

# Afterschool for the Global Age

Asia Society  
The George Lucas Educational Foundation

Afterschool and Community Learning Network  
The Children's Aid Society  
Center for Afterschool and Community Education at  
Foundations, Inc.

## **Asia Society**

Asia Society is an international nonprofit organization dedicated to strengthening relationships and deepening understanding among the peoples of Asia and the United States. The Society seeks to enhance dialogue, encourage creative expression, and generate new ideas across the fields of policy, business, education, arts, and culture. Through its Asia and International Studies in the Schools initiative, Asia Society's education division is promoting teaching and learning about world regions, cultures, and languages by raising awareness and advancing policy, developing practical models of international education in the schools, and strengthening relationships between U.S. and Asian education leaders. Headquartered in New York City, the organization has offices in Hong Kong, Houston, Los Angeles, Manila, Melbourne, Mumbai, San Francisco, Shanghai, and Washington, D.C.

Copyright © 2007 by the Asia Society. All rights reserved. Printed in the United States of America. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form, or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

For more on international education and ordering information for this report, please visit [www.internationaled.org/afterschoolreport.htm](http://www.internationaled.org/afterschoolreport.htm).

Asia Society's education Web sites: [www.askasia.org](http://www.askasia.org)  
[www.internationaled.org](http://www.internationaled.org)

Other Asia Society Web sites: [www.asiasociety.org](http://www.asiasociety.org)  
[www.asiasource.org](http://www.asiasource.org)

## TABLE OF CONTENTS

<b>Preface</b> .....	<b>5</b>
<b>Developing an Educational Response to Globalization</b>	
The Need for Global Literacy.....	6
New International Learning Initiatives.....	7
Leveraging Time Beyond the School Day.....	9
<b>Designing New Approaches to Global Literacy After School</b>	
Content and Program Design.....	10
What a Wonderful World: Ideas for Elementary/Middle School Programs.....	12
The World in Our Community: Ideas for High School Programs.....	12
Professional Development and Program Delivery.....	13
Educational Use of Information and Communication Technologies.....	13
<b>Integrating an International Perspective into Policy and Advocacy</b>	
Key Sectors for Mobilizing Action.....	15
<b>Creating and Building on Successes</b>	
Challenges.....	16
Recommendations.....	17
<b>Conclusion</b> .....	<b>17</b>
Notes.....	19
Appendix A: Agenda.....	21
Appendix B: Participants List.....	24



## PREFACE

Asia Society and The George Lucas Educational Foundation convened a national meeting to explore strategies for expanding internationally themed programming in after-school and summer learning initiatives.<sup>1</sup> Planned in collaboration with the Afterschool and Community Learning Network and The Children's Aid Society, this invitational forum brought together representatives from national groups, state and local leaders, and experts in informal learning and youth development. Appendices A and B contain the meeting agenda and a list of participants.

The meeting helped formulate ways to leverage out-of-school time to prepare young people for employment and citizenship in the global age, including innovative uses of community and international connections, project-based learning, and educational technology in the extended learning hours. Participants shared knowledge of model programs and best practices from not only international education but also from afterschool and summer learning initiatives integrating the arts, science, math, and social studies.

Attendees considered approaches to international learning beyond school hours from a range of perspectives: as providers, as educators and youth development practitioners, as funders, and as advocates and policymakers. As Terry Peterson, director of the Afterschool and Community Learning Network,<sup>2</sup> stated at the meeting, "While we wait for the formal education systems to respond, there is a giant challenge and opportunity for all of us who care about youth development and afterschool and summer learning to begin to expose our kids to the larger world beyond U.S. borders."

**"Unlike school reform,  
we don't have to dismantle  
an outmoded process. We can  
create something new,  
but it's a new responsibility."**

**-Jane Quinn,  
The Children's Aid Society**

Three questions discussed at the meeting provide a point of departure for this report:

- 1. How can extended learning programs and initiatives integrate international content into program design, development, and delivery?**
- 2. What help is available and needed to implement internationally oriented after-school and summer learning initiatives?**
- 3. How can the afterschool community incorporate an international perspective in policy advocacy?**

In addition, these questions were considered in the context of four fundamental concerns in the afterschool field:

- meeting the developmental needs of children;**
- leveraging existing assets and creating feasible approaches;**
- providing professional support; and**
- developing funding and resources.**

The report, which summarizes and expands upon the meeting, discusses the importance and growth of international education both during and beyond the school day, presents ideas and opportunities for the field, and recommends several action steps. We hope the report will motivate broader discussion and action on promoting global literacy in the extended learning hours. As Jane Quinn of The Children's Aid Society remarked at the meeting, "Unlike school reform, we don't have to dismantle an outmoded process. We can create something new, but it's a new responsibility."

*Michael Levine and Alexis Menten*

## DEVELOPING AN EDUCATIONAL RESPONSE TO GLOBALIZATION

### The Need for Global Literacy

In today's interconnected world, knowledge of other peoples, economies, and languages is no longer a luxury reserved for a business or policymaking elite, but an absolute necessity as part of every child's preparation for successful citizenship. Every major problem our society faces, from solving global environmental and health concerns to managing international conflicts, from averting the spread of nuclear and biological weapons to opening new markets and business opportunities, will require more international knowledge and cooperation. Given the diversity of the United States, knowledge of other cultures is also essential to strengthening the functioning of our own democracy and education system.

In a global age, new skills are needed to achieve business and professional success. According to Michael Eskew, CEO of United Parcel Service, which employs over 400,000 people worldwide, the new skill set must go well beyond the nation's current emphasis on "the basics" and the growing focus on science and math skills. While agreeing that these skills are necessary, Eskew suggests they are no longer sufficient to meet the changing market demands. Eskew believes that today's effective employees must demonstrate:

- **sensitivity to foreign cultures;**
- **fluency in foreign languages;**
- **understanding of international trade;**
- **technological savvy;**
- **ability to manage complexity; and**
- **a strong ethical core.**

Given the diversity of the U.S., knowledge of other cultures is essential to strengthening the functioning of our own democracy and education system.

Too often, however, several of these key attributes are overlooked in the debate over education and workforce policies and practices. Knowledge and understanding of other regions and cultures, as well as world history, geography, and international economics, are essential for anyone who will participate in global work teams. Foreign language skills are also critical for international business success. By learning another language, students acquire key cognitive and academic skills and insight into another culture, as well as a distinct competitive edge. However, only about half of today's high school students study a foreign language, and of these students 70 percent study Spanish. The majority never go beyond the introductory level.<sup>3</sup>

In addition, many of our nation's high school and college graduates know little if anything about the role of international commerce and trade in shaping their futures. Research on what young people know and the skills they are developing to compete internationally demonstrate that most are falling short of their potential. Consider the following findings from research on recent high school graduates' international knowledge and skills:<sup>4</sup>

- Six in ten cannot find Iraq on a map of the Middle East.
- Nearly three-quarters incorrectly select English as the most widely spoken native tongue in the world (the correct answer is Mandarin).
- Young Americans rank next to last in a nine-country survey on knowledge of current events.

And yet, there is positive evidence that students are ready to be engaged with global content: over 90 percent believe it is important to know more about other world languages,

people, and cultures.<sup>5</sup> In addition, the rapid growth of ethnoculturally diverse populations documents the need for more cultural understanding and dialogue in communities across the nation. American students and school communities are more diverse than ever: A recent U.S. census report shows that one-third of the nation's population, and nearly half of America's children under five, are members of racial or ethnic minorities.<sup>6</sup> International and cross-cultural content is thus highly relevant to young people and American communities.

Global literacy, especially combined with the educational use of technology, has the potential to allow students from a multiplicity of backgrounds to become successful in these changing times. However, there is a real concern that minority, low-income youth will not have opportunities for international literacy. As Anthony Jackson, director of Asia Society's national network of internationally themed urban secondary schools funded by the Bill and Melinda Gates Foundation, has stated, American students who "face the highest risk of marginalization ... deserve the capacity to be successful within the global environment."<sup>7</sup>

### **New International Learning Initiatives**

Important studies undertaken by Asia Society,<sup>8</sup> National Geographic Society,<sup>9</sup> and a consortium of the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine<sup>10</sup> show that U.S. children are falling behind their peers from other nations in their knowledge of other world regions, languages, and current events, as well as in scientific, mathematical, and technical knowledge and skills. Recognition of the gaps in young people's knowledge and preparation for life and work in a global age has led to several national, state, and school initiatives in the K-12 field that have demonstrated purposeful, but not yet coherent, activity focusing on an educational response to globalization. Integrating international content into afterschool and summer programs is a logical next step to expand young

peoples' exposure and learning about the rest of the world.

National leaders in business and policy have begun to rise to the challenge. The Committee for Economic Development, a nonprofit, nonpartisan organization of more than 200 business leaders and university presidents, released a report that warns that the United States will become less competitive in the global economy because of a shortage of strong foreign language and international studies programs at the elementary, high school, and college levels.<sup>11</sup> The National Governors Association and Council of Chief State School Officers both devoted key recent meetings to international education.

State initiatives have also contributed to the growing educational response to globalization. Asia Society's States Network on International Education has engaged eighteen states in focusing on policy and program reforms that promote global awareness. States have developed

#### **What Is International Education?**

- 1. Global Knowledge - Knowledge should build on factual information to put facts into perspective and context, adding meaning through multiple reference points.**
- 2. Skills for a Global Age - Communication, technology, and cross-cultural skills are essential to success in the international marketplace.**
- 3. World Languages - By learning second languages such as Spanish, Mandarin, Russian, Japanese, or Arabic, students gain insights into the very nature of language and culture, including their own.**
- 4. Global Values - Students need help to project what we value as a country—freedom of thought, respect for diversity, and openness to new ideas—onto the global stage.<sup>12</sup>**

initiatives, such as governors' commissions, statewide summits, and language, exchange, and professional development programs. They are also launching efforts to assess the status of international education within their state, identify best practices and gaps, and develop new policies and action plans to promote international knowledge and skills. States are also experimenting with innovative models, such as Kentucky's virtual high school for international studies, and others are building new standards and assessments, such as Indiana's new global studies requirement. The North Carolina in the World initiative published a report with specific goals to prepare students for the 21st century and received initial funding from the state legislature to carry them out (see box).<sup>13</sup>

At the K-12 school level, Asia Society has established a new network of internationally themed small high schools. These schools are opening in large urban districts in New York City, Los Angeles, Philadelphia, Houston, Denver, Charlotte, and Austin. Simultaneously, The George Lucas Educational Foundation has been documenting some of the most creative uses of technology that help students become active learners in the 21st century. The foundation's focus on disseminating best practices has mobilized exciting grassroots support for new forms of technology-enabled and project-based learning that engage students as active global citizens.<sup>14</sup>

There has also been exceptional grassroots interest in world-languages education, especially in Mandarin, as parents look for tangible skills to prepare their children for success in the global economy. Asia Society recently published *Creating a Chinese Language Program in Your School: An Introductory Guide*,<sup>15</sup> and the College Board announced new initiatives to expand Chinese Advanced Placement courses and teacher training.<sup>16</sup> President Bush, the Departments of State, Defense, and Education, and members of Congress, such as Rush Holt, have also been active in promoting critical languages as a key imperative to the nation's security and our

### North Carolina in the World

**The goals of international education policies in North Carolina are to:**

- **Develop a citizenry and workforce knowledgeable about world regions, cultures and international issues, and well prepared to compete in the global marketplace;**
- **Prepare students to become leaders in business, politics, and all major professional fields capable of addressing international opportunities and challenges;**
- **Increase students' ability to communicate in languages other than English;**
- **Connect students in North Carolina classrooms directly with young people in other countries so that they can learn to build a common future; and**
- **Prepare students to work successfully in multiethnic and multicultural workplaces.**

understanding of other regions and cultures.<sup>17</sup>

Several programs, such as Model UN and the Global Classrooms program conducted by the United Nations Association of the United States of America,<sup>18</sup> and the Choices for the 21st Century Program of the Watson Institute for International Studies at Brown University,<sup>19</sup> are making curricular connections to international content through projects and activities that extend global learning beyond the school day. In the informal education area, National Geographic Society recently launched the My Wonderful World campaign, backed by a coalition of major national partners, to expand geographic learning in school, at home, and in the community.<sup>20</sup> Sesame Workshop has also debuted several new initiatives around international education, including Global Grover, Worldwide Kids, and



an upcoming online and offline program set on “Panwapa Island” that will immerse children in a unique and novel exploration of self, community, and cultures from around the world.<sup>21</sup> And iEARN, the International Education and Research Network, continues to connect schools in more than 115 countries via the Internet, engaging over a million students each day in collaborative projects with peers worldwide.<sup>22</sup>

### **Leveraging Time Beyond the School Day**

While new developments such as these are creating momentum for change in K-12 education reform, they are largely being carried out without connection to work under way in extended learning settings. The afterschool movement has grown rapidly over the past decade because of local, state, and federal actions as well as expansion initiatives by nonprofits, community-based organizations, and foundations. There are now 9,000 federally supported 21st Century Community Learning Centers; eight years ago, there were only ten. There are 32 state afterschool networks, and interest from mayors and city councils is growing. Washington and Wisconsin have studies recommending that they include afterschool and summer learning in their school finance formulas. In North Carolina, afterschool expansion is part of new state funding to provide more equitable opportunities across the state. The Governor and State Superintendent of Education of Wisconsin have requested a \$5 million state appropriation for afterschool, while New York, Massachusetts, Connecticut, and South Carolina have all already increased state appropriations for afterschool. And with new funding to be released this year, California alone will have 4,000 to 5,000 afterschool programs, putting the state in an important position to set the tone for what quality afterschool programming for the 21st century could look like.

Most district afterschool programs, acting in response to the No Child Left Behind legislation passed in 2001 and the federal 21st Century Community Learning Centers evalu-

ation by Mathematica completed in 2002, are increasingly focused on developing basic skills. In addition, more and more studies have shown the positive impact of afterschool programming if it also involves school-community collaboration, uses projects and themes, hires motivated staff, and engages children on real-world issues. Large urban districts have found success by emphasizing enrichment components: New York City, Los Angeles, Chicago, San Diego, Boston, and Houston, among others, now blend offerings in youth leadership, technology education, music and art, recreation, and counseling/social skills development. This is based on two decades of best practices research in youth development and extensive program development over the past five.

Research from the Bill and Melinda Gates Foundation has found that nearly half of high school students who drop out do so because they are bored and not engaged in school.<sup>23</sup> Similarly, the emerging research base on effective out-of-school programming indicates that new content should be both more interesting and more rigorous to engage middle school and older students. For example, research on The After-School Corporation’s operations by Policy Studies Associates concluded that the most

#### **Going Global**

**The After-School Corporation partnered with Global Arts to Go, a provider of interactive and customized cultural arts, education, and entertainment experiences, for a peer conference in New York City. The One World—Many Celebrations workshop helped site coordinators who run afterschool programs find ways to incorporate cultural diversity into afterschool art, music, and other activities.**

**For more information, please visit  
<http://www.tascorp.org> and  
<http://www.globalartstogo.com>.**

successful programs include a broad array of enrichment opportunities alongside opportunities for skill building. The research found that the most successful projects exposed youth to “experiences that could spark their interest and expand their goals for their own schooling, careers, and hobbies” through project-based approaches that help participants work toward mastery via a culminating project.<sup>24</sup>

Like the out-of-school learning environment itself, global literacy provides many opportunities to extend students’ academic and social development skills simultaneously. What works best in afterschool and summer programs is often what works best for international education: project-based learning, connections to the real world, and a technology base. In recent years, the afterschool field has learned similar lessons from the integration of arts, math, and literacy. The best programs integrate youth development in meaningful ways and develop interpersonal skills along with subject matter skills, creating a unique environment for learning outside of the school day. Henry Jenkins, director of the Comparative Media Studies Program at the Massachusetts Institute of Technology, stated in a recent occasional paper on digital media and learning published by the MacArthur Foundation, “We make a mistake when we use afterschool programs simply to play catch-up on school-based standards or to merely reinforce what schools are already teaching. Afterschool programs should be a site of experimentation and innovation, a place where educators catch up with the changing culture and teach new subjects that expand children’s understanding of the world.”<sup>25</sup>

## **DESIGNING NEW APPROACHES TO GLOBAL LITERACY AFTER SCHOOL**

### **Content and Program Design**

Afterschool and summer programs already create connections to local communities, people, and the arts, providing a unique

### **Bringing the World Home**

**Bringing the World Home and Around the World in 80 Ways** are resources created by YMCA of the USA International Group to help staff start or enhance international programming. Promoting geographic literacy, global education, cross-cultural learning, and active child participation, these resources include project ideas as well as development and partnership models for YMCAs. **Bringing the World Home**, one of the most popular resources requested by local YMCAs, highlights over 30 countries through games, stories of families, recipes, folktales, and information about the YMCA movement in each country. These resources are also featured in the YMCA’s **International Starter Kit**, which provides strategies for collaboration with YMCAs outside the United States.

For more information, please visit <http://www.ymca.net>.

opportunity to promote understanding and tolerance as well as social development and life skills. Global literacy, at its core, is also about character development and authentic learning gained through exposure to global diversity and complexity.

Global awareness does not start with a distant foreign land or exotic culture; it starts at home. Young people are not always introduced to international topics through their teachers or even the media, but often through their parents, friends, and peers in America’s diverse communities. Out-of-school programs often work with underserved, underperforming, low-income, or minority groups that have strong connections to these diverse communities and immigrant populations. As Jane Quinn of The Children’s Aid Society remarked, “When you put a youth development lens on the reality of our country, you see diversity as a real strength.”

International learning opportunities can leverage this diversity as a point of departure to engage students, encourage creativity, and provide rigorous activities that move beyond the “country report” or the “food, flags, and festivals” approach that too often typifies school initiatives in this area. High-quality international learning ties in an historical global context that enables students to both learn about themselves and find their place in the world. Global literacy programs can facilitate students’ learning about people within their communities but outside their immediate knowledge, experience, or

linguistic comfort zone. After students learn about local resources and cultures through school-community connections, programs can then build on these experiences with additional content from other cultures outside the community.

Content could also be expanded to include project-based opportunities for students to collaborate with peers in other countries via technology on topics of mutual interest. Cross-cultural collaboration allows students to learn *with* rather than only *about* other students, creating connections between international issues and personal and local realities. This kind of approach is a strong way to build on students’ natural curiosity about the world while promoting social and academic development. Children today need access to skills that have both international and local relevance, including both “hard” skills, such as language learning and literacy, as well as 21st century skills, such as creativity, teamwork, and cultural sensitivity. These skills used to be called “soft” skills but now they are becoming a new currency that may offer American students an advantage in the international marketplace of ideas and commerce.

By starting with what most afterschool programs already do—such as providing homework help, nutrition and snacks, exposure to the arts, community-based activities, and physical and social development—global content can be woven throughout afterschool programs. Using the common elements of arts, food, environment, and sports, international connections can be built through interdisciplinary projects. Research shows that test scores improve with a “curriculum of relevance” that gives meaning to subjects taught during the school day. High-quality global education programs are both relevant and impact student learning. They foster mastery in a broad range of skills, from creativity, communication, and collaboration skills to literacy, science, and math skills.

Some examples of international content and program ideas are included in the box on the following page.

#### **International Summer Camp**

**The Children’s Aid Society developed the International Fair summer camp curriculum to provide challenging and engaging academic enrichment for young people, ages 5-13, across New York City. This curriculum allows the children, many of whom are underserved and rarely travel beyond the boundaries of their own neighborhoods, to “journey” around the world by learning about other countries, cultures, and traditions.**

**Campers get to know each country through reading books and travel brochures, conducting Internet research, visiting museums, attending arts and music performances, and inviting visitors to the camp who come from the countries they are studying. To share what they have learned, each group creates a project, such as writing a book of recipes, publishing folktales based on the traditions of a particular country of interest, choreographing a dance in the style of their country, or designing a multimedia timeline of important historical events. The projects are showcased at the International Fair, a dynamic event that caps the summer learning experience.**

**For more information, please visit <http://www.childrensaidsociety.org>.**

### **WhataWonderfulWorld:IdeasforElementary/ Middle School Programs**

- **Early Literacy** Since literacy and writing skills are a major concern of all afterschool programs, content could be internationally themed. Activities could encourage children to read stories from different countries by using books and anthologies, as well as video and interactive learning games featuring characters with an international identity (such as Sesame Street's Global Grover). Children could read, discuss, and creatively respond to these stories. Technology connections could help children create their own storybooks or research and compare common elements in stories from around the world.

- **Food and Nutrition** Programs could enhance children's exposure to world cuisines, providing hands-on experiences preparing international foods accompanied by stories about the cultural significance of dishes. Students could practice problem solving and teamwork as well as math and nutrition by examining the ingredients, literacy by creating menus, and science by studying plant and food production. Content on international social and economic issues as global food insecurity and trade could also be included. Culminating activities might include an international bake sale or cookbook of world recipes.

- **Games and Sports** Children could learn about the geographic, historic, and cultural elements of various sports and games from around the world. Activities could be built around a particular region/country and sport, such as Africa and distance running, or presented as companion projects to worldwide sporting events, such as the Olympics or World Cup. The study of world sports and games is a way to enhance children's knowledge and appreciation of such concepts as fairness and gamesmanship, strategy and competitiveness, and play and leisure in other cultures.

### **TheWorldinOurCommunity:IdeasforHigh School Programs**

- **World Music** Activities featuring the instruments and performance genres of other cultures offer an exciting way to raise awareness about their traditions. Programs could have students research information about the geographic and historical settings for musical innovations. Students could explore local traditional music and instruments, comparing and sharing what they find with peers in other countries via technology. Digital audio software enables youth to produce their own compositions by collaborating with their peers to blend sounds from around the world.

- **World Languages** Students could be exposed to a variety of world languages after school through linkages with local cultural and linguistic institutions. Depending on the program, the goal might not be language proficiency, but rather language exposure and cultural and linguistic skill development. International university students could help expose students to critical world languages, such as Arabic, Mandarin, Japanese, Russian, and others. The activities could also include field trips to cultural institutions, museums, and other related events.

- **Service Learning and Career Exploration** Programs could engage their students in local research projects while considering the international implications of their findings. This action-oriented program could enhance students' involvement in and commitment to their local and global communities while promoting knowledge of current events, world history, and geography both locally and globally. The program could explore service learning opportunities with nonprofits, museums, and other civic organizations with international connections. Student internships and summer jobs could also be considered as an extension to the program.



In sum, creating international learning activities around key developmental goals that are important to the daily lives of students, especially those who are not actively engaged in school, may:

- **Enhance the importance of knowing before judging.** Creating opportunities for knowledge gathering as well as one-to-one connections and communication can lead to well-informed decision making.

- **Build on awareness and understanding.** Encouraging a local and global view that goes beyond factual knowledge can motivate students to address problems and needs through action.

- **Increase tolerance for diversity.** Developing activities that increase students' acceptance of difference can reduce the potential for conflict.

### **Professional Development and Program Delivery**

Professional development is needed on both international content as well as integrating it with student-centered, afterschool pedagogy. These approaches can take more preparation time than traditional teaching methods, and youth workers especially, who often hold many part-time jobs, may not have the time. Getting children and youth involved in daily program planning can serve a dual purpose, alleviating the overload on staff while motivating students and building their skills.

Teams of youth workers and students could design programs and apply for grant funds themselves. Programs could also address sustainability through projects that tie into service-learning funding channels. Similarly, youth workers could be paired with educators to collaborate on pedagogical approaches and connections to the school day.

Because much of the field is decentralized, the out-of-school space is approached differently

everywhere. There is a wide range of disparate skills among youth workers, who come to the afterschool field from a variety of backgrounds and experiences, and turnover is high. There is also, however, the opportunity to promote staff learning as well as youth development concurrently after school. International studies is not a bounded subject, so it lends itself to a broad range of approaches across disciplines and techniques. Given the right materials and support, staff can simultaneously deepen their awareness of international themes and communication technologies, especially if they serve as facilitators of inquiry-based learning rather than as content experts.

### **Educational Use of Information and Communication Technologies**

Technology can strengthen connections to communities and other countries while

#### **More Than Just Talk Expanding English Language Learning**

**The Center for Afterschool and Community Education at Foundations, Inc. is enriching existing materials with international content and activities. More Than Just Talk, a new guide for afterschool English-language learning, includes activities and projects to use with children and youth for language and global learning, with a CD for customizing materials to particular levels, interests, and in-school curriculum content all year.**

**Staff development tools provide afterschool staff with techniques for introducing global literacy to language learners. Activities specifically highlight intercultural learning as one of the objectives, and all encourage creating mixed-language groups and connecting with families of language learners to promote intercultural exchange.**

**For more information, please visit <http://www.caceafterschool.org>.**

making learning experiences more meaningful and engaging for students. Similarly, technology can help staff connect to the school itself as well as professional development opportunities further afield. Best practices could be disseminated through online video clips and professional development communities. The creation of a “road map” to international education Web sites could provide information on activities rather than resources, matching online projects to developmental capacities in an easily accessible way.

There is also growing evidence that technology and media literacies among youth are improving during out-of-school time.<sup>26</sup> When used well, technology is no longer an isolating factor but rather one that fosters communication, teamwork, problem solving, and learning in complex self-directed ways that most school environments have yet to embrace. Afterschool programs are finding that, when used properly, smart boards, digital video, music editing, and publishing software are more engaging than Internet use alone. Out-of-school programs that leverage technology have an exciting opportunity to advance its educational application.

However, the limited access to technology hardware, connectivity, maintenance, and security in out-of-school programs is a serious challenge. Even when a computer lab exists or a school is wired, availability to afterschool and summer learning programs is often limited or nonexistent. And even if staff are prepared to use technology in their programs, there is often very little support. This is a serious impediment to enabling students, especially low-income youth who would not otherwise be able to access international exchange or immersion programs or gain firsthand experiences relating to languages, peers, and ways of life in other countries. Progress could be made by engaging state and local technology coordinators and school leaders to encourage new approaches, such as laptop carts and wireless connections. Programs could also embrace the educational use of technology that students are already bringing to

### **Learning Locally, Connecting Globally**

**Global Kids is a New York City based nonprofit that works with youth after school and online to build digital literacy, foster substantive virtual dialogues about current events, and promote civic participation through interactive games. Global Kids holds in-person and online youth conferences, including roundtables and summer institutes at the Council on Foreign Relations as well as online in Teen Second Life. A multiplayer virtual reality environment, Second Life users from around the globe interact within an online community. Global Kids students create action campaigns to educate Second Life participants about global issues. Global Kids students also create educational video games, such as Ayiti: The Cost of Life, in which players learn about poverty by taking responsibility for a family in rural Haiti.**

**For more information, please visit  
<http://www.globalkids.org>.**

**The Intel Computer Clubhouse Network of community-based clubhouses around the world provides thousands of young people with access to resources, skills, and experiences to help them succeed in their careers, communities, and lives. Many Computer Clubhouses in the U.S. are located at Boys & Girls Clubs, YMCAs, or community centers where youth from underserved communities work with adult mentors to explore their ideas and develop skills through the use of technology. Every two years, the network holds a Teen Summit in Boston, where 250 young ambassadors from eighteen countries work together to address their communities' challenges through the creation of computer-generated animations, art, music, radio and video documentaries, robots, and 3-D models.**

**For more information, please visit  
<http://www.computerclubhouse.org>.**

afterschool programs, such as cell phones, for creative learning and communication on international themes.

## INTEGRATING AN INTERNATIONAL PERSPECTIVE INTO POLICY AND ADVOCACY

### Key Sectors for Mobilizing Action

Given these opportunities to create a uniquely relevant approach to preparing students for the 21st century during out-of-school time, core constituencies must be motivated to take action. There is a need and an opportunity to create compelling rationales for stakeholder groups, such as youth, parents, business leaders, policymakers, funders, and institutions of higher education.

- For *youth*, taking a positive approach to global literacy is important, stressing that the world is a fun and exciting place to explore rather than a dangerous and scary place. Out-of-school programs aim to provide youth with connections to new opportunities, places, and experiences; this approach could easily be expanded to include connections to various people, communities, projects, and careers throughout the world. For the youth audience, it is compelling to stress the personal connections that international education provides, enabling students to find out what daily life is like for their counterparts in other countries and preparing them for global work teams in future jobs. Participating in exchanges with other communities gives youth an opportunity to reflect on their own lives and cultures. Giving youth a chance to reflect and be heard can be highly motivating.

- *Parents* play a strong role in influencing children's choices. They are critical allies in mobilizing a whole community to support out-of-

school learning. However, many disadvantaged groups, such as immigrant or low-income populations, may never have been exposed to global literacy.<sup>27</sup> Parents may also have concerns about nontraditional education programs, especially for older youth who are often expected to work after school. However, an emphasis on preparing children for future jobs will likely be a strong motivating factor. A compelling statement, challenge, or question could inspire widespread action among parents, such as: "Why doesn't your child have the chance to learn another language after school?" or "Every child should take a trip during the summer, even a virtual field trip." Community organizations could spur discussions on the importance of equitable access to new skills as well as quality programs—as the world changes, education must modernize too.<sup>28</sup>

- When approaching *policy leaders*, it should be emphasized that international knowledge and skills instill needed perspective on how people from other parts of the world live and prepare students for a changing global marketplace. It is also important to define the need in terms of America's tradition of

A compelling statement, such as, "Every child should take a trip during the summer, even a virtual field trip" could inspire widespread action.

neighborliness, our strong democratic principles, and the value of our diverse, pluralistic communities.<sup>29</sup> International education can help illuminate our nation's rich and growing global connections.

- Extended learning advocates must also know how to make the case to *business leaders*. Engaging the business community is essential to reinforce the message that a new skill set, not just test scores, is important. Global business leaders already emphasize growing global interdependence and the need to be prepared on a variety of levels. These include a broad range of 21st century skills from teamwork to

technology skills. In the same way that business has argued persuasively for funding for STEM (science, technology, engineering, and math), employers could promote the need to develop arts, world languages, and technology education to foster creativity and innovation skills as part of America's competitive advantage.

- *Higher education and university leaders* could also be engaged through programs that involve international or adult education students in extended learning. Both exchange students and universities are often looking to make their own authentic connections to American communities. University resources, such as campus-based international centers, education departments,

#### 21st Century Skills for 21st Century Careers

The George Lucas Educational Foundation (GLEF) celebrates and encourages innovation in education. Founded by filmmaker George Lucas and based at the Skywalker Ranch in Northern California, GLEF promotes project-based learning and the intelligent use of technology in education, including multimedia production (video and audio), communication technologies, and games as a means to engage students while supporting multidisciplinary learning and 21st century skill-building.

According to Rob Coleman, an executive at Lucas Animation, animation exemplifies a 21st century career that requires skills in not only math and technology but also in creativity, literacy, and cross-cultural communication. Lucas Animation has members of their team working from San Francisco to Singapore. In fact, when hiring qualified people to join their team, Coleman looks for strong creativity and communication skills more than specific technology skills.

For more information, please visit:  
<http://www.edutopia.org>

international students, and American students who have studied abroad could all be utilized for afterschool learning. With opportunities for encouraging intergenerational relationships as well as college planning, connections with institutions of higher education could provide another approach to global literacy that is uniquely suited to the out-of-school setting.

- *Funders* can make international literacy in out-of-school programming a priority by: getting the issue on the philanthropic agenda through board briefings and association meetings, such as those convened by the Council on Foundations and its affinity groups; building global literacy into existing funding streams such as the 21st Century Community Learning Centers as well as new funding streams, such as STEM and critical languages initiatives; and exploring alternate sources for support, such as consulates and global business firms.

## CREATING AND BUILDING ON SUCCESSES

### Challenges

In considering what it would take to move forward on expanding afterschool and summer learning to include internationally oriented content and experiences, three core challenges emerge:

- **Integrating global content across well-designed programs.** Identifying the type and scope of global content most applicable to the out-of-school context, including staff training and professional development;
- **Ensuring funding and sustainability.** Getting on the agenda of federal, state, and local government as well as that of philanthropic leaders; and
- **Spreading innovation.** Disseminating best practices from successful sites to stimulate national progress.



## Recommendations

Meeting participants identified six key steps that could help spur coordinated action:

**1. Raise awareness.** Various efforts are already under way to build awareness at local, state, and national afterschool and summer conferences and through dissemination of information about global literacy in various publications. Future meetings with governors' offices, mayors and other municipal leaders, and business partners interested in afterschool and economic development as well as chief state school officers, state boards, school districts, and influential nonprofit boards are planned.

**2. Survey existing programs.** Several groups are planning to conduct surveys of their constituent groups to determine what is currently being done to advance international learning in afterschool and summer programs.

**3. Develop a field-building vision.** The participants stressed the need to think strategically about how the concept and practice of "international education" is defined and disseminated in the out-of-school field. Leaders in K-12 international education also need to be encouraged to find common programming and purpose with the growing afterschool and summer learning fields.

**4. Create practical resources to implement the vision.** A series of framing documents for the field could help define international knowledge and skills as well as clarify how international education can promote youth development while incorporating core skills in math, literacy, science, and technology. A how-to guide could help leaders and advocates determine who to convene, which arguments to muster, and what steps to take to connect internationally through out-of-school programs. Self-assessments for programs and staff could help gauge current progress.

**5. Focus on pilot sites for research and development.** Two to four pilot projects in key states or cities could provide tangible experience that would help refine the vision and inform implementation in other locations. A strategic focus on assisting the new statewide initiative in California and cities like New York City, Los Angeles, Boston, and Chicago could create models for quality programs.

**6. Embed an international focus in existing and future program expansion.** Several organizations have already begun program development work around the goals and approaches of international education. They are updating or creating new program materials and projects on international themes. State afterschool networks should also be encouraged to include an international focus in their current advocacy work to expand quality programs for a global age.

## CONCLUSION

The Creative Afterschool Programming for the Global Age meeting was held to address the growing demand for a more relevant educational response to globalization. Businesses, governors, and universities are starting to respond, but the formal education community can move very slowly. This presents a clear opportunity for youth development and extended learning to prepare America's youth for success.

Many of the skills that young people will need for future careers, such as working in global teams, recognizing multiple perspectives, researching with technology, learning language skills, and debating current issues and events, can be encouraged in out-of-school settings. As Terry Peterson stated, "Clearly we cannot prepare our children and youth for these changing times by looking at learning and development time in the same old ways. Afterschool and summer learning present an essential new opportunity.... It could make all the difference in the world."

## NOTES

1. The Creative Afterschool Programming for the Global Age meeting builds on Asia Society's and The George Lucas Educational Foundation's track record and capacity in convening significant high-level meetings and coalitions to promote innovative education models in American schools. In addition to their long-standing work in the creation of educational resource materials for practitioners in the field, both conveners have developed interrelated policy and public engagement strategies that have led to major innovations, including the focus on project-based learning and the educational use of technology in a large number of secondary schools, and the growing interest in international education and critical world languages, such as Mandarin.
2. The Afterschool and Community Learning Network is sponsored by the University of South Carolina and College of Charleston with substantial funding from the C.S. Mott Foundation.
3. Draper, J. B., & J. H. Hicks, "Foreign Language Enrollments in Secondary Schools," American Council on the Teaching of Foreign Languages, 2000.
4. National Geographic-Roper Survey of Geographic Literacy, 2006, <http://www.nationalgeographic.com/roper2006/pdf/FINALReport2006GeogLitsurvey.pdf>.
5. "Asia in the Schools: Preparing Young Americans for Tomorrow's Interconnected World," Asia Society, 2001, [http://www.internationaled.org/publications/ASIA\\_101.pdf](http://www.internationaled.org/publications/ASIA_101.pdf)
6. Cohn, D'Vera and Tara Bahrapour, "Of U.S. Children Under 5, Nearly Half Are Minorities," *Washington Post*, May 10, 2006, <http://www.washingtonpost.com/wp-dyn/content/article/2006/05/09/AR2006050901841.html>.
7. Jackson, Anthony, PhD., "Preparing Urban Youths to Succeed in the Interconnected World of the 21st Century," *Phi Delta Kappan*, November 2004, <http://www.internationaled.org/PDKjackson.htm>.
8. "Asia in the Schools: Preparing Young Americans for Tomorrow's Interconnected World," Asia Society, 2001, [http://www.internationaled.org/publications/ASIA\\_101.pdf](http://www.internationaled.org/publications/ASIA_101.pdf).
9. National Geographic-Roper Survey of Geographic Literacy, 2002, <http://www.nationalgeographic.com/geosurvey/highlights.html>. National Geographic-Roper Survey of Geographic Literacy, 2006, <http://www.nationalgeographic.com/roper2006/pdf/FINALReport2006GeogLitsurvey.pdf>.
10. "Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future," National Academy of Sciences, National Academy of Engineering, Institute of Medicine, 2006, <http://www.nap.edu/catalog/11463.html#toc>.
11. "Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security," Committee for Economic Development, 2006, [http://www.ced.org/docs/report/report\\_foreignlanguages.pdf](http://www.ced.org/docs/report/report_foreignlanguages.pdf).
12. Bell-Rose, Stephanie, Goldman Sachs Foundation, and Vishakha Desai, Asia Society, "Educating Leaders for a Global Society," 2005, [http://www.internationaled.org/publications/GSF\\_EducatingLeaders.pdf](http://www.internationaled.org/publications/GSF_EducatingLeaders.pdf).
13. "North Carolina in the World: A Plan to Increase Student Knowledge and Skills About the World," April 2005, [http://ciu.northcarolina.edu/content.php/docs/NCWorld\\_ActionPlan.pdf](http://ciu.northcarolina.edu/content.php/docs/NCWorld_ActionPlan.pdf).
14. See <http://www.edutopia.org>.
15. See <http://www.askasia.org/Chinese>.
16. "China National Office for Teaching Chinese as a Foreign Language and the College Board Announce New Chinese Language and Culture Initiative," April 19, 2006, <http://www>.

- collegeboard.com/press/releases/51453.html.
17. For more information about the National Security Language Initiative, see <http://internationaleled.org/nationalsecuritylanguage.htm>.
  18. See <http://www.unausa.org>.
  19. See <http://www.choices.edu>.
  20. See <http://www.mywonderfulworld.org>.
  21. “UNICEF Executive Director Addresses Global Leaders around Children and Media in ‘Worldwide Kids’ Summit Presented by Sesame Workshop and Merrill Lynch,” October 20, 2005, [http://www.sesameworkshop.org/aboutus/inside\\_press.php?contentId=15230949](http://www.sesameworkshop.org/aboutus/inside_press.php?contentId=15230949).
  22. See <http://www.iearn.org>.
  23. Bridgeland, John M., John J. DiIulio, Jr., Karen Burke Morison, “The Silent Epidemic: Perspectives of High School Dropouts,” Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation, March 2006, <http://www.gatesfoundation.org/nr/downloads/ed/TheSilentEpidemic3-06FINAL.pdf>.
  24. “Shared Features of High-Performing After-School Programs,” Policy Research Associates (PSA), February 16, 2006, <http://www.tascorp.org/publications/catalog/psa/PSA%20TASC%20SEDL%20Evaluation.pdf>.
  25. Jenkins, Henry, with Katie Clinton, Ravi Purushotma, Alice J. Robinson, and Margaret Weigel, “Confronting the Challenges of Participatory Culture: Media Education for the 21st Century,” MacArthur Foundation, 2006, [http://www.digitalllearning.macfound.org/atf/cf/{7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E}/JENKINS\\_WHITE\\_PAPER.PDF](http://www.digitalllearning.macfound.org/atf/cf/{7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E}/JENKINS_WHITE_PAPER.PDF).
  26. Ibid.
  27. The United Nations Association of the United States of America (UNA-USA) has introduced a new program called Global Classrooms to begin to reach these underserved communities in the United States: <http://www.unausa.org/site/pp.asp?c=fvKRI8MPJpF&b=324666>.
  28. See The Frameworks Institute’s communications research on Global Interdependence, <http://www.frameworksinstitute.org/clients/aspen.shtml>.
  29. Ibid.

**APPENDIX A: Agenda**

**CREATIVE AFTERSCHOOL PROGRAMMING FOR THE GLOBAL AGE**

JULY 27-29, 2006

SKYWALKER RANCH, NICASIO, CALIFORNIA

Thursday, July 27, 2006

6:30-8:30 P.M. Dinner

Welcome: MILTON CHEN, Executive Director, The George Lucas Education Foundation

Introduction: MICHAEL LEVINE, Vice President, New Media and Executive Director, Education, Asia Society

Introductions by participants

Keynote address: TERRY PETERSON, Director/Senior Fellow, Afterschool and Community Learning Network/ University of South Carolina and College of Charleston

**A New Vision for Out-of-School Learning in an Age of Globalization**

There is an urgent need to prepare students for life and work in an age of increasing diversity and complexity. The accelerating exchange of people, ideas, and goods among countries requires youth programs to promote the skills all young people need to compete in a rapidly changing world. What would it take to expand our vision of learning to integrate international knowledge and skills in the extended learning hours?

Friday, July 28, 2006

9:00-10:30 A.M. **Challenges and Opportunities: How Can We Integrate a New Global Perspective**

Why is a global perspective so important today? What are recent national and state developments that can be leveraged by the extended learning community to add international knowledge and skills to their already crowded agenda? This session will also focus on the challenges facing creative approaches in extended learning programming from the perspective of school-based programs as well as youth development organizations. Where are the strategic opportunities that can build on the momentum of increased interest in improving international skills among youth while enhancing both rigor and enrichment beyond the school day?

*Discussion Leader:* MICHAEL LEVINE, Vice President, New Media and Executive Director, Education, Asia Society

10:30-10:45 Break

10:45-12:00 **Models and Best Practices**

This session will offer an opportunity for participants to share information

about programs with high-quality implementation and curricula that integrate international content into the out-of-school environment. What programs currently exist that build infrastructure, content, or both? How do these programs undertake conceptualization, organization and leadership, content development, and professional development?

*Discussion Leader:* JANE QUINN, Assistant Executive Director for Community Schools, The Children's Aid Society

12:00–1:30 Lunch

*Guest Speaker:* ROB COLEMAN, Director of Animation, Lucas Animation

1:30-2:00 Break

2:00–3:30 **Technological Innovations**

This session will examine innovative new technologies, including multimedia and communication and collaboration tools. How can they best be used in teaching and learning, particularly for project-based learning or international exchange? What are some of the obstacles to using technology in out-of-school programs and how can they be overcome? What is the role of visual media in capturing and promoting best practices?

*Discussion Leader:* MILTON CHEN, Executive Director, The George Lucas Educational Foundation

3:30-3:45 Break

3:45-5:15 **Creating an Action Framework**

This session will summarize the day's conversations and examine the necessary conditions for integrating knowledge about the world and 21st century skills into out-of-school programs. What can we learn from similar efforts to integrate literacy, math, and science education? What elements can be used to create a global approach? Which practical resources are needed and how can they be generated? What set of programs could be administered at the site, state, or federal level? Which leaders and levers need to be activated?

*Discussion Leader:* TERRY PETERSON, Director/Senior Fellow, Afterschool and Community Learning Network/University of South Carolina and College of Charleston

6:30-8:30 Dinner

*Guest Speaker:* DR. ROB SEMPER, Executive Associate Director, Exploratorium

Saturday, July 29, 2006

9:00-10:30 A.M. **Working Groups**

In this session, participants will review the framework items created on Friday

and form small working groups to assess what each team member can do to help create and implement international approaches. Each group will create a sample action agenda, given current assets and feasibility, with ideas for: content and resource development, technology applications, staff development, funding opportunities, and evaluation and assessment.

10:30-10:45 Break

10:45-12:15 **Next Steps: From Ideas to Action**

The final session will review the ideas and opportunities discussed in the working groups, focusing on the most feasible and strategic sites, content ideas, program structures, and development models. If funding was immediately available to integrate international education in extended learning programs, how could it best be spent? The session will conclude with a brief discussion on next steps in building a strong network of interested leaders from organizations, schools, and funders.

*Discussion Leader:* MICHAEL LEVINE, Vice President, New Media and Executive Director, Education, Asia Society

**APPENDIX B: Participants List**

**CREATIVE AFTERSCHOOL PROGRAMMING FOR THE GLOBAL AGE**

JULY 27-29, 2006

SKYWALKER RANCH, NICASIO, CALIFORNIA

FRANCIE ALEXANDER, Senior Vice President and Chief Academic Officer, Scholastic Education

STEVEN AMICK, Coordinator of Before and After School Programs, San Diego County Office of Education

YVONNE CHAN, Principal, Vaughn Next Century Learning Center

MILTON CHEN, Executive Director, The George Lucas Educational Foundation

BARBARA CHOW, Vice President, Education and Children's Programs, National Geographic Society

GAIL DAUGHTRY, Executive Director, North Carolina Center for Afterschool Programs

RONALD FAIRCHILD, Executive Director, Johns Hopkins University Center for Summer Learning

CYNTHIA GESSLING, Senior Director, Education and The Arts, Boys & Girls Clubs of America

URSULA HELMINSKI, Vice President, External Affairs, Afterschool Alliance

EUGENE HILLSMAN, Associate Program Officer, Charles Stewart Mott Foundation

TAWA M. JOGUNOSIMI, Manager, CPS Community Schools Initiative, Chicago Public Schools, Office of After School and Community School Programs

MICHAEL LEVINE, Vice President, New Media and Executive Director, Education, Asia Society

JAN MAYER, Director, Learning Support and Partnerships Division, California Department of Education

ALEXIS MENTEN, Senior Program Associate, Education, Asia Society

TERRY PETERSON, Director/Senior Fellow, Afterschool and Community Learning Network/University of South Carolina and College of Charleston

JANE QUINN, Assistant Executive Director for Community Schools, The Children's Aid Society

DARRYL RATTRAY, Director of Out-of-School Time Programs, New York City Department of Youth and Community Development

JILL RIEMER, Executive Director, Georgia Afterschool Investment Council

CARLA SANGER, President and CEO, LA's BEST After School Enrichment Program

ERIC SCHAPS, President, Developmental Studies Center

CLAUDIA WEISBURD, Executive Director, Center for Afterschool and Community Education, Foundations, Inc.