

MODULE 1

understanding global competence and its value



HOW TO USE THIS MODULE

This module is intended to provide a foundation for all subsequent training activities. The activities in module 1 will help participants gain a shared understanding of the importance of global learning and the definition of global competence. The module will also provide staff with the language and tools to help make the case for global learning to afterschool program stakeholders.

The activities in this module will lead afterschool staff to understand the characteristics of both a globally competent young person and a globally competent youth worker. Participants will examine their community's and their own personal connections to other countries and cultures, and discuss ways to leverage these connections to help young people learn about the world.

Although module 1 is an essential training component, trainers should use their best judgment to determine whether specific activities may be unnecessary or redundant for their group (for example, depending on the extent of participants' pre-existing knowledge about global learning).

TIME: 15 minutes
TYPE OF ACTIVITY Introduction
ACTIVITY CATEGORY Communication/Facilitation 
TARGET AUDIENCE Directors/Coordinators, Line Staff
OBJECTIVES <ul style="list-style-type: none"> • Participants will be able to define global learning and global competence. • Participants will understand the importance of global competence for young people and the need for afterschool programs to provide global learning activities. • Participants will understand the goals of this training.
MATERIALS <ul style="list-style-type: none"> • “Global Competence: The Knowledge and Skills Students Need for Success in an Interconnected World” handout (optional)

ACTIVITY

introducing global competence and global learning

procedure

As you plan this training, consider distributing the handout “Global Competence: The Knowledge and Skills Students Need for Success in an Interconnected World” to participants in advance and asking them to read the handout before the training begins.

INTRODUCTION

Welcome participants and briefly review the goals of this training, which are to help afterschool staff:

- Define and understand the importance of key concepts such as global learning and global competence
- Envision how to get started with global learning or ramp up existing global learning activities
- Identify strategies for involving people who can support afterschool global learning
- Understand how to create an environment where global learning can happen effectively
- Learn to create and effectively deliver global learning activities
- Make global learning meaningful by empowering young people to take action on global issues that matter to them.

Next, introduce the terms global learning and global competence:

- Global competence – Possession of the knowledge, skills, and disposition to understand and act creatively on issues of global significance. This concept is sometimes referred to as “global literacy,” but the meaning is the same.
- Global learning – The act or process of acquiring global competence. This concept is sometimes referred to as “global education” or “international education,” but the meaning is the same.

Then, summarize the following points to illustrate the importance of afterschool global learning:

- Today’s young people are living in a rapidly changing world that is vastly different from the one in which their parents and teachers grew up.
- Economic, technological, and social changes are connecting people across the globe as never before.
- These dramatic changes call for a new approach in how educators and youth workers prepare young people for success in their lives and future careers.
- To be successful in this global era, young people will need to expand their horizons from their neighborhood to the world.
- For all of today’s students, regardless of background, knowledge of the world and how it works is a necessity, not a luxury.
- Afterschool programs are particularly well-positioned to provide young people with opportunities to explore global themes and build important 21st century skills.

introducing global competence and global learning *(continued)*

CLOSING

! key point

- Explain to participants that while the concepts may be new, it does not require advanced global knowledge or skills to begin facilitating global learning. Explain that global learning is most effective when it builds on the existing connections we all have to others in our community and to the world around us.

HANDOUT

global competence: the knowledge and skills students need for success in an interconnected world

Asia Society Partnership for Global Learning

The concept of *global competence* has emerged as a way to articulate the knowledge and capacities students need for the 21st century. Global competence is a crucial upgrade to our understanding of the purpose of education in a changing world. Young people everywhere deserve the opportunity to succeed in the global economy and contribute as global citizens. Designing education systems that help young people acquire the knowledge and skills they will need to seize this opportunity in the interconnected world of the 21st century is essential.

GLOBAL COMPETENCE: A DEFINITION

These are the key elements of global competence:

1. investigate the world

Global competence requires the capacity to pose and solve important problems. It starts with asking critical questions. Globally competent students can frame “researchable” questions—questions that do not necessarily have one right answer, but that can be systematically engaged both intellectually and emotionally. Globally competent students ask questions that are *globally significant*: questions that address important phenomena and events that are relevant worldwide—in a student’s own community and in communities across the globe.

Globally competent students can connect the local to the global. For example, they can explain how a local issue like the school recycling program exemplifies a global process far beyond neighborhood backyards. They can articulate the significance of their questions and can respond to these questions by identifying, collecting, and analyzing credible information from a variety of sources—including international resources in multiple languages available through digital technology.

From analysis to synthesis to evaluation, globally competent students can

weigh and integrate evidence to create a coherent response that takes into consideration geographic, cultural, economic, political, and other contextual factors: They can provide a compelling, evidence-based argument that considers multiple perspectives and draws defensible conclusions.

2. recognize perspectives

With global competence, the golden rule, “Do unto others as you would have them do unto you,” becomes the platinum rule: “Do unto others as they would want done unto them.” This seismic shift in perspective—from inward out to outward in—has profound implications. Globally competent students recognize that they have a particular perspective that others may or may not share. They are able to articulate and explain the perspectives of other people, groups, or schools of thought; identify influences on their own and others’ perspectives; and understand how differential access to knowledge, technology, and resources can affect people’s views. Globally competent students can compare and contrast their perspectives with others’, and integrate their own and others’ viewpoints to construct a new one, when needed.

global competence: the knowledge and skills students need for success in an interconnected world *(continued)*

3. communicate ideas

Globally competent students understand audiences that differ on the basis of culture, geography, faith, ideology, wealth, and other factors, and that these audiences may perceive different meanings from the same information. Globally competent students can effectively communicate, verbally and nonverbally, with diverse audiences (which requires speaking more than one language). These students are artistically and media savvy; they know how to choose and effectively use appropriate technology and media with diverse audiences.

4. take action

What skills and knowledge does it take to go from learning *about* the world to making a difference *in* the world? First, it takes seeing oneself as capable of making a difference. Globally competent students see themselves as actors, not bystanders. They're able to recognize opportunities, from targeted human rights advocacy to the next out-of-the box, must-have business product we didn't know we needed. Alone or with others, globally competent students can creatively envision and weigh options for action based on evidence and insight, and can assess the potential impact of each option, taking into account varied perspectives

and potential consequences for others. Globally competent students demonstrate the courage both to act and to reflect on their actions.

apply disciplinary and interdisciplinary expertise

Is global competence all skills and no knowledge? Hardly. As true now as at any other time, *learning content matters*. Global competence requires applying the capacities described above within academic disciplines, contextualized within each discipline's methods of inquiry and knowledge production. Globally competent students learn to think like historians or scientists or artists by using the tools of the disciplines to investigate the world, recognize perspectives, communicate ideas, and take creative action.

Global competence also requires the ability to understand prevailing world conditions, issues, and trends through discipline-based and interdisciplinary learning. A competitive advantage will go to those students in San Francisco or São Paulo who know what's going on in the world and how the world works, from climate change to migration trends to human rights. Educating for global competence requires us to provide students with substantive, developmentally appropriate engagement over time with the world's complexities.

TIME: 25 minutes	
TYPE OF ACTIVITY Warm-up	
ACTIVITY CATEGORY Activity Planning Relationships/Partnerships	 
TARGET AUDIENCE Directors/Coordinators, Line Staff; can also be facilitated with youth. See “Identifying Global Connections: Instructions for Facilitation with Youth”	
OBJECTIVES <ul style="list-style-type: none"> • Participants will identify the different types of connections that exist between their communities and other countries and cultures. • Participants will learn how to leverage personal and local connections for content knowledge, partnerships, and resources. • Participants will explore how to implement this or a similar activity with young people of various ages. • Participants will understand that this activity is a “warm-up,” or introduction to the topic, but does not in itself provide a meaningful global learning experience. 	
MATERIALS <ul style="list-style-type: none"> • Sticky nametags • Pens • Chart paper (optional) • Markers (optional) • “Community Connections for Global Learning” handout • “Identifying Global Connections: Instructions for Facilitation with Youth” handout (optional) 	

ACTIVITY

identifying global connections

procedure

INTRODUCTION

Introduce the activity by explaining to participants that they are going to model and debrief a global learning activity. It is a warm-up activity, so it is meant to be an icebreaker and a fun introduction to global content, but despite its simplicity, the activity has multiple goals.

! key point

- Explain that while none of us may be experts on global topics, we all know at least one thing about another country. This activity is a chance for participants to share and explore what they know—and what they don’t know—in a nonjudgmental way.

ACTIVITY INSTRUCTIONS

Give each participant a sticky nametag. Ask participants to write on the nametag, without showing anyone else, the name of a country they feel has some connection to their local community. It can be something obvious (like a country from which many immigrants have arrived) or more subtle (like a country from which artwork was represented in a local gallery). Suggest that participants try to pick a surprising or unusual connection, as others will eventually try to guess their country.

When everyone has finished, ask participants to stick their nametag on another person’s back, making sure not to show that person what the nametag says. Then, instruct participants to try to figure out the name of the country that is stuck to their back by asking other participants only yes-or-no questions. When they have guessed correctly, they should remove the nametag from their back and stick it on the front of their shirt.

Allow the group to talk to one another and make guesses for a few minutes. When time is up, allow participants to give hints to help those who haven’t yet guessed their country. If participants are really stuck, others may give hints such as what letter the country name starts with, or what it rhymes with, so that everyone can complete the activity.

Once everyone has guessed correctly, go around the room and ask participants to say which country they chose and to explain in one sentence what connection that country has to their local community. You may want to write a list on chart paper of the types of connections you hear (such as heritage, business, faith, immigration, etc.).

DEBRIEF

Ask participants what they thought about the activity. Elicit answers like: it was fun to guess, some of the community connections surprised me, it got us talking and moving, it helped us realize what we know and don’t know about the world, and so forth.

Then ask, “Does an activity like this provide a meaningful global learning experience? Why or why not?” Elicit answers that suggest the activity is useful as a starting point. Emphasize that at the end of the activity, participants will know about various connections their community has to other places, and they may have learned a few basic facts about those places. But the activity should leave them wanting to know and explore more. Ask participants, “What questions didn’t get asked in this activity that you want to explore further?”

identifying global connections *(continued)*

! key point

- Explain that an activity like this is fun and can help us identify starting points, but it is just a first step toward a better understanding of our connections to other countries, cultures, and world issues.

Review the “Community Connections for Global Learning” handout with the group. Ask the group to identify the connections listed on the handout that already came up in discussion, and encourage participants to do more research to explore the listed connections that did not come up.

CLOSING

! key point

- Explain that there are always global connections within any community, as well as within any afterschool program, and many are not obvious. These connections can provide a point of departure, and a valuable resource, to support afterschool global learning.

FACILITATION WITH YOUTH

Discuss how staff might facilitate the same or a similar activity with young people in order to help them recognize how their community is connected to the larger world and provide some starting points for global learning. Provide the handout “Identifying Global Connections: Instructions for Facilitation with Youth.” Ask participants to suggest ways to modify this activity to be appropriate for the age-range of young people they work with.

HANDOUT

community connections for global learning

Within every community, no matter its size or location, there are connections to other parts of the world. These connections can create starting points for exploring the world, as well as resources that can support afterschool global learning. Consider the many connections that may already exist in your community to help support 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.



MATERIALS

- Sticky nametags
- Markers

HANDOUT

identifying global connections: instructions for facilitation with youth

Below are some suggestions for facilitating the activity “Identifying Global Connections” with young people in your program. This activity is a helpful tool for introducing the idea that everyone has connections to other countries and cultures, and it provides numerous starting points to help youth explore these connections in more depth.

NOTE: Some participants may feel intimidated by this activity, especially if they have not had any previous exposure to global learning activities. If you think this may be the case for your group, introduce the activity by saying that it is meant to be a fun introduction to thinking about countries and cultures outside of the United States. Suggest that while none of us are experts, we all know at least one thing about another country, and this activity is a chance to explore both what we know and what we’re still curious about.

PROCEDURE

Give each participant a sticky nametag. Ask them to write on the nametag, without showing anyone, the name of a country that they know about or that they would like to learn about. When everyone has written a country name, ask participants to stick their nametag on another person’s back, again making sure not to show that person what the nametag says. Then, instruct participants to try to figure out the name of the country that is stuck to their back by asking each other yes-or-no questions only. (You may want to ask your participants to give you some examples of yes-or-no questions so you’re sure everyone understands.)

Tell participants that once they guess correctly, they can remove the nametag from their back and stick it on the front of their shirt. Allow the group to talk to one another and make guesses for a few minutes. When time is up, allow the group to give hints to anyone who hasn’t yet guessed their country. Once everyone has guessed correctly, go around the room and ask participants to say which country they chose and explain why they chose that country.

DEBRIEF

Ask participants what they thought about the activity—was it fun? Then explain that whether we know a lot or know just a little about another country, there is always more to learn. An activity like this is just a first step toward a better understanding of our connections to other countries, cultures, and world issues.

TIME: 20–35 minutes
TYPE OF ACTIVITY Discussion
ACTIVITY CATEGORY Communication/Facilitation Relationships/Partnerships 
TARGET AUDIENCE Directors/Coordinators, Line Staff
OBJECTIVES <ul style="list-style-type: none"> • Participants will be able to define why global competence is important and understand why afterschool programs are ideal settings for global learning. • Participants will be able to articulate these concepts and relate their importance to stakeholders (young people, parents, school or afterschool colleagues, funders, etc.) • Participants will understand how to compile a variety of supporting documents, such as fact sheets and quote sheets, to engage stakeholders in global learning.
MATERIALS <ul style="list-style-type: none"> • <i>Expanding Horizons</i> video, online at http://www.asiasociety.org/afterschool/video (15-minute version) or http://www.asiasociety.org/video/education-learning/expanding-horizons-afterschool-and-global-literacy (5-minute version) • Laptop, speakers, and projector • “<i>Expanding Horizons</i> Video Viewing Guide” handout • Pens • Chart paper • Markers • “Talking Points to Help Make the Case for Global Learning” handout • “How to Create a Fact Sheet to Support Global Learning” handout • “Quotes on the Importance of Global Learning” handout

ACTIVITY

Expanding Horizons video

procedure

INTRODUCTION

It is important for afterschool staff to not only be able to provide global learning opportunities for young people, but also be able to articulate the importance of global competence to the various stakeholders involved in their programs.

Introduce the *Expanding Horizons* video. Explain that it makes the case for why global competence is important and how afterschool programs can provide meaningful global learning opportunities for young people.

ACTIVITY INSTRUCTIONS

Ask participants to review the “*Expanding Horizons* Video Viewing Guide” handout. Ask them to jot down on the handout, as they watch the video, examples of why global competence matters and why afterschool programs are well-positioned to make global learning happen.

Play either the 5-minute or 15-minute version of the *Expanding Horizons* video, depending on the overall length of your training. (We recommend that you use the 5-minute version of the video in this activity if you have only 1.5, 3, or 6 hours for training, but be aware that you will need to adjust the “*Expanding Horizons* Video Viewing Guide” handout to align with the shorter video.)

After playing the video, ask participants to say why global competence is important based on what they saw. Write their responses on a sheet of chart paper. Next, ask participants what makes afterschool programs an ideal setting for global learning to take place, and write those responses on another sheet of chart paper. Ask the group to prioritize the points on both lists based on the needs and concerns of parents, funders, and other afterschool supporters in their community.

DEBRIEF

key point

- Explain that it is important for afterschool staff and programs to identify the stakeholder audiences they need to convince to support global learning. Programs will need to tailor a message that will resonate with this audience and compile specific facts, quotes, and other information to support the message.

Briefly review the “Talking Points to Help Make the Case for Global Learning” handout, the “How to Create a Fact Sheet to Support Global Learning” handout, and the “Quotes on the Importance of Global Learning” handout.

CLOSING

Reinforce the idea that that these handouts, along with the *Expanding Horizons* video, can all be used as tools to help staff advocate for support for their afterschool global learning activities.

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.

2. *National Geographic-Roper Public Affairs 2006 Geographic Literacy Study* (New York: GfK NOP, 2006). <http://www.nationalgeographic.com/roper2006/pdf/FINALReport2006GeogLitsurvey.pdf> (accessed February 2, 2010).

HANDOUT

how to create a fact sheet to support global learning

By Heather Singmaster

As you gather support for global learning from stakeholders, you will need to make a case for why global learning is relevant to your community specifically and to the young people you serve. Start by gathering facts about how immigration and the global economy are already connected to your community or state—this is the world for which youth need to be prepared to succeed. Compile the relevant facts in a short, 1- to 2-page fact sheet.

Fact sheets are important to many audiences. Organizations use them to send messages to targeted parties or to the general public. Trade and economic statistics are essential to make the case to policymakers and business leaders. Fact sheets can also help you gather statistics to enhance the need or rationale section of funding proposals, and to keep staff and supporters on the same page about the need for global learning in afterschool programs.

ECONOMIC STATISTICS

Economic statistics can help you to show how much your state relies on foreign direct investment and trade with other countries. These data are important to policymakers and business leaders, who are potential supporters of your program's global learning efforts. Below is a list of websites that can provide you with state economic information.

TradeStats Express

<http://ita.doc.gov/td/industry/otea/state/index.html>

The U.S. Office of Trade and Economic Analysis provides data on trade exports from each state, including the top trading partners and top five export products for each state.

U.S. Census

<http://www.census.gov/mcd/exports/>

This page on the U.S. Census site provides the number of jobs in each state that are tied to exports.

Bureau of Economic Analysis

<http://www.bea.gov/regional/index.htm>

The BEA provides information on foreign direct investment received by each state as well as Gross State Product (GSP) information.

Organization for International Investment

<http://www.ofii.org/insourcing-stats.htm#statejobs>

OFII provides information on what international businesses invest in each state, including a list of businesses that invest in the state and how many people they employ.

NAFSA: Association of International Educators

http://www.nafsa.org/public_policy.sec/international_education_1

NAFSA provides a report for each state on the economic benefits of international education.

DEMOGRAPHIC STATISTICS

U.S. residents increasingly interact and work with individuals from vastly different backgrounds and cultures. Demographic statistics can help you illustrate both the changing population of your community or state—whether from immigration, educational exchange, or tourism—and the need to prepare future citizens for success in this multicultural environment.

U.S. Census Bureau

The U.S. Census Bureau provides statistics on how many people in each state are not fluent in English: http://factfinder.census.gov/home/saff/main.html?_lang=en. (Choose your state, then, on the left side, choose People and Origins & Languages.)

The U.S. Census Bureau also provides demographic statistics for each state's population, including the foreign-born population: http://factfinder.census.gov/home/saff/main.html?_lang=en. (Choose your state and click go, then scroll down to ACS Demographic information.)

Open Doors Report on International Education Exchange

<http://opendoors.iienetwork.org/page/131530/>

Open Doors provides statistics on how many foreign students and international scholars are studying in each state, and how many students from each state are studying abroad.

ITA, Office of International Tourism

<http://www.tinet.ita.doc.gov/outreachpages/index.html>

The ITA provides statistics on how many international tourists each state has received.

Modern Language Association Language Map

http://www.mla.org/census_main

The MLA used 2000 census data to map out the locations and numbers of speakers for 30 languages and three groups of less commonly spoken languages in the United States.

HANDOUT

quotes on the importance of global learning

By Heather Singmaster

Like fact sheets, quote sheets can help organizations get the word out to partners, reporters, and the general public. People who are unfamiliar with an issue are more likely to become involved, or do more reading on a topic, if they see a quote that shows someone they know and respect supports the issue.

When crafting a quote sheet, try to find quotes from highly recognized experts in education or from people in your community, state, or federal government. To request quotes from higher-level officials or experts, approach their press secretaries. You may be asked to craft the quote first so that it can be quickly edited and approved. Make the quotes relevant and interesting, and be sure to include the name and title of the person being quoted.

You may use any of the quotes below and add them to your own quote sheets or press releases. Feel free to use the same format or create your own.

FEDERAL GOVERNMENT LEADERS

“In a 21st century world where jobs can be shipped wherever there’s an Internet connection, where a child born in Dallas is now competing with a child in New Delhi, where your best job qualification is not what you do, but what you know—education is no longer just a pathway to opportunity and success, it’s a prerequisite for success.” —**President Obama**

“America will not remain true to its highest ideals, and America’s place as a global economic leader will be put at risk, unless we not only bring down the crushing cost of health care and transform the way we use energy, but also if we do not do a far better job than we’ve been doing of educating our sons and daughters—unless we give them the knowledge and skills they need in this new and changing world. The source of America’s prosperity has never been merely how ably we accumulate wealth but how well we educate our people. ... The relative decline of American education is untenable for our economy, it’s unsustainable for our democracy, it’s unacceptable for our children, and we can’t afford to let it continue.”
—**President Obama**

“In today’s era of global economics, rapid technological change and extreme economic disparity, education is the most pressing issue facing America. Preparing young people for success in life is not just a moral obligation of society. It’s an economic imperative. As President-elect Obama has said many times, ‘The nations that out-teach us today will outcompete us tomorrow.’”
—**Arne Duncan**, Secretary of Education

“There will be challenges in the United States’ relationship with China as it grows and we seek to maintain our position in the world and our standard of living. But it is my hope that the United States will spend some of our time and money getting to know China better, and that Chinese citizens will spend time getting to know us.” —**Senator Alexander** (R-Tenn.)

STATE AND LOCAL GOVERNMENT LEADERS

“In our global economy, American students, workers, and businesses face new and fierce competition from around the world. We live in a changing world, with changing technology, changing culture, and changing economies. [As a result, U.S. citizens need] to better understand language, culture, and foster relationships; and of course a big part of that is having an educational system that is aware of those trends. We need to prepare our educational curriculum.” —**Governor Pawlenty**, Minnesota

“I have traveled around the world and witnessed firsthand our competition, and it is very clear that we need to maintain high standards. We let our students down if we fail to prepare them to succeed in this global economy. Our future lies in our ability to compete, and that lies in our ability to have the best-trained workforce.” —**Governor Gregoire**, Washington

quotes on the importance of global learning *(continued)*

BUSINESS AND MEDIA LEADERS

“If you want to understand business anywhere and be successful, it isn’t just about the language. You absolutely must understand the culture.” —**E. Neville Isdell**, former Chief Executive Officer, The Coca-Cola Company

“In today’s global economy, foreign language skills have become vital to our children’s future as members of the workforce and to our nation’s future success in the world. It’s time for business leaders and concerned community members to sound a new clarion call that will wake up policymakers and educators to the importance of teaching foreign languages to our children.”

—**John J. Castellani**, President, Business Roundtable

“Our nation’s schools are locked in a time warp. ... by ignoring critical languages such as Chinese and the essential cultural knowledge needed to succeed, our school systems are out of step with new global realities.” —**Charles E. M. Kolb**, President of the Committee for Economic Development

“We believe that students with cross-cultural backgrounds, especially those who speak Chinese and understand its culture, will be better equipped to become leaders at companies with international operations.” —**Alfred J. Verrecchia**, President and Chief Executive Officer, Hasbro

“What we refer to as international education is in most other countries simply called education. A student in Brazil, Russia, India, China would not need convincing of the merits of a global education, of learning a foreign language, or immersing himself or herself in the culture of a foreign country.”

—**Tracy Wolstencroft**, Head of The Goldman Sachs Center for Environmental Markets; Head of Goldman Sachs’ Public Sector and Infrastructure Banking

“In these changing times, it’s so important that we harness the power of afterschool and summer programs to bring the world to our children—and provide them with the skills they need to succeed.” —**Soledad O’Brien**, Anchor and Special Correspondent, CNN; Board Member, The After-School Corporation (TASC)

EDUCATION LEADERS

“Americans have been the world’s most successful students and entrepreneurs for the past century. We have to envision a new set of global skills that include understanding world languages and cultures to retain our edge in an increasingly interconnected economy.” —**Gaston Caperton**, President, The College Board

“Beyond its economic advantages, global competence is also a cornerstone of democratic leadership and citizenship.” —**Fernando Reimers**, Ford Foundation Professor of International Education, Harvard Graduate School of Education

AFTERSCHOOL LEADERS

“While we wait for the formal education systems to respond, there is a giant challenge and opportunity for all who care about youth development and afterschool learning to begin to expose our kids to the larger world beyond our borders.” —**Terry Peterson**, Chair, Afterschool Alliance

“There is a good fit between afterschool programs and global literacy because what both are trying to do is help a young person become a responsible and caring adult—responsible for themselves as citizens, workers, and family members.” —**Heather Weiss**, Founder and Director, Harvard Family Research Project

“Global literacy is not an extra. It’s not a frill. It needs to be an essential part of public education now—during the day and in afterschool programs.” —**Joan Lombardi**, Deputy Assistant Secretary and InterDepartmental Liaison for Early Childhood Development, Administration for Children and Families, U.S. Department of Health and Human Services

TIME: 30 minutes	
TYPE OF ACTIVITY Scavenger Hunt	
ACTIVITY CATEGORY Activity Planning Program Planning	 
TARGET AUDIENCE Directors/Coordinators, Line Staff	
OBJECTIVES <ul style="list-style-type: none"> • Participants will become familiar with the <i>Expanding Horizons</i> text. • Participants will identify specific aspects of their own work (mission, content, program focus, age group, relationship to the school day, etc.) and consider how to build on these aspects to promote global competence in their programs. 	
MATERIALS <ul style="list-style-type: none"> • “<i>Expanding Horizons</i> Executive Summary” handout • “<i>Expanding Horizons</i> Excerpt: Getting Ready to Go Global” handout • “<i>Expanding Horizons</i> Scavenger Hunt” handout • Pens • “Your Program’s Resources for Global Learning” handout 	

ACTIVITY

Expanding Horizons text

procedure

INTRODUCTION

Introduce the *Expanding Horizons* text to the group and ask participants to review the “*Expanding Horizons* Executive Summary” handout.

! key point

- Tell participants that *Expanding Horizons* is a resource that offers guidance, ideas, and examples that can help them integrate global learning into their after-school programs.

ACTIVITY INSTRUCTIONS

Break participants into small groups and ask them to work together, using the “*Expanding Horizons* Excerpt: Getting Ready to Go Global” handout to complete the “*Expanding Horizons* Scavenger Hunt” handout.

Give the small groups about 15 minutes to work together, then ask them to share with the large group.

Next, ask participants to work with their same small groups again on the handout “Your Program’s Resources for Global Learning.” Explain that this is an introductory activity to get everyone’s creative juices flowing, and that the group will talk about all of these elements in more depth later in the training, so detailed answers are not required. If participants feel stuck or need examples, direct them to the last section of the “*Expanding Horizons* Excerpt: Getting Ready to Go Global” handout, under the heading “Review Current Programming and Resources.”

Give groups a few minutes to work on this, then ask for a few groups to share with the large group.

CLOSING

If you have copies of the entire *Expanding Horizons* text available, or plan to make them available, explain to participants that this text can help them find more ways to get started and more concrete ideas for global learning activities and projects in specific program areas.

HANDOUT

Expanding Horizons: Building Global Literacy In Afterschool Programs **executive summary³**

Expanding Horizons is a guidebook that offers strategies and resources for the afterschool field on how to integrate international knowledge, skills, and experiences into its programs, and help our next generation become globally competent.

Expanding Horizons illustrates key concepts, provides concrete examples, and suggests activities across a wide variety of content and age ranges to give a sense of the potential for global learning. The guide is not a curriculum, nor is it meant to be comprehensive of all subjects and areas in which afterschool programs are active.

The ideas and recommendations in this guide are drawn from more than 100 interviews with leaders in afterschool and international education fields; a panel of expert advisors; a review of relevant materials; and visits to afterschool programs in several cities. Many examples were mined from internationally oriented schools that take interdisciplinary and thematic approaches to learning about the world—qualities that fit with the afterschool setting.

There is huge interest and enthusiasm for using global literacy as an opportunity to enhance quality and ensure equity. In this guide, the term *afterschool* includes summer, before-school, weekend, extended day, and other out-of-school-time programs in a variety of settings. Some are run by school districts, community and youth organizations (such as YMCA, Boys & Girls Clubs of America, Girls Inc., 4-H, and others), community schools, colleges, summer camps, and libraries.

The primary audiences for this guide are the leaders and directors of afterschool programs; state and regional networks, schools, and districts; and coalitions and national organizations. Policymakers may also find the guide useful to help advocate for more opportunities to build global literacy in the afterschool field. The *Expanding Horizons* video can help you make the case and drive conversation among stakeholders.

This guide includes sections to assist you in:

- Getting started by examining your program's mission, goals, and activities, and determining ways to take it global
- Expanding Horizons by building on the experiences of youth, families, and communities to help young people understand new cultures, view the world from multiple perspectives, and develop cross-cultural communication skills
- Transforming learning to incorporate global content and experiences across a wide range of subjects and activities
- Planning for global literacy through staff development, new partnerships, and evaluation strategies
- Finding resources relevant to global literacy through the specific ideas, examples, and programs

International literacy can propel afterschool programs to a new level—across thresholds, boundaries, and cultures—and give young people new opportunities and skills to experience and engage the world.

3. Reprinted from "Guidebook: *Expanding Horizons*" on the Asia Society website, <http://asiasociety.org/education-learning/afterschool/guidebook-expanding-horizons> (accessed February 2, 2010).

HANDOUT

Expanding Horizons: Building Global Literacy In Afterschool Programs **excerpt: getting ready to go global⁴**

GETTING READY TO GO GLOBAL

Our future success now depends on a new kind of literacy—global literacy. Global literacy can advance academic achievement, social and emotional development, and civic engagement for the young people of the 21st century. The approaches found most successful in the afterschool environment—such as an asset-based approach, the involvement of families and communities, and the use of interdisciplinary themes, project-based learning, and real-world connections to learning—are also the most successful approaches to global literacy. Therefore, you may already have many of the tools you need to take your program global.

This section outlines ways to infuse global literacy into your work with young people. The steps are meant to help spark ideas and sketch out a path, not provide a single formula for success. In this section, you will find the elements of global literacy and competencies that young people will acquire. You will also find strategies to help you examine your mission, reflect on your relationship to the school day and year, consider developmental issues, take advantage of the afterschool environment, and review your current programming and resources for ways to get started.

BECOME FAMILIAR WITH GLOBAL LITERACY

Before beginning to integrate global activities into your programs, it is important to have an idea of what global literacy encompasses and what competencies young people will acquire. To work, produce, and participate in a global society, young people need:

- **Knowledge** of other world regions, cultures, and global/international issues
- **Skills** in communicating and collaborating in cross-cultural environments and in languages other than English, and in using information from different sources around the world
- **Values** of respect and concern for other cultures, peoples, and places⁵

Global literacy involves learning about other world regions through arts and culture, language, economics, geography, mathematics, and science. It can be interwoven through a variety of projects and activities, including performances, festivals, celebrations, sports, games, and food, as well as various approaches to learning such as themes, simulations, leadership training, peer education and mentorship, apprenticeships, and authentic experiences via travel and technology. Global literacy is not a separate subject, but rather a perspective that informs and modernizes every academic subject and area of cognitive and social development.⁶

Young people who are globally literate have attained a range of competencies that enable them to *connect*, *collaborate*, and *compete* with peers around the world. For example, they:

- **Acquire essential global knowledge and understanding.** Young people can examine and understand world regions, current events, and global issues, recognizing how international systems are interconnected and interdependent. They understand the global dimensions of academic subjects, including literacy, science, and math.
- **See the world from multiple perspectives.** They analyze and evaluate global and local issues from different points of view, thinking creatively and critically about the complex interconnections between global issues and individual realities.
- **Communicate across cultures and boundaries.** They participate effectively in diverse cultural situations, and use language, technology, and collaboration skills to access information about and from the world and communicate effectively.
- **Take responsibility for their own learning and for the planet.** They learn about and engage with critical global issues, making ethical decisions and responsible choices that contribute to the development of a more just, peaceful, and sustainable world.

4. This excerpt is taken from pages 12–17 of the *Expanding Horizons : Building Global Literacy in Afterschool Programs* guidebook (published by Asia Society in 2009 and available at <http://asiasociety.org/education-learning/afterschool/guidebook-expanding-horizons>). The *Expanding Horizons* guidebook makes a case for the importance of global learning and provide a range of ideas, examples, and resources for out-of-school-time programs.

5. John Engler and James B. Hunt Jr., "Preparing Our Students for Work and Citizenship in the Global Age," *Phi Delta Kappan* 86(3), 2004: 195–197.

6. Fran O'Malley, Jeanette Miller, and Shuhan Wang, *Delaware K-20 International Education Capacity Study* (Newark: University of Delaware, 2004), <http://dspace.udel.edu>.

excerpt: getting ready to go global *(continued)*

If you are new to global literacy, there are programs, materials, people, reports, and websites that can help. Existing afterschool programs and efforts underway in internationally oriented schools can give you ideas. In addition, Asia Society has created the Partnership for Global Learning, a national network of educators committed to sharing best practices and promoting policy innovations to help our students excel in an interconnected world. The Partnership provides a free monthly e-newsletter, and holds webinars, professional development events, and an annual conference. For more information, please visit: <http://www.asiasociety.org/pgl>.

EXAMINE YOUR MISSION AND CONNECTION TO THE SCHOOL DAY

The next step is to consider the areas in which your program concentrates and start exploring how to approach them in a global context. Whether your mission is academic enrichment, career development, literacy, informal science, social and emotional skills, creativity, sports and health, or some combination of these, decide how the wider world relates to the entire educational experience of the participants in your program. Assess your current mission and goals to see where you can broaden your approach to connect to the 21st century skills and global literacy you want young people to achieve. The ideas contained in the rest of this guide will help.

Then, explore how the global literacy goals of your afterschool or summer program might link to the school day. There are several possible approaches to consider.

A seamless connection between school and afterschool can heighten global learning. School and afterschool educators can share consistent goals, expectations, and practices. Curriculum maps and regular planning sessions can help educators align content to maximize impact for the benefit of youth. For example, if students are studying a particular period of world history during the school day, afterschool educators can create experiential learning opportunities that explicitly connect contemporary issues to historical background.

Complementary but separate roles between school and afterschool programs can support the acquisition of skills. Some afterschool programs may have an international focus where the school itself does not. Nevertheless, afterschool programs can still use global activities to reinforce skills covered during the school day. For example, if children are preparing for a language arts test, the program can concentrate on reading and writing using books with an international focus.

A focus on enrichment objectives distinct from the school day can use the arts, languages, media and technology, sports, and play to create opportunities to develop 21st century abilities, which can include everything from effective cross-cultural communication to collaborative teamwork, from creativity and innovation to critical thinking skills.

Summer programs can offer immersive experiences and extended investigations of places, people, and global issues that connect to learning throughout the year. Summer is also an ideal time for in-depth exposure to world languages, community action projects, and travel.

CONSIDER DEVELOPMENTAL ISSUES

Regardless of how global activities relate to the school day, they must take account of how children learn and grow, and select concepts and issues that are developmentally appropriate.

For young children, expand their world view by starting with self and family. Then broaden their knowledge to other children and families around the world. Young children have a natural sense of empathy and curiosity. They understand the concepts of difference, comparing and contrasting, and giving and taking. It is both developmentally appropriate and powerful to help them share, give, and think outwardly.

In middle childhood, 6- to 10-year-olds form more complex relationships beyond family, particularly with peers. They are increasingly able to analyze and categorize, which, under some circumstances, can lead to prejudice and stereotyping.⁷ But they

7. Beatrix A. Hamburg and David A. Hamburg, *Learning to Live Together: Preventing Hatred and Violence in Child and Adolescent Development* (New York: Oxford University Press, 2004).

excerpt: getting ready to go global *(continued)*

are also developing a strong sense of morality and fairness. They can grasp multiple perspectives and explore how and why people live and learn differently in other places.

Early adolescents have a sense of how things connect and can understand causality. They're becoming good problem-solvers and critical thinkers and are looking for ways to make a difference. They want to interact socially with other young people as they start to seek independence and define their identity. This age is ripe for tackling global issues like the environment, and collaborating across borders online and in person.

Teens and high school students are ready for a lot of choice and a lot of voice. Global activities can be a strong draw for older youth, offering opportunities to take leadership on issues about which they care deeply. International affairs debates such as Model UN, World Affairs Challenge, and Capitol Forum are very attractive to this age group, as are apprenticeship models where teens master high-level skills under the tutelage of experts and professionals.

At any age, a focus on global literacy can help to build the foundation for empathy, civic participation, and career success as well as strategies that help youth deal with complexity in their own lives. Tap young people's assets to build their resiliency and simultaneously their knowledge and skills for a global world.

TAKE ADVANTAGE OF THE AFTERSCHOOL ENVIRONMENT

Afterschool programs can create a space for development and learning that is both appealing and emotionally and physically safe. Afterschool programs rely on hands-on experiences that keep participants engaged while expanding their horizons. Focus on the specific approaches that are successful in your program and apply them to global content.

Project-based learning starts with a question or problem that interests young people. As consumers, how might we be contributing to global poverty? Are there economic reasons why people pollute our planet? Can we stem the spread of global epidemics like malaria and tuberculosis? How can the world's largest producers of carbon emissions, the United States and China, work together on energy issues?

Object-based learning uses objects to tell the stories of people, cultures, land, and environment. What is an object, such as a tool or a musical instrument, made of and why is it made? Who first made it, and who uses it today? What does it tell you about life in its country of origin?

Field trips to your community, another community, a museum, or a cultural institution build on what youth are learning. Think beyond four walls to the areas in your community that could be considered "living museums," for example a street full of markets, restaurants, clothing, and organizations from another part of the world.

Events, festivals, and celebrations are a favorite way for afterschool programs to bring in parents and the community—and highlight traditions, food, and connections from around the world. They are a great way to get participants excited about global learning, and also important entry points to more in-depth content knowledge.

Travel and exchanges alter perspective and expand vision. If young people do not have the opportunity to travel to other countries, you can help youth travel virtually through technology—and exchange experiences with peers in other places.

Guest speakers and artists in residence can help bring local, cultural, and global connections to life, as well as provide insight into international careers. Colleges and universities can be useful sources of international students and faculty, as well as American students who have recently returned from work and research abroad.

Internships and apprenticeships attach young people to experts and professionals in a range of fields and build skills, career awareness, and connections for the future.

When teaching about the world, there is no shortage of approaches, topics, or themes. No matter what approach you use, compile high-quality content and curricula to ground the learning. Materials about other cultures and global issues abound, but the challenges are to adapt them to the afterschool environment and create an integrated approach across your program.

Educators today need to become global researchers who are excited about being informed and committed to lifelong learning in this area, and who identify and collect the resources and materials needed to provide global experiences for young people.

excerpt: getting ready to go global *(continued)*

REVIEW CURRENT PROGRAMMING AND RESOURCES

Once you have identified possible entry points and resources for integrating global literacy into your program, you may be surprised to find that many of the elements needed to take your program global are already in place.

Evaluate your space and materials. What books and games do you already have that speak of other places, people, and cultures? What newspapers and magazines can you use to start discussions about what is going on in the world? Make a list of your program's potential tools for global learning: digital equipment, films and videos, musical instruments, visual arts materials, maps and globes, and anything else you can think of. If you are a guest in another organization or classroom, fill a suitcase with these materials—an appropriate symbol for experiencing new places and new people!

Expand opportunities for discussion and reflection, including workshops, debates, story circles, transitions, and journaling. Ask young people what they are curious about and what they want to know about the rest of the world. What international knowledge and background do they bring? What would they like to speak up about or take action on? Create a safe and respectful place for youth to explore global issues, and you'll see how quickly this exploration connects to their lives in myriad ways.

View existing projects or activities from an international perspective. Does your program teach martial arts? Perform African dance? Celebrate Chinese New Year? Use the activities you already do as springboards—not only to learn facts about the places where these arts developed, but also their connections to culture and philosophy. Similarly, you can reinvigorate your environmental projects with a global approach, comparing the ecological footprint of the average American citizen to those in other industrialized nations and to developing countries.

When integrating global literacy, think about what resonates for you, your community, the young people you serve, the priorities you have set, and the principles that guide your work. The key is to be intentional and explicit when integrating global dimensions into your work with young people. Identify and communicate with staff, youth, and families about the rationale for global content, activities, and outcomes. Highlight the global aspects of each theme, topic, or activity. To make global learning fun and engaging, design an experience that capitalizes on the active learning of the afterschool setting. Create a unified program that integrates a worldwide perspective into everything you do.



HANDOUT

Expanding Horizons scavenger hunt

Expanding Horizons: Building Global Literacy in Afterschool Programs, produced by Asia Society's Partnership for Global Learning in 2009 and available at <http://asiasociety.org/education-learning/afterschool/guidebook-expanding-horizons>, contains a wealth of information to help afterschool programs incorporate global learning. Use the "Expanding Horizons Excerpt: Getting Ready to Go Global" provided in this *Expanding Horizons Toolkit* to answer the questions below.



1. Name three things young people need in order to be able to work, produce, and participate in a global society.

2. Name the four examples mentioned of the kinds of "competencies that enable [young people] to *connect*, *collaborate*, and *compete* with peers around the world."

3. In the section "Examine Your Mission and Connection to the School Day," which of the four approaches to linking your global learning goals to the school day is the best fit for your program? Why?

4. Review the section "Consider Developmental Issues." For the age group you work with, what is one suggested strategy for introducing global learning?

5. Which of the approaches mentioned in the section "Take Advantage of the Afterschool Environment" is your program already doing?

6. Choose one of the approaches you listed as an answer to Question #5. What is one way mentioned in the text that you could use that approach as a tool for global learning?

HANDOUT

your program's resources for global learning

Believe it or not, your program is already equipped with resources for global learning activities. Answer the questions below to help you identify the ways in which your program is already set up to support global learning activities.



- How does your program's physical space reflect other places, people, and cultures?

- What equipment or materials do you already have that are potential tools for global learning?

- What international background or knowledge do your young people reflect? What global themes or world cultures do you already know they are interested in? What languages do they speak at home?

- How does your program welcome diversity and/or encourage young people's curiosity about the world?

- What activities or events does your program already do that connect to global themes, world cultures, or other countries?



TIME: 20 minutes
TYPE OF ACTIVITY Discussion
ACTIVITY CATEGORY Communication/Facilitation Relationships/Partnerships 
TARGET AUDIENCE Directors/Coordinators, Line Staff
OBJECTIVES <ul style="list-style-type: none"> Participants will understand and recognize the characteristics of global competence in their own practice, and identify areas to focus on building further competence.
MATERIALS <ul style="list-style-type: none"> “Personal Connections for Global Learning” handout Pens “Characteristics of a Globally Competent Youth Worker” handout

ACTIVITY

defining global competence for staff

procedure

INTRODUCTION

Explain to participants that in addition to community connections that can support global learning, it is necessary for all afterschool staff to think about personal connections they bring to this work. In so doing, we will explore the concept of global competence in more detail, and discuss what it looks like for staff. The main goal of this activity is for participants to start identifying and prioritizing specific areas of competence to build on.

ACTIVITY INSTRUCTIONS

Distribute the “Personal Connections for Global Learning” handout. Ask participants to write down, under each heading, examples of their own personal connections that could support afterschool global learning.

Give the group a few minutes to work, then ask if anyone thought of an example that they had not thought of as global expertise before. Ask if participants thought of any areas where, though they have some exposure to global knowledge and expertise, they feel they need more support to put their connections into practice with youth.

Next, present the “Characteristics of a Globally Competent Youth Worker” handout. Ask participants to review it. Ask them to draw a star next to the characteristics they feel they already possess, and to circle the characteristics they would like to work on developing further.

! key point

■ Note that the characteristics listed on the “Characteristics of a Globally Competent Youth Worker” handout are 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.

Give participants a few minutes to review the handout independently, then ask for volunteers from the group to share. Discuss which characteristics they feel may be particularly difficult to achieve, and share ideas about how they might go about learning more.

CLOSING

Explain that for now, the group is just identifying and prioritizing areas for action. Tell participants to refer back to the concepts in these handouts throughout the training and as they consider their goals for professional development going forward.

HANDOUT
personal connections for global learning

Consider the many connections that you yourself may already have that can help support global learning:



heritage → Everyone has a heritage. Where in the world do your family members live, and/or where have they lived in the past?

stories → What are the stories of your family or heritage that relate to global learning?

culture → What are your musical and artistic talents, or other cultural experiences?

objects → What artifacts from other cultures can you contribute or lend? What products from other cultures do you access in your community?

travel → What experiences have you had traveling, moving, or migrating? (Consider armchair and virtual travel as well.)

language → What languages do you speak and how have you learned them?

communication → What are your experiences interacting with people from other countries and cultures? (Consider verbal and nonverbal cross-cultural communication.)

education → What global areas of interest have you pursued through school or personal study, such as current affairs, historical knowledge, or scientific research?

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

TIME: 30 minutes
TYPE OF ACTIVITY Discussion
ACTIVITY CATEGORY Communication/Facilitation Relationships/Partnerships
TARGET AUDIENCE Directors/Coordinators, Line Staff
OBJECTIVES <ul style="list-style-type: none"> Participants will define and understand the characteristics of global competence for youth, and identify areas to focus on building further competence.
MATERIALS <ul style="list-style-type: none"> “Global Leadership Performance Outcomes for Youth” handout

ACTIVITY

defining global competence for youth

procedure

INTRODUCTION

Explain to participants that it is important for staff to be intentional about helping youth build global competence. In order to do this, we must first define what global competence “looks” like in young people and identify the specific goals we are working towards when leading global programming after school. The main goal of this activity is for staff to define the characteristics of a globally competent young person and to identify specific outcomes to help young people work towards.

ACTIVITY INSTRUCTIONS

Explain that Asia Society has developed a set of “Global Leadership Performance Outcomes” (GLPOs) for youth, which we’ll be reviewing in detail later. The outcomes serve as a marker for the competencies we hope to see young people attain by the time they are preparing to graduate from high school (or at about age 18). Tell the group that there are many potential characteristics of a globally competent young person and this activity will help them identify some specific examples.

Explain that like the definition of global competence, the GLPOs are broken into four categories: Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action. Break participants into four groups and give each group some markers and a sheet of chart paper with one of the four categories written across the top. (There should be one chart for each of the four categories.) Explain that each group will be tasked with coming up with a description, based on the assigned category, of what a globally competent young person should know and what they should be able to do. Give the groups about ten minutes to work.

When time is up, ask the groups to identify which characteristics they feel their young people already possess (drawing a star next to each) and which characteristics they most want to help young people develop further (circling each). Give the groups a few minutes to work then ask for a spokesperson from each small group to present back to the large group.

Present the “Global Leadership Performance Outcomes for Youth” handout. Explain that this is a tool that can help staff recognize the characteristics of a globally competent young person. Discuss how this tool can be used to both plan and assess programs and activities.

! key point

- The outcomes the groups brainstormed, and the outcomes on the handout, represent things we hope young people will have achieved by the time they finish high school. These are an end goal, not characteristics we expect young people already to possess when they enter our programs. Acknowledge that the earlier and more consistently we expose young people to global learning activities the more likely they will be to achieve these kinds of outcomes by high school graduation.

Tell the group that their next step should be planning intentionally about how to help young people achieve these specific outcomes. In order to do that, we need to give some thought to how children from different age groups and developmental levels can start to build these competencies.

defining global competence for youth *(continued)*

As a large group, discuss the following:

- What are some things young people in your group/program can start doing now to help them work towards these outcomes? Keep in mind their ages and grade levels.
- By beginning or continuing global programming at your site, what kind of progress would you realistically expect to see in six months? One year?

CLOSING

Explain that it is important to be intentional about what we want young people to gain from participating in global learning activities so that we can plan programming that will help them achieve those goals. The GLPOs are examples of outcomes that are achieved over time and through repeated exposure to meaningful global learning opportunities.

! key point

- Global learning shouldn't be confined to the afterschool environment. Schools, parents, and communities also play a role in helping young people to become globally competent. For this reason, afterschool program staff should work towards meaningful partnerships with these stakeholders in order to provide comprehensive global learning opportunities for youth.

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.

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.



engaging the business community *(continued)*

PREPARING FOR A BUSINESS MEETING

Preparation is the key to a successful business meeting. Research the company through annual reports, websites, and newspaper articles. Determine who the best person is for you to contact. Be sure to have arguments ready both for you to persuade your contact and for your contact to use with senior management and colleagues. In preparing, focus on these questions:

- What do you need from the business community?
- Does the business have a community policy or mission statement? Does global learning fit in with these policies?
- Is the workforce of the company skilled, academic, professional, or semiskilled? What types of skills does the company require in a worker? Will it benefit from an globally competent workforce?
- What help can people at this company provide that no one else can?
- How can your work help them achieve their goals?
- How can you and partnership with your organization help them?
- Are there other partners already on board that can be involved or other businesses that could join this partnership?

Request a meeting via a telephone call, and follow up with a written request that includes background information. An initial meeting may not produce results: realize that you may need to take time and develop a relationship. Follow up after the meeting with a thank-you letter outlining your proposal.

REFERENCES AND MORE INFORMATION

Institute for Healthy Communities. *Engaging the Business Community: Insights and Strategies to Create Partnerships with For-Profit Businesses*. Harrisburg, PA: Institute for Healthy Communities, July 2001.

Heart of the City. *Engaging with Business: A Good-Practice Guide for Community Organisations*. London: PricewaterhouseCoopers, 2002. http://www.theheartofthecity.com/what_we_do/downloads/HeartoftheCityEngagingWithBusinessAGoodPractice-GuideForCommunityOrganisations.pdf (accessed February 2, 2010).

