

DOMAIN 7

families, communities, and partnerships



From the Global Learning in Afterschool Self-Assessment Tool:

“A program that successfully builds global competence in youth values the role that families and community partners play in fostering global learning by tapping into their international resources and experiences. The program also creates opportunities for youth to share their global experiences with other youth in the program, school, and community. The program has both local and international partnerships to meet its global goals.”

A successful global learning program is one that intentionally selects and works with partners in the school and local community to enrich global learning opportunities. While school and community partners have a lot to offer when it comes to global learning, so do your youth participants and their families. You can draw from the cultures, backgrounds, and international experiences of youth and their families when planning global programming to allow participants to share their global knowledge with one another and with others in the community. This section contains tools to assess current partnerships and develop new ones, involve families as well as existing and potential partners in global programming, and understand how to work with school partners to align global learning afterschool with what’s happening during the school day.

how to assess current partnerships

Assessing the state of your current partnerships will allow you to be intentional about engaging them in a way that will help your program reach its global learning goals. It will also shed light on where there may be a need to develop new partnerships to fill in the gaps.

You can use a tool like the one below to help you take stock of your current partnerships:

PARTNER	PROGRAM GOALS FOR PARTNERSHIP	HOW EFFECTIVELY IS PARTNERSHIP MEETING THESE GOALS?	BENEFITS TO PARTNER	STEPS FOR ENHANCING PARTNERSHIP
EXAMPLE: Local Bookstore	Students interact with community members and learn from their international experiences.	Very effectively. Program has event space for globally themed special events.	Increases traffic and potential sales.	Invite employees/ authors with interest or expertise in other countries/cultures to participate as guest speakers.
EXAMPLE: Local University	Participants will learn about international courses of study and related career opportunities.	<p>Somewhat effectively. Participants will take part in 8-week units on various countries/cultures led by student volunteers from the university's international studies department.</p> <p>Volunteers are selected by the school and don't have strong relationships with staff. They're out of the loop with what's going on in the rest of the program so their workshops feel disconnected from the overall mission of the program. Volunteers don't communicate with students about their studies or international careers.</p>	<p>Volunteers gain professional experience in the field of afterschool and global learning.</p> <p>Volunteers receive academic credit for volunteering.</p> <p>University has access to program participants (potential future university students).</p>	<p>Work with university staff to select students and ask for volunteers who are willing to participate in professional development including regular staff meetings.</p> <p>Inquire about doing a tour of the university for program participants.</p>

Finally, compare your assessment of current partnerships with your program's overall goals related to global learning. Look for gaps to help you determine which goals are not being met by current partnerships and where there may be a need to develop new ones.

how to find and involve new partners in supporting global learning

- ☐ Immigrant and heritage organizations
- ☐ Cultural institutions (such as museums and historical societies)
- ☐ Schools
- ☐ Educational exchange organizations
- ☐ Colleges and universities
- ☐ Business, economic development and trade organizations
- ☐ Policy centers
- ☐ International affairs organizations
- ☐ Faith-based programs
- ☐ International volunteer programs
- ☐ Local media

Be intentional about nurturing the relationships you've developed with new partners. Ask students to send thank you notes after an event or activity in which partners have participated. Involve partners in planning meetings and/or an end-of-year event to thank partners for their support.

sample agenda for a global learning planning meeting with school partners

This sample agenda below is for a 1.5 hour initial planning meeting. The key elements to remember are that each planning meeting needs to have a goal, an agenda, and time for detailing next steps. Wherever possible, the agenda should be circulated to members of the planning team via email to help frame expectations. This would be the introduction to a series of ongoing meetings between school and afterschool staff to ensure that global learning in the school-day curriculum and afterschool programming become and remain aligned.

3:00–3:30 | INTRODUCTIONS AND OVERVIEW OF MEETING GOALS

- 3:30-4:00 | PRESENTATION OF CURRENT WORK

- ## 4:00–4:20 | IDENTIFYING OPPORTUNITIES

- 4:20–4:30 | WRAP UP

- Questions to Consider and Next Steps
- Assignments and Questions to Follow Up at Next Meeting
- Next meeting date scheduled

RESOURCE

sample memorandum of understanding to support partnerships

Develop a memorandum of understanding (MOU) to help set expectations between your program and its partners (including schools). The following sample memorandum can be adapted to help you outline who will be responsible for what activities. It is particularly helpful to create an MOU early in the relationship to avoid misunderstandings and to ensure continuity if there is turnover in either organization. Make sure that the signers are people with authority to commit the time or resources of each entity.

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_____ [agency/organization] will partner with

_____ [afterschool program name] and commits to do the following:

- If the organization is committing volunteers, list the number of volunteers it is willing to commit, how many hours per week, and for how long. If there are any requirements that your program has for volunteers, such as background checks, make sure you list those here. For example: "The CBE Organization commits to provide 5 hours of volunteer service per week. Participating volunteers will go through all required background checks and review program policy on working with students."
- If the organization is committing supplies, list that commitment here if known. For example, "CBE Organization will provide extra paper and other office supplies to the program as available."
- If the organization is committing time by providing one of its representatives to sit on your Advisory Board and attend all meetings, list that commitment here.
- List any other commitments that the agency or organization is willing to make to your program. These commitments could include advertising, community relations, and solicitation of further funding opportunities.

_____ [agency/organization] sees its role as assisting

_____ [program name] in reaching its goals and will

be as flexible as possible to accommodate any special needs or changes.

In turn, _____ [program name] will

be flexible in accommodating the concerns of _____ [agency/organization]

Signed this _____ day of _____, 20 ____:

Agency/Organization Representative

Program Representative

RESOURCE

how to involve families in global learning

A key element of a rich global learning environment is the presence of multiple diverse perspectives. By engaging parents and other family members in the global learning process, you invite people with many different perspectives, background, and ideas into your program. Additionally, you can tap the knowledge and resources that families bring and help to create an environment friendly to global learning outside your program and school.

Young children learn most of what they know about the world from their families and home environments, and it's helpful to recognize that parents and families are children's first and ongoing educators. As they mature, they get more of their information and perspectives from outside the home—from their neighborhood, their friends, and their school and program environments. This is a natural process and helps young people develop a sense of their own place in the world. But if an intentional focus is not placed on helping young people to continue to learn from their families, then an important source of knowledge and development goes untapped. Schools and afterschool programs can engage families in the global learning process and help to facilitate the transfer of knowledge from one generation to another. There are a few key strategies to engage families in global learning:

Design and host events for families with a global learning theme. Many schools and programs host traditional events to help parents and families engage with their children's learning, and these events can easily be modified to have a focus on global learning. You can host a game night, with an emphasis on games played around the world. You can host story or movie time and present diverse stories and films, along with discussion about that diversity. By keeping the family events simple and fun, you can attract parents and families and create an accessible, low-pressure environment that is globally themed. You can also use that theme as an opportunity to tell parents and families a bit about what you are focusing on with global competence and why.

Hold regular global- themed culminating events that involve student presentations and performances. Parents' and families' attendance at events tends to be highest when students are performing or being recognized in some way. Culminating events are an integral part of thematic learning, so use them to draw parents and families into your program. If you are facilitating performance-based activities, then the culminating event can showcase those performances. But even if you are focusing on other types of globally-themed activities, like science, literature, community service, or media projects, you can design and host culminating events where students can present what they have been working on, what they have learned, and what they plan to do with their new knowledge.

Design and facilitate global learning activities with young people that lead them to engage their own families. Many young people haven't given much thought to the lives that their parents and families led before they were born, or even the work and interests that their family members have now. By facilitating activities that involve students interviewing their family members, learning about their family history and culture, and even doing collaborative projects with their families, you can catalyze and enrich young people's bonds with their families and also engage families in the global learning process.

Include families in program design and planning. By engaging parents and other family members as leaders and colleagues, you create opportunities to engage them in the global learning process itself. Although many parents and family members are too busy or don't have the motivation to participate in this way, even if only a few participate, those few can serve as leaders and help you to engage more parents and families.

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RESOURCE

sample letter to families

If you want to inspire parents and families to get involved with the global learning in your program, the first thing you need to do is inform them about your vision and help them see that they play a key role. Parents are accustomed to getting letters from school that simply inform them as to what is going on, so you can make your letter stand out by emphasizing the value that they bring to your program and inviting them to participate.

Here is sample text that you can modify for your program, from the fictional Our World afterschool program:

Dear Our World Family:

We hope you had a great summer. We are writing to inform you about some exciting new plans we have for the Our World afterschool program. This year, we plan to take a “global learning” approach, which means that we want to help our young people learn about different parts of the world and explore their own place in today’s global society.

While we have some exciting plans that will help us explore this global theme—including new educational and creative programs, field trips, and projects—we want you to know that you are a vital part of our global learning vision. Every family has its own unique cultural knowledge, history, and stories, and we’d love it if you could share some of that with us! Even if you don’t think you have so much to offer, we believe you might and we’d like to invite you to participate in a few ways:

Visit our program and share your stories! There will be multiple opportunities throughout the year for you and your young people to explore your own family and cultural stories, traditions, and holidays, and it would enrich the lives of all our students for you to participate when those opportunities arise.

Share your talents! If you speak a language other than English, or know how to cook, sew, or create in any way, we will invite you to share those talents with our program, and it would mean so much to us if you’d accept the invitation. Maybe you’ve studied, traveled, or worked in another part of the world and could come in and speak to our young people about your knowledge and experience. Even if you only have limited time, we’d value any small amount of your involvement.

You might have items you’d be willing to lend us to help our young people learn about another culture. This can include items like clothing, artwork, musical instruments, or other things you think might be of interest.

Come see what our young people are learning! We will have many chances throughout the year for you to come and see creative performances and presentations, and the more families we have in the audience, the better. You are also always welcome to visit the program and see what we are up to and to help out when you can.

While we would certainly be happy if you can volunteer with the program on a regular basis, we know you are busy. Any way that you can support our global learning theme is helpful, and we value your time and energy. Thank you for taking the time to read this, and we look forward to a year of fun and exciting global learning!

RESOURCE

sample text for letter to community partners

Community partners can play a vital and active role in global learning at your program. You can engage partners in meaningful ways that go beyond asking for funding or supplies. There are a number of ways that community partners can enrich the global programming you offer, but it is up to you to reach out to them and open the door for their involvement.

Consider sending a letter to your community partners. You can use or modify the sample text below, depending on whether you are reaching out to existing partners or trying to create relationships with new ones.

For Existing Partners:

We are writing to inform you about some exciting new plans we have for our afterschool program. This year, we plan to take a “global learning” approach, which means that we want to help our young people learn about different parts of the world and explore their own place in today’s global society.

While we have some exciting plans that will help us explore this global theme, including new educational and creative programs, field trips, and projects, we want you to know that you are a vital part of our global learning vision and, in addition to the role you currently play as a program partner, we’d like to invite you or others from your organization to participate in a few new ways:

- Visit our program and share your stories as a guest speaker! You could speak about your own experiences traveling to another country or talk about your organization/company’s international connections.
- Share your talents! If you speak a language other than English, or know how to cook, sew, or create in any way, we will invite you to share those talents with our program. Even if you only have limited time, we’d value any small amount of your involvement.
- You might have items you’d be willing to lend us to help our young people learn about another culture. This can include items like clothing, artwork, musical instruments, or other things you think might be of interest.
- [Insert other ideas you have about how existing partners can get involved here]

For New/Potential Partners:

We’re writing to tell you about some exciting things happening in our afterschool program this year. One of our program’s most pressing priorities is to provide “global learning” opportunities for our youth participants. We want to help our young people learn about different parts of the world and explore their own place in today’s global society in order to help them build the skills necessary for success in the 21st century. But we can’t do it alone. In order to do this effectively, our program counts on the contributions of partner organizations like yours to help prepare youth for future success.

One of the benefits of partnering with us is the opportunity to engage directly with youth and to have a voice in the programming we offer. This year as we increase our focus on global competence as a priority, we’d like to invite you to participate in a few ways:

- [See the bulleted list above or insert other ideas you have about how existing partners can get involved here]

CASE STUDY EXAMPLE

newfound regional high school 21st century community learning center (CCLC), bristol, NH

The 21st CCLC afterschool director at Newfound Regional High School (NRHS) identified a small team of educators from the in-school and afterschool faculty. This team included two teachers who were already part of the afterschool tutoring staff, a Math teacher and a Science teacher, as well as four additional teachers from World Languages (French and Spanish), English Language Arts, and the arts faculty at the school.

At an introduction and alignment meeting, the team worked to align NRHS course standards and competencies with Asia Society's global competencies, as outlined in the Global Leadership Performance Outcomes. As part of this process, the group created a series of matrices that listed both NRHS and global competencies in the five core subject areas: English Language Arts, Math, Science, World Languages, and the Arts. As a group, the staff decided that the afterschool program should address the global and NRHS competencies that were well-aligned with the 21st CCLC goals, but which were not given a strong focus during the school day. Next, the afterschool staff gathered a group of 10 student leaders who had self-identified as interested in global learning. At this meeting, the group discussed the critical connections between global learning and their interests and needs in and out of school. As a result of this meeting, the students decided to form an international club within

the 21st CCLC program. The student leaders formed the International Club Advisory Committee and brainstormed some initial project ideas in which they were interested and that they thought would be of interest to other students, such as an international arts exchange.

Next, the afterschool and school leadership teams brought together the three teachers who were not already working with the afterschool program (in English Language Arts, World Languages, and Arts) together with the student leaders. The purpose of the meeting was to start to build global learning activities and projects the students were interested in, based on the course competencies and global competencies identified by the teachers. Through the course of the meeting, the teachers identified pairs of global and course competencies in their discipline that were high match, high need, and high opportunity, while the students reviewed global content ideas and selected six they would like to pursue. Then the teachers and students joined together in mixed groups around specific content ideas and co-designed a project to meet one of the global/course competency pairs. At the end of the meeting, the afterschool staff, teachers, and student leaders had developed a first draft of a global learning project in each of the three content areas that helped them meet both in-school and afterschool goals and learning outcomes.

TIME: 30 minutes
<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Help staff identify current and potential partners and explore ways of involving them in supporting the program's global competence goals • Help staff involve youth in interacting with and involving partners in global learning
<p>MATERIALS</p> <ul style="list-style-type: none"> • <i>Expanding Horizons</i> video • "Talking Points to Help Make the Case for Global Learning" handout • "Partnerships: How to Get Started" handout • "Engaging the Business Community" handout • "Community Connections for Global Learning" handout (optional)

STAFF MEETING AGENDA 1:

working effectively with partners/stakeholders

agenda

STEP 1: (5 MIN)

Begin by explaining to staff that building relationships with partners can enrich the program's capacity to deliver high quality global learning opportunities for young people. Partners can serve as program funders, provide volunteers to lead activities or serve as mentors for youth, connect the program with materials or facilities, host field trips or other learning experiences, and much more. Within every community, there are a variety of businesses, educational institutions, and other organizations with global connections that can support your program's global mission.

STEP 2: (20 MIN)

Show the 5-minute version of the *Expanding Horizons* video (available at <http://asiasociety.org/afterschool/video>) to get staff thinking about current and potential partnerships. Some staff may have seen the longer, 15-minute version of the video already, so this will be a refresher for them. Afterward, review the handout provided below "Talking Points to Help Make the Case for Global Learning" with staff, focusing specifically on the following categories: Families, School Leaders, Partners, and Funders.

Then, review the handout "Partnerships: How to Get Started" provided below. You may wish to review the handout "Engaging the Business Community," also provided below, if you have or are trying to develop partnerships with local businesses.

STEP 3: (5 MIN)

Wrap up by thanking staff for participating. Make sure to set a date for the next staff meeting and remind staff that they have an important role to play when it comes to building and maintaining partnerships to support global learning. Encourage them to think about individuals and organizations that can serve as potential partners on an ongoing basis.

NEXT STEPS:

Work with staff to develop a community mapping activity that young people can take part in to survey their local communities for global connections and potential partnerships. The first step should be meeting with young people about why partnerships are important, what they can offer, and what kinds of organizations would make good partners. Then, create a worksheet or survey that young people can use to venture out into the community and take stock of the businesses, cultural institutions, media organizations, educational institutions, houses of worship, and other entities that might have global connections or an interest in global education. Review the handout "Community Connections for Global Learning" (provided below) to help you get started.

HANDOUT

talking points to help make the case for global learning

Once you've made a commitment to global learning at your program site, it is important to get your program's staff, supporters, and stakeholders on board. The talking points below will help you gather support from various groups who are involved (or who you want to get involved) in your program.

TO ALL STAKEHOLDERS

Many people, once introduced to the need for global competence and global learning, jump on board right away. But some may feel that the United States can and should remain separate from the world. With these people, you may want to make an explicit connection to current events or trends—such as 9/11 and terrorism or the global economic crisis—to illustrate that whether we like it or not, every country is now globally interconnected.

- Today's young people live in a world vastly different from the one in which their parents and teachers grew up.
- Rapid economic, technological, and social changes connect people across the globe as never before.
- These dramatic changes require educators and youth workers to provide a new approach in preparing young people for success in their lives and careers.
- To be successful in today's global era, young people will need a new set of educational experiences—both during and after school—to help them expand their horizons from their neighborhood to the world.
- Afterschool programs are particularly well-positioned to provide young people with opportunities to explore global themes and build important 21st century skills.
- Global competence—possessing the knowledge, skills, and disposition to understand and act creatively on issues of global significance—is essential to students' success in the world today and into the future.
- For all of today's students, regardless of their backgrounds, knowledge of the world and how it works is a necessity, not a luxury.

TO YOUTH

Young people have a natural curiosity about the rest of the world. Faraway people and places they have never before heard of may be exotic and fascinating, but remember to help connect what young people are learning about the rest of the world to their own interests, concerns, and lives.

- Young people around the world live, eat, play, and view the world in a variety of different ways (just like you). It can be interesting to learn about our many differences, but there are also many similarities between our ways of life.
- Global learning begins in our own neighborhoods, by getting to know the people and cultures around us, learning to communicate with people close by and far away, and seeing the world as others see it.
- We all live on one planet, and these days everyone is connected to one another. We all need to contribute to the positive development of not only our local community, but the global community as well.

TO FAMILIES

Parents want what is best for their children. And all children deserve the opportunity to compete for high-paying jobs in the global economy; to collaborate, create, and innovate with peers around the world; and to take action on global issues that impact them locally.

- The job market is changing rapidly. As more routine jobs can be outsourced or done by computer, advantages will go to workers who can analyze and solve problems, recognize patterns and similarities, and communicate and interact with other people in global work teams.

talking points to help make the case for global learning *(continued)*

- Students familiar with other cultural perspectives are often more tolerant of others—more willing to get along and resolve issues with others—whether it be their peers in a culturally diverse school or their peers living in another country.
- Young people naturally care about other people and other children around the world, and they want to have the opportunity to connect and collaborate with their peers to affect their shared global future.

TO AFTERSCHOOL STAFF

Helping America's young people achieve global competence is everyone's responsibility. Although educators and youth workers may not always feel that they have the content knowledge necessary to provide global learning, the need is too urgent to wait. And in many ways, global competence is an appropriate and relevant goal for the afterschool field.

- All students need an array of educational opportunities to become globally competent, both during the school day and beyond. The need is especially important among low-income and minority youth who may not be able to access global learning opportunities in school, at home, or through other activities.
- Global learning and afterschool learning demonstrate close alignment of core principles and goals, including a strong focus on youth leadership and action, a belief in the power of project-based and learner-centered instructional strategies, and a recognition of the importance of community partnerships in providing relevant connections between personal, local, and global issues and interests.
- A global approach can help afterschool programs provide the academic, social, and emotional development young people need for success in the 21st century, such as global knowledge, cross-cultural communication and understanding, and values of respect and concern for other cultures, peoples, and places.
- The world is big, and no one can be an expert on all countries, cultures, or topics. But we all know at least one thing about other people, places, or global issues. Start by exploring the existing interests and expertise within your organization and community, and see where it can take you!

TO SCHOOL LEADERS

When approaching school leaders, remember that just like afterschool programs, schools are often overburdened and under-resourced. Global learning may seem like just one more thing to add to the day. However, by embedding global learning across the curriculum and across the learning day, schools can achieve the basics while at the same time engaging youth in the knowledge and skills needed for success in the global 21st century.

- Global competence is not just a new set of knowledge and skills, but rather a new idea for reframing K-12 education in America to respond to the demands and opportunities of globalization.
- A world-class education must include global learning across the curriculum and across the learning day, and provide a deep understanding of world cultures and issues.
- Afterschool programming can complement day-school efforts toward building global competence and 21st century skills.

TO PARTNERS

In order to achieve global competence, young people need access to a variety of global content and learning experiences. No single school or afterschool program can do it alone. Partnerships between afterschool programs, schools, and communities are essential to preparing youth for future success.

- To provide global knowledge, skills, and experiences, we must use the diversity, expertise, and resources in our midst as a point of departure for learning about the world.

talking points to help make the case for global learning *(continued)*

- Young people need opportunities, mentors, and materials and other resources that help them relate to the wider world, see connections between local and global realities, and discuss the many nuances of identity and culture.
- What is good for young people is also good for their community. Helping young people become globally competent also helps them become highly skilled workers, active citizens, and well-informed voters in a global 21st century.

TO FUNDERS

For America's young people, global competence is critical to future success. Therefore, global learning must be provided to all students, regardless of background, as a matter of equity. When approaching funders, consider the ways in which global competence can help meet their priorities and goals, such as by providing the global knowledge and skills necessary for workforce development, promoting 21st century skills like problem solving and critical thinking to improve life skills, improving health and safety by increasing tolerance for diversity, enhancing arts education through the exploration of varied cultural traditions, and so forth.

- Today's students need a world-class education to compete and cooperate in a global marketplace and become globally competent citizens in an increasingly small world.
- Although we live in an interconnected world, many of America's young people have yet to travel beyond their neighborhoods. And yet, the increasing diversity of our neighborhoods presents an enormous opportunity for global learning.
- Despite young people's natural curiosity about the rest of the world, research demonstrates that most young people lack essential international knowledge and skills. Surveys conducted by Asia Society and National Geographic-Roper indicate that, compared with students in nine other industrialized countries, students in the United States lack knowledge of world geography, history, and current events.²

TO POLICYMAKERS

When approaching policymakers, you may encounter fears that global citizenship may take precedence over national citizenship. It helps to emphasize that global learning provides important perspectives on local and national issues, and often strengthens young people's commitment to civic engagement and participation in their own country.

- International knowledge and skills are vital not only to the future of our children, but also to the future of our country and the world.
- Our increasingly diverse communities and workplaces require a citizenry with increased understanding of other cultures.
- More than ever before, our national security is intertwined with our understanding of other cultures and languages.
- As the line between domestic and international affairs increasingly blurs, U.S. citizens will be asked to vote and act on issues that require greater knowledge of the world.
- Global knowledge and collaboration skills will be required to solve the complex international challenges facing our country and others—such as nuclear proliferation, terrorism, global disease epidemics, climate change, and poverty.

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.

By Heather Singmaster

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

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

- ## HOW TO APPROACH THE BUSINESS COMMUNITY:

community connections for global learning

- **population diversity** → *start with* immigrant and heritage organizations.
- **cultural traditions** → *start with* local museums and historical societies.
- **schools** → *start with* school boards, school administration, principals, Parent-Teacher Associations.
- **educational exchange organizations** → *start with* AFS Intercultural Programs, American Institute For Foreign Study (AIFS), American Councils, EF Education, and others that have networks throughout the country. The Council on Standards for International Educational Travel (CSIET) maintains a list of K-12 travel and study programs, at <http://www.csiet.org/publications-resources/publications/listed-programs.html>.
- **colleges and universities** → *start with* international education programs, international faculty, international students, and American faculty and students who have returned from study abroad, as well as the 120 federally-funded (Title VI) university-based National Resource Centers focusing on Africa, Asia, Canada, Europe, Latin America, the Middle East, the Pacific Islands, and International Studies. The Outreach World website (<http://www.outreachworld.org>) highlights the various K-12 teaching resources and educational activities produced by the National Resource Centers, beginning with the Middle East.
- **business, economic development, and trade organizations** → *start with* the Chamber of Commerce or World Trade Council.
- **policy centers** → *start with* state and national government representatives' offices and websites.
- **international affairs organizations** → *start with* the World Affairs Councils, United Nations Associations and Model United Nations, and State Geographic Alliances.
- **faith-based programs** → *start with* local churches, temples, mosques, and other houses of worship.
- **international volunteer programs** → *start with* Kiwanis, Rotary Clubs, Lions Clubs, or other international humanitarian organizations.
- **media** → *start with* local print, Internet media television, and radio stations, especially those whose audiences include diverse cultural groups. International education organizations, such as the International Education and Resource Network (iEARN) and ePals, also provide electronic linkages globally.

TIME: 40 minutes
OBJECTIVES <ul style="list-style-type: none"> • Help staff understand the importance and benefits of engaging parents in global learning • Work with staff to identify ways of involving parents in global programming
MATERIALS <ul style="list-style-type: none"> • Chart paper • Markers

STAFF MEETING AGENDA 2: **working effectively with families**

agenda

STEP 1: (5 MIN)

Begin by explaining to staff that parents and families are a resource for the program when it comes to global learning. Participants and their families all have a variety of global experiences and knowledge to share with one another. Inviting families to play an active role in global learning validates and celebrates their cultures, backgrounds, experiences, and perspectives and drives the point home for youth participants that everyone has something to contribute when it comes to global learning.

STEP 2: (30 MIN)

Tell them that the goal for today is to identify specific ways that we can engage parents in global programming. Mention that there are multiple ways of engaging parents, including the following examples:

- Design and host events for families with a global learning theme.
- Hold regular globally-themed culminating events that involve student presentations and performances.
- Design and facilitate global learning activities with young people that lead them to engage their own families.
- Include families in program design and planning.

These are just a few examples. Let staff know that you are open to other ideas about how to engage families in global learning. Next, write the following headings on two separate sheets of chart paper:

- What can we ask families to contribute?
- What types of programming can we involve families in?

As a large group, brainstorm answers to each question.

When thinking about what families can contribute, ask staff to think about what families know, do, or have that they could share with program participants. This might include information about another country or culture, knowledge of a language other than English, photographs or artifacts from other parts of the world, or foods from various cultures.

When thinking about what types of programming families could be involved in, try to elicit specific examples of the types of activities and events families could attend or lead. Examples might include international potluck dinners, career panel discussions where parents talk about their work in international careers or in other countries, world language instruction, or activities and workshops on cultural traditions.

working effectively with families *(continued)*

Explain to staff that you (or they) can take the ideas on both lists and start to come up with specific ideas and plans for global programming that families can get involved in. Tell them that in order to do this you (or they) will need to obtain some additional information from participants and their families about their global experiences and knowledge to get a better idea of what kinds of contributions families can make to your program.

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 continue to work with them to plan opportunities for family involvement in your global programming.

NEXT STEPS:

Work with staff to develop a parent survey to send home with students to get a better idea of what global knowledge and experiences their families have. You might consider including questions such as:

- What countries or cultures does your family have connections with?
- What countries or cultures have you studied or visited?
- What international work experiences have you had? (This can include work in the United States for a company that does international business or has international connections.)
- What languages other than English do you speak?
- What cultural traditions does your family participate in?
- Which of the following activities would you be interested in:
- Leading a workshop for youth in the program (e.g., language instruction, demonstration of a cultural tradition, etc.)
- Preparing food to share with other families in the program at an international potluck dinner
- Being a guest speaker for a career discussion
- Attending workshops or special events as a participant

TIME: 60 minutes
OBJECTIVES <ul style="list-style-type: none"> Engage program staff and school teachers in collaborative planning Align global learning after school with the school curriculum
MATERIALS <ul style="list-style-type: none"> Chart paper Markers "Global Leadership Performance Outcomes for Youth" handout Green and yellow highlighters

STAFF MEETING AGENDA 3: using global learning to align after school and the school day

Note: This activity should include teachers in the school from across multiple departments. Be sure to inform them of the purpose of this meeting in advance so they can arrive prepared to participate.

agenda

STEP 1: (10 MIN)

Begin by taking the time for teachers and program staff to introduce themselves and share a bit about the work they do. Explain to the group that one of the program's goals is to align the global learning happening after school with what's happening during the school day. In order to do this, school staff need to know what's happening after school and program staff need to understand the school curriculum. That way, the program can create global learning experiences for students that complement what students are learning in school.

STEP 2: (15 MIN)

Work with a small group of teachers and program staff to create a chart of the school curriculum. List your program's global outcomes across the top. You can do this in four columns: Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action. (You may want to distribute a copy of the "Global Leadership Performance Outcomes for Youth" provided below, so everyone is familiar with the learning objectives in each of these categories.) List the school's courses down the left side. (An example has been provided below.)

STEP 3: (15 MIN)

Then, ask the group to work together to color-code and mark the intersections between the two areas:

- First, fill the box at each of the intersections with a color: green for a strong match, yellow for a moderate match, and white (uncolored) if it is not matched. It is important to do this based on an already existing intersection between the course content and the global outcome, not based on where there is an opportunity for this intersection to occur.
- Next, go through all the green and yellow boxes and mark the degree to which this intersection is happening. Fill in each colored box with one of three words: must occur in class (things that are always covered and all students have to master to complete the course), should happen in class (things that are sometimes covered and/or not all students master), and nice to do in class (things that are covered if there is time or opportunity).
- Finally, go through the white (uncolored) boxes and mark with an asterisk (*) any box where there is an opportunity for an intersection between the course content and the global outcome, but where it has not been realized yet by the school.

using global learning to align after school and the school day *(continued)*

STEP 4: (15 MIN)

Review the results and facilitate a conversation with the group about whether they think the afterschool program should focus on:

- The things that are already covered in school (green or yellow boxes with must in them), or
- Things they don't always get covered in school (green or yellow boxes with should or nice in them, or white (uncolored) boxes marked with an asterisk).

This conversation will give you a sense of the areas teachers consider a high priority and can help you as you plan global programming after school. Explain that with careful planning, the afterschool program can do both of these things: reinforce learning that needs to happen or should have happened and provide new learning that doesn't happen during the school day.

STEP 5: (5 MIN)

Wrap up by thanking everyone in the group for participating. Make sure to set a date for the next staff meeting and encourage staff and teachers to continue thinking about ways the school curriculum and afterschool program can work in complementary ways to help students build global competence.

NEXT STEPS:

Consider organizing similar planning meetings on a regular basis (once per marking period or semester, or even monthly) to help both school and program staff remain informed about each other's work. If this isn't possible, find ways to engage with school leadership and staff, such as joining the school leadership team or asking to participate in school staff meetings. Be sure to communicate regularly with program staff about what's happening during the school day.

curriculum map *(example)*

	INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
SCIENCE COURSE				
MATH COURSE				
ELA COURSE				
HISTORY/ SOCIAL STUDIES COURSE				

HANDOUT

global leadership performance outcomes for youth

It is important for both staff and youth to understand what goals they are working towards in order to achieve global competence. While global learning is an ongoing process that can begin in early childhood, these outcomes should be seen as an “end goal” that young people who regularly participate in global learning activities should be able to attain by the end of high school. Youth may realize these goals through participation in a range of learning settings and learning experiences over multiple years.

investigate the world

Students can:

- ☐ identify global topics that matter to them and can generate valid research questions to help them explore those topics.
- ☐ conduct research on global issues using a variety of media formats and sources, including international sources (such as newspapers, websites, or first-person interviews).
- ☐ draw valid conclusions about global issues based on their research.
- ☐ develop an argument or position on global issues that considers multiple perspectives.

recognize perspectives

Students can:

- ☐ express their own perspectives and identify the perspectives of other people or groups, with respect to local and global issues.
- ☐ identify factors that influence their own and others' perspectives, such as their own personal experiences, religious beliefs, or other cultural influences.
- ☐ explain how interactions across cultures and between individuals with different perspectives can influence events.
- ☐ assess varying levels of access to information and resources throughout the world, and can express how that access impacts quality of life and perspectives about the world.

communicate ideas

Students can:

- ☐ recognize that people from diverse backgrounds perceive information differently, even when receiving the same information.
- ☐ listen to and communicate effectively, both verbally and non-verbally, with a variety of people from diverse backgrounds.
- ☐ select and use appropriate technology and media to communicate with diverse audiences.
- ☐ reflect on how effective communication can lead to collaboration and understanding.

take action

Students can:

- ☐ set short-term and long-term goals related to making a positive impact on local and global issues that matter to them.
- ☐ plan and carry out “action projects” based on research, and can articulate the potential impact of their actions.
- ☐ assess the impact of their actions on global issues.
- ☐ reflect on their role as an actor and advocate for global issues that matter to them.

Note: These Global Leadership Performance Outcomes are in draft form. They were created as part of Asia Society's International Studies Schools Network's Graduate Portfolio System (GPS), which is currently under development. The Global Leadership Performance Outcomes are meant to drive curriculum, instruction, and assessment in conjunction with similar performance outcomes describing criteria for global competence within the academic disciplines.