficient when it comes to their efficacy in building a meaningful base for an international Georgist movement.

The observations of the CEIHG program in Nicaragua indicate that the influence of adult education GEP's is limited by the predisposition determined by the lifelong religious and cultural values instilled in adults through family, church and school influences before they engage themselves in the GEP. A simple alumnae association can provide some of the more predisposed graduates of an adult education GEP with the continuity necessary to build their understanding and belief in the Georgist paradigm over time, but most adults will still not initially internalize the necessary feeling of importance and urgency of the Georgist paradigm enough to stay within the association for the long-term unless the association can be developed to integrate attractive worldly benefits which motivate individuals to participate for self interest in the short term. Only through long-term involvement and continuous "re-education" can we expect the average adult GEP student to become a committed Georgist.

Furthermore, observation of the most successful movements of consciousness-raising or belief system modification, such as those of: established religions and cults; social movements such as the conservation movement; political movements such as Feminism and international Zionism, all utilize the education system starting at the youngest levels to teach, educate, promote and propagate their belief systems.

These observations lead us to conclude that, if there be any hope of the Georgist paradigm getting to a level of recognition and acceptance in the world at large, the logical progression of the adult GEP must be to a comprehensive GEP which includes integrated primary/secondary/university-level programs, much like those modeled by religious and otherwise value-oriented education institutions.

Non-Georgist educational programs which are designed to indoctrinate individuals into a self-reinforcing collective belief system always are based upon lifelong educational programs which really start at the preschool level and with family orientation, and then continue on from pre-school to university level. To be successful in creating a true mass movement of Georgist consciousness, such an integrated approach to Georgist-oriented education must be created and promoted by the international Georgist community.

It would seem that the most feasible way to start to develop such a program would be to develop a model program in a Latin American or other developing world country where such school programs are commonplace, opportunity for entry into the education system is more open, and costs are relatively low. When the program becomes functional, it can then be duplicated in other countries at a minimal cost and could even serve as a model for implementation into a public school system.