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## U.S. Center For Citizen Diplomacy Summit Reports

### Title

K-12 Education Task Force: Fostering Globally and Culturally Competent Citizens through K-12 Global Education

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U.S. CENTER  
FOR  
CITIZEN  
DIPLOMACY

# U.S. SUMMIT & INITIATIVE FOR GLOBAL CITIZEN DIPLOMACY

NOVEMBER 16-19, 2010 | WASHINGTON, DC

## K-12 EDUCATION

**TASK FORCE**

**Fostering Globally and Culturally Competent  
Citizens through K-12 Global Education**



**EVERY CITIZEN A DIPLOMAT**

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## TASK FORCE PROCESS

The work of the nine Task Forces began in the fall of 2009, each one representing a specific area of international activity and citizen diplomacy. Each Task Force is led by two co-chairs and made up of members selected by the chairs themselves.

These nine groups met periodically throughout the year to determine guidelines for selecting proposals from organizations vying for a top ten best practices slot, the format and content of their presentation at the Summit, and drafting three measurable outcomes that will allow the U.S. Center for Citizen Diplomacy to monitor each Task Force's progress during the ten-year Initiative for Global Citizen Diplomacy – which aims to double the number of American citizens engaging in international activity and address the global challenges of the 21st Century.

The co-chairs were given complete control over the Task Force, including decisions that needed to be made regarding the process to solicit, accept and select the top ten proposals from organizations in their field.

(\*Note: If a Task Force member's organization submitted a proposal, that member was removed from the selection process to avoid conflict of interest.) The U.S. Center for Citizen Diplomacy has not and will not receive any compensation, monetary or in-kind, from the organizations or individuals on the Task Forces or organizations or individuals whose proposals were selected for the top ten. The selection of these top ten proposals was solely on merit and is the result of work completed by the individual Task Forces, not the U.S. Center for Citizen Diplomacy.

The top ten list for each Task Force was selected from a pool of applicants that submitted a two-page proposal with the intention of being considered in the top ten. If an organization did not submit a proposal, they were not under consideration for the top ten.

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## K-12 EDUCATION TASK FORCE

Each day, human beings become more connected on our planet and these connections and our interdependence with each other become more crucial to understand as we meet the challenges of the twenty-first century. In order to excel in our increasingly interconnected world, our K-12 education system must encourage students to become more engaged with the world around them by participating in international exchanges, study abroad programs and other programs that connect American students to their peers around the world. An informed, global and culture literate American citizenry, seeking to build bridges of understanding and respect to other cultures, is a crucial foundation for progress and success in the world today.

The K-12 Education Task Force strongly believes that in order to accomplish this goal, K-12 education must play a vital role in creating a more globally competent society and workforce. We believe that to meet these challenges, both innovative and creative methods must be employed to deliver quality global education to millions of children beginning in preschool through secondary education. This year has provided unprecedented focus on achieving universal and quality global education in American schools, but the work has only just begun. In order for each K-12 student to be competitive in the 21<sup>st</sup> Century, initiatives and programs; like the ten showcased at the Summit, need to be supported and expanded in terms of additional resources.

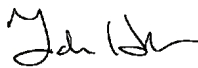
We are pleased and excited to present this showcase of best practices to provide a sampling of innovative and creative methods for developing globally competent students in American schools. Through these types of collaborations and partnerships we can leverage the expertise of the education community to advance a better informed, more mobilized American society.

We look forward to our collaborations in 2011 and beyond as we work on the mutual goal of building capacity, awareness and resources to increase the efforts of citizen diplomacy. We certainly hope you will join us in these efforts to help educate America's future generations.

In partnership,



**Ed Gragert**  
Co-Chair  
K-12 Task Force



**John Hishmeh**  
Co-Chair  
K-12 Task Force



**Renee Shull-Harmon**  
Co-Chair  
K-12 Task Force

## K-12 EDUCATION TASK FORCE MEMBERS

### CO-CHAIRS

- Edwin Gragert** Executive Director, iEARN-USA  
**John Hishmeh** Executive Director, Council on Standards for International Educational Travel  
**Reneé Shull** Director of Education, U.S. Center for Citizen Diplomacy

### MEMBERS

- Marty Abbott** Director of Education,  
American Council on the Teaching of Foreign Languages  
**Shari Albright** Executive Director,  
International Studies Schools Network, Asia Society  
**Genevieve Brown** Executive Director, International Volunteer Programs Association  
**Kristin Hayden** Founder & Executive Director, OneWorld Now!  
**Paul Miller** Director of Global Initiatives,  
National Association of Independent Schools  
**Brenda Lilienthal Welburn** Executive Director,  
National Association of State Boards of Education

### HOST AT SUMMIT

- Laurie Heintz** President and Owner, Protective Barriers; Executive Committee,  
Board of Directors, USCCD

## **K-12 EDUCATION BEST PRACTICES**

**The K-12 Education Task Force’s measurable outcomes support the Initiative for Global Citizen Diplomacy’s goal of doubling the number of American citizen diplomats in the next 10 years.**

### **OUTCOMES**

To increase the opportunities and number of K-12 students learning and applying world language skills.

To promote global competency through the infusion of global perspectives in the majority of state education curricula for K-12 classrooms.

To promote global understanding through increased participation of K-12 students in international exchanges, online interactions, study abroad programs, hosting international students, online educational interactions and other programs that connect American students to students around the world.



# AYUSA

San Francisco, CA | [www.ayusa.org](http://www.ayusa.org)

## **GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES**

Preserving the Environment; Reducing Poverty & Disease; Creating a Globally Competent Society; Encouraging Cultural Understanding

## **US/AFRICA YOUTH EXCHANGE INITIATIVE**

AYUSA International (AYUSA) believes that to create globally competent citizens one must begin by educating young people. When a country's youth are exposed to other cultures, languages and people they become more globally aware and interested in the world around them. To be truly effective, and to reach the widest possible audience, these programs should be made available to a broad spectrum of young people, from all racial and socioeconomic backgrounds.

AYUSA, in collaboration with select US and international organizations with experience in Department of State grants, international high school exchange programs and youth education practices, proposes an annual reciprocal high school summer exchange program between the United States and a specific country in Africa. AYUSA and its partners would place, monitor and support 15 urban and minority youth from each country (30 students total), along with 2 educators from each country.

The model for this program is the AYUSA-led Emerging Youth Leaders grant program, taking place in the summer of 2010. This reciprocal exchange program facilitates a high school exchange between 30 urban and minority youth from the San Francisco Bay Area and Dakar, Senegal, focusing on the theme of Democracy and Governance in Civil Society.

AYUSA envisions expanding this program, creating an annual six to eight week reciprocal exchange with a different African nation each summer. Participants will be recruited primarily from traditionally underserved urban populations in both the selected African city and the San Francisco Bay Area. By offering exchange programs geared toward urban and minority American youth — populations not traditionally served by existing exchange programs — AYUSA and its partners will increase the number and diversity of young Americans engaging in international activities, encouraging these students toward a lifetime of citizen diplomacy.

According to the most recent youth exchange statistics from CSJET, less than 1% of US high school students study abroad. Minority representation is minimal. When high school students do study abroad, most choose European countries, with less than 5% of US students selecting a country in Africa.

The program will begin in the San Francisco Bay Area with an academic schedule held on a local university campus. Each year, a specific global challenge topic will be selected as the focus of the academic curriculum. Participants will engage in a rigorous academic curriculum supplemented with local community service projects that focus on the specific global challenge topic. The program will leverage AYUSA's network of curriculum partners from previous summer programs. Guest lecturers from relevant local organizations and university faculty will present to the students, engaging them in topical discussions.

Following the American portion of the exchange, all student participants will travel to the selected African nation. While in the selected city, participants will continue the curriculum at a local university. The African portion of the program will also be supplemented by community service projects in the city. Themes discovered during the American portion of the program will be continued in the selected African country.

AYUSA has extensive experience with grant programs, and has worked with a variety of local and international partners in the past to implement them. The program design will incorporate community service projects, cultural enrichment activities, global skills training, and other types of experiential group learning to develop civic responsibility and commitment to communities as well as inspiring future leaders to be agents of positive change. Students will live with each other's families, in both the US and overseas, and the students will remain together for the entire program.

Various components of multiple global challenge topics will be addressed each year, especially "Encouraging Cultural Understanding" [through the reciprocal exchange and home stay components] and "Creating a Globally Competent Society" [through a globally focused educational curriculum]. One additional global challenge will be incorporated into each year's program, forming a foundation for the academic portion of the program and allowing the students to address the topic from two different cultural backgrounds.

Following are three examples of possible country partners and educational topics:

- Botswana: While Botswana has one of the world's highest known rates of HIV/AIDS infection, it also has one of Africa's most progressive and comprehensive programs for dealing with the disease. Similarly the San Francisco Bay Area is seen as a leader in progressive programs around this topic. Focusing on the global challenge of "Reducing Poverty and Disease" the educational component of this program could address "The Role of Education in the Fight against Infectious Disease."
- Liberia: Unique among African nations, Liberia was founded and colonized by freed American slaves. The country's leader, Ellen Johnson Sirleaf, is the first democratically elected female president in Africa – an interesting parallel with the US's first African American president. With a focus on "Encouraging Cultural Understanding" the academic curriculum could address "Minority Representation in the Democratic Process."
- Namibia: Namibia is the first country in the world to incorporate protection of the environment into its constitution, and has implemented communal conservancy programs to give local people a voice in land use and a vested interest in responsible stewardship. Similarly, the San Francisco Bay Area is an acknowledged leader in environmental protection and sustainability efforts. To address "Preserving the Environment" the academic topic for the program could be "Successful Community Involvement in Local Environmental Preservation."

In an effort to increase the reach and benefits of the program beyond the immediate group, AYUSA proposes taping all lectures and academic presentations — both in the US and in the selected African nation — and posting them online on a dedicated website. Using the TED (Technology, Entertainment, Design) conference as a model, students from anywhere in the world could access the videos. In addition, the selected students would receive a FLIP camera that would enable them to videotape portions of the program for submission to the website and to contribute to personal video blogs. Finally, upon completion of the program, students would be required to give a presentation to a group of students in their home country, summarizing the lessons learned with an action plan and resources for local involvement.

**ESTIMATED BUDGET:** \$300,000 per year (no funding currently committed)

For more information please contact:

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# Bridges to Understanding

Seattle, WA | [www.bridges2understanding.org](http://www.bridges2understanding.org)

## GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Creating a Globally Competent Society; Encouraging Cultural Understanding

## Bridges Collaborative

Bridges to Understanding's bilingual curriculum-based programs connect middle and high school students in classrooms in the U.S. with their peers around the world using digital technology and the art of storytelling. Our methodology gives students the opportunity to engage directly with their global peers, placing youth-produced media, and youth themselves, at the center of the international learning experience as they Investigate the World, Identify Perspectives, Communicate Ideas and Take Action

Using 21st century learning skills, small teams of students in Bridges classrooms research and produce 2½ – 4 minute digital stories about topics of their choice in three broad areas: Environmental Sustainability, Culture and Traditions or Conflict and Reconciliation. The students also participate in safe, teacher-facilitated, online dialogue forums, sharing information about their lives and communities and discussing global issues. Bridges' extensive library of youth-produced stories and story guides are used by teachers to enrich learning and discussion.

The Bridges Collaborative, a partnership between Bridges and the CREATE Lab, a division of Carnegie Mellon University's Robotics Institute, will integrate Bridges' proven curriculum with the GigaPan, an advanced technological education tool that engages students in hands-on experiential learning. First developed for NASA's Mars Rover, the GigaPan camera mount brings 21<sup>st</sup> Century robotics to Bridges classrooms. The goals of the Bridges Collaborative are for students to:

- Develop an awareness of their interconnection with their peers around the world;
- Gain an understanding of the implications of global challenges for their own and other regions worldwide; and,
- Become empowered to act on issues that affect all youth in preparation for taking their place as the leaders of tomorrow.

It is well known that students of today learn differently than previous generations, viewing computers not as technology but as a part of life. The Bridge Collaborative classroom program will support a balance between technology, interpersonal skills and core instruction. Using a team-based approach, the process will enhance Bridges' programs that:

- Cultivate creativity;
- Encourage flexible thinking and problem-solving;
- Teach students to take risks and to be persistent in reaching goals;
- Support self-awareness and discovery; and,
- Develop empathy.

Skills also developed in the learning process include:

- Writing;
- Listening;
- Research;
- Presentation;
- The impact of diversity on communications; and,
- Social responsibility.

Working in partnership with the CREATE Lab, Bridges' will use GigaPan panoramic images created by students in Bridges classrooms as an introduction to their school and community. Each classroom is given a page on Bridges' password-protected website where they post a photo and information about their school and the students who are participating in the Bridges program. Classrooms will be invited to create a GigaPan image as a unique, interactive introduction to the other students in Bridges' network. They will also be asked to capture, stitch, edit, annotate and post GigaPan panoramas to anchor their questions and responses on Bridges' online discussion forums.

By using the billion-pixel panorama as a matrix on which to locate questions and answers directly on the image, the GigaPan enables a spatial organization of cultural interchange between students as they actively explore panoramas, reveal image detail and then create and respond to social, contextually relevant interchange.

In addition to increasing engagement in the forums, the GigaPan will be used as a value-added tool for Bridges classrooms in which students create their own digital stories for sharing online with classrooms throughout the network of partner schools. The GigaPan will capture the imagination of the small student teams as they use the robotic device to capture images to illustrate their stories, panning and zooming to investigate the details contained in the image. Combined with audio capabilities, students will be able to base their entire digital story around one GigaPan-created image, panning across a landscape, an interior, a street or an entire neighborhood as the voiceover leads the viewer through the students' personal story and call-to-action. A new time-lapse feature will also enable students to capture the same scene over time, then exploring it in four dimensions, demonstrating change over time in nature and the built world as part of a discourse about our environment.

Bridges and the CREATE Lab have shared the GigaPan with a select group of educators and students in Seattle. All expressed great excitement about using it. One teacher is taking a 360° panorama of the neighborhood from the rooftop of his school for a yearlong learning project. A college student who served an internship with Bridges at a school in Cape Town, South Africa in spring 2010 taught the students how to use the GigaPan to enhance their online discussions, looking at and describing their environment with new eyes.

As partners in the Bridges Collaborative, Bridges and The CREATE Lab aim to increase cross-cultural understanding, bringing together communities and people within structured, curriculum-based programs and discussion forums and fostering meaningful communication through cutting-edge digital technology and the age-old art of storytelling.

Since 2001, Bridges has connected more than 2,000 students in over 100 classrooms and after-school programs in the Pacific Northwest, Peru, Guatemala, India, South Africa, Cambodia, Azerbaijan, Nepal, Kenya, Alaska and Canada. In collaboration with The CREATE Lab, Bridges is now prepared to significantly expand the number of middle and high school classrooms using our programs in the U.S. and abroad.

To increase and sustain its reach in the U.S. and around the world, Bridges will form a worldwide team of regional site coordinators trained in Bridges' curriculum and GigaPan technology. They will train and support teachers in Bridges' digital storytelling methodology and curriculum, loaning GigaPan camera mounts to the teacher for student use.

With a well-designed curriculum that meets federal and state education standards, and scalable, sustainable programs, Bridges has a strategic plan in place to bring many more classrooms into its domestic and international network over the next five years. By adding GigaPan technology to the curriculum and increasing the staff with a team of trained site coordinators, Bridges will add the capacity needed to fully develop and implement the Bridges Collaborative.

For more information please contact:

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# CENTER FOR CIVIC EDUCATION

Calabasas, CA | [www.civiced.org](http://www.civiced.org)

## GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Preserving the Environment; Reducing Poverty & Disease; Increasing Respect for Human Rights; Creating a Globally Competent Society & Encouraging Cultural Understanding

## INTERNATIONAL PROJECT CITIZEN

Three years ago the Center for Civic Education invited students and teachers from the many “new democracies” that have chosen to use our curricula to attend the first International Project Citizen Showcase. The showcase, held in Washington, DC, was an opportunity for young people from around the world to share with each other and with American educators and policy makers the projects they developed using the Center’s Project Citizen civic education program. Project Citizen is a school-based, hands-on curricular program that engages students directly in the public policy process. It is a perfect illustration of how civic education promotes globally competent citizens capable of using the public policy process to address the full range of issues influenced by public policy, including human rights, poverty and disease, and the environment. Entire classes of students work cooperatively to identify a public policy problem in their community. They then research the problem, evaluate alternative solutions, develop their own solution in the form of a public policy, and create a political action plan to enlist authorities to adopt their proposed policy. Participants develop a portfolio of their work and present their project in a public hearing showcase before a panel of civic-minded community members.

The international scope and success of Project Citizen is the result of nearly two decades of efforts by educators working as citizen diplomats under the auspices of the Center’s Civitas International Civic Education Exchange Program. Our efforts include exchanges and training programs for American educators and their counterparts from other countries; sharing of best practices at international conferences and workshops on civic education; assistance with adaptation and implementation of a range of K-12 curricular programs; research and evaluation; and efforts to develop policy support around the world for civic education. The Center’s curricular programs, including Foundations of Democracy, Project Citizen, and others currently reach more than 3 million students per year.

The Center and its implementing partners have utilized a collaborative, network-based approach to effectively leverage available resources and increase support for civic education in the US and overseas. The Civitas exchange partnerships pair educational organizations, school districts, and schools in US states with counterparts in other countries. Supported by the Center, they develop and implement programs designed to promote and improve civic education through people-to-people interaction. For example, exchanges between educators and education gatekeepers in Ohio and Poland, begun in the early 1990s, laid the groundwork for the establishment of the Center for Citizenship Education in Warsaw. Today that Center’s programs reach all schools in Poland and it receives substantial EU funding as well as national support to carry them out. Similar success in leveraging resources has resulted from partnerships established by the Center between US educators and educators in Bosnia and Herzegovina, South Africa, Pakistan, Morocco, China, and other countries.

Shared Project Citizen experiences have become the basis for international student-to-student interaction that improves mutual understanding and promotes cultural engagement the way only citizen diplomacy can. For example, the Center’s implementing partners in Florida, Romania, and Hungary organize annual collaborative online interaction between their Project Citizen students; students in Texas and Costa Rica are using the program to jointly address environmental concerns; the Peace Corps has adopted the program for students and volunteers in Honduras; and in Ireland and Northern Ireland, the Balkans, and Senegal it has been adapted in a way that promotes reconciliation between groups in conflict.

As a capstone intercultural experience, the first International Project Citizen Showcase was a smashing success.

More than 250 students and their teachers from 31 countries responded to the Center's invitation to attend. With the Center providing a venue and covering the costs of their stay, students raised their own funds for transportation in order to bring their Project Citizen projects to Washington, DC.

The international showcase featured student projects addressing public policy concerns such as violence in schools, child labor, pollution, underage gambling and smoking, infrastructure development, inclusion of special needs students, nutrition in schools, cultural preservation, effects of taxation on small businesses, non-renewable energy resources, and the lack of clean water. Students came from Argentina, Bosnia and Herzegovina, Bulgaria, Chile, Colombia, Costa Rica, Croatia, the Czech Republic, the Dominican Republic, Ecuador, Estonia, Ghana, India, Indonesia, Jordan, Kosovo, Lithuania, Mali, Montenegro, Northern Ireland, Panama, Peru, Russia, Senegal, Slovakia, South Africa, Thailand, Ukraine, the United States (Washington and Florida), Venezuela, and the West Bank and Gaza. Many had never travelled outside their homeland, let alone had the opportunity to interact with peers from such a diverse group of countries.

Participating American students were struck by the urgency and seriousness of the problems they heard about from peers from other countries. The students' heartwarming experiences were captured by documentary filmmaker Patrick Davidson and featured in his film *The World We Want*. It's fair to say that no one came away from the event without a better understanding of and appreciation for the similarities as well as the differences between conditions in each other's countries and how young people view and try to address public policy problems in their communities. Of course, students from other countries were thrilled at the opportunity to visit and tour our nation's capital and meet American students. In the true spirit of citizen diplomacy, friendships were made and connections established that have, without a doubt, improved mutual understanding among peoples. Finally, the showcase was an important and inspiring way to direct the attention of national policy makers towards the importance of citizen diplomacy programs like those of the Center.

Given the overwhelmingly positive response and outcomes, the Center would like to convene a second International Project Citizen Showcase. To expand the involvement of American citizen diplomats, the Center would invite more US schools to participate. Provided sufficient funding, participating US schools could be paired with schools from other countries for continued interaction, whether virtual or face-to-face, through student exchanges. The Center is also interested in developing an online Project Citizen showcase platform that would allow Project Citizen students anywhere in the world to upload their projects and share them. Integrated social networking tools would facilitate communication and collaboration on public policy problems of mutual concern regardless of borders and other barriers.

The Center's portion of the costs for the first International Project Citizen Showcase (accommodations and event venues, meals, logistics, and staff time and travel) was approximately \$450,000. Participating students raised an additional \$300,000 themselves for their own transportation and other expenses. The Center estimates it would cost about \$135,000 to create, test, and launch an online Project Citizen showcase platform.

For more information please contact:

**Darius Udrys** | Development Manager | [udrys@civiced.org](mailto:udrys@civiced.org)

# GLOBAL INDIANA: A CONSORTIUM FOR INTERNATIONAL EXCHANGE

Michigantown, IN | <http://globalindianainc.org/>

## GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Preserving the Environment; Reducing Poverty & Disease; Increasing Respect for Human Rights; Creating a Globally Competent Society; Encouraging Cultural Understanding

## EIGHTH GRADE ODYSSEY (E-G-O)

This program will identify talented 13 to 14-year old individuals for global training and international travel. Statistics gathered by the Council on Standards for International Educational Travel reveal that incoming international students outnumber American students outbound for long-term exchanges by a factor of more than 14 to 1. American educators know the primary reason for this is the intense involvement of high school students in school-associated extra-curricular activities. By introducing middle school students to international travel, the Global Indiana Consortium will pique the interest of these young leaders and will increase the likelihood they will participate in outbound exchanges as high school students. The summer between the seventh and eighth grade years is the last free summer before student leaders become active in high school athletics and other extra-curricular activities.

In each participating state, the program will solicit nominations from middle level public, private, and charter school social studies and world language teachers. A committee of educators and others involved in global education will identify 30 students based on an application and interview process. Care will be taken to ensure the group reflects the state's demographic make-up, including minority children and those living in poverty.

The thirty individuals will participate in a four to five-day summer camp experience focusing on leadership, global awareness, cultural sensitivity, and team building. The camp will be staffed by education professionals and college students and will be held in a state park, a YMCA, or scout camp facility. Guest speakers may include college faculty, Peace Corps veterans, Foreign Service professionals, and representatives from exchange organizations. Team building activities will include exercises to improve communication skills, provide problem solving ability, enhance decision-making, build trust, and increase group rapport. The participants will also be introduced to international opportunities available to high school and college students.

Following the camp, students will return home for a weekend to prepare for departure on a three-week cultural immersion experience in selected countries, which will vary by state. Global Indiana and the State of Indiana currently have exchange agreements and/or viable contacts with the following countries: China, France, Germany, Ghana, Lithuania, Mexico, Morocco, Russia, and Thailand. As an example, we have enclosed the exchange agreement we have with the Provincial Government of Zhejiang in China. The three-week excursion will include home stays with screened host families, school visits, trips to historical and cultural sites, and planned interaction with peers in the host countries. Educators and college age counselors will accompany students at a minimum ratio of one to five.

When students return from their experience, they will be expected to prepare presentations for delivery to their classmates, to adult organizations, and to other schools. Their enthusiasm will be infectious and will encourage other students to become involved in globally oriented activities. The program will incorporate follow-up activities to ensure the continuation of enthusiasm. A possibility would be a holiday reunion for the participants for them to get reacquainted and to reinforce the global awareness introduced the previous summer. Veterans of the E-G-O program will have an advantage over other students who compete for admissions into selective colleges and universities, and will have an added measure of leadership and maturity to benefit them during their secondary school experience.

By exposing top students to global awareness training and international travel, E-G-O will likely increase the number of outbound exchange students, add to the number of young people with awareness of the world around them either directly or through contact with an Odyssey veteran, and expand the potential for future study abroad, gap year experiences, and other international activities. With additional funding, it is possible that veterans could be sponsored as outbound exchange students after their sophomore or junior year.

Global Indiana proposes a pilot program in our home state to work out details and to create a replicable model for use elsewhere in the nation. This initial program could be in operation as early as March of 2011. While GI does not currently have the capacity to operate a nationwide program, the pilot will help us determine our personnel needs for program replication. GI is currently in negotiations for corporate and foundation support to enable the board to hire a full-time executive director. This will enhance our ability to perform the needed infrastructure work to make the operation of Eighth Grade Odyssey viable. Even if these negotiations are not successful (and we believe they will be) we still have the volunteer capacity to operate an Indiana-based program.

Following is a table of roughly estimated costs for a single state program for thirty students:

Promotion	\$10,000
Summer Camp	\$25,000
Camp and Trip Counselors	\$15,000
Supervision	\$5,000
Travel and Lodging	\$70,000
Administration	\$6,000
<b>TOTAL</b>	<b>\$131,000</b>

We hope to secure a corporate sponsor; i.e. The (*Sponsoring Company's Name*) Eighth Grade Odyssey, but currently, the only resources we can offer include office space, communication and technology equipment, and a dedicated statewide volunteer network. Global Indiana is operated by a group of individuals who have been leaders in their fields and who are determined to make a difference in the lives of young people. Their experience and leadership assures program success if funding becomes available.

For more information please contact:

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## **iEARN-USA, INC.**

New York, NY | [www.us.iearn.org](http://www.us.iearn.org)

### **GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES**

Preserving the Environment; Creating a Globally Competent Society; Encouraging Cultural Understanding

### **“MY ENERGY SMART COMMUNITY”**

*Building Global Competence and Empowering Youth Through New Technologies in Nigeria, South Africa, Uganda, and the United States*

Prosperous and secure countries need highly skilled young professionals who can work on a global standard. One crucial strategy for preparing students in the US and abroad for the 21<sup>st</sup> century workforce is through the support of information and communications technologies (ICT) in K-12 education. Throughout the US and Africa, the use of ICT to support teaching and learning has focused on computers and Internet access while many other sectors—health, business, energy, agriculture—have found mobile technologies more ubiquitous, adaptable and empowering. Currently, much of the increase of access to information through these new empowerment technologies is taking place outside of K-12 schools. Educators across the U.S. and African continent are in need of new efforts to integrate mobile technologies into K-12 classrooms, especially in rural and marginalized communities that have little or no Internet access. iEARN’s SchoolNet-Africa partners offer schools the means to develop professional development programs, teacher-generated curricula enhancement resources, and appropriate new technologies to meet national educational goals.

iEARN-USA and its partners in Uganda, South Africa and Nigeria propose to enhance global competency among students in their countries and address the serious environmental issue of energy use facing them and their communities. This innovative project, [My Energy Smart Community](#), will be a significant new international environmental science exchange program that can be replicated throughout the world. The program will connect youth from US and African secondary schools - with a focus on girls - to support their use of new mobile technologies to conduct energy-use surveys in their respective communities. Students will monitor how much time and money is spent on items such as firewood, paraffin, gas, and electricity and then compare baseline data with data after energy-conserving solutions are employed. Educators will help youth compare and contrast survey data across all the countries, analyze results, and produce reports and recommendations for taking action. The program will promote mutual understanding, build leadership skills, increase community awareness and engagement, enhance their current environmental science curriculum, and augment their schools’ existing culture of social development and responsible citizenship. Participants will enhance communications skills and capabilities, learn new technology skills, and improve critical thinking. The program also will save American and African families money, while conserving scarce resources.

Specific activities will include: the community energy survey, three-week reciprocal educator and youth exchange for 48 participants, professional development workshops, online courses for non-traveling educators, and a mini-grant program for alumni. Participating schools will be recruited through national announcements in four and application process in the four countries, with a preference for schools that have not previously had extensive international exchanges. Outcomes will include at least 2,000 youth in the four countries using new technologies to collaboratively explore, research, edit, analyze, create, produce and distribute through new technology, while helping US and African families reduce their energy consumption. In addition to the physical exchange, over the 18-month project students use iEARN’s innovative “Collaboration Centre” to engage in daily online discussions, sharing of data and exchanges of multimedia products that they themselves have created. As a result, the number of students impacted by the project will be dramatically higher than just those participating in the physical exchanges. Participants will more deeply consider their civic and social responsibilities, while developing job skills for expanded options for careers in communications, environmental science, education and technology. iEARN-USA and the SchoolNet-Africa partners will

strengthen the capacity of local youth-focused organizations, support programs that link educational reformers within and across national boundaries, and use local organizational capacity to leverage opportunities to advance educational outcomes. IBM employees participating in the prestigious Corporate Service Corps (CSC) program will support the program. The partners expect the two-year program to cost \$500,000, which is able to begin September 1, 2010 and conclude on December 31, 2012. At a time when the Obama Administration is expanding innovative science education and energy-saving programs across the United States, an energy audit program that links US and African youth through the My Energy Smart Community program is timely, compelling and mutually beneficial.

iEARN-USA and the SchoolNet-Africa partners have strong national organizational infrastructures, networks of dynamic secondary schools, multilingual Internet-based social and educational networking resources and tools, professional development experience and training partners. For more than a decade, the SchoolNet-African partners have led global K-12 technology-based school reform and community networking efforts in their countries through international collaborative project-based learning. iEARN-USA is a member of the iEARN global consortium of NGOs, affiliated partners and universities, government representatives and educators working together toward a common vision: a future in which people engage in a dialogue of respect and collaborative action to tackle global issues. To fulfill this vision, iEARN and its partners worldwide reach across differences and together train, support, and educators who then are able to engage youth in online learning. iEARN currently supports 40,000 educators in 130 countries with 200 projects in 30 languages. Together, the partners are able to quickly design and implement a low-cost, high-impact environmental science exchange program—one that can enhance STEM (Science, Technology, Engineering, Math) skills and serve as a model for replication throughout the world.

For more information please contact:

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# NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS

Washington, DC | [www.nais.org](http://www.nais.org)

## GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Preserving the Environment; Reducing Poverty & Disease; Increasing Respect for Human Rights; Creating a Globally Competent Society; Encouraging Cultural Understanding; Achieving Food Security; Securing U.S. & Global Financial Security

## NAIS'S CHALLENGE 20/20 PROGRAM

J.F. Rischard's call to action in the seminal book *High Noon: 20 Global Problems, 20 Years to Solve Them*, was published just as the National Association of Independent Schools (NAIS) began to advocate that member schools be more global in their outlook. Rischard had insisted that new networks were necessary for real change. Challenge 20/20 is a free-of-charge network of internet-based school partnerships. Challenge 20/20 pairs one or two U.S. schools with one or two schools in other countries to work on some aspect of the problems Rischard had defined. "Changing the world, two schools at a time" has become the mantra.

*"As a trans-national school-to-school partnership program, Challenge 20/20 is designed to facilitate cooperation and intercultural understanding among students, teachers and communities,"* said NAIS President Pat Bassett. *"One of the program's goals is to develop global citizens who are adept problem solvers and who are comfortable working collaboratively across cultures."*

Since 2005, students have been finding solutions to one of 20 global programs that Rischard organized into three categories: sharing our planet, sharing our humanity, and sharing our rulebook.

Students are encouraged to educate themselves on pressing issues in society and to stretch their imaginations to identify solutions that can be implemented in their own schools and communities.

They relish the chance to get involved right away – even as early as the third grade.

Students at one school in Kenya traveled 30 miles to the nearest Internet café for a weekly on-line session with their partner school.

Five years on, the results have been encouraging, even astonishing. Students, matched by grade level and interest, have researched their chosen issue and devised solutions ranging from portable mosquito netting beds for small children in Africa to hand sanitizers in a central American hospital to public service announcements on local TV stations in the U.S. and Mexico urging water conservation to the production and sale of products to raise funds for disaster relief in South Asia.

In all, 1,053 U.S. schools and 724 non-U.S. institutions have been involved. Schools in 99 countries and 47 States have participated. In a given year, there are 150 or more partnerships. And the participants include independent, international, public and charter schools.

Schools commit to participating in Challenge 20/20 by filling out a brief online application form between March and August. They choose up to five global issues and may select a partner school of their own choosing. NAIS matches schools based on the issues selected and the grade and/or age of the students. Schools are asked to have the head or principal sign an agreement for participation. This ensures the program will be integrated into the curriculum or extra-curricular activities and there is a commitment to the program.

The school teams work together for a full year, or for one of two terms (September-January or January-May). They communicate regularly on their research and proposed solutions. Later in the year, all teams are asked to report on their work and their collaboration.

The program is easy to implement. There are no benchmarks or strict rules that schools must follow. We want the teachers and students to be free to create their own projects and solutions. We encourage them to seek issues that affect their schools and communities. This encourages participation, and practical and real-life solutions. NAIS offers guidelines and answers questions, but participating students and teachers do the work.

The program is free of cost, and is open to all grade levels. All schools are welcome. Online participation is usually in English and by blogs, wikis, websites, e-mail, video conferencing, etc. Some popular platforms used by schools include Skype, Ning, Second Life and Facebook.

Many schools participate for several years. In some cases they have new partner schools each year, but more often schools want to continue and expand their work together. Partnerships formed by 20/20 have developed into sister school relationships and student and teacher exchanges.

Of course, not every partnership clicks and there are frustrations, but Challenge 20/20 is designed to be what people make of it. The most important goal is to give students the chance to interact. Many of the less entrepreneurial partnerships are still successful in terms of conversations among people of different cultures and the learning that takes place.

Challenge 20/20 has changed the way students, faculty, parents and school communities think about the world. It has helped them become agents of change.

## TESTIMONIALS

Bess Flashner, a student at Mount Saint Joseph Academy in Flourtown, Pennsylvania: *"I now perceive the world as a smaller place, for we are connected in our common humanity. The ongoing dialogue we have created not only enables us to work towards solving a global problem together, but it also creates the medium for permanent change"*

Gaby Jackson, a student at Kingsmead College in Johannesburg, South Africa: *"It is easy to say something and think it will work, but in reality it is a difficult task to make a plan and put it into action. Through Challenge 20/20 I have learned a lot about the world and the complexities associated with being an underprivileged person"*

## CHALLENGE 20/20 GLOBAL PROBLEMS

As listed by J.F. Rischard in his book *High Noon: 20 Global Problems, 20 Years to Solve Them*

- **Issues involving the Global Commons:** global warming; biodiversity and ecosystem losses; fisheries depletion; deforestation; and water deficits.
- **Issues requiring a global regulatory approach:** maritime safety and pollution; the fight against poverty; peacekeeping and preventing conflicts and terrorism; education; infectious diseases; the digital divide; and natural disaster prevention and mitigation.
- **Issues needing a global regulatory approach:** reinventing taxation for the 21<sup>st</sup> Century; biotechnology rules; global finance; illegal drugs; trade; investment and competition; intellectual property rights; e-commerce; and international labor and migration.

## WEBSITE AND CONTACT INFORMATION:

We invite all schools to join. More information is available on our website: <http://www.nais.org/go/challenge2020>. Questions may be referred to Ioana Simona Suci Wheeler, [wheeler@nais.org](mailto:wheeler@nais.org).

# STUDIES ABROAD FOR GLOBAL EDUCATION (SAGE)

Fort Collins, CO | [www.sageprogram.org](http://www.sageprogram.org)

## GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Preserving the Environment; Reducing Poverty & Disease; Increasing Respect for Human Rights; Creating a Globally Competent Society; Encouraging Cultural Understanding; Achieving Food Security

## WORLD WATER CRISIS: YOUTH TAKING ACTION

### INTRODUCTION

Water crises are increasingly making headlines in news media around the world. Whether it is rapidly retreating glaciers in the Himalayas due to climate change, the displacement of millions of people by massive dam projects for irrigation in China, or rivers running dry in sub-Saharan Africa, there is no political or environmental issue as critically important to the world today as the security of water.

Water is life, and accessing clean and reliable sources of water for drinking is the basis of daily survival for millions of people in India. As water shortages become more acute, the political, social, economic and environmental costs will continue to rise, leading to massive upheaval and unprecedented displacement of people as water and climate refugees.

### PROGRAM SUMMARY

To address this, SAGE proposes to initiate over three years a sustainable, carbon-neutral, long-term international collaborative youth action program addressing global water security.

In Yr 1 SAGE will implement a pilot program bringing a core group of 16 American students and an equal number of Indian students together to focus on addressing local manifestations of the water crisis in India. In Yrs. 2 and 3, 36 low-income, high achieving scholarship students (12 in year two; 24 in year three) will join 108 other students and an equal number of Indian youth on nine successive projects to scale the work begun during the pilot year. The scholarships will enable diverse US students to take part in this innovative project at no cost, ensuring access to the program by underserved youth and laying the foundation for its continuity and the sustainability of cross-cultural approaches to the water crisis.

After Yr 3, the program will be self-sustaining and can be scaled exponentially with full-fee paying students each year subsidizing an on-going scholarship program, and with groups moving out beyond India to other water insecure regions of the world where SAGE works.

### PRIMARY OUTCOMES

- Direct engagement by 320 US and Indian youth, over 3 years in India's water issues; indirect engagement by thousands more through contact with program participants.
- Strengthened action-oriented international youth peer collaboration in addressing water security.
- Heightened awareness among US and Indian youth of the Millennium Development Goals.
- Increased number of US and Indian youth with enhanced cross-cultural competency, empathy, and ability to think trans-culturally in addressing global issues.
- Access to transformative international experience for 36 underserved US youth.

### PROJECT COST

Total Cost	\$ 342,000
Already committed	\$ 73,000
REQUEST FOR SUPPORT	\$ 269,000

## BACKGROUND

**STUDIES ABROAD FOR GLOBAL EDUCATION (SAGE)** is a US educational non-profit with close to 20 years of experience in providing transformational learning opportunities throughout the world for North American youth. SAGE has well-established partnerships with communities, local and international NGO's, schools and youth groups throughout India. In 2006-08, SAGE was awarded and successfully implemented a \$150,000 Jack Kent Cooke Foundation 'Innovation in Education' grant to recruit, prepare, and facilitate transformative learning opportunities in India for 15 at-risk inner-city youth from 5 major US cities.

## PROGRAM DESCRIPTION

In June of 2011, SAGE will launch a pilot program focused on youth collaboration in addressing global water challenges. SAGE will design, develop, and implement a three-week trip to India for 16 students (9<sup>th</sup>-12<sup>th</sup> grades) from the Rivers School in Weston, MA to meet, engage and work collaboratively with Indian youth on local water issues. Prior to this SAGE will work with global-issues curriculum developer *Facing the Future* on a high school curriculum to accompany this trip, and work with *JVA Consulting* to develop an evaluation tool to measure the impact of the program and student learning outcomes. The carbon impact of this program will be offset by support for the alternative international energy projects of *Trees, Water, People*, making it carbon-neutral.

During the project period in India, US students will first learn about the issues and then take action alongside Indian peers in both urban and rural areas. Students will:

- Meet with Indian government officials, non-governmental organizations, researchers of international water/development organizations, and independent activists and scholars, to learn about India's water challenges including scarcity, unequal distribution, water hygiene and sanitation; then meet and partner with youth peers at Delhi Public School and other member schools of the ENO Network (Environment Online - a global virtual school and network for sustainable development and environmental awareness with member schools in 150 nations) who are already addressing local, national and international water issues.
- Meet with village *panchayat* leaders in villages in the water scarce state of Rajasthan to learn about water issues at the community level; then visit the water conservation projects of rural development organization *Seva Mandir* and work alongside local youth on these projects.
- Meet with members of the *Ashoka Youth Ventures* program who are working on water issues in the desert states of Gujarat and Rajasthan; then assist these youth venturers with their projects.

Students will be expected to: blog about their experiences, share photos and reflections via a Ning site while on their trip; maintain on-going contact with their Indian peers after the trip via email, Skype and Ning; and remain active on the multiple on-line forums and discussion boards used by ENO member students around the world.

Post-trip, students will be offered resources and encouraged to join water advocacy and action groups such as *Water for People*, *WaterAid* and *H2O for Life*; and form student water clubs at school.

Finally, students will be invited to attend and present at the annual Global Issues Network conference and at the Educators For Teaching India (EFTI) 'India Youth Summit', providing a forum for students to share their learning with peers from around the world.

## CONCLUSION

While the global water crisis is becoming more acute, there is hope for the future. Around the world, youth are taking action to address the multiple facets of the water crisis. SAGE's 'World Water Crisis' youth action program is one drop among many, that when joined together will create a torrent of change.

For more information please contact:

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# TONY BLAIR FAITH FOUNDATION US

New Haven, CT | [www.tonyblairfaithfoundation.org](http://www.tonyblairfaithfoundation.org)

## **GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES**

Preserving the Environment; Reducing Poverty & Disease; Increasing Respect for Human Rights; Creating a Globally Competent Society; Encouraging Cultural Understanding

## **FACE TO FAITH**

An initiative of the Tony Blair Faith Foundation, Face to Faith is a global education project that is open to all students aged 11-16. Using video conferencing and an online community, Face to Faith engages students across the world in discussion of global issues through different religious and cultural lenses. The teaching modules, which range from care of the environment to human rights, bring students together to discuss a range of opinions and perspectives on issues of common concern.

Learning about religions and beliefs promotes cross-cultural understanding essential to democracy and world peace. Face to Faith is designed to encourage young people to recognize and address similarities and differences among diverse worldviews, giving them the tools for respectful dialogue across a range of differences. Ultimately, the program aims to encourage students to engage in community service – on a local and global level – working with partner students to address global concerns.

As the United States is a multicultural society, educating students about different religions and cultures prepares them for daily interaction in their community and outside it, and helps them develop a deeper understanding of themselves as both American and global citizens. Face to Faith also teaches First Amendment principles, including fundamental human rights and civic responsibilities. Direct interaction between American students and their peers abroad reinforces the civic values learned in the classroom and brings them to life. It is also an important component in combating the ignorance and fear of religious and cultural differences—both at home in the US and abroad.

## **STUDENT ENGAGEMENT – IN CLASS, VIA VIDEO CONFERENCE AND ONLINE**

The program's starting point is to nurture the skills of dialogue and collaboration – equipping students to listen and present their views with respect and also to deal constructively with different perspectives. Having refined these skills in the early stages of the program, students come together via facilitated video conference to discuss key global issues - from the stewardship of our planet to poverty to the role of charity - exploring what different religions say about the subject, what the students themselves think about what religions say and how this informs their own values, beliefs and opinions. These discussions then continue in a safe, moderated online community where students share their views and even help each other with their homework

## **SCHOOL ENGAGEMENT**

The program is currently active in hundreds of schools in the US, Jordan, Lebanon, Palestinian Territories, Pakistan, India, Indonesia, Singapore, Australia, Canada and the UK; with current recruitment in the Philippines, Egypt, Israel and the UAE. In addition to involving well-equipped schools, Face to Faith focuses on including schools in underserved and disadvantaged areas. Lead Schools act as hubs, offering access to computers and videoconference technology as well as technical and practical guidance.

## **TEACHER TRAINING & LOCAL SUPPORT**

The Face to Faith team provides bespoke training for a cluster of schools in each region who are then encouraged to recruit and train other schools in their area. Face to Faith has coordinators in each of the countries in which the program is offered. These representatives provide teachers with support to introduce Face to Faith in their local context.

## **TAILORED RESOURCES**

Teachers can select from a comprehensive set of lesson plans and resources designed by an international group of more than 50 educational experts, including leading academics at Yale and Harvard University. These resources are currently available in English and Arabic and will be available in Hebrew, Urdu and French shortly.

## **CURRICULUM AND STANDARDS**

Face to Faith contributes to the International Baccalaureate and also the 'Global Perspectives' International GCSE assessed by Cambridge Assessment. An advisory group, comprising directors from ACLU, ACLJ, the National Council for the Social Studies and the First Amendment Center and superintendents from numerous states, is helping with the introduction of Face to Faith in US public schools.

## **EVALUATION AND IMPACT**

The positive feedback from students and teachers highlights the powerful underlying pedagogy of Face to Faith. Rather than pushing facts at students, the program encourages a spirit of enquiry, putting young people in the driving seat and inviting them to identify the issues to research, the questions to pose, the actions to take – and it's interesting how quickly students have moved from dialogue to joint action to tackle key global challenges. For example, after a recent videoconference exchange, students at a school in Long Island staged a community car wash to raise money for their partner school in Palestine. Also, students in India, Singapore, Jordan and the UK recently joined forces to raise money for World Malaria Day. In the coming months we have Special Day multi-VCs planned around the UN Human Rights Day and Stop the Traffik Day, alongside special guest VCs to enrich the students learning experience.

The program is being evaluated by the University of Warwick in the UK and New York University; Warwick University has already provided evidence to show how Face to Faith is opening up young people to different perspectives, challenging their assumptions and prejudices, stimulating their interest in developing friendships across traditional boundaries; and increasing their understanding of different beliefs, faiths and cultures. As the most recent interim report stated, "Face to Faith is nurturing a new generation of well-informed, respectful, socially engaged and open-minded global citizens."

Face to Faith has already secured more than \$1 million to support the pilot. We are now seeking partners to extend the reach and impact of this innovative global education initiative.

Although a new program, Face to Faith is developing quickly and the enthusiasm that we find amongst students, educators and legislators across the world suggests that the approach we are advocating is very much of the moment - recognizing the need to prepare young people to contribute positively as citizen diplomats to a rapidly changing and complex global society.

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# UNITED WORLD COLLEGE-USA

Montezuma, NM | [www.uwc-usa.org](http://www.uwc-usa.org)

## GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Creating a Globally Competent Society

### BEYOND BORDERS – ALTERNATIVES TO INTERNATIONAL CONFLICT

The United World College-USA (UWC-USA) is a two-year, pre-university international residential school serving 200 16–19 year old youth from 80 countries in rural New Mexico. UWC-USA is part of a worldwide system of 13 schools. Unique among American independent schools, most students receive full scholarships that include transportation, books and materials, assuring uncommon socioeconomic and international diversity. Kurt Hahn (founder of Outward Bound) launched the first UWC in 1962 at Atlantic College in Wales with a “humanitarian curriculum” designed to bridge the gaps of cultural understanding that he considered the cause of WWII. UWC-USA offers a universally recognized degree, the International Baccalaureate, in an unusual residential program that develops “compassionate service.” Our mission is “making education a force to unite people, nations, and cultures for peace and a sustainable future.”

Recently, the international governing body of UWC has identified “short courses” as part of its strategic plan, a development that will expand our engagement with underserved youth. Short course participants will have access to the innovative, experiential methods that have proven so effective in developing globally competent UWC graduates. These courses will address the same primary causes of conflict that Hahn noted 50 years ago: misinformation, stereotypes and intolerance; lack of necessary skills for civil dialogue; and the decline of a service ethic in an increasingly information-rich, experience-poor society. Since its origins in 1982, UWC-USA has refined its approach to service, stewardship of the Earth, and “international mindedness” through a rigorous academic and co-curricular program. Today, the community service program reaches out to 37 local settings, and students volunteer more than 8,000 hours annually to tutor youngsters, assist the elderly, and perform myriad other services that protect the human and natural environment.

It is the school’s Constructive Engagement of Conflict aspect of the co-curricular program, with its Beyond Borders project, that we wish to expand via a national replication effort, in order to serve more youth. It would include a teacher-training component to develop the capacity of schools, churches, and youth organizations to create their own programs, fund them, and build a local tradition of civil dialogue about complex international conflicts.

Beyond Borders addresses the increasingly global aspect of the U.S. population and uses both international and intergroup conflicts as subject matter during an alternative spring break. Students, guided by adult mentors, plan and implement a 10-day, low-cost immersion experience focusing on border conflicts. The curriculum creates physical and emotional safety for all participants, provides information from diverse perspectives, and develops communication skills for handling controversy. Above all, it immerses participants with opposing views in the experience of living and working together. A carefully planned home stay and active learning program provide rich experiences for people of different races and ethnicities, an immersion in cross-cultural dialogue, interaction with local schools and non-profit organizations, audio and visual documentation skills, diversity education, and follow-up support for the development of leadership and compassion across generation, national identity and culture.

Our most successful and most repeated Beyond Borders curricula have focused on the US/Mexico immigration tensions in Arizona and on the Palestine/Israel conflicts. There have also been projects on global HIV peer education with an emphasis on Africa and water scarcity and sustainability. Beyond Borders are collaborative, experiential courses that can have life-long impacts on students and host communities, offering innovative opportunities for small-scale, replicable projects. By training participants in audio and video production and webcasting for broad distribution, the stories of transformation reach far beyond the immediate participants.

The “Middle East Peace Project,” for example, is a Beyond Borders partnership with the Santa Fe School for the Arts, Youth Ambassadors, Seeds of Compassion and several other organizations. It brings together youth from the U.S., Palestinian, Israeli and allies from other Middle Eastern countries to learn about the conflict in the Middle East. A student group travels to Seattle and lives with American Jewish families. The US/Mexico Project on our geographical border similarly challenges assumptions and stereotypes and engages students in key questions relating to national policy, local resources, human rights and border history.

With additional funding, this approach to global citizenship training within the United States would allow UWC-USA to:

- Launch six 10-day Beyond Borders program for 144 public and private school students from across the U.S. during spring breaks and summer vacations,
- Launch a 7-day teacher training institute at UWC for 50 teachers and youth leaders for the public and private sector, and
- Support a thoroughgoing evaluation of the entire project for curriculum development and further fundraising. With UWC graduates serving as instructors and assistants, Beyond Borders might occur in Douglas, Arizona; Santa Fe, New Mexico; Seattle, WA; Providence, RI; New York, NY; and Minneapolis, MN.

Building on its experience in rural areas and its network of schools, UWC might bring small groups of international students to isolated communities for Beyond Borders programs. In any setting, ongoing activities following the immersion experience would extend learning: video journals; action plans for discussion groups; and, community service projects addressing the challenges of the new “global teenager.”

To date, general funding for Beyond Borders has been provided through UWC donors and event-based fundraising. The cost of the expansion of the program as outlined above would approximate \$250,000 and extend the UWC mission to thousands more youth, positively impacting host communities, strengthening their global cultural competencies, and clarifying the connections between local and international issues. By investing in Beyond Borders, more youth can realize the ultimate achievement of a citizen diplomat — creative, compassionate alternatives to violence.

For more information please contact:

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# US SERVAS, INC.

Arcata, CA | [www.usservas.org](http://www.usservas.org)

## GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Increasing Respect for Human Rights; Creating a Globally Competent Society; Encouraging Cultural Understanding

## LET'S GET GLOBAL: AFTER SCHOOL CLUBS

Let's Get Global, a project of U.S. Servas, Inc., believes that the year after high school – the gap year – is the ideal time for a life-changing experience. Research shows that when young people participate in international exchanges, the experience makes a significant contribution to social development and has a long-term effect on the individual's education and profession. Researchers recommend that international youth exchange be considered an important resource in developing our society's human capital. Returnees interviewed ten years later indicated that their international experience had more impact on their future than any other single thing in their lives.

Our mission is to spread the world about the value of intercultural travel. We've been working with groups (AFS, Global Citizen Year, One World Now, and many others) that have expertise in international exchanges. They share our goal of creating a more just and peaceful world through person-to-person diplomacy and are eager to work with us. If we succeed in stimulating youth to discover the world, exchange programs will flourish and expand.

**Our experience shows that international exchanges are most successful when young people are enthusiastic and begin planning their time abroad years in advance. Let's get global after school clubs will build this enthusiasm. Our initial proposal is a four-year pilot program in five communities, coordinated nationally by Igg. We propose to launch the clubs in September 2011, and use the feedback from the pilot schools to expand in subsequent years.**

LGG will:

- Recruit teachers and volunteers at high schools in five diverse communities around the country.
- Design a high quality program that's fun and informative. LGG will provide materials and ideas.
- Hire a team of two skillful and enthusiastic teachers for each club.
- Train volunteers to do community outreach, assist the teachers, and mentor the students.
- Track students that participate, determine how many actually go abroad for a "gap year," interview returnees, and follow them through the next ten years, gathering data about their choices, lifestyle, and life goals.

## PILOT SCHOOLS

LGG is considering high schools in Washington, Ohio, Oregon, New Jersey, North Carolina, the District of Columbia, Florida, and Michigan. We are seeking a cross-section of the population, socio-economically and geographically. The schools will set up assemblies to encourage students, parents, volunteers, and teachers to participate.

## VOLUNTEERS

The volunteers will represent LGG in the schools and be our link to local businesses and the media. LGG will provide a Volunteer Kit with gap year information, links to exchange and gap programs, and sources for funding and scholarships.

We already have a large group of potential volunteers. Rita Golden Gelman, president and founder of Let's Get Global, has personally experienced the rewards of living "around the world" for the past 23 years. She is a successful author and maintains a listserv of more than 1,500 readers, many of whom have already indicated an interest in serving as volunteers. Servas, with a mission of fostering cultural understanding through an international person-to-person exchange network, has over 2000 members in the U.S. alone.

## **THE PILOT SCHOOL PROGRAM**

LGG will create the best after-school clubs ever...with stimulating programs, fun projects, games, videos, events, contests, and food. Our clubs will become "the place to be!"

- Cultural Awareness: Each session will begin with an international snack (dolmades, Vietnamese spring rolls, Indian curries, etc.), accompanied by a discussion of that culture. Students will discuss attitudes toward modesty, personal space, taboos, treatment of animals and elders, fears, body images, styles of dress, appropriate greetings, and rituals surrounding birth and death...using information provided in the teacher manuals.
- Fundraising: A portion of each session will be devoted to ideas students can use to raise money for their own gap years. We will encourage ideas that use the students' intercultural knowledge and creative skills.
- Club members will share movies, music, dance, and ceremonies of interesting cultures, and videos from exchange students around the world. Each club will have a small library of relevant books.
- Interactive activities and non-competitive games, a cross-cultural role playing, and communication-without-language will also be on the agendas.
- Speakers: immigrants, Peace Corps alumni, returned gap year students and exchange students, anthropologists, and others recruited by the volunteers.
- LGG will provide each club with two Flipcams to create videos they can share with the community and on YouTube.
- Students will keep journals of their thoughts that they can share.
- Volunteers will help students design a community outreach program, letting businesses, organizations, and local governments know what they are doing and promoting their gap year intentions in the local media and on social networks.
- Through Servas' international membership, students will interact with young people and schools around the world. Friendships will develop and possible destinations for that after-graduation experience will evolve.

## **BUDGET**

We are going for "outstanding." We estimate the budget at \$20,000 per school for the first year, less in subsequent years. Line items include books, movies, CD's, Flipcams, journals, volunteer and teacher kits; printing brochures, and paying travel expenses for speakers when necessary. The largest part of the budget will be for teachers' salaries. Contributions from funding partners will be matched with volunteer hours and in-kind contributions.

## **CONCLUSION**

We want to make these clubs "the place to be." Our hope is that a significant number of students will be intrigued enough to plan a gap year. At the end of the four-year, five-school pilot program, we will have data that will document the success of the program and enable us to secure funding to expand the program to other schools.

We are confident that the number of schools participating will grow and that after we prove our success, local communities will support the clubs. As schools across the country sign up, as testimonials spread through social networks and the media, LGG clubs will reach thousands of students and we will significantly increase the number of American youth who choose to enrich their lives through a gap year experience.

For more information please contact:

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