

DOMAIN 2

organization and management



From the Global Learning in Afterschool Self-Assessment Tool:

“A program that successfully builds global competence in youth has leaders who develop an intentional structure to maximize global learning and positive youth development throughout the implementation of the program.”

A critical step in running a globally focused afterschool program is developing program policies that convey to all stakeholders (including youth participants, staff, partners, school leadership, community members, and others) that global learning is a priority. It is also important that your program be structured in a way that makes global competence accessible to all youth participants and capitalizes on the talents and skills of staff who plan and lead global learning activities. This section contains tools that help program directors create effective policies, recruit new staff with global expertise and tap into the expertise of existing staff, set up a program schedule that provides multiple global learning opportunities for all participants, and communicate with stakeholders about updated program policies related to global competence and global learning.

RESOURCE

how to create program policies that support global learning

Global competence requires much more than a specific set of knowledge and skills; it requires a whole new perspective. To help staff and youth embrace this new perspective across every aspect of your program, it is useful to take a fresh look at your program policies. When program staff, parents, youth, and other stakeholders see how taking a global perspective influences every interface they have with the program and with each other, the global approach will become part of the fabric of your program.

Program policy handbooks tend to be straightforward documents that describe expectations, codes of conduct, and procedures. To deepen your structural support of global competence, and to weave the goals and outcomes of global learning into everything you do, give your policy handbook a global learning makeover! Revise your policies by looking for opportunities to take a global perspective.

Here are some examples of key policy areas that can have a real impact on global learning and some revisions to consider:

- **Management and Leadership.** Who are the stakeholders and how do policy decisions get made (i.e., is there a board, youth advisory council, or other governance structure)? How can this group be more focused on global learning? Can the board or other managing body invite potential partners or teams of youth to present about locally-relevant global learning topics in order to increase knowledge and bring new resources to the program?
- **Recruitment.** How does your program recruit youth participants and staff? How are enrollment and retention handled? What are the global and

cultural elements of your program that you can use to attract and retain a new and diverse population of youth participants?

- **Funding.** How is the program funded? How can your program engage current funders and diversify your funding sources to support global learning? Maybe the board, staff, or teams of youth can research new funding targets and consider how global learning can help them reach “typical” foundation goals like violence prevention, service learning, workforce development, etc. For helpful information on how out-of-school programs can find funding for global learning, visit [INSERT LINK]
- **Program Content.** How do you plan and coordinate curriculum? How can global themes and topics help make learning relevant and build interdisciplinary connections? How can you collaborate with teachers, content experts, community partners, and others to create new global curriculum?
- **Program Schedule.** How do you schedule program time? How can you ensure that all students have access to global learning activities? How are students grouped among activities? Are there opportunities to choose?

Consider revising your policies to make them more relevant to global learning in order to affect changes in the way your program operates. Following is an example of revising the hiring policy:

HIRING

All applicants must complete an employment application. The program may also require a resume and letters of reference. An application must be completed before an applicant will be considered a candidate.

Following the program's review of all completed applications, the program will begin interviewing the most qualified candidates. Following an acceptance of an offer of employment, all new employees will be given a start date and location to report for an orientation session. During the orientation, the new employees will be given workplace rules, policies, and other information about their positions.

can become...

HIRING (Global Learning Style)

All applicants must complete an employment application, which includes questions about the global learning assets the candidate brings to the program. These assets could include knowledge of other parts of the world, interest in global issues, and development of global, 21st century skills. The program may also require a resume and letters of reference, which should include some recommendations regarding how the candidate will enhance the global learning environment of the program. An application must be completed before an applicant will be considered a candidate.

Following the program's review of all completed applications, the program will begin interviewing the most qualified candidates. The interview will include discussion of the candidate's perspective and thoughts on global competence and the value they could bring to the program's global learning environment. Following an acceptance of an offer of employment, all new employees will be given a start date and location to report for an orientation session. During the orientation, the new employees will be given workplace rules, policies and other information about their positions.

RESOURCE

how to build a staff with global expertise

Traditionally, when you want to recruit staff members who have a specific area of expertise, you can review candidates' resumes to determine potential employees who have the qualifications you are looking for. In order to effectively recruit staff with global expertise, if you use the resume review as your primary strategy, you are likely to miss many individuals who bring valuable global perspectives. Often, global expertise is not something that people list on their resume. While global expertise can come from formal educational or professional experiences—such as studying or working abroad, studying world cultures, or working in a position that includes an international focus—this kind of expertise can also come from personal, family, or cultural sources. With that in mind, here are a few tips for ensuring that you can effectively recruit staff who can bring diverse global perspectives:

Look for international experiences on candidates' resumes. While these experiences may not be highlighted, if you are intentional in your review of the resumes, you may notice that some candidates have school or work experience from other countries, include international travel as an activity they enjoy, or speak one or more languages other than English.

In job interviews, ask candidates what kind of knowledge or expertise they bring of different cultures, countries, etc. When you ask this question directly, you may be surprised to learn that some people have backgrounds or experiences that you would not have learned about otherwise, because those kinds of things are not typically asked about in job interviews. Be sure to phrase the question in a way that does not lead people to think that you are simply asking them to share their own ethnic, religious, or cultural background. You might say, "We are interested in helping our youth participants learn what life is like all over the world. Do you have any special knowledge or experiences that you think would help our program to reach that goal?"

Show candidates the "Characteristics of a Globally Competent Youth Worker" handout provided below, and ask them to discuss how they have or plan to develop any or all of those characteristics. This conversation will help you to understand how the candidate thinks and talks about global issues and how comfortable they are with them.

Ask candidates to think of one global issue that they think is important for young people to know about and how they would go about facilitating lively discussions and experiential activities for young people with a focus on this issue. Even if candidates don't have deep expertise in a particular culture, country, or global issue, they may be adept at thinking from this perspective and helping young people learn to think this way.

Keep in mind that building a globally competent staff does not necessarily mean hiring all new employees. Don't forget to look for opportunities to find and tap into the global expertise of existing staff members! You may wish to sit down with existing staff to review their resumes and job descriptions just as you would with a new hire to look for possible opportunities for them to share global knowledge. Performance reviews are a good opportunity to communicate with staff about their role as leaders of global learning and to identify specific global knowledge or skills they can incorporate into their work.



HANDOUT

characteristics of a globally competent youth worker

In order to effectively promote global competence among program participants, youth workers must work to build global competence within themselves. The items below outline the characteristics of a globally competent youth worker. It should be noted, however, that this list is a goal to work toward, not an expected starting point. It is not necessary for staff to feel confident with all of these characteristics before beginning to infuse global learning into their programs and activities.

Staff can use this checklist to identify the areas in which they feel they are strong already and the areas they'd like to work on. In doing so, staff will increase their own global competence while supporting young people to do the same.

globally competent youth workers:

investigate the world

- Are intellectually curious about the world around them and demonstrate a commitment to lifelong learning
- Understand and stay up-to-date on current world events and international issues
- Are familiar with a variety of world cultures, along with associated music, art, literature and trends
- Have traveled internationally or are willing to engage in international learning experiences

recognize perspectives

- Recognize, value, and respect the broad spectrum of ethnicities and cultures in their community
- Are receptive to others' perspectives, welcome differences of opinion and interpretation, and are able to revise and expand their own views
- Understand that decisions made locally and nationally have international impact and that international trends and events affect local and national options

communicate ideas

- Work effectively with people from other cultures, backgrounds, and fields of expertise
- Understand and use the arts from their own and other cultures to analyze, synthesize, and express their ideas
- Are proficient in the use of essential technologies and use them to communicate and work across national and regional boundaries
- Are able and/or willing to learn to communicate in one or more languages other than English

take action

- Use problem-solving skills to recognize and act on the needs of individual young people, colleagues, and the community
- Have the capacity to integrate international content, issues, and perspectives into program plans, events, and activities
- Are committed to behaving ethically toward youth and other members of the community
- Accept the responsibilities of global citizenship and make ethical decisions and responsible choices that contribute to the development of a more just, peaceful, and sustainable world



RESOURCE

sample group leader job description

Clearly communicating with staff about their role as global learning leaders by writing your expectations into their job descriptions can help group leaders (and others that work directly with youth) to embrace their role as global learning role models in your program. This is true not only for new hires, but for existing staff as well. You may wish to review and amend the job descriptions of existing staff members as your program shifts toward an increased emphasis on global competence

Consider the following example of a job description which combines global competence expectations with other, more traditional expectations about the group leader's role:

group leader job description

EXPERIENCE AND BACKGROUND:

- Experience working with children, preferably in an afterschool setting
- Interest in or experience with global education and/or multicultural educational programs highly desirable
- Experience with or strong interest in participating in community service or civic engagement activities
- Friendly and patient with excellent communication skills
- Ability to communicate in one or more languages other than English or willingness to learn required
- Communicates respectfully and effectively with diverse groups of young people and adults of various cultural backgrounds
- Reliable and punctual
- A team player who is eager to participate in a process of ongoing learning and inspires children to do the same
- Skilled at leading activities in program areas such as art, drama, dance, music, literacy, technology, or others
- Ability to plan activities (regardless of program area) that expose young people to diverse cultures, peoples, world regions, or global topics
- Digital and media literacy highly desirable
- Must be able to pass a background check
- CPR and First Aid Certification highly desirable
- High School diploma or GED; Bachelor's degree preferred

The Group Leader is responsible for planning and leading structured activities related to health and wellness, visual art, music, or academic support with a group of up to 20 students. The program has a focus on global learning and staff are expected to plan and implement activities that help young people investigate the world, recognize and weigh diverse perspectives, effectively communicate ideas, and take action to make a positive difference in the world.



RESOURCE

how to create a program schedule that provides global learning opportunities for all youth participants

Young people need a variety of opportunities to participate in global learning experiences. Many programs find it easy to offer periodic or one-time global projects or events that give some, but not all, participants a few chances to participate in global learning. Taking the time to deliberately schedule global programming will help ensure that all participants have opportunities to build their global competence on a more regular basis.

It is important when developing your program schedule to be intentional about when globally focused programming will take place. Ideally, you should look for ways to embed global learning into all program areas, rather than thinking of global learning as a discrete component of your program. However, some global learning experiences are more intensive than others, and all young people should have access to meaningful global learning opportunities. This is particularly important in the cases of drop-in programs or those that serve older youth who may attend the program only sporadically. Make sure that all youth participants, regardless of how often they attend your program, have access to global learning experiences on a regular basis.

Here is a sample afterschool program schedule:

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3:15 pm	Arrival International Snack Day	Arrival/snack	Arrival/snack	Arrival/snack	Arrival/snack
3:30 pm	Homework Help	Homework Help	Homework Help	Homework Help	Homework Help
4:30 – 5:00 pm	Project Team Time <i>(service learning, field trip, virtual exchange, performance, etc.)</i>	Project Team Time Newsletter Team Meeting	Project Team Time <i>(first Wed of each month the 4:30-6 time slot is devoted to Project Teams in their community)</i>	Project Team Time	Project Team Time Newsletter Team Meeting
5:00 – 6:00 pm	GLOBAL EXPLORATIONS				
STEM EXPLORERS	Science Explorers	Math Explorers	Science Explorers	Math Explorers	Science Explorers
GAMES & SPORTS	Step/Cheerleading Team	Global Games	Step/Cheerleading Team	Global Sports	Global Games
ARTS	World Music Club	Dance Club	World Music Club	Dance Club	Cooking Class <i>(first and third Fri- days of the month)</i>
LITERACY	Drama Club	“Books from Around the World” Club	Drama Club	“Books from Around the World” Club	Drama Club
MEDIA & TECH	Media literacy	Photography	Media literacy	Photography	International Film Club <i>(last Friday of the month)</i>
6:15 pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

how to create a program schedule that provides global learning opportunities for all youth participants *(continued)*

Here are some things you might consider in adapting a typical schedule (such as the example above) to better expose young people to global programming:

- Any program area can take on a global focus with a little planning. In the above example, all of the activities under “Global Explorations” would provide young people with opportunities to build global competence. Even academic enrichment activities like science and math, or activities like Step Team or Cheerleading can be planned in a way that exposes young people to information about the world around them in a meaningful way.
- Avoid scheduling events or clubs that meet only occasionally on the same day. For instance, by separating infrequent opportunities to different days as above, a participant could attend both cooking and the international film club.
- Consider choosing one (rotating) week day each month for globally-focused special events so that all participants have an opportunity to attend at least one or two throughout the year.
- Consider rotating the days of the week that globally-focused clubs meet during program cycles. For instance, if your program’s clubs meet for eight weeks and then change, run the “Books from Around the World” club on Tuesdays/Thursdays one cycle and then switch to Wednesdays/Fridays the next cycle.
- If possible, rotate participants’ activities each program cycle. The goal is for each participant to experience different types of global programming over the course of the year. By rotating activities, you can expose participants to a variety of program areas, rather than allowing them to stick with one or two they’re already familiar with.
- Devote time each week (or even daily, as in the example above) for groups of participants to plan and work on special globally-focused projects, such as service learning projects or international (virtual) exchanges with youth in another part of the world. Consider setting aside an entire day each month (or each program cycle) for young people to carry out projects in the community.
- Globalize snack time by designating a day (weekly or monthly) to serve foods with an international flare. You might consider doing this as a potluck and asking participants and their families to sign up to provide a small snack for each participant on a particular day. (Make sure to provide families who sign up to bring food with a list of food allergies or restrictions in advance.)



RESOURCE

how to use newsletters to communicate global learning updates to stakeholders

Creating a newsletter can be a great way to highlight the globally-focused aspects of your program. You can use newsletters in a number of different ways, including as a tool to communicate with families, partners, funders, and other program stakeholders about updated program policies, changes in staffing, updates to the program schedule, and past and upcoming global programming and events.

Here are a few suggestions about how to use newsletters to support global learning in your program:

- If your program already regularly produces a newsletter, consider devoting a page (or a text box) to all things related to global learning. Include information on recent initiatives and events as well as announcements about upcoming global programming and special events.
- If you are a school-based program and the school regularly produces a newsletter, consider collaborating with them. Ask if a section could be devoted to your program and use the space to share program updates, especially those related to global learning.
- You can create an entire newsletter devoted to global programming. Involve staff and young people in writing and producing it on a regular basis (monthly, once per semester, etc.). Consider involving others as well, such as parents, community partners, or volunteers. Hold a meeting with staff, young people, and volunteers who are interested in being on the Newsletter Team and help them come up with a template and ideas for regular columns or features that highlight global programming. These could include:
 - Summaries of past events/clubs/activities related to global competence
 - Descriptions of upcoming clubs or activities that will be offered to students that promote global competence
 - Announcements of upcoming globally-focused events
 - Photographs of staff and students doing globally-focused activities
 - Staff and/or student “spotlights” with answers to interview questions related to their cultural background, international experiences, or opinions about global topics and world events
 - A short write-up/profile of a different country, city, or world region
 - A few words (such as “hello,” “goodbye,” and “welcome”) in a language other than English
 - Information about events outside of the program (such as those sponsored by community partners or local businesses) that are relevant to global learning
 - A listing of community resources that support and promote global competence (such as exhibits at local museums or cultural centers, library collections, movie theatres that show international films, etc.)
 - Consider providing different versions of the newsletter in the languages other than English spoken by youth participants and their families at home.



CASE STUDY EXAMPLE

high achievers program, milledgeville, GA

When the High Achievers Program in Milledgeville, Georgia took on a global learning focus three years ago, backed by a Georgia Department of Human Services grant, they intentionally created a structure for their programming, staffing, and partnerships to support the development of global competence in youth ages 6–18. The main goal of the program is to build future leaders. In their small community and with their limited funding, program staff knew they couldn't take their kids around the world, so they focused on bringing the world to them.

The High Achievers Program is an afterschool program for students in grades 9–12, who then are hired as camp counselors for younger students ages 6–12 in the Global Spring Break Camp and the Global Summer Camp. Throughout the year-round program, youth participate in structured components each day to learn about different countries and cultures that are linked to current events and that have connections to the U.S. In the high school afterschool program on Mondays, youth participate in the Peace Corps World Wise Schools curriculum, as well as Skype with Peace Corps Volunteers living abroad. On Tuesdays, they focus on health and wellness around the world. On Wednesdays, the program is dedicated to youth voice, and students discuss issues that affect them in their community. On the final day of the program, Thursdays, students learn about applying, interviewing, and receiving a job through the real-world hiring process for the spring break and summer camps. The culmination of the afterschool program is a service/leadership activity connected to their Peace

Corps correspondent. For example, one year the students organized a community book drive to help start a library in a small town in the Philippines. They interviewed each person who donated a book about why it was his or her favorite book, and then they shipped the collection of books and videos to their Peace Corps correspondent in the Philippines.

During the Global Spring Break Camp, the high school leaders help their younger peers explore a different country each day; and during the Global Summer Camps, one each week. These camps are also structured around five core components that carry across all countries. First, they start with a country profile so youth learn preliminary information about the country and the cultures they contain, such as the population, clothes, arts, and food. They then move to a painting activity where students get creative about expressing what they learned. Next, they have a project-based arts component through which students design and create an art project that represents the country. For example, after learning about Egypt and the history of the pyramids, students built pyramids out of food with graham crackers and marshmallows. Then it's on to global games—these include sports as well as cultural or folk games. Young people not only play the games but also learn about how they tie into the culture of that country. The final component is educational engagement, during which students go more in-depth and learn about the specifics in the country, such as the how to count or speak in that country's languages.

Strong community partnerships help High Achievers develop high school youth from global learners during the afterschool program to global leaders during the spring break and summer camps. The program works closely with the Peace Corps as well as George College and State University at Milledgeville. Through relationships with several departments on campus, High Achievers hosts college interns who gain required experiential learning hours through their work in the afterschool program. These interns work with the high school students throughout the year to identify global topics, issues, and examples that the students then research and convert into activities for the spring break and summer camps. For example, an exercise science intern helps identify the global games and constructs activities for the students to experience each one. A community health intern teaches the students about global health issues, like the recent e. coli outbreak in Germany, which might spark a summer learning experience about food safety and how contamination spreads between plants, animals, and humans. International faculty and students from the college visit the program throughout the year to talk about their native cultures as well.

The High Achievers Program has four adult staff: a Program Coordinator, who works on the overall design and management of the program; a Community Organizer, who works with the parents and community partners, including the college; a Special Projects Leader, who works on the Peace Corps partnership and the Mayors Commission on Youth Leadership; and two Tutors, who provide math and English homework help.

TIME: 40 minutes
OBJECTIVES <ul style="list-style-type: none"> • Help staff understand how program policies can reflect global competence as a priority in the program • Involve staff in globalizing program policy documents
MATERIALS <ul style="list-style-type: none"> • Program manual and/or program policies • Blank paper • Pens

STAFF MEETING AGENDA 1: **incorporating global learning into our program policies**

agenda

STEP 1: (5 MIN)

Explain that the purpose of this session is to review existing program policies and to identify ways in which they can be adapted to reflect global learning as a priority in the program.

STEP 2: (30 MIN)

Give each staff member a copy of your program manual if you have one. If you don't have a manual or a document that lists program policies, lead the group in a brainstorm about the formal or informal policies that exist in your program. For instance, whether written or unwritten, it is likely that your program has policies about the following:

- Recruitment of participants (how it is done, when, and by whom)
- Attendance requirements for participants
- Behavior expectations for participants (For example: you may have a “code of conduct” and/or a “zero tolerance” policy with respect to violence or bullying)
- Staff requirements (such as a lateness policy, dress code, etc.)
- How data is collected (such as participant information, enrollment, and attendance numbers)
- How decisions are made and by whom (For example: you may be governed by a board or have a youth advisory council)
- How program activities are planned or curriculum selected
- How and when to communicate with:
 - Participants families
 - School leadership and staff
 - Community partners
 - Funders

Break staff into small groups and assign each group a section of the program manual, or if no written manual or policy documents are available, assign each group several of the “policies” on the list you brainstormed. Explain that their task is to add to or adapt the text to reflect the importance of global competence within the program. The goal will be to use their ideas to revise (or create) the program manual so that global learning is woven into the official program policies in a meaningful way.

Give the groups about 15 minutes to work. When time is up, ask each group to present their ideas to the rest of the staff. As each group is presenting, encourage others to give feedback and discuss each item. Try to bring staff to consensus about each idea that is presented.

incorporating global learning into our program policies *(continued)*

STEP 3: (5 MIN)

Wrap up by thanking staff for participating. Make sure to set a date for the next staff meeting and tell staff that you will take the ideas generated at today's meeting and work on revising program policy documents accordingly.

NEXT STEPS:

Involve staff in revising program policy documents and/or set a time after this meeting to share the revised documents with staff. Gather their thoughts and feedback about the new documents, noting any additional suggestions staff may have. You may then wish to go back and do another round of revisions to these documents.

TIME: 30 minutes
OBJECTIVES <ul style="list-style-type: none"> • Help staff identify the stakeholder groups that care about global learning in your program • Help staff effectively communicate with stakeholders about global initiatives and updates to the program's policies with respect to global competence
MATERIALS <ul style="list-style-type: none"> • “Involving Stakeholders in Global Learning” activity and related materials

STAFF MEETING AGENDA 2:

communicating global learning updates to stakeholders

agenda

STEP 1: (5 MIN)

Begin by explaining to staff that one important aspect of running a globally focused program is communicating with stakeholders about what the program is doing to promote global competence, how and when global programming is happening, and how stakeholders can serve as a source of support. Explain that a stakeholder is anyone with a vested interest in the program. This includes staff, school leadership, and teachers (especially for school-based programs), as well as community partners, youth, families, and funders.

STEP 2: (20 MIN)

Facilitate the activity “Involving Stakeholders in Global Learning” provided below. (Note: This is Step 2. After completing this activity, be sure to proceed to Step 3 below.)

STEP 3: (5 MIN)

Wrap up by thanking staff for participating. Make sure to set a date for the next staff meeting and tell staff that you'll be coming back to this topic and talking more about how to effectively reach out to stakeholder groups to keep them informed about what's happening in the program.

NEXT STEPS:

Assign each staff person the task of reaching out to one or more stakeholders or stakeholder groups with an update about past and upcoming global programming. Start with the stakeholders on the list generated during this meeting and encourage staff to continue to add their ideas to the list. You might consider having groups of staff work together to produce a newsletter to send out.

TIME: 20 minutes
TYPE OF ACTIVITY Discussion
ACTIVITY CATEGORY Relationships/Partnerships 
TARGET AUDIENCE Directors/Coordinators, Line Staff
OBJECTIVES <ul style="list-style-type: none"> • Participants will identify their program's existing and potential stakeholders and explore strategies for engaging them to support global learning afterschool • Participants will explore ways to involve young people in interacting and involving stakeholders in global learning.
MATERIALS <ul style="list-style-type: none"> • Chart paper • Markers • "Involving Current and Potential Stakeholders in Global Learning" handout • Pens • "Partnerships: How to Get Started" handout (optional) • "Engaging the Business Community" handout (optional)

ACTIVITY

involving stakeholders in global learning

procedure

INTRODUCTION

! key point

- Explain to participants that they don't have to go it alone. It is important to think about how to engage relevant stakeholders to support their work infusing global learning after school.

ACTIVITY INSTRUCTIONS

With the large group, brainstorm a list of current and potential stakeholders (people who have some investment in their program). Elicit categories like staff, students, parents, local politicians, funders, and other community partners. Write the responses down on chart paper.

Next, ask each participant to choose one of the stakeholders on the list and complete the "Involving Current and Potential Stakeholders in Global Learning" handout. Using the handout, they will brainstorm what their chosen stakeholders can offer to support global learning as well as how these stakeholders would benefit from getting involved with the global aspects of their programs. Give participants several minutes to work, then ask for volunteers to share what they wrote.

After all volunteers have shared, take another look at the brainstormed list of stakeholders and point out any that weren't discussed. As a large group, brainstorm some ways these remaining stakeholders can support global learning in afterschool programs as well as how those stakeholders might benefit from getting involved.

If you have time, review the handouts "Partnerships: How to Get Started" and "Engaging the Business Community" or point them out to participants as additional information that can help staff involve stakeholders.

CLOSING

Ask the group to think about the role that young people can play in interacting with stakeholders. Ask participants to take another look at the stakeholders on the list, then share some examples of situations in which young people could interact with those people around global learning. Ask, "What are the benefits of involving young people in conversations with current and potential partners?" Elicit the idea that involving youth in this way can not only make conversations with stakeholders more successful, but also help engage young people in a meaningful way. Conversations with stakeholders can build young people's sense of ownership in their program while helping them develop skills like letter writing, public speaking, and professionalism.

HANDOUT

partnerships: how to get started

Here are some ideas to get started and continue building partnerships with community organizations, businesses, and funders.

- **Survey the community.** Ask young people to identify key cultural and international assets in your community, map them geographically, and list the specific activities and programs that are available. Help youth organize the information to share with others.
- **Ask for what you need.** Once community assets have been identified, ponder which ones offer the most potential to help with your international efforts. Then ask the organization for what you need—ask to set up a museum visit, for instance, or tell a local business you'd like a 2-hour meeting with 20 students and a top executive—and set an agenda. Set timetables for the deliverables you expect. Start slowly and build. Consider opening your request list with items that can be delivered free-of-charge.
- **Let your partners know why they are so valuable, and explain how their participation benefits them.** (For example, students may return as future employees to a business; museums will build future members from the local community.)
- **Consider a variety of partnership roles.** Partners can lend support to a fundraising idea, mentor students, offer expertise, or provide materials, services, or facilities to the program.
- **Nurture your partners.** Follow up after activities. Make sure youth send thank-you notes after events in which partners have participated. If a partnership is not working, end it gracefully. If a partnership is working, find ways to publicize its success— call your local newspaper or news blog, or invite them to an event.
- **Bring partners together.** Consider a year-end event at which partners can be honored for their participation. Ensure that youth participate and, ideally, that they plan the event.
- **Tap parents as partners.** Parents can be an invaluable source for languages and cultural knowledge.
- **Highlight what afterschool programs can offer to partners.** Programs can provide community service through projects and educational campaigns, interns or volunteers for local business and community organizations, and service opportunities for college students.

HANDOUT

engaging the business community

By Heather Singmaster

Many people approach businesses solely with requests for funding. Remember that they can contribute through time, expertise, reputation, and leadership as well. When approaching businesses, it is very important to address the two questions they might focus on:

- Why should we make this investment?
- What is in it for the company?

Companies have many resources to share, but are always concerned that their resources be allocated in ways that are in the best interest of the company. The business community might be interested in global learning because:

- Many businesses recognize that developing international skills in local workers makes companies more competitive globally. They may therefore understand the need for programming that builds global competence.
- Business leaders, on a personal level, feel a concern for the community in which they live and want to make sure school- and community-based programs develop the best programs possible for their own children.
- Companies have a mission statement, and the company's philanthropy will often fall within this mission or community statement.

THE ROLE OF THE BUSINESS LEADER

The business community has much more to offer than time or money. Here are some roles that businesses can play:

- **Motivator/Leader** – Business leaders can help your group attain new levels of energy and responsibility. A leader can help inspire trust, loyalty, and commitment.
- **Networker** – Business leaders can network with their colleagues and friends and with other leaders in the community who are critical to the success of a program or initiative.
- **Educator** – Partners in the business community can share skill sets your program may not otherwise have available. They may be able to donate time in the areas of accounting, technical skills, or strategic planning.
- **Mentor** – Partners in the business community can share international aspects of the business world with your program and community.

HOW TO APPROACH THE BUSINESS COMMUNITY:

- **Join the local Chamber of Commerce**, whose meetings provide great networking opportunities. Try to speak at a meeting to present your plan and gather support. Find your local Chamber of Commerce here: <http://www.uschamber.com/chambers/directory/default.htm>.
- **Make contact with the Chief Executive Officer (CEO) through another employee** in his or her firm or through another personal contact. Before any company can grant its support, it must have the blessing of the CEO, but it is usually best not to go directly to the CEO yourself; decision making on these issues is usually delegated.
- **Consider partnering with education and youth organizations** that already engage the business community, such as Junior Achievement.
- **Emphasize the benefits of the partnership** instead of the cost to the business.

