

**United States
Agency for International Development**

**DEVELOPMENT EDUCATION PROGRAM
PROJECT SUMMARIES**

Fiscal Year 2001

USAID Development Education Program

Background

USAID's Development Education program was authorized under the Biden-Pell Amendment to the International Security and Development Cooperation Act of 1980. The program was created in 1981 in response to the recommendation of the Presidential Commission on World Hunger calling for the establishment of a program to help increase public understanding of the development process and the importance of developing countries to the political, economic, security, and humanitarian interests of the United States.

For its first ten years, the Development Education program awarded competitive grants to a broad range of U.S. private and voluntary nonprofit organizations as seed funding for program activities to educate the public through participation, professional associations, the business community, and other groups. By educating the American people, PVC aimed to foster public interest, expand the network of development organizations, and strengthen their abilities to mount effective programs.

The Partnership Approach

The Development Education program now focuses on leveraging resources through funding development education partnerships between U.S.-based nonprofit organizations actively engaged in international development and U.S.-based domestic membership organizations. Partners develop programs in areas of shared concern such as education, economic growth, environment, health, agriculture, child welfare, and trade, and must contribute their established communications and educational resources to:

- design and conduct training programs;
- create and distribute publications and other resource materials;
- hold workshops and round-table discussions;
- organize local and national conferences;
- develop outreach with media.

Action Against Hunger-USA

(Partner: Mainstream Media Project & Teachers' Center for Global Studies at Clark University)
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Action Against Hunger will carry out a one year project entitled "World Hunger and Sustainable Development: Why Should Americans Care?" in partnership with the Mainstream Media Project and the Teachers' Center for Global Studies at Clark University. The program will inform the general public and high school teachers about local-global interdependence including food security issues and international development through the use of radio, the Internet, and links with the Teachers' Center.

The audience will be reached through a national radio campaign offering live or recorded interviews, with any of three dozen leading experts on food security, hunger and international development, to commercial and public radio stations across the country. In addition, an eight-part series of half-hour interview programs will be produced and distributed to encapsulate the main themes of the campaign and serve as an educational tool for teachers and radio stations. The program will deliver the compelling message that the issues of hunger and international development are relevant to the lives of U.S. citizens. It will introduce the relatively new concept of "food security" and explain the notions of "enough food," "vulnerability," coping mechanisms, malnutrition, and more. Questions the project will raise include: What is the current situation of our global breadbasket and how will we feed the world in the future? Who is affected by food insecurity today? What causes one in six people in the world to be undernourished and what are the consequences for the American people? Is this situation hopeless? Is it the inevitable state of the world? If not, what kinds of programs can help us build global food security? What are the guiding principles of such an effort and how can Americans help?

The message is a vital one and needs a strong vehicle of dissemination. This program aims to combine the strengths of three organizations, each with a unique contribution. Built on decades of field experience and research in the areas of nutrition and food security, Action Against Hunger is a leading organization with a clear and well-documented message about global hunger. The Mainstream Media Project has an impressive track record in reaching millions of Americans with educational programs on issues of global and national importance. They principally target radio audiences that are otherwise rarely confronted with in-depth views on these topics. The third partner narrows down the focus to those who teach the next generation. The Teachers' Center for Global Studies at Clark University helps a network of 5,000 "Global Issues" high school teachers remain up-to-date with development education.

A media mix of radio and the Internet will be used to deliver and document the message. Changes in attitudes, of both the general public and the teachers, will be monitored through a number of "before and after" surveys. Program sustainability will be achieved through the inclusion of teachers who would become the primary audience in a prospective second year aimed at the high school public.

Other elements of the project include making experts from the campaign continually available to the media by including them in the Mainstream Media Project's Guest On Call Program and the creation of an extensive web-based multi-media archive of print, audio, and video educational materials.

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American Federation of Teachers Educational Foundation

(Partner: American Federation of Teachers)

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The American Federation of Teachers Educational Foundation (AFTEF) will produce "Down the Street, Around the World: A Starter Kit for Global Citizens," a social studies curriculum for high school students. This two-year project will introduce students to a range of important issues raised by globalization. The curriculum will cover global issues such as trade, security and human rights, and how these issues relate to U.S. concerns. In each issue area students will be asked to conduct research and identify ways in which their communities are linked to the developing world. As a culminating exercise, students will design action plans that outline steps they can take as individuals to make a positive contribution to the local-global dynamics they are studying.

The curriculum unit will be written and disseminated with the assistance of members of the partner organization, the American Federation of Teachers (AFT). A team of experienced classroom teachers will be selected through a competitive process to take part in a week-long Global Links Institute after which they will write the curriculum unit, test the materials and train other teachers to use them. Once the unit has been refined and published, it will be distributed through AFT's network of more than one million members.

Through participation in this innovative and interactive coursework, high school students and their teachers around the country will gain a heightened awareness of the importance of global development initiatives.

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Concern Worldwide – US

(Partner: Tufts University EPIIC Program)
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Concern Worldwide-US will carry out a two-year interactive-learning project for high school students to promote research, critical analysis and informed debate of key international issues and themes. Issues that are likely to be discussed are poverty reduction, global environmental concerns, and the role of international assistance in these and other areas.

Concern Worldwide-US is a voluntary agency dedicated to the relief, assistance, and advancement of the poorest people in the least developed countries of the world. The organization, the U.S. affiliate of Concern Worldwide, was established in New York in 1993. From working with poor people in 26 of the poorest countries in the world, Concern has come to understand that the elimination of poverty will ultimately involve the education of people in wealthier countries as much as it involves the education of people in poorer nations. Education means empowerment and the ability to change things for the better.

Since 1983, Concern Worldwide in Ireland has been operating an annual cycle of school debates that involve high school students in discussing key issues to do with poverty, emergency relief and the role of international assistance. Concern will use this experience to develop a similar program in the U.S. but with a few added dimensions. The key partner for this project is the Tufts University EPIIC (Education for Public Inquiry and International Citizenship) program, an innovative educational venture that prepares students to think critically about complex international issues. Participating schools will have the opportunity to take part in INQUIRY, one element of the EPIIC program. INQUIRY will provide students with research materials and will organize an annual symposium focusing on a pressing international topic.

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The Mountain Institute

(Partners: National Gardening Association and College of Natural Resources-Virginia Tech)

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"Plants, People and Biodiversity Protection" is a two-year project that will inform middle school teachers, their students, and the general public about the importance of protecting global biodiversity, as well as the role of development assistance in protecting native plants through international community-based projects. The project will be implemented by The Mountain Institute (TMI) in partnership with the National Gardening Association (NGA) and the College of Natural Resources, Virginia Tech, Blacksburg, VA.

The applicant and partner organizations will combine their respective resources and talents to increase U.S. public awareness for the importance of native plants, global biodiversity protection and foreign assistance. The project's primary goal is to increase target audience understanding and awareness for the (a) importance of native plants in the U.S. and abroad, (b) their usefulness to millions of people worldwide as sources of food, medicine, and fiber, (c) the local/global commonalities in the historical and day to day use of plants, and (d) the role of development assistance in protecting native plants through international community-based biodiversity protection projects. Underpinning each message will be the role of women as traditional keepers of botanical and plant use knowledge throughout the world. The project will focus on the species-rich and traditional plant use cultures of the Himalayas, Andes, and Appalachians in order to maximize the opportunities provided by TMI, NGA, and Virginia Tech's ongoing initiatives within these regions.

Project outputs will include thematic articles; curricula developed with participant NGA teachers/members; an online collaborative student project involving U.S., Nepali, and Peruvian students; and hard copy and web-based dissemination mechanisms that will reach secondary audiences.

The importance of protecting global biodiversity, or richness of plant and animal species that can also serve as indicators of an ecosystem's health, will be conveyed with a new and meaningful clarity to a U.S. public often confused by the concept.

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