

### Committee #3- Global Engagement

*The purpose of this committee is to encourage and support the expansion of the National FFA Organization by providing further opportunities for international study, business, travel and service by exploring both current and new practices in order to further sustain international agriculture, our organization and our world.*

Please read the following background information prior to reviewing the answers to your Delegate questions about Global Engagement:

Global Engagement was offered to the Delegates at SPC as a potential Delegate issue in response to what National FFA staff often hear from our key stakeholders (business/industry, universities, teachers, FFA delegates in 2005, and others). As you will read in the documents that accompany these answers, our key stakeholders believe that in order for agriculture students to be appropriately prepared for their futures, our students must understand agriculture, food and hunger from a global perspective. This global perspective is important whether students will eventually work in agriculture or in another career area.

The emphasis on helping students develop a global perspective means considering a broad spectrum of Global Engagement opportunities that can be made available to large numbers of teachers and agriculture students. Of course, this means that Global Engagement must be much more than travel opportunities. Although trips may be part of a larger strategy of Global Engagement, most students will learn about global issues through classroom studies and activities, service learning projects, and other learning modalities.

Therefore, the answers that we are providing to the Delegate questions about Global Engagement may be very open-ended. National FFA and agricultural education do not have the answers about what Global Engagement should look like. That is why we want your input.

FFA and The National Council for Agricultural Education (The Council) are interested in developing a strategy for engaging FFA members and other agriculture students in global issues. Your input (along with that from other key stakeholder groups) will be an important source of information as that strategy is developed.

This is your (FFA Delegates) chance to tell us what you think about Global Engagement. The FFA Delegate purpose for considering Global Engagement is not to develop a program or programs. Rather, we suggest that Delegates may want to consider Global Engagement questions such as:

- Is learning about the global issues of agriculture, food and hunger still important to FFA members? If so, is it of high importance, medium importance or less importance?

- Do FFA Delegates see knowledge of the global issues of agriculture, food, hunger and natural resources as important to their future careers? If so, how and why is this knowledge important?
- What learning opportunities should be considered when FFA and The Council for Agricultural Education develop a strategy and opportunities for Global Engagement in agricultural education (curriculum, service learning, SAEs, CDEs, travel, collaboration opportunities with universities, etc.)?
- How might more Global Engagement opportunities for agriculture students impact the students' interests in agriculture?
- What other ideas/suggestions from Delegates and members should a Global Engagement strategy-development task force consider?

Now, the answers to your questions:

**Does this committee have permission to share current and future documents regarding this issue collected or created by National FFA?**

- Delegates can share the documents that are enclosed with these answers. They are:
  - Exploring a Global Engagement Strategy for Agricultural Education and FFA – Case Paper for Delegates (August 2009)
  - Responding to a Need for Global Agricultural Education: Overview of Issue for Delegates' Consideration (August 2009) (This is a PowerPoint.)
- Please do not share the previous version of these documents that may have been distributed to the SPC Global Engagement leaders, since that version was prepared for consideration by a different audience.

**What Support for curriculum would be provided?**

This question cannot be answered with specific information at this time. Creation of a Global Engagement strategy for agricultural education will include those strategic elements that can be funded for use by teachers and students.

**What are States and Chapters throughout our nation currently doing about Global Engagement?**

- The National FFA is unaware of state-specific Global Engagement initiatives. Global agriculture activities appear to be limited in secondary agricultural education and those are based upon the specific efforts of individual teachers. National FFA is unaware of any organized global programs within a state beyond the work of individual teachers who integrate some global information into their other instructional materials.
- In 1999 The National Council for Agricultural Education co-sponsored (along with Bread for the World Institute) the development of teaching materials titled, *Food for Everyone: A Teaching Resource on World Hunger and Agriculture*. Although that package of materials is still available, the information in the package is out of date.
- Here is what we know about how teachers are incorporating global agriculture in their classrooms. There are probably other teachers from around the country doing similar activities of their own design. These are the ones we know:

- Mr. Lee Smith, in DeQueen, Arkansas, has traveled to Mexico and has used his experiences there to teach sustainable agriculture practices in his classroom.
- Ms. Jill Shrum, in Hendersonville, Tennessee, travels Europe seeking photo opportunities to bring back information to her students about the various horticulture, pomology and architecture. She has also taken students with her on these trips.
- Ms. Alice Dubois, in Ponchatoula, Louisiana, attended the international summer institute at Indiana University as part of her master's degree work. She incorporates global biotech, human rights, politics and trade in her classroom instruction. As a result, she participated in the National Science Foundation's research and teacher support trip to Bermuda.
- Ms. Clair Hammond, from Tennessee, works with the school's Spanish teacher to incorporate agriculture into the language classroom. She also works with Heifer International on service projects. Ms. Hammond has taken her students to a global village in Arkansas to camp and 'live' in a simulated foreign country. She teaches global concepts in agribusiness when looking at exports and imports, gross domestic product and international trade.
- Ms. Carmelita Goosen, in Kansas, has traveled to Central America several times and brings back lessons to incorporate in her classroom instruction.
- Another teacher from Kansas, Ms. Kendra Linneburg, uses articles from AG ED Today on AgEdNet.com to bring global concepts into her lessons. She seeks opportunities to make the world outside their community come to life for her students.
- Mr. John Fugate, Maynardville, Tennessee, traveled to Australia and Brazil. He brings the agriculture practices from those countries back to his classroom and shows students that our ways are not the only ways of doing things.
- Ms. Renee Smith, McIntoch, Georgia, has been part of the Georgia to Georgia program that involves teachers from Georgia (the state in the U.S.) traveling to and learning about the Georgia in Eurasia, and vice versa. She brings her experiences into the classroom.
- Mr. Matt Kreifels, Nebraska, did undergraduate studies in Moscow at their state agroengineering university. He brings international views into his classroom and seeks to make students globally aware.
- If the FFA Delegates learn about other global programs in states or chapters, please share them with the National FFA so that they can be another resource to a strategy development team.

### **What resources are available for funding?**

- This question cannot be answered with specific information at this time. Many sponsors and philanthropic foundations/nonprofits are very interested in global agriculture, food, hunger and natural resources issues. Many of them are the key stakeholders who tell us that agricultural education should be doing more around global issues at the secondary level.
- So, we anticipate that resources will be available; we just need to know students' interest levels and to develop a plan that utilizes the full spectrum of learning opportunities based upon the 3-Circle Model.

**Is Global Engagement mandatory for each state?**

- No. Global Engagement in agricultural education will not be mandatory. Part of listening to the key stakeholders is to better understand the interest for such an initiative (that includes from the states).

**Will it change anything in our program? (CDE, SAE, Curriculum)**

- This question cannot be answered with specific information at this time. It is too early in the process to know the details of any program. However, it is reasonable to assume that any major initiative will be integrated into the 3-Circle Model of agricultural education.
- CDE programming and event content can incorporate global agricultural issues into team activities or, as appropriate, into event exams or practicums. We do not currently offer a stand-alone event focused on global agriculture.
- Proficiency and Degree awards are based on students' individual SAE accomplishments. As local teachers incorporate more global education into their agriculture classrooms, we could expect to see students incorporating global agriculture or global agriculture enterprises into their SAE programs.
- For those students with entrepreneurial skills and an understanding of the internet, incorporation of global enterprises into their SAE programs will be only a click away.

**What research/program development has been done?**

- No program development has yet occurred around a broader Global Engagement strategy. Please see the background information provided at the beginning of this document.
- However, most land grant universities (and others) have study abroad programs, including studies in areas of agriculture, food and hunger. One of the reasons that FFA and The Council are interested in expanding Global Engagement in secondary agricultural education is to help students be better prepared for these international experiences when they get to college.

**What relationships are there with other countries, not only with people but also with businesses and leaders?**

- Many agribusiness companies that support FFA and agricultural education are global. They can make important connections that will support a Global Engagement strategy for agricultural education.

**Would students be able to explore different career interests in agriculture (economics, marketing...)?**

- Yes! That will be an important part of any strategy regarding Global Engagement in agricultural education. This also ties in with the interests of business, industry and nonprofit organizations.

**Is there global interest and willingness from other countries to participate?**

- This question cannot be answered with specific information at this time. It is too early in the process to know the details of any program.

- Please see the background information provided at the beginning of this document. Travel opportunities will be a relatively small piece of a broad Global Engagement strategy for agricultural education at the secondary level. However, it is expected that other countries will be willing, even eager, to share agriculture and food information and learning opportunities with The Council and FFA.

**What sort of opportunities will be provided with the intent to achieve career success i.e.:**

- Foreign Exchange
- Agriculture Tours
- Internships
- Study Abroad
- International Conferences
- As explained in the opening paragraphs of background information with these answers, no decisions have been made about a more comprehensive Global Engagement strategy and programs. The Delegate issue is an important way to understand what Delegates and members think about Global Engagement, and what elements they believe will be important in an overall Global Engagement strategy for agricultural education.
- Although nothing has yet been decided, Global Engagement is seen as a way to create greater connectivity for student participation in other programs and opportunities (e.g., agriculture and food programs at the university level).

**What countries would we establish programs with? Ex: Are developed Countries safer?**

- This question cannot be answered with specific information at this time. It is too early in the process to know the details of any program.
- Some agriculture students have humanitarian interests (e.g., hunger, food distribution, etc.) that suggest considering study opportunities that also deal with developing countries, rather than only those with more mature economies.

**How will this align with our Mission Statement?**

- The FFA Mission focuses on developing students' potential for premier leadership, personal growth and career success. Leaders in the world today must be knowledgeable about global issues, because even local issues and decisions are impacted by things that are happening around the world. A person, who is growing, is a person who looks beyond himself or herself and has a world view.
- University admissions staff, employers, and humanitarian organizations see an individual with a global perspective as more desirable. This will be of even greater importance in the years to come.

**If traveling is offered, what type of selection process will there be to participate in travel...etc?**

- This question cannot be answered with specific information at this time. It is too early in the process to know the details of any program

**What other Countries currently have a similar organization to the National FFA?**

- Other countries are interested in establishing programs similar to FFA, but only Japan has a well-developed program at this time.
- Some of the other countries that have programs or are seeking to set up such programs, include:
  - Ghana
  - Colombia
  - Thailand
  - Panama
  - Iraq
  - There was an active young farmer program in Germany (unknown current status)

**Questions directed to the States:**

- a) What Support for curriculum would be provided?
  - b) What are States and Chapters throughout our nation currently doing about Global Engagement?
  - c) What opportunities are students and teachers interested in?
  - d) Will it change anything in our program? (CDE, SAE, Curriculum)
  - e) What research/ program development has been done?
  - f) What relationships are there with other countries, not only with people but also with business and leaders?
  - g) How will this align with our Mission Statement?
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- Other than the information that was provided to the similar non state-specific questions earlier in this questionnaire, there is no additional information available at this time about what chapters are doing in this area.
  - It is too early in the process to know the details of any programs that will be offered in the states.