



2023 IMPACT REPORT

**World Food Prize Foundation
Global Guides Program**

Designed and Implemented by:
Global Teach Ag Network





Dear educator champion,

We know first-hand the challenges and pressures educators face. To help empower master educators serving as community change agents, the World Food Prize Foundation Global Guides Program brings together educators from around the world to participate in a seven-month cohort that embarks on unique, interdisciplinary, global, and innovative professional development experiences. Since 2018, more than **130 educators in over 20 disciplines areas** have become Global Guides, **representing 31 states, eight countries, and two U.S. territories.**

Global Guides immediately join an intentional networking community. Educators study ways to integrate food security education across disciplines and create reusable learning artifacts that spur local action. The program cornerstone includes a week-long immersion experience where Global Guides engage in central conversations at the World Food Prize Borlaug Dialogues event in Des Moines, Iowa. No other program combines an interdisciplinary network and hands-on experience at a premiere, global leadership event.

In this report, you will explore how educators co-pilot a shared transformative experience in developing a cadre of change agents to make measurable impact. **These pages celebrate the cultural, geographic, and subject expertise of the Global Guides community.** You'll find real life stories of former Global Guide participants who have brought new harvest varieties to underdeveloped countries, or succeed in advocating for the passage of state legislation that supports state-wide food security.

With your support, The WFPF Global Guides program will persist in empowering educators who once felt disconnected to continue to build a community of interdisciplinary and cross-cultural leaders focused on advancing local action on global food security education.

Sincerely,

The WFPF Global Guides Experience Team

Daniel Foster, PhD
Melanie Miller Foster, PhD
OP McCubbins, PhD
Tobin Redwine, PhD



WORLD FOOD PRIZE FOUNDATION GLOBAL GUIDES

A community of interdisciplinary and cross-cultural leaders focused on advancing global food security education and action.

Advancing food security education requires educator leaders – individuals who see the complexity of food systems and seek to influence them through their instruction and community building efforts. Food security is complex, significantly impacting human and animal health, land, water, climate, biodiversity, the economy, and other systems. Food security education goes beyond value chains – the production, processing, distribution, and consumption of food.

The World Food Prize Foundation (WFPF) Global Guides program strengthens the collective impact educators have on solving complex, multidisciplinary, and critical food security issues. Each year, a globally diverse cohort of educators assemble for a meaningful and innovative hybrid professional development experience. Together, they engage in virtual sessions and in-person instruction with instructors, scientists, policymakers, and hunger fighters to navigate issues in global learning and food security. Together, they build their capacity as actors for positive change..

The WFPF Global Guides program believes our strongest asset against the fight for global food insecurity lies in the collaborative company of innovative educators. These leaders know that acquisition of knowledge leads to changed action, positioning them as true stewards of civilization. These next generation of hunger fighters understand their potential to make catastrophic impact in attaining food security for all people. To take on such responsibility, they need intentionally designed experiences and a network of partners to help launch their efforts and ideas to make an individual and global impact on food security for all.

OUR PROGRAM STORY

The WFPF Global Guides began in 2017 when co-founders Daniel Foster and Melanie Miller Foster discovered educators were left out of key conversations around food system transformation. As community leaders, educators are catalysts for positive change and lasting impact – all necessary components to solve food security challenges. The Global Guides program was created to provide professional development for educators, positioning them as crucial players in global food systems transformation. Global guides become agents for generational and exponential change.



“

The experience of Global Guides has made me see many of our systems quite differently as well as it has increased my belief in how we can address many of the issues surrounding food security. As an educator, it also has developed in me a lens for how to see how this all intersects both within and outside of our classroom walls.”

— Gail Harper

English Language Arts Educator

THE 4 PILLARS

Global guides enhance impact through interdisciplinary collaborative project-based learning by:

- 1. FOOD SECURITY EDUCATION** – Navigating tenets of global food security, learning about efforts to end world hunger, and identify opportunities for global impact through community action
- 2. ENHANCED INSTRUCTIONAL DESIGN** – Joining instructors who model innovative and effective pedagogies, accessing a library of reusable learning artifacts, and conceiving new approaches to your discipline or context
- 3. IMMERSIVE TECHNOLOGY** – Gaining hands-on experience with augmented and virtual reality tools; receiving coaching on the implementation and usage of innovative tools, and creating digital assets
- 4. STORYTELLING & COMMUNICATION** – Practicing messaging techniques to maximize engagement, enhancing clarity and understanding for audiences and learners, and seeing the impact of creative expression as a tool for shared experiences



FOOD SECURITY EDUCATION



ENHANCED INSTRUCTIONAL DESIGN



IMMERSIVE TECHNOLOGY



STORYTELLING & COMMUNICATION

FROM HER GUIDEBOOK

Ashley Shunk
2022 Global Guide Participant

According to USAID, Honduras remains one of the poorest countries in Latin America. Approximately 60 percent of the country's population lives in poverty and 23 percent of children suffer from stunting as a result of chronic malnutrition.

Ashley Shunk, a high school biology and chemistry science teacher at Alison Bixby Stone School located in Honduras, used her World Food Prize Global Guides experience to find unique strategies to combat food insecurity through her role as an educator.

"Our school is on the campus of a university, so we have great food security learning opportunities for our students," Ashley said. "In 2018, I decided to check out the World Food Prize. I saw it as a good fit for my students and I had this vision to provide them with a global opportunity." In the same school year, Ashley formed the Honduras Youth Institute on the campus of Zamorano University, which provides opportunities for students to research and present their solutions for food security issues across the globe.

She said that in her visit to the World Food Prize in 2018 is when she first heard about Global Guides and jumped at the opportunity to participate.

"Participating in Global Guides gave me a new perspective about what I can do," Ashley said.



"It made me go back and think about why we do what we do in the classroom."

Therefore, she said the most significant impact her participation in Global Guides provided was not directly to her— but to her students and her community.

"Every May we get together and experts listen to the students present their research about what could improve food security," Ashley said. Ashley enjoys bringing both local and global communities together about important issues. "I was proud of myself too because I was worried about losing momentum during the pandemic, but when things were hard I could go back to the Global Guides cohort, explain what was going on, and they helped me find ideas for improvements."

Ashley made connections in the Global Guides that support her efforts to improve food security and promote collaboration to improve. 2016 World Food Prize Laureate Jan Low spoke to Ashley's cohort of global guides. Ashley was inspired by Low's research on the orange fleshed sweet potato, and even



collaborated with Low to bring orange fleshed sweet potatoes to a local university for research. Connections like that foster access to resources and empower teachers.

“The greatest thing I learned is that it really is important for teachers to advocate for resources,” Ashley said. “Global Guides taught me how to do that.” ■



“I love to teach. As I have grown as an educator, I have learned so much about what it takes to be a leader within a community. I especially learned about that during my experience with Global Guides.”

— Ashley Shunk

ABOUT THE EXPERIENCE

What makes a Global Guide?

Global Guides have made the intentional decision to further develop their capacity to advance food security education in their desired program, institution, community, and/or profession. These inspirational cohorts cross contextual and disciplinary boundaries. Why? To drive solutions-oriented engagement in food security education, highlighting the tremendous power of educators to be catalysts of change in improving our world.

The Immersive Experience

Global Guides is an exclusive eight-month professional development program from August to March. Cohort members attend the annual World Food Prize Borlaug Dialogues and engage in the GTAN digital community of practice, and also share in the virtual team mentoring program sessions. Features of the program include project-based learning, global food security expert guests, and mentoring and support programs from industry leaders.

Reusable Learning Artifact (RLA) represents the end program output or evidence for each Global Guide's participation and completion of the experience. An RLA is designed to serve as resource any educator can use to advance global food security education and interdisciplinary connections in their context. An RLA may take many forms such as a lesson plan, a new course outline, or a proposal for a service-learning activity. Regardless of format, the RLA must be designed to answer the question: "How can I best connect global food security to my local community?"

Program Value

This immersive professional experience also carries value beyond knowledge gained. Key program benefits and features to participants provide a total estimated value of \$10,000 per Global Guide participant. These benefits include but are not limited to:

- **Access to the Norman E. Borlaug Dialogue International Dialogue**
- **A full week of in-person programming, experiences, exclusive interactions, and opportunities to engage the global food security community on one of the world's largest stages.**
- **Travel funds and lodging expenses are covered by the World Food Prize Foundation**
- **Resources and instructional materials to advance project-based learning in global food security**
- **Complimentary all-access registration to the Global Learning in Agriculture Conference Community an online, professional development experience**
- **Exclusive access to the curated Global Guide Community of Practice with an engaged, like-minded group of passionate learners.**
- **10 hours of customized online live instruction**

PROGRAM FACTS

AT A GLANCE: World Food Prize Foundation Global Guides

Global Guides aren't just teachers, they are influential leaders in education. Their contexts, disciplines, geographies, levels, and expertise areas are diverse as Global Guides are themselves.

20 U.S. Participants
& **5** International
Educators comprise each cohort

Throughout the experience, Global Guides work to create:



Global Citizenship



Social Responsibility



Global Competence



Global Civic Engagement

DISCIPLINES OF PRACTICE

- Agronomy
- Arts
- Biology
- Business & Technology
- Chemistry
- English Language Arts
- Entomology
- Environmental Science
- Family & Consumer Sciences
- International Studies
- Physics
- Secondary Agriculture
- Youth Development

More than 130 educators in over 20 disciplines areas

have become Global Guides, representing 31 states, 8 countries, and 2 U.S. territories.

OUR MISSION

To cultivate an interdisciplinary community of practice of educators to address global food security through increasing learners' global perspectives and global citizenship.

OUR GUIDING VISION

To empower educators to connect learners to the world's most pressing issues.

FROM HIS GUIDEBOOK

Eric Sawatzke *2022 Global Guide Participant*

Eric Sawatzke, an agriscience educator in Minnesota launched a collaborative greenhouse project that galvanized support, eventually preparing the way for him to co-author legislation in his home state. His project and the pathway to success started with his Global Guides cohort in 2022

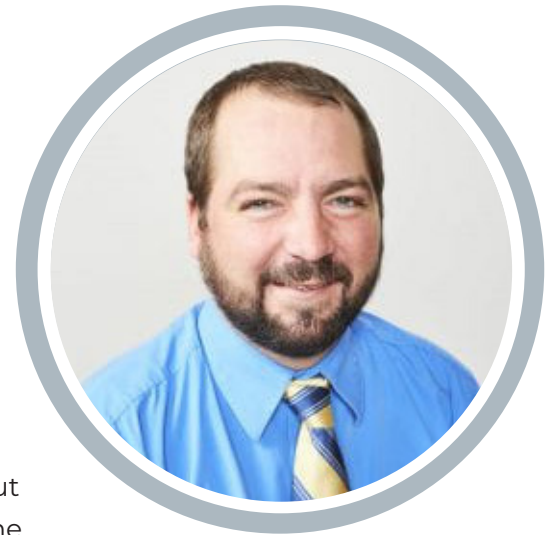
Eric grew up on a dairy in Central Minnesota and participated in FFA in high school. After attending the University of Minnesota for his undergraduate degree and teaching agriculture for 10 years in a couple of school districts his wife had the opportunity to take over her family turkey operation in Barrett, Minnesota.

“We moved to her hometown and I had the opportunity to become an agriculture teacher in a very rural, farm-based school district,” Eric said. “Being able to farm and be an ag teacher in the same community was a dream come true.”

After his first year of teaching though, Eric realized his students were missing out on key hands-on learning opportunities.

“I had to find a way to teach my students hands-on,” Eric said. “I couldn’t teach plant science out of a book. After all, some of my students were going to own 5,000 to 10,000-acre grain farms. They needed to understand plant science beyond a textbook.”

He pitched a solution: A greenhouse.



“At a community meeting, I put my idea to the audience and asked, how big should I dream?” Eric said. “I laid out the basic kit as an option, but the community told me to shoot for the moon.”

In partnership with the local Lions Club, Eric applied for and received a \$100,000 grant, with an additional \$100,000 matched from local fundraising. The grant not only focused on plant science, but also on ending hunger locally.

“We are in a food desert,” Eric said. “We grow tons of grain for livestock but every head of lettuce has to travel thousands of miles before it reaches us. Now my students are learning to grow it locally.”

At the grand opening of their program’s greenhouse in February 2022, Eric said he was proud to show the community and stakeholders where local produce will come from and how the new resource will encourage students to build food production systems of their own. While Eric was finalizing the greenhouse project he was also selected to participate in the World Food Prize Global Guides program.

“Collaboration accelerates change,” Eric said. “New perspectives, professional connections,

and the timing of the program helped me to accelerate elements of the project and the creation of hands-on learning opportunities for students that also directly improve local food security.”

Eric used his participation in the Global Guides and the creation of his Reusable Learning Artifact as a way to create a management plan and curriculum set for the greenhouse facility and student coursework.

“My RLA was the framework for how the greenhouse’s day-to-day operation would look with the continuum of education. If other people are going to build a greenhouse at their school, they need to learn from other teachers how to manage it, especially in a way that empowers youth and creates student-led learning opportunities.”

Eric said stepping outside of the world of agriculture instructors and into a diverse group of educators as part of his Global Guides experience was impactful.

“In my cohort, there was an English instructor and even a fashion design instructor,” Eric said. “Bouncing ideas off of people who have very different subject matter expertise helped me to view these things differently.”

One of the most beneficial outcomes of Eric’s participation in Global Guides was the professional connections he made. Thanks to the strong encouragement and support from his Global Guides network, Eric received an additional \$378,000 from the USDA Community Food Project grant to create a mobile meat processing unit for his students. The mobile facilities will be used for food processing and hands-on meat processing labs for students.

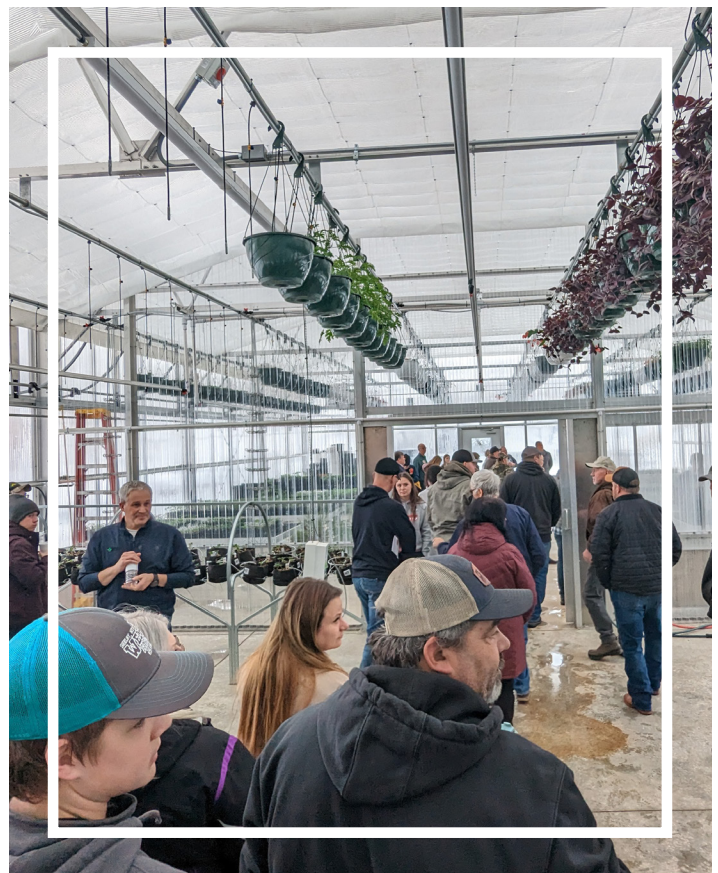
Today, West Central Area High School agriculture students harvest 36 heads of lettuce a week and donated 2,000 heads of lettuce to the local food

shelter last year. With the addition of the meat processing unit, students are learning about ending hunger and providing a local food supply.

While the West Central Area high school students are making a large local impact, Eric knows the need to share their methods of success beyond county lines.

“Things were going great in my school district, but we are one tiny school in the middle of the state. I knew we needed to create the same opportunity for other students.”

Taking quick action, Eric connected with a state senator. Through their collaborative efforts, a bill passed in the Minnesota Legislature, adding \$350,000 in funding to offer meat-processing training to nine high schools. But Eric said he isn’t finished yet. Next year, he said he plans to collaborate with leaders impacting food security on a larger level, seeking more opportunities and funds to end hunger in multiple communities. ■



Made in partnership with: World Food Prize Foundation, Global Teach Ag Network, Pennsylvania State University, Mississippi State University and Vivayic, Inc.

