

ADRA'S



**GLOBAL
VILLAGE**

**FINAL REPORT
FOR
U.S. AID DEVELOPMENT
GRANT**

I. Project Summary

Introduction

History of ADRA's Global Village Project

The International Adventist Development and Relief Agency (ADRA) created its first development education project entitled ADRA's Global Village in 1992. Global Village is a re-creation of the habitats people live in around the world. Global Village habitats represent some of the positive and negative environments which exist in developing countries in Southeast Asia, South America, Africa, and the poor in North America. The primary objective of this project is to educate elementary and middle school students about the daily lives of children and their families in developing country situations. A secondary objective of the project is to introduce the concepts of sustainable development to students and adults. It's one of ADRA's beliefs that if people understand where other people sleep they can better understand the issues of those people's lives. The third objective is to demythologize the people living in development living situations so that people can begin to understand the process of sustainable development, appropriate technology and preserve the cultural heritage of the developing region.

ADRA's first Global Village exhibited from October 22 - November 1, 1992, in Riverside, California, in partnership with La Sierra University. ADRA created Global Village's guide and greeter scripts, supporting print materials including: countdown calendars, student passports, guide maps, other education products, and habitat signage in an attempt to effectively communicate development education messages for the students and adults that attended the event. ADRA hoped for seven thousand public and private school students but ended up hosting more than twelve thousand students and having to turn away five thousand students who were on waiting lists to attend due to lack of capacity at the first exhibit. It was from that success and

enthusiasm of the visitors to the first ADRA's Global Village that motivated ADRA to further develop the event into a development education product.

Scope of the Event

Habitats:

ADRA's Global Village habitats are the core of the development education program. The habitats are actual reproductions built by Hollywood set designers of family living environments used by people living in some of the developing regions of the world. The habitats represent, in most cases, the living environments for specific groups of people. For example, a large segment of the population in Southeast Asia lives in stilt house habitats. In order to represent this habitat, Global Village has a life sized replica of an actual stilt house.

All habitats in ADRA's Global Village encourage visitors to begin the process of suspending their preconceived ideas and being open to new information about the people living in the habitats exhibited at ADRA's Global Village event. By doing so they become more open to understanding people from other parts of the world from the local point of view rather than from a remote point of view.

Learning Locations:

The learning locations are areas where students can get hands-on education. They not only see actual working models, but they also use the tools they see and experience the results of development projects in a developing country. For example, one of the learning location's displays operational drilling rigs used in Thailand for clean water production. During

their visit, each student works with another student to operate the rig as if they were drilling water for themselves. By doing this they get a better idea of how difficult it can be to secure clean water in a developing country. The students and visitors discover that developing a clean water source isn't as easy as turning on the water tap in their home.

Talk-About:

The Talk-About stop is designed to give students a chance to respond to what they have seen, learned, and experienced. The student's expression of self disclosure helps reinforce the major messages and themes that Global Village has introduced to them. The sharing time during the Talk-About is designed to encourage students to become active in their communities as well as those overseas. Finally, the students' Talk-About also begins the process of giving ADRA feedback about what the children have learned while at Global Village.

Pack-A-Box:

Pack-A-Box is where the students respond to the needs they have seen and experienced at ADRA's Global Village. It is at the Pack-A-Box where students pack a box of clothing, school supplies, personal care, and family items to send to a country specified by the community and the event sponsors. Pack-A-Box also becomes the vehicle for a community and grass roots follow-up program the year following the Global Village event. Children are given the opportunity to write personal notes to the recipients of the boxes. These notes are responded to by some of the recipients of the parcels in the developing country providing an opportunity for a dialogue between the two groups to begin. The Pack-A-Box becomes an example of a

sustainable activity by the community or by the teachers for their classrooms that can continue in the ensuing months and years.

Part I-A: PROJECT SUMMARY

ADRA's Global Village Grant Project Narrative

Achievements of the grant objectives

Representatives from the US A.I.D. office attended the first Global Village and determined that it was a highly effective way of conducting development education. The US A.I.D. officers encouraged ADRA to apply for a development education grant from US A.I.D. to complete the curricula components that they felt were needed to strengthen the effectiveness of ADRA's Global Village as a tool for introducing the principles of sustainable development to a large number of targeted audiences. The grant program activities consisted of the following five components:

1. Creation of a database of research and writing to expand the information on the existing eight habitats and one learning location of the first Global Village.
2. Further development of the existing tour guide scripts and add scripts for new habitats and learning locations to better communicate the major messages for the four target audiences that ADRA's Global Village was designed to reach.

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3. Develop additional training materials to better inform event volunteers and provide personal research tools for personnel in preparation for hosting student classrooms
4. Refine the existing pre-Global Village visitor educational package and create a post-Global Village educational package for use by classroom teachers.
5. Develop an evaluation strategy and a set of evaluation tools to measure audience attitudes on sustainable development, attitudinal change as a result of the ADRA's Global Village event, printed materials, and the effectiveness of each of the Global Village curriculum components.

Project Achievements Narrative:

Goal #1

The first goal of the grant was to develop a pool of information to create a more complete package of information than the written tour guide scripts written for the first event. This new package of information would include new scripts for additional habitats and learning locations as well as additional curriculum designed to inform and strengthen the development messages and information that is communicated at ADRA's Global Village. ADRA realized that the Global Village event required a body of research and writing that would meet some of the educational needs of elementary and middle students, elementary and middle teachers, high school and college aged volunteers as well as adult volunteers. A scope of work was created to inform the writer of the goals of the finished products. ADRA contracted with several researcher/writers to work on the development of the database of information and the teachers' curriculum. The contractor's names and

credentials were submitted to US A.I.D. and were approved by the US A.I.D. Global Village grant administrator, David Watson.

In order for the writer of the curriculum database to get a better feel of what life was like in each of the different areas of ADRA's Global Village, it was decided that the writer would travel to the different countries Global Village represented to see first hand what daily life was like in developing situations. Upon her return, the writer began the work of creating the new database of information which came to be known as *The Gatekeeper of Understanding*.

The Gatekeeper of Understanding provides additional information to the Global Village scripts about the regions ADRA's Global Village habitats and learning locations represent. This written resource compiled research that could be used by various groups to further their understanding about the cultures and their living conditions that ADRA's Global Village introduces to visitors and other event participants. This resource also helps to contextualize the ways development can help improve the lives of local people. ADRA anticipated the materials would be used by the following groups:

Visiting school groups:

- Elementary school teachers and students
- Middle school teachers and students

Non-visiting school groups

- Elementary school teachers and students
- Middle school teachers and students

Event volunteers training

- Adult and college aged habitat hosts
- High school aged tour guides
- Grass roots organization partners and its members

General public

- Adult and children visitors to the event
- Non-visitors to the Global Village event but interested in the subjects of development and the people of developing countries.
- ADRA's Global Village/Development Education web site visitors

Goal #2

Item number two in the US A.I.D. grant specified the development of additional scripts for additional habitats that were planned for the Global Village event. ADRA originally planned to have a menu of habitats a community could choose from for their local Global Village event. It turned out that every community wanted the same menu, i.e.; all the habitats available. This unexpected pattern caused ADRA to postpone the development of additional habitats and the support materials articulated in the summary description. This allowed ADRA to concentrate on the tasks of the grant which would produce a thorough treatment of the curriculum and support materials for the ten-habitat mix. ADRA added scripting to convert two of the learning locations at the original event, the choza and the outdoor school, into habitats.

ADRA also learned that ten habitats is all a classroom has time to visit during their day at Global Village. From the feedback we've received from visitors at the first Global Village, and every subsequent Global Village, we

learned that more hands on activities were desired. The concept of learning locations began to be further developed instead of adding habitats. The additional learning locations required scripts and we expanded the scope of work for the content of *The Gatekeeper of Understanding* and *The Gateway to Understanding Teacher's Curriculum* to include the learning location messages. The additional learning locations that have been added under the duration the US A.I.D. grant include:

- Clean water pumping in Asia
- Beasts of burden of the world
- Bridges of developing countries
- Rice hulling of Southeast Asia
- Rice to rice flour pounding processing of Southeast Asia
- Marketplace of the world
- Water carrying of Africa
- Grain grinding of Africa
- Ask the locals/Ask the experts Internet connection

Future learning locations yet to be developed will include a toys of children learning location and a standards of living learning location. The toys of children learning location will include hands on testing of toys children make for themselves in developing countries.

In summary, the original goal was adjusted to expand ADRA's Global Village learning location scripts and maintain the existing number of Global Village habitats with the exception of the outdoor school and the choza. The net result is the creation of eleven more scripts, effectively doubling the number of scripts and exhibit curriculum material from eleven to twenty two, close to the upper end of the grant goal of 15-25 total habitat scripts and materials.

Goal #3

Item number three in the US A.I.D. grant specified the development of a more effective training to enable volunteers to teach students the concepts of sustainable development and respect for people of other cultures at ADRA's Global Village events. A one-day volunteer training seminar was created as an addition to *The Gatekeeper of Understanding* database.

The training component of the grant also involved creating an event management database of information to assist community and grass roots leadership in managing a local Global Village event. The database reduces the amount of time ADRA staff need to provide for event managers. This database also helps manage the event in the following ways:

- Provide a framework for the local event management team to manage its own tasks in coordinating and exhibiting ADRA's Global Village in their community.
- Provide a framework to assist the local management team in coordinating classroom visitation schedules and to assess the volunteer needs for each day of ADRA's Global Village.

The one-day training for event volunteers is conducted by ADRA personnel. The training curriculum includes a number of ADRA video tapes to help illustrate and reinforce the major messages communicated by the training session. Even though not part of the grant scope of work, an outline of the program is included in this report along with copies of the video tapes to better communicate to US A.I.D., and others, the collateral materials that support the entire Global Village project.

Goal #4

Item number four in the US A.I.D. grant specified the refinement of the pre-existing pre-curriculum countdown calendar and the creation of a post-curriculum product. The post-curriculum product of the grant, called *The Gateway to Understanding Teacher's Curriculum*, was created for classroom teachers. This component assists teachers in expanding their students' understanding of the development education messages introduced in the pre-curriculum countdown calendar and continued to be developed more completely during their visit to ADRA's Global Village.

The Gateway to Understanding Teacher's Curriculum increases the teacher's ability to broaden students' understanding of the ways that development activities can help people in developing situations. The *Gateway to Understanding Teacher's Curriculum* also helps students increase their understanding of how to understand other cultures from the local point of view.

Goal #5

Item number five in the US A.I.D. grant specified the creation of a set of evaluation instruments to better assess the effectiveness of the communication components that comprise ADRA's Global Village. Additionally, the evaluation instrument will be used to assess the changes of audience attitudes regarding the activities of development and relief disciplines. ADRA anticipated the instrument would be used to assess the following components:

- The Global Village pre-event curriculum
- The Global Village event
- The Global Village post-event curriculum

An evaluation instrument was created for distribution to random classrooms throughout the entire Global Village event. The specified groups that get this evaluation are as follows:

- Classrooms scheduled to attend Global Village - before being is exposed to any of the Global Village materials
- Classrooms attending Global Village - one week after their visit
- Classrooms who attended Global Village - four weeks after their visit and are not using the Teacher's curriculum
- Classrooms who attended Global Village - four weeks after their visit and are using the Teacher's curriculum
- Classrooms not scheduled to attend Global Village - nor are going to use the materials
- Classrooms that plan to use Global Village materials - but have not and will not visit ADRA's Global Village
- Classrooms who did not attend Global Village - four weeks after beginning to use of all of the written Global Village materials
- Volunteers - upon sign-up for the event
- Volunteers - after the training program
- Volunteers - after their service at Global Village
- General visitors - before they enter ADRA's Global Village
- General visitors - as they leave Global Village

The questions in the instrument have also been created to measure the effectiveness of the various components of Global Village. The instrument will help ADRA better understand how each component helps participants effectively understand and retain the information communicated by Global Village and its supporting materials.

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The original instrument was created by the ADRA Grants Evaluation department. After evaluating the instrument David Watson, the original US A.I.D. grant supervisor, asked for a semantic mapping evaluation to be created and recommended Susan Gross of the Upper Midwest Women's History Center at Hamlin University in St. Paul, Minnesota, to do the work. Ms. Gross was contacted and contracted to do the semantic mapping evaluation instrument.

Ms. Gross coordinated a team of evaluators to read *The Gatekeeper of Understanding* and *Gateway to Understanding Teacher's Curriculum* materials and produce a written evaluation of the materials. She also contracted with evaluation specialists to create the final evaluation instrument which was more appropriate. Additionally, ADRA also contracted with an education specialist, Dr. Norma Schlager, to produce an evaluation of the written materials in addition to the evaluations from Ms. Gross's organization.

After the evaluation work was done Ms. Gross indicated that a semantic mapping evaluation instrument was inappropriate as the only useful instrument for the project. Ms. Gross's team produced the evaluation instrument to be used before, at, and after the events which will help provide objective data about the effectiveness of each component of the program. Ms. Gross provided semantic mapping training to ADRA's Director of Development Education so that it could be used with some random classrooms and provide additional evaluation information to the instrument created for the Global Village grant project.

Part I-B: Unanticipated Results

ADRA began its program of development education with the Global Village event. At that time, while ADRA had vision and experience in experiential learning, it didn't have the technical experience in the State Department discipline of development education. The process of creating its first development education product opened the door for ADRA to become acquainted with the development education universe of thought and activity. Once ADRA began the incorporation of development education activities and thinking in its overall portfolio, it began to experience the broader benefits of thinking, programming, and the mind sets of development education disciplines.

The only negative result of the ADRA's Global Village grant program was having broader goals that went beyond the financial resources available from the grant. The products required a greater commitment of resources from ADRA than originally expected. The net result is a much broader and expanded set of support materials for ADRA's Global Village and the development education community than the original grant scope of work predicted.

Part I-C: Project Summary Results

The grant program activities achieved the following five results:

1. The grant work created a database of research and writing and expanded the information on the pre-existing eight habitats and three learning locations of the first Global Village. It also enabled the project to add an additional two habitats and nine more learning locations.

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2. The grant work further developed existing tour guide scripts and added scripts for new habitats and learning locations for the target audiences of ADRA's Global Village.
3. The grant work developed additional training materials for event volunteers to inform them of the cultures and issues. The grant provided materials that equipped volunteers to communicate development issues to the Global Village audiences.
4. The grant work refined the existing pre-Global Village visitor student package and created a post-Global Village educational package for use by classroom teachers.
5. The grant provided for the development of an evaluation strategy and created a set of evaluation tools to measure audience attitudes on sustainable development. The tools will help measure the attitudinal changes that take place as a result of visiting ADRA's Global Village and utilizing the curriculum materials. The instrument will also measure the effectiveness of each of the Global Village curriculum components.

Part II. PROJECT EVALUATION

Part II-A: Criteria For Success

Three criteria used to evaluate the success of the project. First, there is now a compendium of writing and curriculum materials that is available to any school or organization which assembles the background information to support an ADRA's Global Village event. The complete package of support

materials for teachers and students is also available for any school, organization, or individual.

The package also will be available to classrooms that don't have access to a Global Village event. Even if they don't attend Global Village, the materials will enable these classrooms to begin the process of understanding the people ADRA's Global Village represents and how they live their daily lives .

The second criteria for success was to create a database of information which would equip and enable a school or classroom to create their own Global Village event for their school and/or their community. The complete set of materials, when utilized, were to be comprehensive enough to move a classroom to activism and represent the people that ADRA's Global Village introduces to the members of their community.

The third criteria for success was to compile broad based input about the information created by the grant's work. This was achieved by a large number of outside technical consultants. Their evaluations, additions, and suggestions were incorporated into the body of work produced by the grant activity. The resulting instruments created will allow ADRA to gather enough information from the various Global Village audiences to evaluate the various components of the event. ADRA will then adapt and change the information to better communicate and achieve the development education goals for the targeted audiences.

Part II-B: Analysis of the Project

At the first Global Village, thousands of visitors asked ADRA for more information about the cultures and ways of life Global Village was introducing. Most teachers said that Global Village was the most effective

experience ADRA could provide for their students to begin imagining what the lives of others were like, as well as, their short and long term issues. Teachers requested more follow-up information, additional development and cultural activities for their students, and ways to extend the learning process that Global Village begins in their students. This project provided the materials requested educators, volunteers, other organizations and visitors.

Part II-B-1: Project Impact on Target Audiences

Based on ADRA's experience with previous Global Villages there is no doubt that this exhibit with its realistic and life sized habitats, combined with the development grant products, will make a strong and long lasting impact on those who attend as well as their communities. The overall impact of the Global Village project is still being felt and measured as it continues to exhibit in cities in North America and Europe. Since the first event, ADRA has partnered with five more Global Village sponsors to host exhibitions, three in North America and two in Europe. Each event has been very well received. The first one in Los Angeles had an attendance of 25,000 visitors. The attendance list has grown since then as follows:

<u>Year/Location</u>	<u>Attendance</u>
1992/Los Angeles	25,000
1995/Rome, Italy	25,000
1995/Utrecht, Netherlands	30,000
1995/Denver, Colorado	45,000
1996/Incline Village, Nevada	3,000
<u>1996/Dayton, Ohio</u>	<u>22,000</u>
Sub-total	150,000

Plans are in place for large events in many other locations in the U.S. including Washington, DC., Canada, and European countries. In addition to the events, ADRA's Development Education web site features all of the Global Village grant materials. Visitors to the web site can print off all of the information contained in the *Gatekeeper of Understanding* and the *Gateway to Understanding Teacher's Curriculum* or any section of any chapter.

Part II-B-2: Project Impact on ADRA's Central Office

In addition to more complete sets of information, another unanticipated result was that the grant process put ADRA into the mainstream of development education thought and expertise with other NGOs and PPOs. That proximity propelled ADRA's vision for development education into an appreciative inquiry paradigm which changed the agency's way of approaching some of its communication work and education services.

A development education mind set expanded the general communication paradigms ADRA had used in the past. The normal communication activities of fund raising, donor response, print communication, and crisis communication management broadened to expand many of the communications activities to include public education perspectives.

The development education process also put ADRA's management at the forefront of the NGO paradigm shift towards partnering with other NGOs and grass roots organizations in some communication activities. All development education activities are now done in partnership with other organizations within ADRA's world network as well as outside of ADRA's network. These partnerships with NGO's within North America are also beginning to yield an attitude of project partnerships with other NGOs overseas.

ADRA's Global Village product helps accomplish further networking with grass roots and non-profit organizations for every one of the public events, networking that would not have taken place without the catalyst of ADRA's Global Village. The open attitude of the development education discipline has also moved ADRA to encourage other NGOs to have a presence at any Global Village event when appropriate to the community in which the event is held.

This open attitude of access also impacted the design of ADRA's Development Education web page. The "dev ed" attitude motivated ADRA's Department of Development Education to enable free, full download access to all of the Global Village/US A.I.D. grant information from the ADRA's development education web site.

Part II-B-3: Project Impact on the Field of Development Education

The Gatekeeper of Understanding and The Gateway to Understanding Teacher's Curriculum will be made available for the cost of printing and handling to the general public. This also includes those who visit any component of ADRA's Development Education web site and make their requests known through the request button at the site. The same offer is available to everyone who visits any Global Village event. Furthermore, examples of all grant materials will be provided to any NGO organization that requests it. The development education attitude of sharing all of the grant information with other NGOs and the public also extends itself to ADRA's Development Education Department willingness to share any of the acquired expertise and technical assistance upon request by any other NGO's development education department.

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The Global Village grant project can also help move the development education field forward in other ways. ADRA's Global Village adds greatly to the experiential learning activities of the US A.I.D. defined development education process. Much of development education's products, heretofore, are composed of dialogue opportunities and printed materials for targeted audiences. ADRA's Global Village helps expand the parameters of development education activities to include experiential learning. The project helps to challenge static and passive development education designs, materials and activities to have a higher impact and commitment for participation by the target audiences.

The grant produced products, when utilized apart from the Global Village event, comprise a stand-alone set of tools. *The Gatekeeper of Understanding* and *The Gateway to Understanding Teacher's Curriculum* promote active experiential learning opportunities for any group that chooses to use part or all of the product. Furthermore, the distribution of *The Gatekeeper of Understanding* and *The Gateway to Understanding Teacher's Curriculum* at ADRA's Development Education web site will help to broadly distribute the products to people world-wide. A follow-up program of translation is being put into place which will provide *The Gatekeeper of Understanding* and *The Gateway to Understanding Teacher's Curriculum* in German, Italian, Dutch and Spanish.

Part II-C: Evaluation Instrument

(enclosed)

Part III. STATEMENT OF LESSONS LEARNED

Part III-A: Design

It was easier to design this project because it complemented and enhanced what already existed and was successful in implementation. Design elements built into the project included the use of a variety of individuals from different disciplines and backgrounds to create the grant products. With the next project we will incorporate a design to include even more outside contractors. We found that the more people that brought their diversity of experience and perspective, the better the products became.

Part III-B: Implementation

ADRA's management system for this project followed the regular practice of ADRA's project management which involved a compartmentalization of tasks. This practice as applied to this grant project became unworkable as it stripped too much of the overall quality and completion control from the project's primary management. All commensurate Development Education products will follow a management system which will facilitate the various steps of a project by the same project manager.

The reporting procedures are a difficult component of the grant project, but the partnership resources US A.I.D. officers brought to the project made the extra reporting requirements well worth the effort. The US A.I.D. officers provided invaluable insights and assistance with the project as well as networking referrals and recommendations to ADRA in order to create a productive and valuable set of products. Furthermore, the officers were

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sensitive and well informed about ADRA and its work as well as the goals of the grant project.

Part IV: RESOURCE MATERIALS

Part IV-A: Resource Materials List

The Gatekeeper of Understanding
The Gateway to Understanding Teacher's Curriculum
Global Village Countdown Calendar
Global Village Habitats and Learning Location Scripts
Management Database
Global Village Evaluation Instrument

Part IV-B: U.S. A.I.D. Resource Inventory

Enclosures

Part IV-C: Resource Materials Copies

Two (2) to:
Elise Storck
Director Dev. Ed. Dept
US A.I.D.
1515 Wilson Blvd.
Roslyn VA 22209
Washington D.C. 20523-1802

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Three (3) to:

Martin Hewitt
Project Officer
Private and Voluntary Cooperation
Bureau for Humanitarian Response
320 Twenty First Street, N.W.
Washington D.C. 20523

Part V: BUDGET

Pipeline Budget Enclosed

Part V-A: BUDGET ANALYSIS

Due to some of the changes requested by the US A.I.D. Global Village grant administrator, David Watson, and the unanticipated expansion of *The Gatekeeper of Understanding* and *The Gateway to Understanding Teacher's Curriculum* some budget line items were exceeded while others were underspent. The total costs of the Global Village grant project remained under the original budget. Although ADRA did not have a formal allocation to the project budget, nevertheless, it made substantial contributions in personnel, travel and administrative resources.

Part V-B: Detailed Program Budget

Enclosed

Part VI: PROJECT SUSTAINABILITY

This project will enable the Global Village grant project to continue with sustainable viability in the foreseeable future. The initial project, without the attending curriculums created by the grant, made a less effective impact in the community. The completed curricula can further deepen understanding and interest in the activities of development and the people development serves. Furthermore, initial inquiries by communities become more serious when they see the depth of information the event brings to their communities, students, and classrooms, event participants, and visitors.

The project enables ADRA to publish all of the information from the grant to its Development Education web site allowing download access to anyone or group who wants the information. The interactive site will also enable individual questions to be addressed and classrooms to become a part of a Pack-A-Box activity in their own community even without a Global Village event coming to their community.

The benefits of development education are so apparent to ADRA that it is now seeking a corporate partnership to sponsor a greatly increased schedule of ADRA's Global Village events throughout North America and possibly Pacific rim and European countries. If achieved, this partnership will enable ADRA to partner with additional non-profit and grass roots organizations in this development education program, as well as create and distribute other development education programs and products. The Global Village program created a critical mass of development education presence, both inside and outside ADRA, which enabled it to have a permanent place in ADRA's overall program. All of the above activities further extend development education activities into new mainstream audiences that were previously unavailable development education activities.

Part VII: RECOMMENDATIONS

Effective activities of development education require projects that are engaging and attractive in order to create curiosity, interest, engagement, service and commitment by targeted audiences. The normal US A.I.D. management systems, which work so well in the broad portfolio of US A.I.D. development and relief activities, discourage creative people from participating in development education grant projects. In order to create memorable and passionate development education programs that excite audiences, artistic and visionary people must have a large part in the entire process.

The many stages of State Department activities required for development education project creation, funding approval, and compliance requirements keep many grant projects from being attempted. To encourage the creation and implementation of new programs, US A.I.D. would be a better partner with NGOs and development education program authors if it created a new system of engagement that was more user-friendly to the types of people who are capable of creating programs that extend development education programs and activities. US A.I.D. can become a bridge of opportunity to expand creative development education programming if it chooses to simplify its compliance structures.

ADRA'S



**GLOBAL
VILLAGE**

**U.S. AID
RESOURCE
INVENTORIES**

**U.S. Agency for International Development
Biden-Pell Development Education Resource Inventory**

Please complete one form for each grant product (if the product is one component of a series or a set, please complete a separate form for each piece beginning with question #5 and completing only those sections which refer from the other components of the set).

Grant Organization/Address/Phone

Adventist Development & Relief Agency, International, 12501 Old Columbia Pike, Silver Spring
MD 20904 Phone: 301-680-6380

Development Education Contact Person

Casey Bahr

Phone

301-680-5123 or 680-6380

Collaborating Organization/Address (if product was a joint venture)

Title

Gatekeeper of Understanding

Author(s) Roseanne Wills;

7. Publication Year

1995

6. No. of pages/length

365 pgs

9. Cost

\$5.00

10. Is the product still available? yes no -- (if yes, please indicate ordering info if different from #1-2 above)
as above through Casey Bahr at ADRA, Int.

11. Target Audience (see instructions on back)

Formal Education Sector

- Primary School Teachers (K-6)
- Secondary School Teachers (7-12)
- University Teachers
- Primary School Students
- Secondary School Students
- University Students
- Educational Administrators
- Other - please specify _____

Non-Formal Education Sector

- Agriculture /Agribusiness Community
- Business/Labor Community
- Environmental Community
- General Public
- Government (State/Local/Federal)
- Health/Medical Community
- Media (Print, Broadcast)
- Membership Group(s) - specify _____
- Religious Community
- Senior Citizens
- Women
- Youth Group(s)
- Other Special Interest Group
please specify _____

12. Type of Material (check one)

- Audio Cassettes
- Bibliography
- Book
- Briefing/Background Paper
- Brochure/Pamphlet
- Catalog/Resource List
- Chart/Poster
- Curriculum Unit
- Directory
- Discussion Guide
- Exhibit
- Game
- Movie/Videotape
- Periodical (magazine/newsletter/etc.)
- Slides/Film Strip
- Training Material
- Other - specify _____

13. Geographic Focus of the Product (if applicable)

- Africa
- Asia/Pacific
- Caribbean
- Middle/Near East
- Latin America
- Global

Subject

- Agriculture
- Development/General
- Environment
- Food
- International Trade/Business/Finance
- Microenterprise
- Population/Health/Nutrition
- U.S. Foreign Policy
- Women
- Youth
- Other - specify _____

Annotation:

Annotation:

The Gateway to Understanding Teacher's Curriculum

The post-curriculum product, called *The Gateway to Understanding Teacher's Curriculum*, was created for classroom teachers. This document assists teachers in expanding their students' understanding of the development education. The product also increases the teacher's ability to broaden students' understanding of the ways that development activities can help people in developing situations. *The Gateway to Understanding Teacher's Curriculum* also helps students increase their understanding of how to understand other cultures from the local point of view.

**U.S. Agency for International Development
Biden-Pell Development Education Resource Inventory**

Please complete one form for each grant product (if the product is one component of a series or a set, please complete a separate form for each piece beginning with question #5 and completing only those sections which differ from the other components of the set).

Grant Organization/Address/Phone

Adventist Development & Relief Agency, International, 12501 Old Columbia Pike, Silver Spring
MD 20904 Phone: 301-680-6380

Development Education Contact Person

Casey Bahr

3. Phone

301-680-5123 or 680-6380

Collaborating Organization/Address (if product was a joint venture)

Title

Gateway to Understanding - Teacher's Curriculum

Author(s)

Denise Pereyra;

7. Publication Year

1995

8. No. of pages/length

102

9. Cost

\$5.00

10. Is the product still available? []yes []no -- (if yes, please indicate ordering info if different from #1-2 above)

11. Target Audience (see instructions on back)

Formal Education Sector

- 1 Primary School Teachers (K-6)
- 2 Secondary School Teachers(7-12)
- University Teachers
- Primary School Students
- Secondary School Students
- University Students
- Educational Administrators
- Other - please specify _____

Non-Formal Education Sector

- Agriculture /Agribusiness Community
- Business/Labor Community
- Environmental Community
- General Public
- Government (State/Local/Federal)
- Health/Medical Community
- Media (Print, Broadcast)
- Membership Group(s) - specify _____
- Religious Community
- Senior Citizens
- Women
- Youth Group(s)
- Other Special Interest Group
please specify _____

12. Type of Material (check one)

- Audio Cassettes
- Bibliography
- Book
- Briefing/Background Paper
- Brochure/Pamphlet
- Catalog/Resource List
- Chart/Poster
- Curriculum Unit
- Directory
- Discussion Guide
- Exhibit
- Game
- Movie/Videotape
- Periodical (magazine/newsletter/etc.)
- Slides/Film Strip
- Training Material
- Other - specify _____

13. Geographic Focus of the Product (if applicable)

- Africa
- Asia/Pacific
- Caribbean
- Middle/Near East
- Latin America
- Global

Subject

- Agriculture
- Development/General
- Environment
- Food
- International Trade/Business/Finance
- Microenterprise

- Population/Health/Nutrition
- U.S. Foreign Policy
- Women
- Youth
- Other - specify _____

Annotation:

The ideas in this booklet were created to encourage students to further integrate the topics they were introduced to during their Global Village visit. As a result of the Global Village experience and this follow-up curriculum, students can begin to develop an understanding of cultural diffusion, global connections and to appreciate the value of empathetic analysis of an area's economic, social and political development.

ADRA's Global Village Teacher's Curriculum further addresses the goals for the teacher and the classroom. The instruction and assessment design for the specific outcome-based objectives for the material is based on the theory of multiple intelligences as described in Thomas Armstrong's *Intelligences in the Classroom*, published by the Association for Supervision and Curriculum Development, Alexandria, Virginia, 1994.

ADRA and the author of this curriculum hope that the lesson plans and student activities in the Teacher's Curriculum will help solidify students' interest in better understanding our world. It is also the goal of this curriculum to encourage curiosity in students and make learning about other cultures fun.

Gatekeeper of Understanding

The Gatekeeper of Understanding provides additional information to the Global Village scripts about the regions ADRA's Global Village habitats and learning locations represent. This written resource compiled research that could be used by various groups to further their understanding about the cultures and their living conditions that ADRA's Global Village introduces to visitors and other event participants. This resource also helps to contextualize the ways development can help improve the lives of local people.

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MD 20904 Phone: 301-680-6380

Development Education Contact Person

Casey Bahr

3. Phone

301-680-5123 or 680-6380

Collaborating Organization/Address (if product was a joint venture)

Title

Management Timeline & System

Author(s)

7. Publication Year

1995

8. No. of pages/length

24

9. Cost

free

10. Is the product still available? [x] yes [] no -- (if yes, please indicate ordering info if different from #1-2 above)

11. Target Audience (see instructions on back)

Formal Education Sector

- Primary School Teachers (K-6)
- Secondary School Teachers (7-12)
- University Teachers
- Primary School Students
- Secondary School Students
- University Students
- Educational Administrators
- Other - please specify Volunteer event management

Non-Formal Education Sector

- Agriculture /Agribusiness Community
- Business/Labor Community
- Environmental Community
- General Public
- Government (State/Local/Federal)
- Health/Medical Community
- Media (Print, Broadcast)
- Membership Group(s) - specify _____
- Religious Community
- Senior Citizens
- Women
- Youth Group(s)
- Other Special Interest Group
please specify _____

12. Type of Material (check one)

- Audio Cassettes
- Bibliography
- Book
- Briefing/Background Paper
- Brochure/Pamphlet
- Catalog/Resource List
- Chart/Poster
- Curriculum Unit
- Directory
- Discussion Guide
- Exhibit
- Game
- Movie/Videotape
- Periodical (magazine/newsletter/etc.)
- Slides/Film Strip
- Training Material
- Other - specify Outline

13. Geographic Focus of the Product (if applicable)

- Africa
- Asia/Pacific
- Caribbean
- Middle/Near East
- Latin America
- Global

Subject

- Agriculture
- Development/General
- Environment
- Food
- International Trade/Business/Finance
- Microenterprise

- Population/Health/Nutrition
- U.S. Foreign Policy
- Women
- Youth
- Other - specify _____

Annotation:

Management Database

This database also helps manage the event by providing a framework for the local event management team to manage its own tasks in coordinating and exhibiting ADRA's Global Village in their community. The database also provides a framework to assist the local management team in coordinating classroom visitation schedules and to assess the volunteer needs for each day of ADRA's Global Village.

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Development Education Contact Person

Casey Bahr

Phone

301-680-5123 or 680-6380

Collaborating Organization/Address (if product was a joint venture)

Title

ADRA's Global Village Habitats & Learning Location Scripts

Author(s)

Teresa Byrne, Casey Bahr

Publication Year

1995

No. of pages/length

76 pages

Cost

Free

10. Is the product still available? [x]yes []no -- (if yes, please indicate ordering info if different from #1-2 above)

Target Audience (see instructions on back)

Formal Education Sector

- Primary School Teachers (K-6)
- Secondary School Teachers(7-12)
- University Teachers
- Primary School Students
- 3 Secondary School Students
- 1 University Students
- Educational Administrators
- 2 Other - please specify Event Volunteers

Non-Formal Education Sector

- Agriculture /Agribusiness Community
- Business/Labor Community
- Environmental Community
- General Public
- Government (State/Local/Federal)
- Health/Medical Community
- Media (Print, Broadcast)
- Membership Group(s) - specify _____
- Religious Community
- Senior Citizens
- Women
- Youth Group(s)
- Other Special Interest Group
please specify _____

12. Type of Material (check one)

- Audio Cassettes
- Bibliography
- Book
- Briefing/Background Paper
- Brochure/Pamphlet
- Catalog/Resource List
- Chart/Poster
- Curriculum Unit
- Directory
- Discussion Guide
- Exhibit
- Game
- Movie/Videotape
- Periodical (magazine/newsletter/etc.)
- Slides/Film Strip
- Training Material
- Other - specify Script

13. Geographic Focus of the Product (if applicable)

- Africa
- Asia/Pacific
- Caribbean
- Middle/Near East
- Latin America
- Global

Subject

- Agriculture
- Development/General
- Environment
- Food
- International Trade/Business/Finance
- Microenterprise

- Population/Health/Nutrition
- U.S. Foreign Policy
- Women
- Youth
- Other - specify _____

Annotation:

Global Village Habitats and Learning Location Scripts

Scripts to inform ADRA's Global Village volunteers of the information and issues Global Village highlights for visitors. The product includes scripts for tour guides, habitat hosts, and learning location volunteers.

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MD 20904 Phone: 301-680-6380

Development Education Contact Person

Casey Bahr

3. Phone

301-680-5123 or 680-6380

Collaborating Organization/Address (if product was a joint venture)

Title ADRA's Global Village Countdown Calendar

Author(s)

Jodi Pharo, Casey Bahr

7. Publication Year

1995

8. No. of pages/length

32

9. Cost

Free

10. Is the product still available? []yes []no -- (if yes, please indicate ordering info if different from #1-2 above)

11. Target Audience (see instructions on back)

Formal Education Sector

- Primary School Teachers (K-6)
- Secondary School Teachers(7-12)
- University Teachers
- Primary School Students
- Secondary School Students
- University Students
- Educational Administrators
- Other - please specify _____

Non-Formal Education Sector

- Agriculture /Agribusiness Community
- Business/Labor Community
- Environmental Community
- General Public
- Government (State/Local/Federal)
- Health/Medical Community
- Media (Print, Broadcast)
- Membership Group(s) - specify _____
- Religious Community
- Senior Citizens
- Women
- Youth Group(s)
- Other Special Interest Group
please specify _____

12. Type of Material (check one)

- Audio Cassettes
- Bibliography
- Book
- Briefing/Background Paper
- Brochure/Pamphlet
- Catalog/Resource List
- Chart/Poster
- Curriculum Unit
- Directory
- Discussion Guide
- Exhibit
- Game
- Movie/Videotape
- Periodical (magazine/newsletter/etc.)
- Slides/Film Strip
- Training Material
- Other - specify _____

13. Geographic Focus of the Product (if applicable)

- Africa
- Asia/Pacific
- Caribbean
- Middle/Near East
- Latin America
- Global

Subject

- Agriculture
- Development/General
- Environment
- Food
- International Trade/Business/Finance
- Microenterprise

- Population/Health/Nutrition
- U.S. Foreign Policy
- Women
- Youth
- Other - specify _____

Annotation:

Global Village Countdown Calendar

A 31 day development education product which introduces some of the issues of development to students by highlighting issues in their lives which can affect them locally. It also provides daily issues for the students to begin thinking about in preparation for their visit to ADRA's Global Village

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Development Education Contact Person

Casey Bahr

3. Phone

301-680-5123 or 680-6380

Collaborating Organization/Address (if product was a joint venture)

Title ADRA's Global Village Evaluation Instrument

Author(s)

Susan Gross

7. Publication Year

1995

6. No. of pages/length

2

9. Cost

Free

10. Is the product still available? yes no -- (if yes, please indicate ordering info if different from #1-2 above)

11. Target Audience (see instructions on back)

Formal Education Sector

- 1 Primary School Teachers (K-6)
- 2 Secondary School Teachers(7-12)
- 3 University Teachers
- 4 Primary School Students
- 5 Secondary School Students
- University Students
- Educational Administrators
- Other - please specify _____

Non-Formal Education Sector

- Agriculture /Agribusiness Community
- Business/Labor Community
- Environmental Community
- General Public
- Government (State/Local/Federal)
- Health/Medical Community
- Media (Print, Broadcast)
- Membership Group(s) - specify _____
- Religious Community
- Senior Citizens
- Women
- Youth Group(s)
- Other Special Interest Group
please specify _____

12. Type of Material (check one)

- Audio Cassettes
- Bibliography
- Book
- Briefing/Background Paper
- Brochure/Pamphlet
- Catalog/Resource List
- Chart/Poster
- Curriculum Unit
- Directory
- Discussion Guide
- Exhibit
- Game
- Movie/Videotape
- Periodical (magazine/newsletter/etc.)
- Slides/Film Strip
- Training Material
- Other - specify Evaluation Instrument

13. Geographic Focus of the Product (if applicable)

- Africa
- Asia/Pacific
- Caribbean
- Middle/Near East
- Latin America
- Global

Subject

- Agriculture
- Development/General
- Environment
- Food
- International Trade/Business/Finance
- Microenterprise
- Population/Health/Nutrition
- U.S. Foreign Policy
- Women
- Youth
- Other - specify _____

Annotation:

Global Village Evaluation Instrument

A two page evaluation instrument for students and visitors to measure the effectiveness of ADRA's Global Village to introduce the concepts of development and some of the ways effective development takes shape in developing countries.

ADRA'S



**GLOBAL
VILLAGE**

**PIPELINE
BUDGET**

1995 PIPELINE ANALYSIS

Check one: Original Budget X

	Actual Expenditures to Date (10/7/93 to 4/10/95)		Projected Expenditures Against Remaining Obligated Funds (10/7/93 to 4/10/95)		Total Agreement Budget (10/7/93 to 4/10/95)		Total Agreement Budget
	A.I.D.	PVO	A.I.D.	PVO	A.I.D.	PVO	
I. DIRECT COSTS							TOTAL
A. Salaries							
Asst. Director: Research							
Director of Database Management							
SUB-TOTAL - Salaries							
B. Travel							
Airfare							
Lodging							
Per diem							
Ground Transportation							
Other Travel							
SUB-TOTAL - Travel							
C. Consultants							
Teacher's Manual							
Docent Guide Curriculum							
Countdown Calendar							
Follow-up Manual							
SUB-TOTAL - Curriculum Development							
D. Evaluation							
Cooquiem Script							
Student Script							
Teacher							
Independent Curriculum							
SUB-TOTAL - Evaluation							
E. OTHER DIRECT COSTS							
1. Communications							
Retrieval/Copy							
a. Headquarters							
3. Other							
a. Headquarters							
SUB-TOTAL - OTHER DIRECT							
TOTAL DIRECT COSTS	119,292.45		8,897.55		128,190.00		128,190.00
II. INDIRECT COSTS							
A. INDIRECT COSTS							
1. Headquarters							
2. Field							
TOTAL INDIRECT COSTS	20,279.72		1,512.58		21,792.00		21,792.00
GRAND TOTAL (DIRECT & INDIRECT COSTS)	139,572.17		10,410.13		149,982.00		149,982.00

